



**School of Business
Administration**

BUSINESS ACCREDITATION

Continuous Improvement Review Report

Review Year
2015-2016

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Foreword

The Gonzaga University School of Business Administration (SBA) was initially reviewed for accreditation in 1988-89 by AACSB International and has since been re-accredited three times. AACSB accreditation is an essential part of our identity as a business school. It communicates the sustainability of our brand, the quality of our education, and our core values of excellence, engagement, and inspiration.

In the four years since our last reaccreditation, changes both internal and external have impacted the SBA's present and created opportunities for its future. The changing higher educational landscape has led to increased competition, greater pressure on enrollment and resource development goals, and an increasing need to differentiate ourselves in a crowded and energetic marketplace. Changes within AACSB International have caused us to examine and redefine our markers of success as a school and for our faculty members and students. The development of a new strategic plan has provided us with an opportunity to develop strategic priorities for the future and to be mindful of the strategic choices we make. Finally, significant leadership transitions within the school have created opportunities for reflection and reassessment.

In the challenges brought by these changes, the faculty, staff, students, and supporters of the SBA, along with the academic leadership of Gonzaga University, have performed remarkably well. As this Continuous Improvement Review (CIR) Report will show, the SBA not only meets the criteria for reaccreditation, but has positioned itself to fulfill its vision of being an exemplar of Jesuit business education.

We are proud to present this report and its accompanying documentation. Thank you for your review and consideration of our application.

Section I: Innovation, Impact and Engagement

The Gonzaga University SBA aspires to be an exemplar of Jesuit business education. Our faculty, staff, and students are engaged with our stakeholders and our communities in innovative and impactful ways. Here are some specific examples of innovation, impact, and engagement.

Curriculum

- *BUSN 290 Weekend Intensive Courses (Innovation, Impact, Engagement)*: These courses focus on integrating advanced topics and/or best practices from different disciplines. The course content varies over time to reflect leading-edge concepts and real-world practices. These courses are often taught by individuals from outside the business school. In the 2015-16 academic year, courses on topics like negotiations, sales, and image/reputation management were offered.
- *MGMT 400 Recruitment and Selection (Impact, Engagement)*: In the Fall of 2014, students in this class analyzed Catholic Charities' recruitment and selection processes and made recommendations for improving recruitment through realistic job previews and structured interviews. In fall of 2015, the students created the realistic job previews by researching job holders and creating a brochure, video, webpage or other appropriate means of providing job seekers with a realistic preview of what it is like to hold that job.
- *MGMT 410 Training and Development (Impact, Engagement)*: In Spring 2015, students in this class watched Catholic Charities' conduct their employee orientation (a form of training) for the class. The class then spent the semester improving the orientation based on the learning in the course. At the end of the semester, the students presented the training back to Catholic Charities.
- *BUSN 489 Multidisciplinary Action Projects (Innovation, Impact, Engagement)*: This is a project-based course designed to give hands-on, real world experience on one or more projects for

organizations in our community. These projects could include developing a branding strategy, designing a compensation system, or evaluating a new idea or opportunity. The projects cross all areas of organizational life, require student teams to bring a variety of skills and knowledge bases to the work, and provide them with the opportunity to learn from leading organizations in our region.

- *Marketing 490 Promotion Projects (Innovation, Impact, Engagement)*: This class forms a marketing agency for an outside company or organization. Over the course of the project, the class designs and implements a promotional campaign, manages a budget, conducts market research, makes an agency-style presentation to the client, and develops a professional recap book which reports the results of the campaign. Past clients have included Mod Pizza, Honda, and Gonzaga University. This course can help the student improve skills in marketing, public relations, human resources management, operations management, communications, business writing, public speaking, event planning, time management, group dynamics, and teamwork. In both 2012 and 2013, the Marketing 490 class placed second in the Honda Civic Sedan Marketing Challenge. Each class won \$5,000 for Gonzaga's SBA, which will fund future experiential learning opportunities.
- *ENTR 494A & 494B Incubation Project (Innovation, Impact, Engagement)*: This class is the first semester of an applied incubator experience in which students apply entrepreneurial concepts and analytical tools to the creation of a new commercial or social venture. Students can develop their own project or work on projects for local incubators or entrepreneurs. The ultimate goal of the course is for students to produce a viable business plan.
- *ENTR 495 New Venture Lab (Innovation, Impact, Engagement)*: This class provides hands-on experience in developing ideas for new commercial and/or social enterprises. Students work in teams to develop their own or other entrepreneurs' ideas. Projects typically include feasibility analysis, market research, and business planning.
- *Gonzaga Neighborhood Maps Project (Innovation, Impact, Engagement)*: This class was developed to enact a 4-step process to enable faculty members and students to produce the asset map of the neighborhood that borders Gonzaga's campus. The objective of the project is to: (1) develop profiles of institutions, associations, businesses, physical environment and other assets; (2) interview people to uncover skills, talents, abilities, knowledge, expertise, and interests; (3) post profiles and people's interests to a virtual, interactive map revealing strengths, resources, and shared community priorities; and (4) to report findings through town hall meetings, presentations, and discussions about the findings.
- *Quantitative Methods & Statistical Analysis Service Learning Projects (Impact, Engagement)*: This class requires MBA students to apply class lessons to local non-profits by analyzing company data to find trends and make projections. Some recent partners include the Ronald McDonald House Charities, Second Harvest, Boys and Girls Club of Spokane, Transitions, Spokanimal, and Catholic Charities. The two teams working with Ronald McDonald House Charities won the "Service Learning Community Partner Award" in April 2014. This award was given by Gonzaga University in recognition of the work carried out between the organization and MBUS 613 students.
- *Forensic Accounting Lab (Innovation, Impact, Engagement)*: Called the "Justice for Fraud Victims Project," (JFVP) this class is a joint program with law enforcement, prosecutors, and local certified fraud examiners. It provides a select group of students with an opportunity to investigate real cases of suspected fraud that are referred by local law enforcement. Most cases referred to JFVP are entities that would not have the financial wherewithal to pursue the investigation. Students are assigned to teams and are supervised by faculty members and by mentors from the Spokane

Chapter of the Association of Certified Fraud Examiners. One example of impact is evident in an investigation that resulted in a verdict and some restitution to the defrauded entity.

- *Small Business Consulting (Impact, Engagement)*: This class is a practicum in providing management assistance to businesses and non-profit organizations in marketing, management, finance, accounting, information systems, operations, and related case problems.
- *China Summer Study Abroad 2016 (Innovation, Impact, Engagement)*: In the spring of 2016, two SBA professors, Danielle Xu (Finance) and Tim Olsen (Management Information Systems) took 22 undergraduate students to China and Hong Kong. This four-week program included three weeks in China. The focus of this study abroad experience were the finance and technology industries in China. Among the organizations the students met with were Microsoft, Nike, Adidas, Baidu, GS1, and Renmin University.
- *Internships (Impact, Engagement)*: The SBA has its own in-house Internship Coordinator, Connie Lipsker. The internships help students transfer classroom knowledge to the real world, acquire work experience that is relevant to the student's academic training, gain practical "hands on" work experience and skills, and establish valuable relationships with potential employers. During 2015-16, 87 internships were taken for credit with an additional 23 internships taken without academic credit. In addition to the internship numbers cited above, we have seen a rise in the internship activity of freshmen and sophomore business students as they increasingly seek out practical work experience and business connections earlier in their college careers.
- *BFIN429 Portfolio Management (Impact, Engagement)*: The SBA offers this 1-credit class over three consecutive semesters (spring, fall, spring) for a total of three credits. The students gain hands-on investing experience with funds totaling over \$150,000. Part of the experience includes students working in teams to develop a portfolio in competition with over three dozen business schools from Washington, Oregon, Idaho, and Montana. At the end of the 2015-16 academic year, our students were in first place.

Co-Curricular Activities

- *Alpha Kappa Psi (Impact, Engagement)*: Alpha Kappa Psi is a business fraternity focused on leadership development and personal and professional training. It provides professional development, educational programs, community service and a hands-on application of formal education with an emphasis on ethical behavior.
- *Beta Alpha Psi (Impact, Engagement)*: Beta Alpha Psi is an honor society for accounting, finance, and information systems students. Beta Alpha Psi brings speakers from public accounting and industry to campus throughout the semester. Members perform community service as a condition of membership. In 2015 the Gonzaga Beta Alpha Psi chapter was awarded Superior Status for the tenth year in a row.
- *Beta Gamma Sigma (Impact, Engagement)*: Beta Gamma Sigma is an international business honor society that encourages and rewards scholarship and academic achievement, promotes the advancement of education in business, and fosters integrity in the conduct of business operations.
- *Bulldog Investment Club (Impact, Engagement)*: The Bulldog Investment Club's primary purpose is to give students hands-on experience at managing an equity portfolio. Past students, current members, and outside investors have contributed thousands of dollars in invested capital to the portfolio that is actively managed by students in the club.
- *Collegiate DECA (Impact, Engagement)*: Collegiate DECA seeks to prepare students for careers in business. Students who want to participate in DECA's competition are able to take a one-credit class that focuses on preparation for competition.

- DECA 2016: Gonzaga sponsored the 2016 regional Collegiate DECA Conference at which 8 colleges from Washington and Canada competed in 21 separate competitive business events. Of Gonzaga's 35 competitors, 29 advanced to the international competition in Washington, D.C. At the international competition in Washington, D.C. about 2,000 students competed at the International Career Development Conference and from the Gonzaga team of 18 students, 9 students (7 of whom were affiliated with the SBA) earned awards.
- DECA 2015: Eighteen Gonzaga University students were among more than 1,300 international and American students who participated in the 54th International Career Development Conference in Orlando, Florida. Twelve Gonzaga students (7 of whom were affiliated with the SBA) earned awards.
- DECA 2014: Fifteen Gonzaga University students were among 1,600 college students from across the nation and abroad who took part in the Collegiate DECA 53rd International Career Development Conference. Eight Gonzaga students (7 of whom were affiliated with the SBA) earned awards at the conference in Washington, D.C.
- *Hult Prize (Innovation, Impact, Engagement)*: In 2015, a Gonzaga University Graduate School of Business team advanced to the regional finals of the sixth annual Hult Prize, the world's largest student competition and start-up platform for social good. The team competed in San Francisco on March 13-14, 2015 for an opportunity to win \$1 million to start a new sustainable social venture. Gonzaga teams also participated in the 2014 and 2013 Hult Prize competitions.
- *Milgard Social Responsibility Case Competition (MISRCC) (Impact, Engagement)*: For the last four years, a team of Gonzaga undergraduate students has competed in the annual Milgard Social Responsibility Case Competition, hosted by the University of Washington-Tacoma. This social responsibility case competition, sponsored by and in partnership with a different major international firm in Seattle, draws teams from throughout the West along with a number of East-Coast schools. In February of 2015, Gonzaga's team placed first, besting teams from 18 other schools.
- *Omicron Delta Epsilon Economics Honor Society (Impact, Engagement)*: Omicron Delta Epsilon Economics Honor Society is an international honor society for economics students.
- *PriceWaterhouseCoopers National Accounting Case Competition (Innovation, Impact, Engagement)*: In January 2015 a team of four Gonzaga University accounting students won the local site competition at Gonzaga University. To get to the finals, the Gonzaga team competed against nearly 5,000 other students from 95 colleges and universities nationwide. The event involved high-level tax and accounting policy issues that tested students' critical thinking and communication skills. The competition also allowed students to connect with PwC professionals for career mentoring.
- *Society for Human Resource Management (Impact, Engagement)*: SHRM is the world's largest association devoted to human resource management. The organization's mission is to provide human resource professionals with up-to-date resources and to advance the human resource profession. During Spring 2016, a five-student team competed in the first ever SHRM Student Case Competition in Omaha, Nebraska, where they were one of approximately 60 teams competing. Although the SBA team did not make the final round, the theme, "The Power of Connection," gave them significant experience in applying the human resource concepts they have learned and they plan to compete again this coming academic year.
- *VITA program (Innovation, Impact, Engagement)*: The Volunteer Income Tax Assistance (VITA) program has SBA accounting students work with the IRS and United Way to help generate more than \$1 million in refunds through free income tax return preparation efforts for low-and middle-

income Spokane residents. For the 2016 filing season, 84 IRS-certified student tax volunteers from Gonzaga University served 981 clients and filed 840 electronic and paper returns. This represented a 4.1% increase from the prior year and resulted in \$1.04 million in total refunds. For the 2015 filing season, nearly 60 Zags helped file 813 returns and generated \$1,080,808 in refunds. Efforts in 2014 resulted in the filing of 770 returns generating more than \$1,090,133 in refunds.

Events & Programming

- *Career Events (Innovation, Impact, Engagement)*: In 2011, the SBA held its first “Careers In Finance” event, bringing together nearly a dozen Gonzaga alumni in various positions throughout the finance world to provide guidance on mentoring, career development, networking, and marketing yourself in the field. This first event met with such success that it has been expanded to include individual events for marketing, human resource management, and other disciplines. This series is expanding to include all disciplines, providing our students with a valuable career development opportunity, connecting us with firms throughout our disciplines, and providing ongoing opportunities to engage with our alumni. We have also extended this concept to careers in specific organizations. We used this same format to highlight opportunities at Boeing.
- *Annual Boeing Excursion (Innovation, Impact, Engagement)*: For the past few years Boeing and the SBA have partnered to send SBA faculty and staff to Boeing’s facilities on the west side of the state. This allows our faculty and staff to network with Boeing employees (many of whom are Gonzaga alumni), catch up on new processes and techniques in use at Boeing, and have conversations about what Boeing is looking for in employees.
- *Community Partners Event (Innovation, Impact, Engagement)*: Established in 2014, the Community Partners event is a social that allows the SBA and its community partners to reflect on what occurred in the previous academic year. Anyone who partnered with the SBA through classes, presentations, projects, or other involvements is invited to attend. The social begins with a presentation on the year’s highlights followed by networking between members of the SBA and community partners.
- *Class speakers (Impact, Engagement)*: The SBA welcomes class visits by our community business leaders throughout the year. Faculty members are open to either course-specific talks or more general discussions about an organization, careers, and the market. During 2015-16 a limited sample represents seven members of the faculty hosting eighteen business community partners as guest lecturers in the classroom and additional collaboration with three GU departments. A list of these can be found in Appendix 4.
- *Entrepreneurship Week (Innovation, Impact, Engagement)*: In 2016, the SBA held its first Entrepreneurship Week to encourage entrepreneurial thought and action among students. The week included a panel discussion, the Pigott Entrepreneurship Lecture, and a presentation by the New Venture Lab students to community members and other students.
- *Ethics Week (innovation, Impact, Engagement)*: In 2013, the SBA began holding Ethics Week. During the week, attendees can listen to business and industry experts discussing topics related to business ethics and best practices, corporate social responsibility, the environment and sustainable business strategies. Faculty members are encouraged to teach a specific topic, case study, speaker, film or other activity directly related to business ethics and best practices in each class section. Other activities during the week include a faculty workshop, the Aram Lecture on Business Ethics, a panel discussion, and the SBA Ethos Statement Signing celebration.
- *Keynote speakers (Impact, Engagement)*: The SBA hosts a number of speakers during the course of the academic year. The audiences can include individuals from the local Spokane business

community, our greater Gonzaga community, and our undergraduate/graduate student populations.

- Economics Symposium (1977-present): The Economics Symposium is one of the SBA's largest events. The symposium is traditionally held bi-annually. The next symposium, the 25th in the series, is scheduled for Spring 2016. The symposium usually features a nationally renowned speaker, is held in a large venue (e.g., the campus athletic center), and has the most exposure potential of anything we hold, both in terms of attendance and media exposure. In 2014, we welcomed Justin Wolfers, Senior Fellow at The Brookings Institution and Professor of Economics and Public Policy at University of Michigan. In 2013, David Wessel, Economics Editor of The Wall Street Journal, was the featured speaker.
- Dean's Breakfast Forum (2008-present): The Dean's Breakfast Forums are semi-annual presentations on a variety of current business topics from business leaders across the region and country. The Spokane business community is invited to join faculty members and students for the forums which are typically held in the SBA's main auditorium. Recent speakers included Greg Bui (Vice President, Manufacturing Revolution, Nike Inc.), John Bello (founder and former CEO of South Beach Beverage Company), Jack Jones (Vice President & General Manager, Boeing South Carolina, Commercial Airplanes), and Dan DiMicco (Executive Chairman of Nucor Corp).
- The Aram Lecture on Business Ethics: (2010-present) is a keynote address given each year by a visiting lecturer invited by Gonzaga University's John L. Aram Professor of Business Ethics (currently held by Dr. Brian Steverson). The professorship was established in honor of John Aram, a Gonzaga trustee and benefactor. The goal is to give students greater awareness of the ethical dilemmas faced by decision makers in business and government. In Fall 2015, TOMS Shoes CEO Jim Alling discussed TOMS' social benefit philosophy. In Spring 2015, Starbucks CFO and Principal Accounting Officer Scott Maw, a Gonzaga alumnus, discussed Starbucks' fair trade philosophy and its culture of employee ethics.
- The Pigott Entrepreneurship Lecture (2011-present) is a keynote address given each year by a visiting lecturer invited by Gonzaga University's Pigott Professor of Entrepreneurship (currently Dr. Todd Finkle). Past speakers have included Antonio Anselmo (CEO, ChemBioPower), Kevin Daniels (President of Nitze-Stagen & Co., Inc. and Daniels Real Estate, LLC.), and Mike Powe (Senior Research Manager, Preservation Green Lab National Trust for Historic Preservation).
- Family Owned Business Conference (2009-present): The Family Owned Business conference focuses on the unique relationships between family members in a business setting. Participants in this program receive instruction from renowned family business experts, and become part of the local community of business owners and family members willing to share their experience and wisdom. The 2016 conference featured Ivan Lansberg (Academic Director of the Center for Family Enterprises, Kellogg School of Management, Northwestern University) while the 2013 conference highlighted David Solie, a well-known intergenerational communication consultant.

Awards & Rankings

- *Elijah Watt Sells Award (Impact, Engagement)*: Samuel Crosby, a 2015 alumnus of Gonzaga's MAcc program, was one of 75 individuals out of approximately 93,500 who took the CPA exam to earn the Elijah Watt Sells Award for his performance on the 2015 exam. Samuel is the third GU alum to win this prestigious award in the past 8 years.

- *U.S. News & World Report (Impact, Engagement)*: In 2015 the Gonzaga University SBA was ranked among the best in the nation. We also earned rankings in undergraduate marketing (No. 26) and undergraduate accounting (No. 26).
 - Our part-time MBA program was ranked 81st in the nation, one of three programs in Washington State to achieve a top-100 ranking. This marks the sixth consecutive year the program has earned a top-100 ranking from the publication.
 - For the fifth time in the last seven years, U.S. News & World Report ranked Gonzaga's graduate accounting programs in the top 30 nationally. The 2017 rankings ranked the graduate accounting programs No. 16 nationally.
- *CPA Results (Impact, Engagement)*: Our accounting program continues to be in the top 5 percent nationwide for first time CPA pass rates. It is No. 20 in the United States for first-time CPA Pass Rate amongst large accounting programs at 76 percent.
- *USA Today (Impact, Engagement)*: In a national ranking, the SBA was rated one of the Top 10 Schools to Study Undergraduate Business in 2015-2016.

Section II: Situational Analysis

Gonzaga University owes its founding and early formation to Sicilian-born Fr. Joseph Cataldo, S.J. (1837-1928). He first joined his Italian Jesuit confreres in the Turin Province's "Montium Saxorum" Mission in 1865, established himself at St. Michael's Mission, and quickly became a dominant force in the area. Cataldo was appointed General Superior of the Rocky Mountain Mission in 1877, then comprised of active members scattered throughout Washington, Idaho, Montana and Oregon.

A half-section of railroad land was purchased for a campus in 1881, and by 1886 the venture had both a building and a capable first superior, Fr. James Rebmann. Gonzaga College began its first academic year September 17, 1887 with a Mass of the Holy Spirit, a tradition that continues today. Its Jesuit community totaled seventeen members, nearly a 1:1 ratio with its first student body. For admission, applicants "must know how to read and write, and not be under ten years of age."

The university is ranked the 4th overall best comprehensive university in the West, as well as the 4th best value among colleges with masters programs, by U.S. News and World Report. USA Today ranked Gonzaga as one of the 10 best Roman Catholic colleges and universities in the nation, while Kiplinger's ranks Gonzaga as the 18th best value in the West/Southwest. The university has also been consistently ranked by Princeton Review as among the nation's best 200 universities for students seeking great academics, outstanding career preparation, and generous financial aid.

In 1921, Gonzaga opened the School of Commerce and Finance. The SBA received its present name in 1931. As a private, Jesuit, Catholic university, Gonzaga's education embraces a strong liberal arts core curriculum with 11 semester credits in philosophy and nine credits in religious studies. Slightly less than 50 percent of our undergraduate student enrollment is Catholic. The female-to-male ratio of undergraduates is 54:46. The Masters of Business Administration was first offered in 1961 and the Masters of Accountancy in 1991. The organizational charts for the University and the SBA can be found under separate cover in a document titled Policies for Faculty Management (SBAPFM).

Today, the SBA enrolls approximately 1,225 undergraduate majors and 170 graduate students (Fall 2015 census figures). Additional information about Gonzaga University can be found in Appendix 1.

Gonzaga University is one of three Catholic regional comprehensive universities in the Pacific Northwest. The majority of our undergraduate students come from Washington, Oregon, Idaho, Montana, Alaska, California, and Hawaii. However, a significantly increasing number of students are enrolled from Midwestern and Eastern states. Our international student body represents just over 6 percent of our

undergraduate students. Additional facts and figures for Gonzaga University can be found in the SBAFPM.

The SBA has continued to maintain a personal learning environment through faculty growth, improved classroom management, and student advising. We typically recruit and employ faculty members who have recently completed their doctoral degrees. Under this model, we have continued to grow the quality and quantity of intellectual contributions.

The SBA works closely with the Center for Global Engagement to find placements for students in study abroad programs around the world. Over time, the SBA has expanded its international presence as well by entering into articulation agreements with universities in China and Taiwan. Gonzaga's flagship study abroad program is the Gonzaga in Florence program. Each semester, a business faculty member teaches on the Florence campus instead of the Spokane campus. Approximately 90 business majors attend the Gonzaga in Florence program in their junior year. Other study abroad programs offered by Gonzaga are in London, Paris, Spain and Japan.

A group of SBA faculty, named the "Mission Mongers," adopted a structured approach to teaching from our Mission across the business curriculum. Workshops and seminars were held several times each semester to set goals and assign specific tasks. One major accomplishment is the addition and subsequent expansion of a business ethics core requirement that broadens the foundation laid through the University ethics and philosophy core requirements. In 2014, the Mission Mongers were absorbed into the Strategic Mission and Planning Committee (SMPC), which had formerly been known as the Strategic Planning Committee.

Gonzaga's SBA has emerged to be the premier private university business school in the region. University administration outreach and the outreach of the Dean have resulted in the establishment of five chairs in business and economics. The Dean has two advisory boards and additional advisory boards support accounting, management information systems, human resource management, entrepreneurship, and the Hogan Entrepreneurial Program. External support of our school is endorsed by many alumni, businesses, organizations, and friends cultivated over the last several years. These relationships have led to an outpouring of support for business school programs and events. One example of this is the addition of the Hemmingson Finance Lab, opened for student use in fall 2015.

External support of our school is endorsed by many alumni, businesses, organizations, and friends cultivated over the last several years. These relationships have led to an outpouring of support for business school programs and events.

Competition for graduate school students from local and regional universities, primarily Eastern Washington University (EWU), Washington State University (WSU), Whitworth University, Seattle University (SU), University of Portland (UP) and the University of Washington (UW), and national for-profit academic colleges, has given rise to a more ambitious and costly Gonzaga campaign for our business graduate school applications. The reputation and strength of our faculty and support from our graduates are significant factors in assistance in recruiting new students. Retention and graduation rates at Gonzaga University are some of the best in the country. Freshman to sophomore retention was 94.6% for entering freshmen in the Fall of 2014, while the four and six-year graduation rates were 77.5% and 82.7%, respectively.

The number of high school graduates in the United States is expected to begin a gradual decline over the next several years. Gonzaga will experience the effects of this drawdown. Accordingly, Gonzaga is reaching to recruit undergraduate students who cross-apply with many of the higher tiered universities throughout the United States. However, our primary competing schools are in the northwest region.

They include WSU, SU, UW, UP and Santa Clara University. The SBA will also need to compete from within the University to attract these students into business education as the University competes for the more talented pool of high school applicants.

The addition of a concentration in Entrepreneurship and Innovation through the recently established Pigott Professorship and our expanded international studies opportunities (Far East and Europe) are significant opportunities that enhance the school’s degree offerings. Furthermore, the addition of another qualified faculty member to our flagship accounting program further strengthens this nationally recognized major.

The fifth-year maintenance accreditation review addresses the following degree programs:

Bachelor of Business Administration (BBA), Master of Accountancy (MAcc), Master of Business Administration (MBA), and Master of Taxation (MSTax).

In the 2015-16 academic year*, 401 undergraduate and graduate students received degrees offered or taught by the SBA:

Undergraduate Business:	203
Undergraduate Accounting:	67
MBA (includes AIE and HCM Programs):	64
MAcc:	40
MSTax:	6
Economics:	21
TOTAL	401

* the 2015-16 academic year includes Summer 2015, Fall 2015, and Spring 2016

SWOT: The SBA is a complex academic unit operating in a large set of volatile environments. What follows below is based on strengths, weaknesses, opportunities, and threats (SWOT completed by the SBA in 2014-15):

SWOT Analysis – Gonzaga School of Business Administration (SBA)	
Strengths	Weaknesses
<ul style="list-style-type: none"> Gonzaga is a Jesuit, Catholic university with a strong liberal arts core The reputation of Gonzaga and the SBA is strong in our core Northwest and Inland Northwest markets The SBA maintains strong AACSB accreditation status, a distinctive element among many of our regional competitors The SBA consistently ranks among national leaders in a number of areas – undergraduate entrepreneurship, accounting, and finance, and graduate business (MBA, MAcc, and MSTax) Undergraduate enrollments in the SBA have remained consistent over the past five years and are on an upward trend Gonzaga University undergraduate enrollments are at their highest levels in history, the SBA continues to increase its share of incoming Gonzaga undergrads Enrollment numbers, after a national decline, have begun to rebound in our MBA Program and have recently passed five-year highs 	<ul style="list-style-type: none"> Various pressures have necessitated a critical review of programs. New program opportunities must be carefully vetted. Historically, our connection to the local community (Spokane) and the region (the Inland Northwest) has been less robust than what many of our competitors have in their markets The SBA is at our near current facilities and faculty utilization capacity, which creates challenges for the pursuit of new programs or the emphasis on key programs (i.e. growth in technical skills, data analysis, career development skills) The SBA curricular focus is still lacking when it comes to international content, culture, and experiences Available resources from central administration have stagnated. There is a limited connection between the SBA and the university as a whole in a number of areas, including the student experience, core curricular involvement, and the growth of new university initiatives

<ul style="list-style-type: none"> • Enrollment in our MAcc Program has remained consistent over the past five years, and our newly-created MSTax Program has grown faster than anticipated • Our recent Dean leadership transition has created new connections with business communities throughout the region and in our core markets • The SBA's faculty is comprised of a highly competent body of teachers and scholars who place a strong emphasis on teaching and student development • Our undergraduate and graduate accounting programs have a demonstrated record on regional and national success, coupled with extraordinary bar pass and placement rates • Our finance programs have consistently been ranked among national leaders, and are poised to take advantage of new technology opportunities created by our new trading room and finance lab 	<ul style="list-style-type: none"> • Stretched resources and a lack of consistency between disciplines and programs have limited collaboration between areas and the integration of core concepts throughout the undergraduate curriculum • Spokane's relative isolation in the Inland Northwest and relative size compared to many of our key competitors has limited our ability to harness a local brand for significant growth. • The trend for most Gonzaga students to place outside of the local markets requires a broader approach to recruiting and placement that is costly and time-consuming
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Significant partnership opportunities exist with industry, other universities within and without of the Jesuit network, and new programs within the university • Opportunities to expand our graduate programs, particularly the MBA, into the areas of executive and continuing education can expand our footprint beyond the MBA • The continued growth, in both size and reputation, of our accounting program can connect us to new industry partners and new regional and national markets • New leadership provides the opportunity to connect with a new set of partners and benefactors • Significantly improved engagement with our alumni, recent students, and friends brings important opportunities for engagement in the classroom, experiential learning, internships and job placement, and the increase of our community footprint and national reputation • An emphasis on our Jesuit identity provides us with a key differentiating factor in our regional market 	<ul style="list-style-type: none"> • Public skepticism about the value and/or effectiveness of a liberal arts education continues to threaten our core Gonzaga identity • The increased cost of a liberal-arts education (and in particular a Gonzaga education) limits our reach to certain markets • Competition from online colleges, specialty programs, and alternative forms of education threatens our core brand at the undergraduate and graduate levels • Increasing skepticism about the value of an MBA, in addition to fewer MBA students and more intense regional competition threatens our MBA brand • Economic trends that have impacted and continue to impact enrollments, endowments, and external funding (i.e. tuition reimbursements) limit growth and sustainability • Demographic changes threaten growth in our core undergraduate and graduate markets • The viability/attractiveness of business as a major for technically-skilled students may result in higher intra-university competition for incoming students

Section III: Progress Update on Concerns from Previous Review

Four concerns were identified in our most recent AACSB accreditation review. These concerns, along with the subsequent actions of the SBA, are found below.

1. The School needs to continue to monitor deployment of resources in the BMIS and Operations area. The School meets the AQ/PQ and P/S metrics for business programs as a whole, but there were challenges in BMIS in 2010-11. The inability of the School to meet the 75 percent standard for participating faculty members in this discipline in 2010-11 was unique and attributable to two of the three full time faculty members in the area, Chuang and Chase, taking their respective teaching leave (for the study abroad program in Florence) and sabbatical leave in the spring semester of 2011. There is no other time when two professors from this area have been absent during the same semester, and future planning by the school will be designed to prevent this from occurring. In Operations, there are unique situations where one faculty member also classified as 'other' is planning to retire (Terpening) this year and a second faculty member (Hedin) classified as 'other' has a long term illness. The School should work to have these issues resolved by the time of the next visit.

SBA Response (CIR Application June 30, 2014): *While recognizing that some unique situations are beyond the control of the school, it is important to note that the school has recently instituted a more strategic and systematic approach to the management of leaves, sabbaticals, and study abroad assignments. These strategic staffing efforts will allow the school to better utilize the capabilities of its faculty members. Strategic staffing becomes more important as the SBA faculty gains seniority, i.e., as more and more of the faculty members are eligible for things like sabbaticals and study abroad assignments. It should also be noted that curriculum revisions and changes, among other factors, could drive the school to request additional staffing in one or both of these areas.*

2. The School needs to continue its efforts to ‘close the loop’ on AoL outcomes-especially at the graduate level. Particular attention should be paid to the challenges of enhancing the written communication skills of graduate students. Beginning in the spring 2012 orientation the school will conduct a writing workshop for all incoming students and is planning follow-up workshops throughout the semester. Additionally, all incoming students will be provided at orientation with a list of writing resources, such as the University Writing Center.

SBA Response (CIR Application June 30, 2014): *The school has modified its AoL process in multiple ways. One of the changes has been to allow more direct involvement by the Dean’s Office at the end of the process. This change will bring more certainty to the challenge of “closing the loop.”*

Throughout the 2012-13 academic year, the Graduate School of Business sponsored three elective writing workshops throughout the semester. Students from every graduate program (MBA, MBA-AIE, MBC-HC, and MAcc) were encouraged to attend. Attendance at these sessions was significantly below our expectations (less than 20 students attended the three sessions). In light of the low attendance numbers, sessions were not held during the 2013-14 academic year as we explored other opportunities that would engage our students around writing development.

As part of our incoming student orientation program (three sessions are held for the fall, spring, and summer semesters, respectively), a module outlining the value of professional writing and resources available to Gonzaga students (including the University Writing Center) has been incorporated. Those themes are expanded in our monthly newsletters to MBA students as opportunities arise to discuss writing resources, information and education sessions, and outside opportunities.

3. The AoL plan for the MBA in Healthcare Management (MBA-HCM) needs to be fully completed as does the AoL plan for the MBA-American Indian Entrepreneurship (MBA-AIE). The uncertainty surrounding the continuation of each graduate program in the past couple of years acted as a drag on AoL planning. Now with both programs assured of continued existence the School’s next Maintenance Report should reflect evaluations in those areas.

SBA Response (CIR Application June 30, 2014): *Both programs have remained surrounded by uncertainty. This is in part due to the transition in leadership within the Business School as well as continued financial uncertainty that has surrounded the MBA-HCM and the MBA-AIE programs.*

Following the 2011 CIR, the MBA-HCM was fully integrated into the school's AoL process. MBA-HCM courses were assessed via the same learning goals, and the intention was to continue this process. Following the appointment of a new MBA Programs Director, the Interim Dean requested a review of the HCM Program and its continued viability. After years of decreasing student demand, the decision was made to evaluate the MBA-HCM and make a determination on the programs long-term future. After a review of the local market and demand for the program, the decision was made to suspend admissions to the program, effective fall of 2014. Students who had already been admitted to the program have been allowed to complete their degree. The final students in this program will graduate at the end of the 2017

academic year. Given the handful of students in the program as we bring it to a close, we have made no further efforts to integrate the MBA-HCM into the school's AoL plan.

The future of the MBA-AIE program is now known and its existence is ensured for the intermediate future. The program will be integrated into the school's AoL process this coming academic year.

4. Although the University has addressed some of the pressing budget needs of the School - such as the addition of new faculty - it needs to continue to work with the School to find ways of enhancing the base budget of the School. The School's operating budget does not compare well with the comparison and aspirant schools listed in Appendix L of School report. Although the activities of the Dean in fund raising have been particularly successful, the University itself needs to further review its role in bolstering the School's operating budget.

SBA Response (CIR Application June 30, 2014): *As noted above, faculty resources since the last accreditation visit have grown by one FTE. In the spring of 2013, the university approved a new non-tenure track (Lecturer) position for Accounting. This additional faculty member was hired in the summer of 2013 and her appointment began in September 2013. Besides the most recent hire, the University approved a new tenure-track tax faculty position which was filled in January 2012. This position was approved due to the growth and success of the tax concentration in the MAcc program.*

Despite trends in higher education representing significant financial pressures to maintain adequate resources, Gonzaga University has managed to continue support for the SBA. This includes an increase to the base budget of approximately 6.9 percent since the time of the 2010-11 self-study year. The SBA has avoided any significant budgetary cuts for base funding. SBA faculty and staff members have continued to receive annual pay increases and no positions have been lost due to budgetary cuts.

With this said, the SBA has not been immune to these financial pressures on its base budget. Embracing the challenge of leveraging those resources that do exist in support of the SBA strategic plan, the school has pursued innovative initiatives which include restructuring staffing, Graduate School support and leadership, and reallocation of existing funding in support of community engagement and impact. These include the emerging development of a stronger partnership with our University Advancement team, making professional development funding available to all faculty and staff members in the SBA, and engaging students, all members of the SBA and our business partners in the life of the school (e.g. student competitions, Career and Professional Development "Treks" in targeted cities, and the creation of new advisory boards).

Two of the major changes in the school since the last review are structural. First, at the time of the last review the SBA had one Graduate Director. The individual in this staff position oversaw all graduate program activities with the exception of those related to the MAcc program. When this individual left the institution, the Coordinator of Accounting/MAcc Director (Dr. Gary Weber) assumed the new position of Associate Dean for Graduate Programs (keeping the Coordinator of Accounting role as well). This position was responsible for all graduate programs whether business or accounting. At the end of the Spring 2014 semester, Dr. Weber decided to focus only on accounting, reassuming the roles of Coordinator of Accounting/MAcc Director. This led to the appointment of a MBA Programs Director. In sum, the SBA graduate programs are administered by two Directors, one for business programs and one for accounting programs, with both Directors assuming shared management of the Graduate School of Business staff and resources.

The second major change was brought about by the retirement of the school's long-time (30+ years) Dean. This led to the appointment as Interim Dean of a long-time faculty member and former Associate Dean.

The third major change was the school's adoption of a new strategic plan. This plan, largely the result of faculty members' work over the preceding two years, contains a new vision as well as a set of new values. These in turn led to the development of multiple goals and objectives. This new plan will guide the school as it moves ahead in these challenging times.

Section IV: Strategic Management and Innovation

The SBA went through a significant strategic plan revision process between 2012 and 2013. At the request of the then Dean, the SMPC was directed to abandon the previous decade-old strategic plan and develop a new framework in collaboration with the entire faculty and staff body.

The SMPC began in October 2012 with a series of workshops and retreats that resulted in a comprehensive SWOT analysis of the SBA, coupled with a series of strategic goals common to the faculty and staff. That process continued into the spring of 2013 when faculty and staff were presented with eleven strategic objectives identified for the three to five years that followed. Through a series of spring workshops, faculty and staff participated in a visioning process where they were encouraged to create a shared series of visions for the SBA.

The SMPC continued this process into the fall of 2013, when three visions of excellence were identified that would serve as the unifying elements of the plan. By December of 2013, the final plan was presented to the full faculty for ratification. Throughout the spring of 2014, the SMPC began the work of identifying specific action items and timelines for accomplishment, and worked with groups of individuals to identify task forces to address some of the most pressing issues (i.e., globalization, rigor, structure). In March of 2014 the strategic plan process was finalized and the plan formally adopted by School and University leadership. Throughout this process and continuing through today, SBA advisory boards have been involved in this process.

In the two years since the strategic plan was formally adopted, the SMPC has worked to facilitate continued progress within the three identified strategic plan elements: (1) academic excellence, (2) community engagement and (3) honoring the Jesuit legacy of confident, enlightened and innovative action. In its role as facilitator, the SMPC created an activity dashboard to organize how the SBA monitors implementation efforts. Throughout the academic year, the SMPC meets to review the dashboard and discuss strategic plan progress. Early in the Fall 2014 semester, the SMPC identified the third element ("honoring the Jesuit legacy of confident, enlightened and innovative action") as an additional area where a task force would be warranted. The SMPC recommended to the Dean that a task force be created and specifically tasked to work on goals identified within the Jesuit legacy element of the strategic plan. The Jesuit Legacy task force was initiated during the fall of 2014 and continues to work on all initiatives identified within this important element of the strategic plan.

Over the past two years, the SMPC has worked closely with the Dean to prioritize the collective implementation efforts and to continually evaluate, refine and establish action items identified within the context of this plan. In particular, this ongoing dialogue has helped refine expectations for the disciplines and discipline leads as a primary focal point of the implementation effort. The SMPC also communicates with SBA administrators, faculty and staff to make updates to the activity dashboard, which helps foster accountability. This dashboard is shared with all SBA faculty and staff members at the end of each academic year and is available throughout the year on the SBA Blackboard page so that interested faculty members might reference it.

The SBA has laid out our strategic plan as approved in 2014 and the current dashboard highlights the strategic plan as a living and breathing creation by the members of the business school. The dashboard

will show how the goals originally identified have shifted, grown, been modified and even removed as the school has changed in the past five years. The dashboard along with a mapping document to track the changes can be found in Appendix 2.

Mission Statement and Summary of Strategic Plan

Mission: "We develop professionally competent and intellectually curious graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. We provide a challenging and supportive learning environment, with quality students and faculty marking our excellence. As part of a global environment, we promote relationships with regional, national, and international business and scholarly communities."

Vision: We will be an exemplar of Jesuit business education.

Values: There is no substitute for academic excellence. We are active and engaged in our university and our community. We embrace the Jesuit legacy of confident, enlightened, and innovative action.

Ethos Statement: "As members of the Gonzaga School of Business Administration, we commit ourselves to the highest standards of professional conduct and personal integrity. Our professional aspirations reflect the educational mission of which we are a part: a commitment to intellectual rigor and personal development, a passion for social justice, and an active engagement in our communities.

Collectively and individually, we endeavor to embody the Gonzaga traditions of service, leadership and the celebration of all people in pursuit of the common good. To become men and women for others, we commit ourselves to developing the personal virtues of honesty, integrity, self-respect and respect for others.

We acknowledge the responsibility we shall have as business leaders to use our knowledge and talents to better the lives of all who will be affected by the decisions we make and the institutions we help to create."

Strategic Management Planning Process and Outcomes

In March of 2014, the School of Business Administration finalized its strategic plan revision and outlined a series of major strategic goals for the 2014-15 academic year. These goals reflected on the three major pillars of our strategic vision – excellence, engagement, and inspiration – and represented the goals determined by the faculty and staff to be the most critical to our individual and collective success.

Strategic Plan Goals 2014-2015 (Revised March 21 2014)

There is no substitute for academic excellence

1. Institute a rigorous and relevant curricular structure that emphasizes the analysis, critical thinking, and communication skills valued by employers in an increasingly global environment
2. Establish a defined and comprehensive mentoring, coaching, and professional advising program that provides business school students with a meaningful extension of their educational experience and active connections to the professional community

We will be active and engaged in our university and our community

1. Create an organized annual plan for marketing existing programs, minors, and experiential opportunities available through the SBA throughout the university via academic fairs, classroom appearances, interdisciplinary projects and contests, and career-focused events

2. Create opportunities for alumni, business leaders, and the community at large to learn new ideas, share connections, and engage with our students, faculty, and staff and continue current outreach activities that promote the mission of the SBA and connect with current and potential stakeholders
3. Establish tangible links between the SBA and the regional and international communities in which our graduates live and work

We will embrace the Jesuit legacy of confident, enlightened, and innovative action

1. Educate faculty on Ignatian pedagogy and Jesuit education and support faculty development of distinctively Jesuit teaching methods and practices via teaching development workshops and programs
2. Create engaging curricular and co-curricular opportunities for our students to tackle complicated real-world problems and make a difference in our community by working with business and social leaders and their organizations
3. Design an internal ethics education program that instructs faculty on the fundamentals of ethical leadership, integrating ethics throughout the entire SBA curriculum

The complete Strategic Plan is included in Appendix 2.

At the same time, it was determined that a number of strategic goals that were deemed important would be tabled for subsequent years in the five-year plan. These goals were determined to be critical, but lacking in resources, infrastructure, or project champions necessary to execute them with the 2014-15 window. As with the process of selecting 2014-15 goals, tabled items were determined by a vote of the faculty and staff over multiple brainstorming sessions.

Items tabled for 2016-2018

There is no substitute for academic excellence.

- Create a Center for Business Services (CBS) that coordinates and integrates experiential, community-focused student consulting projects into the curriculum and provides all our students with the opportunity to engage in meaningful real-world projects with organizations in our community
- Create opportunities for freshmen at GU to consider business as a vocation via a Pathways-type course that introduces them to the vocation of business, the process of business education at Gonzaga, and links that content to our Jesuit tradition and our educational priorities
- Expand the scope of the Accounting Program via a School of Accountancy model that fully integrates undergraduate and master's degree offerings and develops new specializations based on our core competencies and market-driven opportunities
- Increase the role of the Hogan Program in connecting the SBA with the entrepreneurship community through a speaker series, a social enterprise case competition, and executive education opportunities
- Engage in intentional recruitment and selection of top students into undergraduate and graduate business degree programs to expand our pool of exceptional students who choose business as a profession

We will be active and engaged in our university and our community.

- Partner with other schools across campus to create inter-disciplinary programs in fields that are in high demand and where the business school can add value to its educational offerings
- Pursue opportunities to design classes for the emerging University Core that will increase the exposure of the SBA across campus and integrate Core themes with our focus on responsible, sustainable, and contributory business
- Encourage SBA faculty and staff participation in programs that develop cross-campus competencies and share our knowledge with others
- Integrate opportunities for international study abroad opportunities directly into courses to encourage active global learning
- Expand the amount of specific international content throughout our curriculum to foster a global perspective in our students and our organizational culture
- Build relationships with other universities to provide enhanced business-related study abroad opportunities, faculty exchanges, and collaborative course content that highlights international issues

We will embrace the Jesuit legacy of confident, enlightened, and innovative action.

- Design new opportunities to connect with and educate our students via the power of online education, social networks, and distance collaboration
- Create new ethics education opportunities via continuing education, outreach, service learning, and clinic-type programs that provide our students and faculty members the opportunity to put our ethics leadership into action in the community
- Design an internal sustainability education program that instructs faculty on the fundamentals of sustainable business with the aim of thoroughly integrating sustainability throughout the entire SBA curriculum
- Create a concentration/minor in sustainable business practices that provides students with an opportunity to gain a more focused education on sustainable business issues and practices
- Develop a branding strategy that connects the SBA with ethics education, research, and action/outreach and links those activities with our distinctive brand of Jesuit business education
- Develop a branding strategy that connects the SBA with sustainability education, research, and action/outreach and links those activities with our distinctive brand of Jesuit business education and our Northwest roots.

The goal of our first comprehensive strategic planning process in more than a decade was to arrive at a set of shared goals that spoke to the essential elements of the success for the School of Business Administration, provided opportunities for growth, engagement, and development that aligned with faculty and staff interests, and left us with opportunities for the future. We believe that we have achieved those outcomes with our current strategic priorities.

Intellectual Contributions, Impact and Alignment with Mission

Part A: A Five-year Summary of Intellectual Contributions

Table 4-1 presents a summary of the intellectual contributions (ICs) of the faculty of the Gonzaga SBA for the five-year review period of 2011-12 through 2015-16. Other information, including data consistent with Standard 2 of the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation, is found in Appendix 4. For example, this report includes a listing of ICs by (a) academic discipline and (b) individual faculty member. We believe that the data presented both in this section as well as in Appendix 4 clearly demonstrate that SBA faculty members have exceeded the expectations for ICs found in Standard 2.

This report is based on the Standard 2 guidelines. Below is a summary of that report with an emphasis on the quality, alignment, and impact of those ICs.

The types of ICs presented in Table 4-1 are consistent with those listed in the AACSB Standard 2 guidelines. Additional types of ICs were added. These specifically include grants, conference presentations, non-refereed publications, and invited presentations. These categories were added because of their relevance to applied research and engagement and because the administration and faculty strongly believe that these types of ICs can, in many cases, increase the likelihood of both higher quality research and the chances of publication in well-respected academic journals. We believe these additional types are consistent with the new AACSB standards.

Although the SBA had 46 full-time faculty members in the self-study year of 2015-16 it is important to note only 41 of the 46 full-time faculty members have an expectation/requirement to publish. These 41 SBA faculty members will be hereafter referred to as the SBA research faculty members.

The aggregate totals for the five-year period 2011-12 through 2015-16 are presented in the following summary table with additional information regarding faculty intellectual contributions found in the Dean’s Annual Report in Appendix 3 and Table 2.1 in Appendix 4.

Table 4-1

Aggregate 5-year Intellectual Contributions (IC): 2011-2012 through 2015-2016													
	Portfolio of IC			Types of IC								% Faculty Producing IC	
	BDS	AIS	TLS	PRJ	Proc	Pres	Grant	Txbk	Case	OTM	OIC	Part	Supp+Part
SBA Totals	262	96	163	230	49	116	3	5	25	0	93	93.03%	83.56%
Part: Participating Faculty Members/Supp: Supporting Faculty Members													
Supp: Supporting Faculty Members													
BDS: Basic or Discovery Scholarship													
AIS: Applied Integrative/Application Scholarship													
TLS: Teaching and Learning Scholarship													
PRJ: Articles in peer-reviewed journals													
Proc: Articles in Academic/Professional Meeting Proceedings													
Pres: Academic/Professional Meeting Presentations													
Grant: Competitive Research Awards Received													
Txbk: Textbooks													
Case: Cases													
OTM: Other Teaching Materials													
OIC: Other Intellectual Contributions													

The 41 SBA research faculty members produced 284 publications (the sum of the peer-reviewed journal (PRJ) publications, academic meeting proceedings, and textbooks in the table above) for an average of 6.92 publications per research faculty member for the five-year period. In addition to the 284 publications, the faculty generated an additional 237 ICs.

More specifically, 97.5 percent (40/41) of the research faculty have one or more ICs and 95 percent (39/41) have one or more PRJ articles during the five-year period under review. Furthermore, 85.3 percent (35/41) of the SBA research faculty have two or more PRJ publications over the five-year period and approximately 70 percent (29/41) have three or more. Finally, a little over 41 percent of the SBA research faculty have five or more PRJ publications from 2011-12 onward.

Given that the Gonzaga University SBA is committed to striking a balance between teaching, research and service, the level of output of ICs across the research faculty is noteworthy. In summary, it is clear that

when it comes to ICs the SBA research faculty are engaged and productive at rates that exceed the guidelines found in Standard 2.

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Part B of Standard 2 states that the ICs produced by the SBA faculty must be in alignment with the mission, expected outcomes, and strategy of the business school.

The vision of the SBA is to be an exemplar of Jesuit business education. We strongly believe that to fulfill this vision we must maintain our AACSB-accredited status. We also know that to maintain our AACSB-accredited status we must be active in the area of IC. Over the past five years the quantity and quality of our ICs demonstrate our commitment to these beliefs. As mentioned above almost 100 percent of the SBA research faculty have generated at least one IC over the past five years. More notably, a little more than 85 percent of the research faculty have two or more PRJ publications during this time. These percentages, as well as the other metrics referenced above, serve us well as we make the case that our work in the area of IC is aligned with our vision.

Another area of vision alignment comes from the fact that our vision, our strategic plan, and some of the new initiatives are directly connected to our place as a Jesuit business school. It follows that our ICs should, at least in part, reflect our commitment to such things as ethics, social responsibility, sustainability, Jesuit pedagogy, and learning by doing. An examination of the ICs produced by the SBA faculty reveals dozens of ICs that touch on issues that are fundamental to any Jesuit business school. These include more than 30 PRJ articles that touch on such issues as gender, sustainability, or mission. A listing of these PRJ articles is found in Appendix 4.

The portfolio of ICs produced by the SBA faculty members should also align with various expected outcomes. One of the most important expected outcomes for our business school is the maintenance of our AACSB accreditation status. We originally underwent accreditation review in 1988-89, with accreditation awarded in 1990 and we have successfully met the challenges of the maintenance of accreditation/continuous improvement processes three times. To continue to achieve this expected outcome and in preparation for the current CIR process, the SBA in the fall of 2015 developed and adopted new requirements and guidelines for faculty qualifications and professional development. These guidelines are found in Appendix 5. The new guidelines are different for us in three ways. First, the new guidelines are based on a point system. The SBA has never had this amount of quantification applied to the evaluation of professional development. Second, the new guidelines specifically recognize, through the rewarding of points, a number of different professional development activities above and beyond PRJ articles. Finally, the new guidelines are linked with time. This linkage, when combined with a more extensive point system, will allow the leadership of the SBA to provide a higher level of developmental and evaluative feedback in this critical area of faculty performance. We believe that these guidelines position the SBA very well for both the current process as well as future ones. Another expected outcome that should be aligned with our IC work is success in our own reappointment, promotion and tenure process. We have an outstanding track record in this area; in the past 30 years we have not had a faculty member denied tenure. We also have an extremely high success rate in the promotion process. Last year, for example, all five faculty members who went up for promotion to Full Professor were successful. None of the SBA faculty members were eligible to go up for tenure last year, however the two faculty members who were granted joint tenure and promotion during 2014-15 were promoted in Fall 2015 and their tenure becomes effective Fall 2016, as per the Faculty Handbook. Additional information for rank and tenure can be found in the SBPFM.

Finally, ICs produced by the SBA faculty should also align with the strategy of the business school. As discussed above, we aspire to be an exemplar of Jesuit business education. Our strategies are a function

of our three core values: excellence, engagement, and inspiration. Our IC work is aligned with these values in a number of ways. First, our ICs reflect a commitment to excellence in professional development. This commitment is shown by the quality and quantity of our IC output (shown above in Parts A and B). Second, our portfolio of ICs shows a consistent pattern of engagement with others. This pattern of engagement is represented in the percentage (a little more than 18 percent) of ICs classified as applied or integration/application scholarship (AIS), in the number of SBA research faculty who co-author PRJ articles with SBA faculty from outside their own discipline (23), and (indirectly) in the percentage of our research faculty member’s service to journals (almost 61 percent). Finally, our record of ICs also shows a significant alignment with our value of inspiration, i.e., our Jesuit legacy. For example, our faculty members are both leaders and active participants in Colleagues in Jesuit Business Education. We have also been consistent participants in the International Association of Jesuit Business Schools. Finally, as mentioned above and found in Appendix 4, our faculty have produced many ICs that relate to issues fundamental to our Jesuit legacy.

From the above, it is clear that the ICs produced by the SBA faculty members are aligned with the mission, expected outcomes, and strategies of the SBA.

Part C: Quality of Five-year Portfolio of Intellectual Contributions

Part C of Standard 2 states that each school should provide evidence demonstrating the quality of their ICs.

Data presented in Appendix 4 show that the SBA faculty members produced publications that appeared in 120 different journals. Of these 120 journals, 90 are listed in Cabell’s Directory of Business Journals. Journals listed in Cabell’s Directory of Business Journals represented 75 percent of all the journals in which SBA faculty published. Furthermore, approximately 93 percent of the PRJs produced by SBA faculty members were in journals that listed an acceptance rate. Table 4-2 shows the percentage of faculty members appearances in journals by acceptance rate. Almost 50 percent of appearances are in journals that have an acceptance rate of 20 percent or less. The average acceptance rate for all journals reporting this metric is 24.79 percent. Finally, 33 (approximately 27.5 percent) of the journals in which SBA faculty members have published appear in the Journal Citation Reports.

Table 4-2

Journal Acceptance Rate	% of Appearances	Cumulative Appearances
10% or less	10.7%	10.7%
11% to 20%	39.2%	49.9%
21% to 30%	28.5%	78.4%
31% to 40%	9.8%	88.2%
Greater than 40%	11.6%	100% (rounding)

Another indicator of quality is citation rate. A search of Google Scholar shows that the publications by SBA research faculty members from the past five years have been cited more than 900 times. In sum, all these numbers and percentages clearly show that SBA faculty members are producing high quality IC work. This level of quality is impressive given that professional development is but one of four things at which SBA faculty members are expected to excel.

Part D: Impact of Intellectual Contributions

Part D of Standard 2 states that schools should provide evidence that the faculty members’ ICs have had an impact on the theory, practice, and/or teaching of business and management. There are multiple ways in which the impact of the SBA faculty members’ ICs can be assessed. As seen in Table 4-3 below, SBA

faculty members are listed with varying accomplishments that provide evidence of academic leadership, and thus impact, in the area of IC. All of these accomplishments are typically achieved as a result of peers in your academic discipline recognizing your ICs. The following table lists the number and types of faculty accomplishments for the SBA.

Table 4-3

Accomplishment	Number of Faculty Members	Total Accomplishments
Grants	6	8
Awards	10	15
Association Officer or Director	8	21
Journal Editor	1	2
Editorial Board Member	8	14
Journal Reviewer	20	80
External Reviewer	6	15
Invited Lecturer	12	26
Visiting Professor	5	9
Total	32*	190

*Total is not the sum as individual faculty members made multiple contributions

Of the 41 full-time research faculty members, 32 (78 percent) have achieved at least one of the above 10 accomplishments. This data shows that SBA faculty members are clearly engaged in the academic life of their discipline and as such are having a substantial impact on it. Citation rate is another important metric when measuring impact. As noted above, PRJ articles published by SBA research faculty from 2011-12 onward have been cited in Google Scholar more than 900 times.

The above data clearly show that SBA faculty ICs have had an impact on the theory, practice, and/or teaching of business and management.

SBA faculty members do an outstanding job in the area of IC in part because the SBA provides resources to support professional development. Over the past two-and-a-half years, the SBA has funded almost every professional development request brought forward by the faculty members. It should also be noted that the SBA not only currently funds faculty travel to conferences at which the faculty member is presenting a paper, it also funds other professional development opportunities. In addition to travel support, the SBA has a long-standing tradition of rewarding faculty excellence, especially in the area of professional development. The SBA spent more than \$100,000 on development expenses and awards in the 2015-16 academic year. The Faculty Research and Development Committee oversees the SBA's "brown bag" series. This series, which consists of 8-12 talks each year, provides support and education on faculty research and professional development. The SBA also supports professional development by providing hardware and software necessary for the work of producing ICs. The SBA also awards all first-year faculty members on tenure-track with a summer grant. Finally, sabbatical leaves may be granted to allow tenured faculty members to engage in professional development that will contribute to the long-term performance of the faculty member. A faculty member is eligible to apply for a half-year (100 percent of pay) or a full-year (75 percent of pay) sabbatical every six years of full-time service.

Financial Strategies and Allocation of Resources

The five years since the SBA Maintenance of Accreditation review in November 2011 have been marked by significant transition, with three key transitions impacting the SBA.

First, the school adopted the revised AACSB standards in 2013 and began the transition of the faculty members to new ways of thinking about and talking about, and eventually quantifying, the work they do

individually as disciplines and as an entire faculty. This transformation has necessarily required the creation of new policies and procedures and has driven new ways to administer the school. This has challenged the school to undergo an intentional review of how the faculty in its entirety is defined. Second, the SBA recently undertook a substantial revision of its strategic plan. This is discussed in more detail in Section IV of this report. Finally, much has changed and this change will continue with the placement of the new Dean as of June 1, 2016. The transitions in leadership of the school during these five years have created new incentive models, initiatives and strategies for faculty, staff and students in the business school to pursue excellence, engage with the greater communities and to embrace Gonzaga University's Jesuit legacy. In sum, these transitions have given the SBA opportunities to excel and grow as a business school within a liberal arts Jesuit institution. At the root of these changes lies the budgetary challenges that are not unique to Gonzaga University and the business school in the world of higher education.

Financial support for the strategies, operations and programs in SBA come from three primary sources: annual fiscal year funding from the University, benefaction, and endowment earnings. Financial support for the SBA is not tied to credit hour generation. Planning for the annual budget is done during the fall prior to the next year, with requests for new funding submitted at that time.

Annual Fiscal Year Funding

Annual fiscal year funding can be described in two categories: operational funding and salaries. Unlike many other universities who have found it necessary to downsize operational and personnel resources, the University has met the challenge to remain competitive in a volatile financial world. The SBA is a benefactor of this success. At the same time however, operational support has decreased.

There are a number of reasons why operational support has declined over the past five years. These include the reallocation of resources, different (and in many cases better) budget management, the elimination of programs that were not productive, and overall belt-tightening. At the end of the day, though, the important point is this: while we could always use more, we have enough operational resources to do all that we are trying to do.

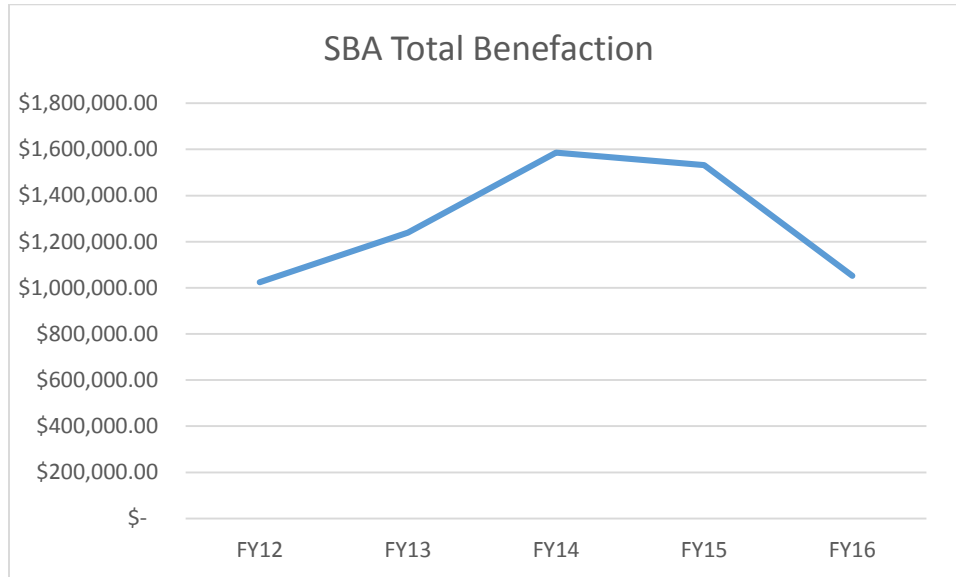
Over the last five years, the school had a net gain to personnel of two faculty members and one staff member. The amount paid in SBA faculty base salaries during the FY16 was nearly \$5.7 million (SBA endowments paid roughly 4 percent of that amount). In the five years since our last accreditation, faculty salaries have increased by 10 percent and they have remained AACSB competitive.

Over the next several years, Gonzaga University has committed to changing from an annual budgeting process to a multi-year budgeting process. This gain-sharing approach to budget allocation and management is intended to enhance the University's ability to respond to changes in revenues and expenses in a more comprehensive manner and to respond to one-time funding needs more effectively. This model gives more responsibility to the Deans and provides incentives for each academic unit to practice better financial management.

Benefaction

With generous support from friends and alumni, private and public foundations, and corporate business partners, the SBA continues to pursue fundraising initiatives in support of its strategies. New SBA leadership has pursued creative ways of raising unrestricted Dean's discretionary funding (the SBA Excellence fund) in support of our long-standing very successful strategies. So far the SBA has been able to hold its own, with much of that support coming from our alumni base. Examples of new revenue sources are membership dues for a new Dean's Executive Council formed in FY15 that raises at least an annual \$40,000 in membership. Another example is the Annual Wine and Dine event, brought back in

2015, which netted \$30,000. Still, as represented in the table below, our total fundraising data shows that SBA fundraising in FY16 is the same as that of FY12 (the spike in-between being related to the former Dean’s retirement campaign). As is the case in many academic units, the SBA is facing the challenge of increasing its benefaction. As the school and the University settle into the stability that comes with the new SBA leadership, the business school will assuredly see great success in fundraising.



Endowments

The endowments for the SBA support three primary areas: 1) Faculty Fellowships; 2) Student Scholarships and 3) Chairs and Professorships. A secondary area of support provided by the endowments is general support of the SBA, sometimes limited by restrictions such as discipline specificity. During the past five years, the overall endowment balance has grown to nearly \$21.25 million, an increase of 75 percent.

In addition to fellowships, scholarships, chairs and professorships, the funds available from the endowments in the SBA will be committed to support a number of ongoing and new initiatives. The amount dispersed each year has grown to approximately \$850,000, from \$573,000 in 2011. The amounts supporting this spend each year is outlined in the table below.

	FY12	FY13	FY14	FY15	FY16
TOTAL FACULTY FELLOWSHIPS	\$502,613.47	\$1,345,940.11	\$2,644,747.01	\$2,730,496.65	\$1,912,059.90
TOTAL STUDENT SCHOLARSHIPS	\$5,563,650.24	\$6,424,528.41	\$9,144,369.36	\$9,802,840.33	\$9,338,284.98
TOTAL CHAIRS AND PROFESSORSHIPS	\$5,992,804.16	\$6,789,263.60	\$7,542,772.92	\$7,708,715.94	\$10,001,215.00
TOTAL ENDOWMENT BALANCES	\$12,059,067.87	\$14,559,732.12	\$19,331,889.29	\$20,242,052.92	\$21,251,559.88

Faculty fellowships are awarded each year for performance and funded by endowments and occasionally subsidized by the Dean’s discretionary funds (e.g., the SBA Excellence fund). Approximately \$71,000 was awarded in faculty fellowships in both 2015 and 2016 (this amount was spread across 22 faculty members). Fellowships in the amount of \$3,000 are awarded to new tenure-track faculty members joining the SBA.

Endowed scholarships for students in the SBA were awarded for the AY16 in the amount of \$368,950 (this amount was spread over approximately 80 students). This represents more than two times the amount and triple the number of students from AY12.

The partial salaries or stipend for visiting chairs, chairs and professorships, of which the SBA has six (Erwin Graue Chair of Economics, James R. Jundt Visiting Professor of Economics, Kinsey M. Robinson Chair in Business Administration, John L. Aram Chair of Ethics, Mark C. Pigott Professor of Entrepreneurship and Mozilo Endowed Chair of Business Administration) are supported by multiple endowments in the annual amount of approximately \$275,000. In addition, partial operational and professional development expenses are funded for some of the above-mentioned chairs and professors.

A list of named endowments can be found in Appendix 4. They range in fund total between \$10,000 and \$2.7 million.

Listed below are five major initiatives in the SBA and the sources of funding for those initiatives.

Initiative	Start Date	First-Year Net Cost or Revenue	Annual Net Cost or Revenue	Source of Funding
Multi-Disciplinary Project Class	September, 2013	\$ 5,000.00	\$ 640.00	Community Business Partner Donations
Student Competitions	January, 2013	\$ (4,000.00)	\$ (16,000.00)	Community Business Partner Donations (SBA and Accounting Excellence Funds)
1-Credit Weekend Intensives Courses	September, 2015	\$ (4,160.00)	\$ (11,320.00)	SBA Excellence Fund and Annual Adjunct Funding
Community Partners Annual Event	May, 2014	\$ (750.00)	\$ (750.00)	Annual University Operational Funding
Aram Lecture and Ethics Week	September, 2015	\$ (1,800.00)	\$ (1,800.00)	Endowed Operational Funds

Conclusion: Like many academic units throughout the country, the SBA exists in a challenging fiscal environment. While salaries and staffing levels remain competitive, the financial situation within the University will continue to limit growth in the operational funds available to the SBA. Through the resources generated by the generous support of friends, alumni and evolving business partnerships, however, the SBA will continue to achieve excellence.

New Degree Programs

Master of Science in Taxation: Gonzaga University SBA's Master of Taxation is a bolstered version of the previous MAcc-Taxation Concentration. The MSTax develops accounting skills along with offering students a significant resume/networking advantage over other accounting peers. The MSTax program prepares students for the rapidly changing tax-accounting environment and the dynamic nature of the accounting profession.

The MSTax program is a 31-credit degree comprised of eleven core credits and twenty elective credits. Gonzaga's Graduate Accounting programs include the Master of Science in Taxation degree or the MAcc program focused on Financial Accounting & Reporting Concentration.

Section V: Participants-Students, Faculty, and Professional Staff

Participants-Students

Admissions policies

Students are not required to be admitted into the SBA to take foundational courses in management information systems, accounting, economics, and statistics. When a student has completed the required foundational courses – ACCT 260-ACT 261 (Principles of Accounting I and II), BUSN 230 or MATH 321 (Statistics), BMIS 235 (Management Information Systems), and ECON 201-ECON 202 (Microeconomics and Macroeconomics) – and met the GPA requirements, the student can apply to be admitted to the SBA. Admission is determined based on grades; in the six courses listed above, students must achieve a grade point average of 2.70 with no grade below a C- in those courses. Once admitted, they take 300 and 400-level business courses provided they have attained junior class standing. Third-year transfer students who have not completed all the lower division business core courses listed above should consult the business school's transfer advisor.

Admissions processes

The SBA has an Academic Advising Center (AAC) staffed by a first year/transfer student advisor and a sophomore advisor. These advisors work one-on-one with students to select courses, plan schedules, and review transcripts. The sophomore advisor arranges for the students to apply for admission to the SBA through an on-line portal. If the student meets the admission requirements, the student is automatically admitted. If the student does not meet the admission requirements, the sophomore advisor works with the student to retake courses to raise the GPA or advises the student on another major.

The rigor of our admission requirements is consistent with our mission statement's promise to "provide a challenging and supportive learning environment, with quality students and faculty marking our excellence." In addition, our AAC is consistent works hard to "provide a challenging and supportive learning environment."

The policies and processes for admission to the School of Business are available on the school's website (<http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Business-Administration/undergraduate/Advising/AdvisingFAQ0911.asp>), and in the catalog <http://www.gonzaga.edu/catalogues/>:

Hard copies of the policies and processes for admission to the SBA are also provided to first year students and discussed with the first year and sophomore advisors.

Occasionally, a student who has not yet met SBA admission requirements will be allowed to take a 300-level course on a provisional basis if the student is in the process of repeating 200-level courses to meet admission requirements and if not allowing the student to take a 300-level course would delay the student's progress toward graduation. For this provisional admittance to be allowed, the student must be close to achieving the 2.70 GPA and have demonstrated the likelihood of success in both the 300-level course and the 200-level retake.

These exceptions are typically only provided once a student has already retaken one 200-level course and demonstrated the ability to improve on past performance. Allowing these occasional exceptions gives students the opportunity to stay on track to graduate. It is a part of the SBA mission that we provide a "supportive learning environment."

After admission into the SBA, students are assigned a faculty advisor who continues the work of the freshmen and sophomore advisors. In addition to counseling the student on curriculum choice, the faculty advisor begins to counsel each student on life after college. To ensure that students will check in

with their advisors, students are required to pick up their midterms grades. At this time, many faculty members put sign-up sheets on their doors to ensure that students can get an appointment. Other faculty members contact their advisees through Blackboard or email.

Of the 30 business students who were making unsatisfactory academic progress in the Spring 2015, only 4 were still making unsatisfactory academic progress in Fall 2015. One of the business students who was making unsatisfactory academic progress in the Spring 2015 was still making unsatisfactory progress in Spring 2016. One of the business students who was making unsatisfactory academic progress in the Spring 2015 and Fall 2015 left the university to return home. Upon leaving, she cited homesickness as her main reason for returning home. Of the 39 business students who were making unsatisfactory academic progress in the fall 2015, only 3 were still making unsatisfactory academic progress in Fall 2016.

Gonzaga's accounting majors may apply for the MAcc program during the second semester of the junior year. If accepted into the program, a limited number of graduate-level courses may be taken during the senior year with the permission of the Graduate Advisor. Before applying for admission, a student should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.5 and no grade less than 2.0 in any upper-division accounting course. The student must be admitted to the Graduate School and the MAcc program before enrolling in any graduate courses.

The SBA has a close relationship with the Careers and Professional Development (CPD) Center. This relationship includes a designated liaison from CPD Center who holds regular office hours in the business building. Students can make appointments with the liaison for resume reviews and other career help. Representatives from CPD Center assist in a 300-level management course during an extensive career project that includes a resume, cover letter, and career reflections. The SBA provides support for faculty and staff to participate. One or two faculty/staff members from the business school attend each CPD Center-sponsored "Trek" to Spokane, Seattle, Portland, San Francisco, Silicon Valley, New York and Denver. Each Trek consists of networking, speakers and/or panels, alumni receptions, and excursions to local businesses. The goals of the Treks are to provide students with an inside look at organizations, give students updated information on current hiring needs and critical skill sets, to create an opportunity for students to observe and experience corporate cultures, and to allow students the opportunity to network with alumni in the host cities.

The most recent report available on a graduating class includes data from undergraduates earning degrees between July 1, 2014 and June 30, 2015. The report was prepared by CPD Center using the guidelines developed by the National Association of Colleges and Employers. Of the 281 business students who graduated in this timeframe, the report's knowledge rate (the percentage of students the CPD Center had solid information about) was 95.4 percent. The overall success rate for business and accounting majors was 93.2 percent. Of that 93.2 percent, 75 percent were employed, 15.7 percent were continuing education, 5.4 percent were going into volunteer service and 0.4 percent were going into military service. The 6.8 percent who were not represented in the 93.2 percent success rate were seeking employment or seeking to continue education.

Undergraduate Student Enrollments in the School of Business				
	Accounting Majors	Business Majors	Undeclared Business	Total Majors
Spring 2016	193	492	491	1237
Fall 2015	164	396	602	1222
Spring 2015	176	427	462	1137
Fall 2014	181	332	548	1125
Spring 2014	189	400	452	1116
Fall 2013	180	333	515	1106
Spring 2013	172	432	401	1086
Fall 2012	151	381	497	1112
Spring 2012	148	472	441	1134
Fall 2011	148	455	471	1146
Percentage Change from Fall 2011 to Spring 2016	30.41%	8.13%	4.25%	7.94%

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support

The Gonzaga University SBA maintains and deploys a faculty sufficient to ensure quality outcomes across all degree programs and has been successful in maintaining the accreditation standards established by AACSB International. The ICs of our participating faculty members and the professional qualifications of our supporting faculty members strongly support our ability to advance the knowledge and practice of business.

The basis for classifying faculty members as “participating” and “supporting” is as follows

1. All full-time faculty members in the SBA will be considered as “participating.”
2. All full-time administrators in the SBA who teach in the business school will be considered “participating.”
3. All adjunct faculty members (whether or not they are full-time employees at Gonzaga University) will be classified as “supporting.” In rare and unique circumstances an adjunct faculty member could be classified as “participating” based upon their involvement in the daily life of the SBA. The Dean will make the final decision as to the faculty members’ status. Table 15.2 for participating and supporting members by qualification can be found in Appendix 6.

Results of Faculty Sufficiency Analysis

Appendix 4 provides the results of faculty sufficiency analyses across all programs and disciplines (the SBA has only one location and programs do not differ by delivery mode). The AACSB standard requires that participating faculty members deliver at least 60 percent of the teaching at each location, discipline, program and delivery mode and at least 75 percent of overall teaching.

Overall Sufficiency

SBA faculty members classified as participating delivered 80.21 percent of overall credit hours in the 2015-2016 academic year. This exceeds the AACSB standard of 75 percent.

Programs

The SBA has four academic programs: A Bachelor of Business Administration (BBA), a Master of Business Administration (MBA), a Master of Accountancy (MAcc), and a Master of Science in Taxation (MSTax). As seen below, all four programs exceeded the AACSB standard of 60 percent participating faculty members. It should be noted that the accounting program percentages clearly reflect the use of subject matter experts (often in technical areas) who are not full-time faculty members.

Table 5-1

Program	% Taught by Participating Faculty Members
BBA	81.42
MBA	76.52
MAcc	61.34
MST	64.75

Disciplines

Seven academic disciplines make up the SBA: Accounting, Economics, Finance, Management, Management Information Systems, Marketing, and Operations & Supply Chain Management. As seen below, each of the disciplines exceeds the AACSB standard for utilization of participating faculty members.

Table 5-2

Discipline	% Taught by Participating Faculty Members
Accounting	88.73
Finance	74.30
Economics	93.54
Management	67.27
Management Information Systems	70.29
Marketing	82.52
Operations & Supply Chain Management	73.15

Results of Faculty Qualifications Analyses

Full tables for 15.1 can be found in Appendix 5. The summary tables below provide the results of faculty qualifications analyses for all programs and disciplines. As mentioned above, the SBA has only one location and programs do not differ by delivery mode.

Results indicate that with three exceptions the SBA gives all its students the opportunity to receive the highest quality instruction from our appropriately qualified faculty members across all programs and disciplines. The AACSB standard requires that at least 40 percent of instruction is delivered by faculty resources classified as Scholarly Academics (SA), at least 60 percent by SA, Practice Academics (PA) or Scholarly Practitioners (PA), and at least 90 percent by faculty members who are SA, PA, SP or Instructional Practitioners (IP). Areas where the SBA does not meet AACSB standards will be identified and discussed below.

Overall Qualifications

As shown below, the SBA exceeded all school-wide AACSB faculty qualifications metrics.

Table 5-3

	SA	SA+PA+SP	SA+PA+SP+IP
School Totals	74.39%	76.29%	96.19%

Programs

The SBA has four academic programs: a Bachelor of Business Administration (BBA), a Master of Business Administration (MBA), a Master of Accountancy (MAcc), and a Master of Science in Taxation (MSTax). All programs meet the minimum deployment of 40 percent SA faculty with the exception of the MAcc program. This program does not meet the 40 percent SA due to the status of Professor Walter Teets, who has been classified as a Practice Academic. Professor Teets' teaching load in the program comprises

approximately 36 percent of the faculty deployed in this program. While the minimum 40 percent standard is not being met for the MAcc program, Professor Teets’ unique knowledge base developed while a faculty fellow at the SEC and at the Office of Professional Practice at KPMG allows him to bring an unusual level of professional and technical expertise into the classroom. This is a perfect fit for such a professionally oriented program. As can be seen in Table 5-4, the MAcc program meets the 60 percent minimum standard for SA+PA faculty deployed in the program as well as the 90 percent minimum for SA+PA+SP+IP faculty.

Table 5-4

	SA	SA+PA+SP	SA+PA+SP+IP
BBA	74.99%	75.90%	95.57%
MBA	84.18%	84.18%	100.00%
MAcc	25.31%	61.31%	100.00%
MST	65.07%	65.07%	100.00%

Disciplines

As seen below, with one exception (Operations & Supply Chain Management) each of the disciplines exceeds the AACSB standards for utilization across qualification categories. There are two cases in Table 5-5 where the deployment of SBA faculty members do not meet the AACSB standards. Both involve the discipline of operations & supply chain management. These two instances are the direct result of one of the discipline’s full-time tenured faculty members being classified as “other.” It should be noted that this “other” classification is attributable to faculty member’s on-going, serious personal situation.

Table 5-5

	SA	SA+PA+SP	SA+PA+SP+IP
Accounting	70.90%	79.76%	100.00%
Economics	82.69%	82.69%	87.77%
Finance	88.56%	88.56%	100.00%
Management	76.50%	76.50%	100.00%
Management Information Systems	64.86%	64.86%	100.00%
Marketing	73.80%	73.80%	100.00%
Operations & Supply Chain Management	53.61%	53.61%	74.70%

New Faculty Members 2015-16

The SBA added two new faculty members for the 2015-16 academic year. Both were hired for non-tenure-track (fixed-term) positions. These faculty members are included in all tables and reports. Sandra Barone joined the economics faculty as a lecturer with a one-year appointment. Adriane Leithauser joined the management faculty with a two-year appointment.

Section VI: Learning and Teaching

Curricula Management and Development

The SBA has a long history of faculty-led curriculum management and development. This program of curriculum management and development, which includes the SBA’s assurance of learning (AoL) efforts, touches all courses, majors, and degrees. The SBA is continually striving to put forward the best curriculum it can while at the same time always pushing to improve the teaching of its courses. Over the last five years, the SBA has been relatively aggressive in its introduction of new degrees and degree requirements. At the same time, we have refined and improved a well-established AoL program.

The purpose of this section is to describe the SBA's curriculum management and development program. It will provide information about our general efforts in the area as well as information on our AoL work. Appendix 7 provides additional information about our AoL processes and results.

Curriculum Management and Development Process

Faculty and staff determined the current learning goals of the SBA following the revision of the school's mission statement in 2004. For each part of the mission statement, specific goals were written. For example, the first line of the mission statement begins "We develop professionally competent and intellectually curious graduates...." The goal written to reflect "professionally competent" is "Each student will be able to appropriately apply fundamental business knowledge and processes." From that goal, many specific and measurable learning outcomes were written. The AoL process has refined these outcomes. For example, the learning outcome, "Students will be able to perform a SWOT analysis for a real or fictitious business" was made inactive after several years of assessment revealed it was also being assessed during the assessment of oral presentations.

Responsibility for curriculum management and development has long been vested in the SBA faculty. Undergraduate or graduate level, core or elective requirements, degree programs or individual courses, all additions, deletions, and changes to SBA curriculum are subject to the review and approval of the faculty.

The SBA has two curriculum committees, one for the undergraduate curriculum and one for the graduate curriculum. Both committees are composed of faculty and staff members. The charge of the undergraduate curriculum committee is ongoing review of undergraduate business core curriculum as it pertains to the mission, accreditation standards and guidelines, and market demands. Curriculum review also involves evaluation of course content, course syllabi, course relevance and course currency. In addition to faculty members, the freshman and sophomore advisors are members of this committee. The charge of the graduate committee is ongoing review of graduate curricula as it pertains to the school's mission, accreditation standards and guidelines, rigor of course content, and market. In addition to faculty members, the directors of the business and accounting graduate programs are ex officio members of this committee.

Both committees review proposals for changes to the curriculum. Although all proposals are ultimately brought forward by faculty, the proposal itself may originate from a number of different sources. Ideas for curriculum change may come from, among other sources, individual faculty, discipline discussions, benchmarking of other schools, various SBA advisory boards, and/or the SBA's AoL process. Each proposal brought to a curriculum committee is either approved or returned to the proposer for revision. If a proposal is approved, it is sent to the faculty for a final vote of approval. If the faculty-approved proposal involves a new course or substantial revision of an existing course, the proposal is sent to the university Academic Council for recommendation of approval to the academic vice president.

SBA-wide curriculum changes (e.g., business core requirements; MBA requirements; new degree programs) typically follow a process of (1) individual faculty member and/or program director or Associate Dean → (2) undergraduate curriculum or graduate committee (as appropriate) → (3) entire SBA faculty → (4) SBA Dean → (5) the University's Academic Council → (6) the University's Academic Vice-President and, for new programs, (7) the Board of Trustees. Changes to concentrations or any of our accounting programs (including the undergraduate major in accounting) follow the same process.

Each discipline is responsible for the curriculum in its area and has developed or is in the process of developing a curriculum map of what is being taught in each course. The school also maintains a chart of

what is offered in each core undergraduate business class in the faculty workroom. This chart helps faculty understand what students are learning in each core undergraduate course.

With the launch of the MSTax Program in the Fall of 2015, the faculty developed 4 learning outcomes that are outlined in Appendix

Major Curriculum Changes since 2011-12

Since 2011-12 the major curricular changes have included:

- Suspended admissions into the MBA in Health Care Management, due to lack of demand. Ultimately, the program has been sunset and will cease in 2016-17. After years of decreasing student demand, the decision was made to evaluate the healthcare management MBA and make a determination on the program's long-term future. After a review of the local market and demand for the program, the decision was made to suspend admissions to the program, effective fall of 2014. Students who had already been admitted to the program have been allowed to complete their degree. The final students in this program will graduate at the end of the 2017 academic year, at which point the program will be permanently closed (May 2017).
- Dropped the MBA concentration in Entrepreneurship
The concentration was based on too many courses that were no longer offered and required a re-design in line with our recently adopted standard structure for MBA concentrations (our revamped Finance concentration served as the template for this new structure). A revised concentration is being designed, and we hope to re-introduce an Entrepreneurship concentration by May of 2017.
- Dropped the MBA concentration in Marketing
As was the case with the Entrepreneurship concentration, the Marketing concentration relied on too many infrequently-taught courses, and demanded a new structure that adhered to our standard format and had more predictability and consistency. The Marketing discipline has been invited to consider a re-design of the concentration. No date has been determined for the re-introduction of the concentration.
- Dropped the "integrative" course requirement in the business major and added the "broadening" course requirement in the business major
The broadening requirement replaced the integrative requirement. The integrative course requirement was originally designed to provide students with a perspective on business issues from multiple points of view. However, faculty discussion of the requirement found that integrated courses were not broadening students' perspectives as much as hoped.
- Added an undergraduate minor in Entrepreneurship and Innovation
Adding a minor in Entrepreneurship & Innovation expanded the availability of entrepreneurship coursework to students outside the SBA.
- Added the Master's in Taxation degree
As a result of growth in the tax concentration of the MAcc program between 2007 and 2015, during 2015, the faculty voted to split off the tax concentration of the MAcc program into a free-standing Master of Science in Taxation program.
- Added an undergraduate minor in Sustainability
The Sustainable Business minor was designed for business majors to learn more about environmental issues. However, it is available to anyone at the university who wants to combine business and environmental studies.
- Added an undergraduate minor in Digital Marketing

The undergraduate minor in digital marketing replaced the advertising minor which was dropped by the College of Arts & Sciences. The proliferation of new digital media and the movement of traditional media into the digital environment made the advertising minor less relevant than it had been in the past. Analysis suggested that skills in digital marketing were more needed in the marketplace.

- Added an undergraduate business core requirement in Business Ethics
2011-12 was the first year Business Ethics was a required core course. In keeping with our Mission and our Undergraduate Goals, business majors take a two course sequence, as seniors, in Business Ethics. The first 2-credit course is an overview of Business Ethics, with all concentrations intermingled in the class. The second class, a one-credit hour class, has the overview as a prerequisite and is organized by concentration (e.g., Ethical Issues in Finance).

AoL: Learning Outcomes Assessment

AoL Structure

AoL is best defined at Gonzaga as a series of goal setting, course development, and assessment activities. AoL works to ensure that students are learning critical core concepts in the curriculum by highlighting areas of success and improvement. Additionally, the learning outcomes that compose the AoL plan are constantly evolving, all with the purpose of taking student learning to the next level.

Outcomes assessment is the primary tool Gonzaga uses to track progress in student learning. Every semester, designated professors submit an assessment of their assigned outcome.

MBA Learning Outcomes

- G1.A MBA students will be able to analyze the role of different market structures on firm competitive strategies.
- G1.B MBA graduates will be able to properly apply statistical techniques, using statistical software, to help undertake more effective decisions.

The process for assurance of learning is managed by the Assurance of Learning Committee. The committee is composed of three or four faculty members, the Assistant to the Dean, the Associate Dean for Undergraduate Programs, and the Directors of the MBA and accounting graduate programs. The committee is responsible for all aspects of the AoL program and works with every degree program offered by the business school. It helps develop learning outcomes, it works with faculty members to schedule the assessments, it reviews all assessments, and it makes recommendations about action steps to the Dean.

Dr. Annie Voy (Associate Professor of Economics) has led AoL for the past three years. Dr. Voy was named the first AoL Lead in 2016. This position has a stipend and a course release attached to it. Another SBA faculty member serves on the Academic Council Assessment Committee. The University has invested quite heavily in assessment. For example, all academic units must submit an annual report, all new degree proposals coming before the Academic Council must be accompanied by an assessment plan, and annually a half-day of classes is canceled to allow for assessment discussion across the university and in the SBA.

The naming of an AoL Lead is one of the key changes in our assessment efforts since 2011-12. Another is the use of technology to help manage the process. The AoL committee maintains a SharePoint website to archive and organize assessment process workflows. SharePoint allows the AoL Lead and executive committee to review and change permissions to hundreds of documents with varying levels of sensitivity and security. In addition to SharePoint, Gonzaga University maintains university assessment through a

subscription to the TracDat software. The AoL Lead ensures both sites are up-to-date with the most current assessment documentation.

Assessment Process

The SBA AoL committee is tasked with coordinating the on-going process of evaluation of student learning. SBA-wide learning outcomes have been established by the faculty to represent a set of skills or characteristics we expect SBA graduates to exhibit. Each SBA program has its own set of learning outcomes: undergraduate, MBA, undergraduate accounting, masters of accountancy (MAcc), masters of science in taxation (Mtax). Altogether, there are more than 50 learning outcomes (64 total active and inactive). Our current SBA learning outcomes can be found in Appendix 7.

Learning outcomes are assessed each semester on a rolling schedule. Each learning outcome is typically assessed every two years or a minimum of twice in a five-year period. The assessment timeline can be found in Appendix 7. The discipline responsible for each learning outcome chooses the assessment method, defines the desired results of the assessment, and selects in which course(s) the assessment will be given. The assessing discipline or faculty submits its report to the AoL committee for review with recommended corrective actions and timeline for implementation if applicable.

Faculty members who participate in assessment are encouraged to communicate their concerns, comments and recommendations regarding all aspects of the assessment process with the AoL committee. For example, MIS faculty members might recommend the language of a learning outcome be updated to more accurately reflect our expectations of student learning. This recommendation would go to the AoL committee and ultimately the full SBA faculty for approval. Another example could be if the management faculty are assessing an “ethics” learning outcome, they could make the case for the assessment of this particular learning outcome be moved to BUSN 480/485. These types of adjustments, in the interest of continuous program improvement, are vital to our success, but again, since these are program-wide goals, any substantial changes will require committee approval and, in some cases, a faculty-wide discussion and vote.

In sum, there are four stages to the SBA assessment process:

1. Learning Outcome Assessment: Learning outcomes are assessed by the designated discipline with fall assessment reports due mid-January and spring assessment reports due mid-September.
2. Committee Review/Recommendation: Assessment Reports are carefully reviewed by the AoL committee in the semester following the semester of assessment. The review process involves careful consideration of identified areas of concern and faculty recommendations for corrective action. From this review, the committee compiles a list of recommendations for the Dean at the end of each academic year, reflecting assessments conducted during the prior calendar year.
3. Dean’s Recommendation: The Dean, after reviewing the prior year’s assessment reports and committee’s recommendations, composes his own list of recommendations to present to the faculty members at the end of the academic year. Each discipline is asked to respond to the committee and Dean’s recommendations, in particular identifying how the discipline is/will address areas of concern.
4. Closing the Loop: Each discipline is responsible for the implementation of the Dean’s recommendations, filing a “Closing the Loop” report with the Dean’s office at the beginning of the academic year to summarize the action taken.

From beginning to end (stage 1 through the completion of stage 4), the process takes approximately one year.

AoL Methodologies

The primary tools used in the SBA's assessments have been embedded in the course itself (e.g., exam, case, final paper). One version of this course-embedded approach has been to assess a learning outcome in a course different than its core area. For example, a learning outcome from a 200-level economics course was assessed in a 300-level management course. The AoL committee is unsure of the effectiveness of this approach. However, assessing the learning outcome outside of the course in which the content of the learning outcome was taught could have several benefits. First, it could provide information on how well students are retaining the content. An analysis could compare student grades in the economics course to results on the assessments. Second, it could demonstrate whether students who take the economics content at other schools and transfer into the SBA are receiving the same content.

Since the beginning of the 2011-12 academic year, more than 60 learning outcomes have been assessed. Each of these learning outcomes has been evaluated at least twice in the rotation during this time period. More recently, the four stage process as described above was in place as 18 learning outcomes were assessed by the SBA during the spring and fall semesters 2015.

Current Status of AoL

To highlight the current status of our AoL efforts, here is a brief summary of assessment activity over the past three semesters. Again, all this information can be found in Appendix 7.

The following work was completed during the 2015-16 academic year.

- Eighteen learning outcomes were assessed by the SBA during the spring and fall semesters 2015.
- Assessment reports from 2015 were reviewed by the AoL committee and recommendations were provided to the Dean's office for corrective action if appropriate.
- Three learning outcomes were updated/inactivated.
 - U1.1 was inactivated as the goal duplicated skills assessed under U5.1 and U5.2.
 - U1.5 was updated as proposed by the MIS faculty and approved by the faculty.
 - G3.E was updated as proposed by the MIS faculty and adapted/approved by the graduate curriculum committee.

During the 2015-16 academic year, the AoL committee reviewed assessment reports from assessments completed during the Spring 2015 and Fall 2015 semesters. A sample of these reports appears below.

Spring 2015

Goal U1.4A: ACCT 261, Cost Analysis, DeHart (Lead)

Executive Summary from Assessment Report:

A total of 235 students were assessed across seven sections. Anticipated results were met in the aggregate, with more than 75 percent of all students correctly answering at least seven of ten, or 70 percent, of the multiple-choice questions in every outcome. In terms of individual instructors, two instructors did not meet the criterion for outcome 2. Additionally, one of those instructors also did not meet the criterion for outcome 3, and the other also didn't meet the criterion for outcome 4.

Outcome 3 (formerly outcome 2) became a focus area after the 2013 assessment since two instructors did not meet the criterion for that outcome in that year. All instructors were aware at the beginning of Spring 2015 that this outcome had been problematic in the past and therefore all placed emphasis on the outcome 3 concepts during the semester. For 2015, the criterion was met by all but one instructor.

Although anticipated results were met in total, the percentage of students correctly answering 70 percent of the questions declined from 2013 to 2015 for each outcome (see Table 2 above). One possible

explanation is that the minimum grade requirement for prerequisite courses (including ACCT 261) for admission to the School of Business decreased from a C to a C- over the same time period (from 2013 to 2015).** As a result, some students may have applied themselves less since they could earn a lower grade and still be admitted to the School of Business.

Only one of the four ACCT 261 instructors for Spring 2015 also participated in the Spring 2013 assessment. The fact that most of the instructors changed between the two assessment periods may also explain the differences in results between 2013 and 2015.

**Most sophomores taking ACCT 261 in Spring 2013 entered in Fall 2011 under the 2011-12 catalog, in which the minimum grade requirement for ACCT 261 (and other prerequisite courses) was a C. Most sophomores taking ACCT 261 in Spring 2015 entered in Fall 2013 under the 2013-14 catalog, in which the minimum grade requirement for ACCT 261 was a C-.

Outcome met.

Recommendations for Action:

From report: The instructor who didn't meet the criteria for outcomes 2 and 3 plans to add two extra days for reviewing material prior to the first and second exams. The instructor noticed that students "forgot" material from the earlier chapters and were only familiar with the material from the most recent chapter for which they completed homework.

The instructor who didn't meet the criteria for outcomes 2 and 4 plans to prepare lecture notes and post them in Blackboard before class in future semesters. She noticed that many students focused their energies on writing down information from her PowerPoint presentations, and she hopes that by providing lecture notes in advance, students will focus instead on listening to and understanding her lectures.

The set of 40 AoL questions will be slightly revised for the 2017 assessment to reflect changes to the ACCT 261 curriculum. Also, two questions will be reworded for clarity.

From reviewer: Report does a nice job of measuring each outcome of the learning outcome. Although the desired result was met, I support the faculty recommendations.

From committee: Committee supports the recommendations presented by Professor DeHart.

From the Dean: I agree with the committee and support the stated recommendations. I would like to see the first implemented, if possible, in time for the Fall 2016 semester with evidence of implementation provided by the end of December 2016. The second will be implemented with the next assessment of this goal and the responsibility for this lies with the accounting faculty.

Goal G2.1-4: MBUS 614, Business Ethics, Steverson

Executive Summary from Assessment Report:

Thirteen student papers were sampled (class size of 28).

The only area where anticipated results were not met was trait No. 2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in Spring 2014.

Outcome met.

Recommendations for Action:

From report: Continue to work on students' ability to articulate ethical frameworks.

From reviewer: I feel comfortable with the assessment tool and method. I do note that the two cases used are from 1991 and may be somewhat dated. Ironically, both are produced by the now defunct Arthur Anderson & Co. As I read the cases I do see they are still relevant to today's ethical issues, but my guess is that there may be more up-to-date cases available that are reflective of recent contributions to the knowledge base as well as ethical issues arising in the rapidly evolving business environment.

From committee: The AoL Committee appreciates Dr. Steverson's work. While updating the cases used would seem beneficial, this isn't a requirement for the next assessment cycle, just a consideration.

From the Dean: I agree with the committee. No action necessary at this time.

Fall 2015

Goal U1.2: MGMT 350, Microeconomic Analysis, Voy

Executive Summary from Assessment Report:

During the Fall 2015 semester, goal U1.2 was assessed in each of four sections of MGMT 350 (Principles of Management), resulting in 121 completed assessments (10 samples are attached). Dr. Voy and her Graduate Assistant evaluated the assessments and analyzed the results. The results were disappointing in that only about 50 percent of the students who completed the assessment were able to answer at least two of our three equilibrium analyses questions correct. The economics faculty feel this might be at least partially the result of students not being held accountable for successful completion of the assignment as no academic (or otherwise) incentive was given for quality.

Outcome not met.

Recommendations for Action:

From report: The economics faculty feel a lack of performance incentive is largely responsible for the poor outcomes observed herein. It isn't clear whether students would have performed better if the assessment had been assignment for credit in one capacity or another, however we strongly suspect that had some impact on the outcome.

Our recommendation for the next assessment of this goal is to either reassess in MGMT 350, somehow incorporating an incentive structure (e.g., course credit, raffle or top scores) or move the assessment back to ECON 201. It's unfortunate that the economics and management faculty invested so much time in this assessment without drawing any useful results from the process.

On an unrelated note, I will put forth an opinion from another SBA faculty member regarding the assessment of U1.2 (equilibrium analysis). This particular professor didn't find "discipline-specific" learning outcomes to be a satisfactory approach for program-wide assessment. (i.e., Do we really care whether our graduates remember equilibrium analysis after they've graduated?) He was more or less in favor of revamping all our undergraduate assessment goals, not only, but especially, U1.2. Considering the lack of retention on the part of our students, lack of attention/respect for the assessment assignment (which seems reasonable considering the assignment wasn't given for credit), or some combination of the two, I recommend the AoL committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process. Is this

appropriate? Perhaps it's time to go back to the drawing board to identify as a whole who and what we expect of our SBA graduates, and what learning outcomes would support the assessment of these goals.

From reviewer: These results are very interesting. The assessment tool has the advantage of providing a sample of students from multiple sections of Econ 201. However, as indicated by the assessing professor, a lack of incentive may be in part responsible for the poor performance. I would also add [that] students at Gonzaga take their econ from a variety of instructors and institutions, so there is some difficulty assessing the weaknesses in our curriculum specifically. Finally, students have varying time frames between the assessment and the actual point they took micro.

I think these results are a good starter for a conversation among the econ instructors. The econ department has determined to offer incentives for the next assessment, which may help answer some of the questions left by the tool. The assessing professor also recommends the “committee and SBA more broadly think long and hard about the future of the many discipline-specific learning outcomes that characterize our current assessment process.” This is also a good starter for conversation and should be considered. Assessment is a moving target and can be difficult to do effectively in each discipline.

The previous assessment (Spring 2014) recommended “updating our assessment plan to set desired results for students’ graphing ability as this seems to be an area of identified concern and graphing is such an integral piece of equilibrium analyses.” This assessment offers an opinion of another SBA faculty member with a different view on the assessment of U1.2 (equilibrium analysis). This particular professor didn’t find “discipline-specific” learning outcomes to be approach for program-wide assessment. Where we stand as a School on this issue needs to be addressed.

From committee: The committee supports the recommendations from both the faculty/department conducting the assessment and the AoL reviewer. The committee recommends two things. (1) Within the next year the undergraduate and MBA learning outcomes should be re-evaluated to determine how specifically we wish to frame our outcomes. (Thank you to Dr. Bull Schaefer and the management faculty to beginning this discussion within their discipline at the conclusion of the Spring 2015 semester.) (2) Assuming it is decided that this particular learning outcome is valuable to the SBA and will remain in place, the economics faculty should carefully consider how to construct an assessment that accurately measures student learning of microeconomic analysis. This may entail moving the assessment back into ECON 201 if student incentive isn’t feasible in MGMT 350.

From the Dean: I expect recommendation (1) to be addressed by the SBA faculty during the 2016-17 academic year. This process will be driven by the AoL committee. I expect recommendation (2) to be addressed by the economics faculty at the appropriate time.

Goal U1.5: MGMT 350, Information Systems Analysis, Olsen

Executive Summary from Assessment Report:

126 students were sampled with three multiple-choice questions. 11 did not complete the questions or had not taken BMIS 235, this yielding 115 usable samples.

<i>Trait</i>	<i>Knowledge Area</i>	<i>Meets Expectations</i>
1	<i>Correctly identify components of any Information System.</i>	<i>Yes (93%)</i>
2	<i>Correctly identify instances of each system component in a short scenario.</i>	<i>Yes (82%)</i>
3	<i>Correctly articulate relationship of each system component to the other components.</i>	<i>No (67%)</i>

Outcome not met.

Recommendations for Action:

From Report: The MIS group needs to reconsider its assessment technique. It is likely that some multiple-choice questions are too easy, while others are too confusing.

It is possible that students who have never taken BMIS 235 could do well on these questions, and in fact several students who had marked down that they had never taken BMIS 235 got the questions correct.

We also recommend that BMIS 235 professors give students more scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.

From Reviewer: As a proponent of this form of assessment (assessing an admission prerequisite class in a business foundation course), I feel there is valuable information here. Tim has written a very thoughtful and articulate report here that will be useful going forward. I anticipate the fall discussion in the MIS department (as indicated in the reports from Goal G3.1 and G3.2) will also include a discussion on how to implement Tim’s recommendation of “professors spend more [in BMIS 235] giving students scenarios or case studies where they can distinguish and discern how different aspects of information systems relate to each other.” We should circle back to confirm this with the department.

From Committee: The committee supports the recommendations from both the assessment and review faculty. Specifically, we request the MIS faculty review the multiple-choice questions used for this assessment (specifically addressing the concern that whether a student had taken MIS 235 was not a predictor of student performance). The committee also requests the MIS faculty discuss how to implement Dr. Olsen’s recommendations regarding student scenarios and/or case studies. The discussion should happen within the next semester; however, the changes needn’t be implemented until the next assessment cycle.

From the Dean: I agree with the committee and expect the MIS faculty will implement this recommendation by the next assessment cycle.

Goal U4.2: BUSN 480, Diversity Analysis, Bull Schaefer

Executive Summary from Assessment Report:

Summary:

1. Sample size = 101
2. Specific listing of areas of success = 3 percent earned a 90 percent on the quiz. The average score was 60 percent.
3. Specific listing of areas of concern: common diversity laws should be covered in all sections of 350

Outcome not met.

Recommendations for Action:

From report: Dr. Pepper, the adjuncts, and [Dr. Bull Schaefer] need to meet about employment law, and the MGMT faculty need to be consulted over this instrument and conceptualization of diversity. We LOVE the idea of assessing learned knowledge in business ethics rather than when students are currently taking 350, but we need to re-group and talk about realistic goals and measures. Thank you!

From Reviewer: This report is a fabulous example of how the assessment process can—and should—evolve over time to ensure we’re testing students for learning (rather than, following directions, or

completing an assignment, for example). This report models this perfectly. Regarding the benchmark and not meeting the desired results, the faculty might consider adjusting the “bar” so to speak. Expecting that 80 percent of all students will earn an A seems a bit high. Consider lowering the 90 percent threshold or the 80 percent passage rate.

From Committee: The committee agrees that this particular assessment report does an excellent job supporting the assessment process within the SBA. The reviewer’s comments are echoed by the committee. The thresholds are completely up to the assessing faculty and their discipline, however it is the committee’s recommendation that these benchmarks be considered during the next assessment cycle (likely Fall 2017).

From the Dean: I agree with the committee and expect the management faculty will implement this recommendation by the next assessment cycle.

Goal G3.C: Strategic Management (MBUS 616), Stewart

Executive Summary from Assessment Report:

Summary:

1. Sample size = 13
2. 92 percent of students met the expectation of achieving above 90 percent on the final project. The final project consists of strategic analysis followed by recommendation of appropriate solutions
3. Eight percent of students did not meet expectations. Although analysis is generally strong, some students lack of the conviction to create dedicated solutions for case-specific opportunities and threats.

Outcome met.

Recommendations for Action:

From report: In general, our graduate students are doing well in learning theoretical concepts. They understand theory and can apply frameworks to analyze problems. However, it would be desirable to increase their confidence in recommending solutions to those problems. Our undergraduate business students can also analyze problems well. In order for our graduate students to differentiate themselves, we should encourage activities and behaviors that prepare them to make complex decisions under uncertainty.

From reviewer: While the outcome was met/exceeded during this assessment, I appreciate the concern Dr. Stewart identifies: how well do graduate students differentiate themselves (through more complex decisions under uncertainty) compared to well-prepared undergraduate students? It would be nice to see this differentiation captured in the assessment somehow. Does this mean the learning outcome needs to be updated to reflect our expectation of complex understanding? Perhaps. Or it may be that there is an easy extension to the project that will identify this.

From committee: The committee supports the recommendation from Dr. Stewart and the reviewer to consider ways in which the assessment of goal G3.C might be improved to capture the additional learning we expect from our MBA students (compared to undergraduate students). The place to start is probably by comparing the undergraduate strategic management goal(s) to the MBA goal to determine whether this differential is indeed identified by in the different learning outcomes. If not, the goal(s) should be updated. If the goals do reflect this, the assessment tool may require an added trait or category to capture this important feature.

From the Dean: I agree with the committee and expect the management faculty will implement this recommendation by the next assessment cycle.

As these sample reports demonstrate, the assessment results of each learning outcome are summarized and recommendations are made by the report writer, reviewer, and committee. The next step for these reports would be the Dean's office, where the Dean would compose his own list of recommendations based on the reports. While these sample reports provide a snapshot of previous assessments, there are several assessment reports currently in process. The following assessments took place in the Spring 2016 semester. Assessment reports are due to committee in September 2016.

- U2.1-4: Business Ethics (BUSN 480/5) Leithauser
- U5.2: Technological Proficiency (BMIS 235), TBA
- G1.A: Market Structure (MBUS 610), Johnson
- G1.A: Statistical Competency (MBUS 613), Beqiri
- G1.D: Operations Management (MBUS 625), Beqiri
- G3.B: Business Ethics (MBUS 614) Steverson
- G4.C: International Trade (MBUS 610), Johnson
- G4.D: Global Supply Chain Management (MBUS 625), Beqiri
- A1.1: Financial Accounting (ACCT 360), Barone
- A3.1: Client Communication, TBA
- M1.2: Taxation, Brajcich
- M1.3: Audit (MAcc 665), Kern

The following assessments are scheduled for 2016-17 academic year:

Fall 2016 (Scheduled – Reports due to committee January 2017)

- U1.3: Marketing Analysis (MKTG 310)
- U1.6: Capital Budget Evaluation (BFIN 320)
- U1.7: Operations Analysis (OPER 340)
- U1.8: Contract Law Evaluation (BUSN 283)
- U3.1: Understanding: Complex Cases (BUSN 481)
- U3.2: Application: Complex Cases (BUSN 481)
- U3.3: Evaluation and Solution: Complex Cases (BUSN 481)
- U4.1: Understanding Globalization (OPER 340)
- U5.1: Business Writing Proficiency (BUSN 481)
- G1.C: Financial Theory (MBUS 624)
- G1.F: Marketing Theory and Practice (MBUS 627)
- G1.H: Financial Statements (MBUS 629)
- G3.A: Oral Communication (MBUS 627)
- G4.A: Global Marketing (MBUS 627)
- A1.2: Cost Accounting (ACCT 363)
- A1.5: Auditing (ACCT 464)
- A1.5: Auditing (ACCT 464)
- A2.1: Ethical Reasoning (ACCT 464)
- A2.2: Ethical Reasoning (ACCT 464)
- A2.3: Ethical Reasoning (ACCT 464)
- A2.4: Ethical Reasoning (ACCT 464)
- A2.5: Ethical Reasoning (ACCT 464)
- M1.1: Financial Accounting and Reporting Standards (MAcc 663)

Spring 2017 (Scheduled – Reports due to committee September 2017)

- U1.4A: Cost Analysis (ACCT 261)
- G1.G: Managerial Accounting (MBUS 628)
- G2.A: Business to Promote the Common Good (MBUS 614)
- G2.B: Ethical Reasoning (MBUS 614)
- G2.C: Ethical Reasoning (MBUS 614)
- G2.D: Ethical Reasoning (MBUS 614)
- M2.1: Ethical Reasoning (MAcc 664)
- M2.2: Ethical Reasoning (MAcc 664)
- M2.3: Ethical Reasoning (MAcc 664)
- M2.4: Ethical Reasoning (MAcc 664)

Closing the Loop/Teaching Enhancements

Over the years this work has usually resulted in changes to the assessment process itself (e.g., new goals; different rubrics) but there are a number of examples where the AoL process has resulted in teaching enhancements and potential curriculum change. Four of these examples are highlighted here:

- Fall 2013 Goal A1.3 (Accounting 362) – this assessment focused on accounting information systems and desired results were not obtained. As a result, five recommendations were made by the AoL committee and subsequently implemented by the accounting faculty. Among the recommendations implemented were greater emphasis given to some topics and clearer explanations attached to others. Fewer routine assignments will be required and a group case project would be added.
- Spring 2014 Goal G2 A-C (MBUS 614) – this assessment had to do with business ethics. The learning goals were not attained and a number of recommendations were offered. As a result of this process, the faculty who teach this course have decided to explicitly focus on the details of ethical frameworks rather than simply covering them via applied case studies.
- Fall 2014 Goal U5.1 (BUSN 481) – this assessment is focused on the writing skills of our undergraduate students. The sample of students did not perform at the desired level and a number of recommendations were made. As a result of this process a writing task force was organized. It began its work in the Fall 2015 semester and made substantial progress. Among the ideas it implemented were the training of Graduate Assistants to assist professors in grading and the establishment of a SBA writing lab. The full work of the task force will be discussed this fall by the entire SBA faculty.
- Fall 2011 Goal U1.2 (Economics 201) – formerly, microeconomic graphic and equilibrium analyses were assessed in ECON 201: Microeconomics. This is the course in which the assessed skill is first introduced and there was some concern that while students were able to demonstrate understanding of the material, our assessment wasn't able to measure retention. We also had concerns that our current assessment wasn't specifically measuring business students as both business and non-business (Arts & Science economics majors, for example) enroll in Economics 201. To rectify these concerns, the economics faculty along with the AoL committee designed a new assessment for U1.2 that would test business students' performance on equilibrium analyses in MGMT 350, a core business class housing only business students. This new assessment framework, introduced in Spring 2014, gave us the opportunity to evaluate student learning from a variety of different environments, in particular those outside Gonzaga (including summer school, online, or at a community college). We were able to determine that student retention was correlated with when they took their economics courses and whether those courses were taken at GU or through a transfer institution. Within the economics discipline, these findings have

helped to inform the discussion of when it's appropriate to accept transfer credit for prerequisites.

Teaching Evaluations

As stated in the SBA's mission: "We provide a challenging and supportive learning environment, with quality students and faculty marking our excellence." Continuous assessment and improvement of teaching is a priority in the SBA.

Each course in the SBA is evaluated at the end of the semester. There are two different methods of evaluation: a ten-item Likert-type scale questionnaire and two open-ended essay questions. The Dean, Associate Dean, and Directors of the graduate programs review the results of the Likert-type questions at the end of each semester. The answers to the essay questions are only provided to the instructor. However, if an instructor receives low scores on the Likert-type questions, the Associate Dean or one of the graduate Directors typically offer to help the instructor improve by sharing the answer to the essay questions in a dialogue about what went right and wrong with the class. The Likert-type questions are measured on a scale from 1 = Poor to 7 = Excellent. The questions are:

1. The Instructor's ability to present concepts in a clear manner was
2. The approachability of the Instructor outside of the class was
3. The willingness of the instructor to give individual attention to students was
4. The fairness of grading was
5. The effectiveness of the instructor at summarizing important materials was
6. The enthusiasm of the instructor for the course material was
7. When approached, the instructor's apparent interest in my progress was
8. The value of the course to my education was
9. The overall effectiveness of the instructor was
10. The overall quality of the course was Student Response to Professor and course

Essay questions used in course evaluations.

1. If you were asked by one of your friends to describe this professor's teaching, what would you say?
2. If you were to give this professor a one-sentence suggestion about how to improve his/her teaching, what would you suggest?
3. Other comments:

To encourage instructors to improve their teaching, the Dean supports travel to teaching-related conferences such as the Organizational Behavior Teaching Conference and the Colleagues in Jesuit Education Conference. The Dean also encourages faculty participation in the activities of Gonzaga's Center for Teaching and Advising. This center, located in the campus library, provides year-round training opportunities for faculty. It seeks to foster conversation about, and the development and recognition of, excellent teaching and advising.

The SBA also has a Faculty Research and Development Committee charged with providing guidance and support for continuing instructional and professional development. The committee advises and assists individual faculty members when requested or needed; provides a forum for professional dialogue and review; and, when appropriate, assists with faculty development planning, research planning, and involvement in professional organizations, etc. In the past academic year, the committee hosted brown bags on topics such as using technology to administer and grade essay exams, Ignatian pedagogy, FERPA – the Family Educational and Privacy Rights Act, incorporating sustainability in the classroom,

reproducible teaching with R markdown, big data: implications for practice, research and teaching, cultural intelligence development through experiential learning.

Section VII: Academic and Professional Engagement

Student Academic and Professional Engagement

Building on a history of using experiential and active learning strategies, the 2014-2018 Strategic Plan established several goals for which experiential or active learning initiatives were required, based on our three values: there is no substitute for academic excellence, we will be active and engaged in our university and our community, and we will embrace the Jesuit legacy of confident, enlightened, and innovative action. The initiatives include:

Company hiring: The SBA has a strong relationships with different companies to bring recruiters to campus to interview, discuss, and network with student. Listing of recent job placing can be found in Appendix 9.

Working with the Career and Professional Development (CPD) Center—TREKS: The SBA works with the University's CPD Center to send students to Treks which are career development and networking programs that create opportunities for students to connect with alumni and employers in key metropolitan areas across the country. Areas visited include; New York City, Spokane, Portland, Seattle, Silicon Valley, and San Francisco. As part of treks, students interact with partner organizations during corporate excursions, career fairs and networking socials.

Gonzaga Alumni Mentor Program (GAMP): Another way the SBA works with the CPD Center is by encouraging SBA students to utilize the GAMP (Gonzaga Alumni Mentor Program) which is a mentoring and networking program designed for students, alumni and friends. Students and graduates are matched with mentors who share similar career fields, geographic locations or other interests. The goal is to establish a relationship between the protégé and mentor that facilitates better career decision-making and a network that can result in increased job opportunities.

Recruitment: The SBA facilitates logistics for companies that need interview space reserved or interview slots scheduled. The SBA also helps publicize openings and delivers via many different channels information about job openings and careers. Finally, the SBA provides valuable information and insight on internship and job candidates. Our smaller size and emphasis on individualized attention can make this last function very attractive to organizations.

Faculty Qualification and Engagement

The SBA faculty members embrace the vision and values of the school. This is exemplified by the qualifications of our full-time faculty members. These qualifications are examined in more detail elsewhere in this report and its accompanying documentation. In sum, though, almost 96 percent of the full-time faculty members fell into one of the four qualification categories in 2015-16. Additionally, more than 95 percent of the SBA research faculty members were classified as SA. Full-time SBA faculty members who do not have a research expectation, as well as SBA part-time or adjunct faculty members, bring a unique combination of technical knowledge and experience to the school. These faculty members are particularly valuable in the SBA's graduate programs, helping ensure that the SBA delivers a high quality, relevant education to all its students. Finally, the SBA's new faculty qualification guidelines will ensure the same type of education in the future.

SBA faculty and staff members are heavily engaged in their academic communities. SBA research faculty members have produced more than 500 ICs in the past five years. Almost 61 percent of SBA faculty

members served academic journals in some capacity. Seven SBA research faculty members have served as external reviewers for promotion and tenure cases at other institutions while eight have had leadership roles in their discipline or professional organizations. In terms of involvement with professional communities, multiple disciplines within the SBA have advisory boards while others are actively involved with the business community via SBA "Careers Days", the partnership (e.g., Treks) between the CPD Center and the SBA, or in the SBA's annual faculty and staff excursion to Boeing. Additionally, almost twenty SBA full-time faculty members held positions on boards in the past five years.

Conclusion

In conclusion we submit the Continuous Improvement Review report along with all of our accompanying documents for your review. We believe that these documents provide great insight as to what we are and what we do as a business school. We are very much looking forward to your visit and your feedback. Thank you.