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Glossary of Terms and Abbreviations	
A & S	UNC College of Arts & Sciences
AA	UNC Office of Academic Affairs (Provost' Office)
AA/EO	The affirmative action/equal opportunity organization for the university
AACSB	AACSB International—the Association to Advance Collegiate Schools of Business (higher education accrediting organization for business and accounting)
ACT	An independent not-for-profit organization, formerly known as American College Testing, which provides the most widely accepted assessment test for college entrance
ADA	American Disabilities Act
ADMC	Administrative Council
AICPA	American Institution of Certified Public Accountants
AIS	Accounting Information Systems
AKPsi	Alpha Kappa Psi Business Fraternity
BIC	Best-in-Class
CAP	Career Advantage Program
CC	MCB Curriculum Committee
CCHE	Colorado Commission on Higher Education (supervises public higher education in Colorado)
CFA	Certified Financial Analyst
CFP	Certified Financial Planner
CIS	MCB Computer Information Systems Department
CMA	Computer Management Association (student organization)
CNA	Certified Network Administrator
CPA	Certified Public Accountant
CPDO	UNC Center for Professional Development and Outreach
CS	UNC Career Services
CTC	UNC College Transition Center
CU-S	University of Colorado-Colorado Springs, CO
DLC	Dean's Leadership Council
EBI	Educational Benchmarking, Inc. – independent commercial vendor of business school data
ETS	Educational Testing Service, Princeton, NJ
F&O	UNC Facilities and Operations
FAC	MCB Faculty Affairs Committee
FERPA	Family Educational Rights to Privacy Act
FIN	MCB Finance Department
FMA	Financial Management Association (student organization)
FTE	Full Time Equivalent ratio – converts credit hours/ workload to a common denominator
FY	UNC Fiscal Year (July to June)
GPA	Grade Point Average
HHS	UNC College of Health & Human Sciences
HR	UNC Office of Human Resources
IRB	UNC Institutional Review Board
IRP	UNC Office of Institutional Research and Planning
IT	UNC Information Technology
ITC	UNC International Trade and Commerce degree program
J.D.	Juris Doctor degree in law
KPI	Key Performance Indicator
MBA	Masters degree in Business Administration
MCB	Monfort College of Business
MCB Listens	MCB Electronic suggestion box
MEPP	Monfort Executive Professor Program



MGT	MCB Management Department
MKT	MCB Marketing Department
MOUS	Microsoft Office Users Specialist training program
N/A	Information not available
NCA	North Central Association – the accrediting organization for the University
OEHS	UNC Office of Environmental Health and Safety
OSHA	Occupational Safety and Health Act – federal law governing workplace safety
PASC	Professional Administrative Staff Council
PDCA	Plan-Do-Check-Act – a Deming type process used to create continuous improvement
Ph.D.	Academic Doctors Degree
POE	Program of Excellence
PVA	UNC College of Performing & Visual Arts
QBA	Quantitative Business Analysis
R.I.S.E.	Redefining Investment Strategy Education – a student national investment conference and competition
SAC	MCB Student Affairs Committee
SAFF	Student And Foundation Fund class
SAM	Society for the Advancement of Management Inc. (student organization)
SAT	A national scholastic assessment test for college entrance administered by The College Board, an independent not-for-profit association
SBI	Small Business Institute
SEDONA	Commercial Web-Based Faculty Database System
SHARED GOVERNANCE	Combined deans, chairs, faculty, faculty committees, student committees and staff
SPARC	Sponsored Programs and Academic Research Center – UNC
SPEEC	State Personnel Employee Executive Council
SRC	MCB Student Representative Council
TC	MCB Technology Committee
UG	Undergraduate
UNC	University of Northern Colorado
VITA	Voluntary Income Tax Assistance Program



Preface: Organizational Profile

P.1 Organizational Description.

P.1a. Organizational Environment:

P.1a(1) The University of Northern Colorado’s (UNC) College of Business was established in 1968 as an autonomous, degree-recommending unit, with a primary mission to provide graduate and undergraduate business education. The College’s evolution through the 1970s paralleled a national trend for business schools of explosive enrollment growth and a proliferation of program options for students. By 1984, the College’s 50-person faculty was serving more than 2,000 students enrolled in a wide range of undergraduate, masters, and doctoral degree programs.

A Quality Journey Begins. In 1984, the College took dramatic steps to make program quality its top priority. At the time, UNC’s business program was generally regarded as average and largely overshadowed by a number of key competitors within a fifty-mile radius. With its competitors and most U.S. business programs opting for a growth strategy of degree program assortment and further proliferation of graduate programs, UNC’s business administrators and faculty chose an opposite approach. A vision was cast for becoming Colorado’s best undergraduate business program—a goal it was agreed would not be possible without making undergraduate business education the College’s exclusive mission. Within two years, a revolutionary plan commenced for eliminating all graduate programs, including a Ph.D. degree program and Colorado’s largest MBA program. Additional changes were made at the undergraduate level, with the elimination of all but one degree program—the Bachelor of Science in business administration. Future business students would declare business as a major and choose from six emphasis areas: accounting, computer information systems, finance, management, marketing, or general business. The College adopted two long-term strategies to guide its actions: (1) a program delivery framework of *high-touch, wide-tech, and professional depth*, and (2) a positioning strategy of *high-quality and low-cost* (i.e., exceptional *value*). The College became known for providing a “private school education at a public school price.”

Quality Milestones. By 1992, following numerous curriculum and faculty upgrades and a \$5+ million renovation of Kepner Hall (its instructional facilities), the College’s revised mission was paying significant dividends. The College reached its first major quality goal by earning accredited status from AACSB International—The Association to Advance Collegiate Schools of Business (AACSB). UNC became the first public university in Colorado to be accredited by AACSB in both business administration *and* accounting.



In 1999, in conjunction with a \$10.5 million commitment from the Monfort family, the College’s name was changed to the Kenneth W. Monfort College of Business (MCB). The gift was designed to provide a “margin of excellence” for the College. A Greeley native and long-time supporter, Mr. Monfort was widely known as a pioneer whose commitment to innovation and quality through ethical business practice was legendary.



In 2000, the College was recognized by the Colorado Commission on Higher Education (CCHE) as a Program of Excellence (POE)—a highly selective and prestigious award given to programs demonstrating widespread excellence and a readiness “to take the next step toward national prominence.” MCB is the only business program in Colorado to ever earn the POE award.

The Journey Continues. Today, the Monfort College of Business (MCB) is housed within UNC, a publicly-supported residential university of 11,611 students, offering a wide range of graduate and undergraduate degree programs in five academic colleges. Located on UNC’s 236-acre campus in Greeley, Colorado (2000 census pop, 76,930), MCB’s primary service is offered to its 1,090 undergraduate majors. Half of the 120-credit degree program is dedicated to non-business topics, including general education subjects and liberal arts electives. The other half is dedicated to business subjects, including the business core, business emphasis classes, and business electives. The College’s educational services are delivered almost exclusively through a resident, on-campus learning mode of face-to-face student/professor contact. Class sizes (average of 30) are designed to enhance student/professor interaction. Distance educational delivery through technology is limited to the role of augmenting resident student classroom experience through use of ancillary techniques (e.g., threaded discussions for extended class discussions, Web-recorded lectures for post-class reviews, and course-based Web sites with portals to related information sources).

P.1a(2) The uniqueness of MCB’s chosen mission/values combination (see P-1) stems from its singular focus on pursuing excellence in *undergraduate-only* business education—a unique position among its regional and national peers. The College remains as one of just five undergraduate-only programs nationally to hold AACSB accreditations in business and accounting. Additionally, MCB holds a unique position within the regional marketplace. A leader in value when compared to its competitors, MCB’s product quality and learning environment also exceed those peers. The *Denver Post* described the College as “possibly the best bargain in business education anywhere in the U.S.” In addition to price, MCB’s commitment to a program strategy of *high-*



touch, wide-tech, and professional depth has made it a value leader in undergraduate business education.

Figure P-1

A singular focus on undergraduate business excellence

MCB's Mission

Our mission is to deliver excellent undergraduate business programs that prepare students for successful careers and responsible leadership in business.

MCB's Vision

Our vision is to build a reputation of excellence in Colorado and beyond for preparing future business leaders and professionals.

MCB's Values - Each MCB value statement is held within an overall framework focused on the pursuit of excellence; a philosophy of continuous improvement guides employee behavior.

Instructional Values—We value excellence in the courses we offer and seek to provide reasonable class sizes; outside-of-class assignments; faculty availability and student interaction beyond-the-classroom; and exercises to develop logical/creative thought processes.

We set standards to assure faculty are academically prepared and professionally experienced; are of high integrity; maintain high standards for student performance; and offer students opportunities to interact with business professionals and community leaders.

We value excellence in the business curriculum and seek to assure it is current; a reflection of emerging trends; built on a liberal arts foundation; incorporates the role of technology; reflects best practices of ethical and moral standards; a recognition of the global economy; and assists in the transition to a lifetime of learning.

We value excellence in the activities of our students and seek to assure they maintain high levels of integrity; and build/improve skill sets in written and oral communication, interpersonal, teamwork, leadership, and they develop professional habits and appropriate behaviors.

Scholarship Values—We value excellence in faculty scholarship and seek to assure it is relevant, classroom-enriching, develops faculty as a resource; publishable in peer-recognized academic/ professional outlets; and enhances the development extension, and clarification of knowledge bases in business professions.

Service Values—We value excellence in academic service and seek to assure that faculty governance is conducted in a thoughtful, constructive, and innovative environment; and participants act responsibly, creatively, and collegially.

We value excellence in faculty professional service and seek to assure such activities challenge theory against practice; enrich teaching and scholarship; assist in identifying and cultivating employment opportunities for students; encourage participation that aids business growth and improvement; and support business/professional disciplines and organizations.

High-Touch. Smaller class sizes are designed to facilitate faculty-student interaction in the classroom. No “mass sections” are permitted to ensure this interaction occurs across the entire curriculum. Smaller class sizes also allow for experiential, hands-on learning techniques to be employed and are designed to increase active learning levels within the student population. Each professor maintains student office hours to increase student access.

Wide-Tech. Since the Kepner renovation in 1987, MCB has invested millions of dollars in its technology infrastructure to support a curriculum that exposes students to a wide array of existing and emerging business technologies, enabling graduates to make a seamless transition into the workplace. The curriculum integrates technology within course content, and MCB prides itself on incorporating the most current versions of industry-standard technologies.

Professional depth. MCB values professional business experience as a selection trait for its instructors. The College also utilizes an innovative executive professor program to strengthen classroom currency and ties with the employment community for graduates. Many of these professors are regionally- or nationally-known executives teaching in-residence, while others are brought to campus as visiting lecturers. The College also has developed partnerships with the business community to provide students with additional opportunities to gain real-world experiences through course components (e.g., business plans, advertising campaigns, market research, and portfolio management).

P.1a(3) MCB's faculty and staff includes a total of 34 full-time faculty (including dean), 8 administrative staff (including technology and external relations directors) and 13 part-time adjunct faculty. No graduate assistants teach in MCB's classrooms. The non-unionized faculty is spread across rank and type, with senior professors and executives making up the majority. All but one tenured/tenure-track faculty member holds a doctorate in discipline. The remaining lecturers and executive professors hold a Ph.D., M.B.A., or J.D., and many held senior positions in industry immediately preceding their hiring. The full-time faculty is 76.5% male and 79.5% Caucasian, and the largest minority group is Hispanic (11.8%), with Asian and Native American percentages at 5.9% and 2.9%, respectively. The only new tenure-track hire for 2003-04 was Hispanic and female. Of the seven staff, four are assigned to an academic department, primarily as clerical and customer service support. Two are assigned to the dean's office for overall program support, and one directs the College's advising center.

P.1a(4) MCB is housed in Kepner Hall, a learning facility built in 1910 and fully-renovated in 1987. A regular maintenance program has kept the building in excellent condition. Kepner houses all business classrooms, faculty and student support offices,



computer labs, and special use facilities. More than 95 percent of the space is dedicated to MCB use. Kepner contains 14 classrooms, ranging in seating capacity from 25 to 60. Each classroom is wired to the College's 400-station, Ethernet IAN. Two open student technology labs are available an average of 80 hours weekly and house approximately 100 Pentium IV workstations, CD RW CD-ROMs, and high-speed laser printers (including color). Each workstation contains access to the latest discipline-specific software applications and commercial databases. Students also have access to a 21-station electronic meeting laboratory, 16-station finance trading center, three high-tech team practice rooms, a graphics media lab, and a 10-station cyber café provided through a partnership with university dining services. A wireless PC network (A&B technologies) supports authenticated PC notebook access throughout the building. The showcase 196-seat Milne Auditorium was updated in 2002, receiving \$100,000 in technology and furnishings upgrades. Milne provides high-tech presentation space for special events, including executive speaker presentations that allow the attendance of multiple classes at once.

P.1a(5) MCB is governed by University of Northern Colorado policies and procedures underneath a larger umbrella of policies mandated by the CCHE, whose mission is to provide access to high-quality, affordable education for all Colorado residents. CCHE adopts statewide admissions standards, policies for academic planning, degree approval, financial aid and transfer/articulation policies. CCHE also recognizes a statutory and fiduciary responsibility to ensure institutions manage the system's capital assets effectively. As a UNC college, MCB is subject to CCHE governance and policies and is committed to complying with federal regulations applicable to institutions of higher education, including ADA, FERPA, and OSHA.

MCB's primary accreditation agency that requires mission-driven periodic assessment is AACSB. In order to maintain its accreditations, MCB must attend to each standards area, including faculty composition and development, curriculum content and evaluation, instructional resources and responsibilities, students, and intellectual contributions. On-site inspection occurs on a five-year cycle, with written reports submitted annually to assure standards compliance and continuous improvement.

P.1b. Organizational Relationships:

P.1b(1) UNC is governed by a Colorado Governor-appointed Board of Trustees. The board manages within a Colorado higher educational system headed by the CCHE. The UNC president supervises three vice presidents, including the provost/vice president of academic affairs, who supervises the colleges' five academic deans (See Organizational Chart, page xi). The MCB dean serves on an Academic Affairs Council,

Deans Council, President's Council, and University Planning Council, representing the College and its interests within each of these policy-recommending bodies. The MCB assistant dean serves on the UNC Assessment Committee and the Technology Advisory Committee. MCB utilizes a system of shared governance. The College's Administrative Council (ADMIC) includes an associate and assistant dean and chairs of the five academic departments. It serves as the College's primary mission review and strategic planning group, the College's assessment group, and is a primary recommending body to the dean. MCB has four key faculty committees and a Student Representative Council (SRC)

P.1b(2) MCB's student population origin is concentrated in Colorado (86.7%), with the remainder representing 31 states. Within Colorado, 18.7% are from the Greeley area, with a large proportion of the remainder from Denver and surrounding areas. International students account for .9% of the total. The student population is 58.6% male, has an average age of 21.5, is enrolled on a full-time basis (89%) and works at least part-time (over 80%). The student population is 82% Caucasian, 7% Hispanic, 4% Asian/Pacific, and 2% African-American.

MCB's student customers originate from three sources: high school graduates, external college transfers, and internal changes-of-major. The College partners with the UNC Admissions Office to target high school students during their junior/senior years and community college students preparing for transfer. To recruit internal changes-of-major, the College partners with the College Transition Center which serves UNC's undeclared majors. By design, the majority of MCB's program is delivered to upper-division students (i.e., third and fourth years of program). Therefore, the College's student customers tend to be similar in experience levels, age, and expectations as they move into the majority of curriculum completion. As a result, the College's single degree program is targeted to its one key market, business majors (see P-2).

Figure P-2 MCB's Key Market Segment—Business Majors	
Key Requirements/Expectations	
	Strong reputation of College and/or faculty
	Outstanding educational value
	Strong reputation of major/area of study
	Financial feasibility (affordability)
	Financial aid/scholarships (assistance)
	Accessibility of high-quality instructors
	Outstanding facilities/technology
	Extra-curricular options (student clubs, speakers, conferences, and competitions)
	Course availability (scheduling)
	Outstanding placement for graduates
	Interaction with practitioners



In addition to students, MCB’s other key stakeholder groups are alumni, employers, faculty, and staff. The College works to address each group’s key requirements and expectations (see P-3).

Figure P-3 MCB’s Key Stakeholder Groups— Requirements/Differences	
	Alumni —Enhanced program reputation for adding value to MCB business degree
	Employers —Access to well-prepared business graduates (employees)
	Faculty & Staff —Fair compensation and opportunities for professional growth and development

P.1b(3) A number of MCB’s partners (see P-4) play an important supporting role in delivering its educational services. Each partner listed plays a direct role in the College’s learning-centered processes as pertaining to students.

Figure P-4 MCB’s Primary Partners and Their Roles	
	Admissions —works with MCB in recruiting students with outstanding learning potential.
	Career Services (CS) —assists in student degree path selection via career choice instruction; assists in internship identification/employment preparation (e.g., CAP program for juniors & seniors); assists in building relationships between MCB and key employers.
	College Transition Center (CTC) —assists in advising qualified undeclared students (i.e., pre-business) in making the transition to business as a major.
	Foundation/Alumni —assists MCB in building a financial resource base to support learning initiatives; assists in communications and database support for graduates.
	Information Technology (IT) —maintains technology infrastructure to support instruction and research; works with MCB technology director and assistant dean through university committee structures.
	Library —helps select and maintain instructional resources; works with faculty and students in classroom; research support (e.g., satellite office space in Kepner).

MCB’s most important requirements for its suppliers (e.g., Dell, Gateway, Barnes & Noble, and curriculum support organizations like Microsoft, Bloomberg, *The Wall Street Journal*, and McGraw-Hill/Irwin) are timeliness and reliability for orders placed and received, as well as fair market pricing and current high-quality product assortments.

P.1b(4) Although business majors select any of six academic emphasis areas, each has identical requirements as to program size, advising processes, and class scheduling. Majors are surveyed (e.g., MCB Student Survey, EBI Undergraduate Business Exit Study) at selected times during their academic career to assess and prioritize areas for potential improvements, and MCB

uses a variety of communications mechanisms to inform its students (i.e., electronic monthly newsletters, MCB weekly student listserv, Web site, customized mail-merge advising letters, required advising sessions, a student representative council government system, an MCB Listens electronic feedback system, and foyer-based, customizable information ticker). University-wide, department and committee meetings, employee Web portals, and a comprehensive e-mail system, constitute the major formal communication mechanisms for faculty and staff. The majority of MCB’s 10,000+ alumni resides in Colorado and is communicated with through mailings (e.g., annual report publication), Web portals, and personal thank you letters or hand-written cards for financial gifts to MCB.

Last year, the College initiated a formalized system with its primary partners that involved frequent one-on-one meetings between the dean and key partner representatives (i.e., admissions assistant director, career services director, and foundation development officer). The purpose of such meetings is to share information and examine opportunities for improving joint performance. A similar meeting pattern now exists for the technology director and an IT representative. A business reference librarian holds regular office hours away from Michener Library in a Kepner Hall satellite office to improve communications between the two units, as well as to improve service levels to students and faculty.

P.2—Organizational Challenges.

P.2a. Competitive Environment:

P.2a(1) MCB competes for qualified students and faculty. Primary competition for students comes from other Colorado public and private universities, including three key competitors. Each enjoys a strong reputation for university and program quality. Like MCB, these key competitors maintain entrance standards that exceed general university requirements. Given that MCB’s program serves primarily upper-division students, community colleges are viewed as a supplier, not a competitor. MCB’s student population is roughly half that of two other public in-state peers. Another private in-state peer is also larger, with a full-time faculty over twice that of MCB’s. Each higher tier Colorado business program must manage its enrollments because of high student demand.

P.2a(2) MCB tracks factors that lead to the successful recruitment of new students. Priorities include geographic location, affordability, and program reputation. Retaining students once they are in the program involves many factors, including high-quality instruction, facilities, technology, and a high-touch approach to learning, made possible in part through MCB’s allocation of resources and its exceptional value compared to in-state peers. MCB student satisfaction levels are among the highest in the U.S.



P.2a(3) MCB derives much of its competitive and comparative information from organizational sources and from the Web sites of competitive institutions. CCHE maintains data relative to state budgets, program offerings, and enrollments at Colorado peer institutions. AACSB maintains basic data on 482 accredited business programs. One of AACSB's educational partners, EBI Benchmarking, is the objective national standard for independent, third-party, comparative benchmarking performance of top undergraduate business programs. Likewise, the Educational Testing Service (ETS), which also administers the SAT in addition to the business field achievement test, is the top national organization for scientific and unbiased testing of undergraduate business students. To a lesser extent, professional organizations within the various business disciplines, industry trade associations, and commercial databases offer additional opportunities for comparative data in selected areas. Some business schools lack the comprehensive resources necessary to participate in the ETS and EBI studies. Private funding has been provided to assist MCB's participation in the surveys of these two top resources, an important part of MCB's efforts to continually improve.

P.2b. Strategic Challenges:

Driven by the College's mission and vision, MCB seeks recognition as the standard of excellence in Colorado for preparing business leaders and professionals. In so doing, MCB must overcome four strategic challenges.

Difficult Fiscal Environment. A recessionary economy, coupled with a Colorado constitution that limits the rate of recovery through tax revenues, has provided a 2003-04 budget allocation for UNC equivalent to 1996-97. MCB absorbed a 10% overall budget cut for 2003-04, and prospects are not good for rebuilding that lost revenue through state sources. Furthermore, economic woes have lessened the short-term ability of the private sector's potential for donating. MCB will have to seek additional outside resources and increase its efficiencies while protecting program quality (e.g., reasonable class sizes, new technology). Relevant performance indicators include annual state and private funds available and direct costs per credit hour.

Maintaining a High-Quality Faculty. Over the years, the College has successfully recruited and retained a high-quality, seasoned, and professionally experienced faculty. Maintaining quality in light of a national shortage of business Ph.D.s and a senior faculty from which a number will retire over the next decade will be a challenge. The College must continue working to retain high-quality executive professors, recruit quality replacements when needed and will likely increase its proportion of executives in the future. It will also need to continue improving its faculty development and the evaluation system to guide faculty behavior into productive channels. Relevant performance indicators include student overall evaluations of faculty quality and

student learning results, and faculty satisfaction and intellectual contributions.

High Quality Student Recruitment. Strategically, in order to recruit and retain a high-quality and diverse population of students, the College must continue to build reputation, while simultaneously working within CCHE's student-quality driven enrollment management system. Relevant performance indicators include quality of incoming student recruits, student retention rates, and overall student satisfaction.

Market Reputation Matching Program Quality. There is a strong connection between marketplace reputation and meeting the aforementioned strategic challenges. Increased funding from public and private sources, as well as faculty/student recruitment and retention, is tied to a stakeholder perception that program quality is high. MCB has identified and embraced this challenge by developing a new program of managing external relations through improved communications and partnerships. Relevant performance indicators include employer, parent, and alumni satisfaction.

P.2c. Performance Improvement System:

P.2c(1) MCB's commitment to an overall organizational focus on continuous performance improvement and the significant progress made toward development and deployment of this systematic approach, has been driven externally and internally. As a parent organization, UNC requires a regular cycle of program review and evaluation, and MCB's commitment to AACSB accreditation maintenance (which also requires continuous improvement) are both strong external drivers. Internally, drivers include the commitment of MCB leadership to performance improvement and a strategic planning system, including Key Performance Indicator (KPI) goal sets, the ETS and EBI survey feedback, and the integration of a Baldrige system (e.g., CPEX and Baldrige award applications). Also included in this framework is the development of a student-centered process, the availability of emerging and existing technologies, the encouragement and support from university leadership, and a series of program accomplishments which have been contagious in creating expectations for continued performance improvement. Although basic processes were already in place during the last five years, MCB has formalized a set of mission-driven key success measures and a budgeting system to facilitate systematic improvement.

P.2c(2) As a small organization, MCB's collegial learning environment encourages high levels of information sharing and learning through personal interaction. Attendance at numerous academic and business conferences promotes professional development and organizational improvement. MCB has also added electronic database tools to support organizational knowledge, including an innovative Web-based faculty database/ knowledge system (i.e., www.sedona.bz).

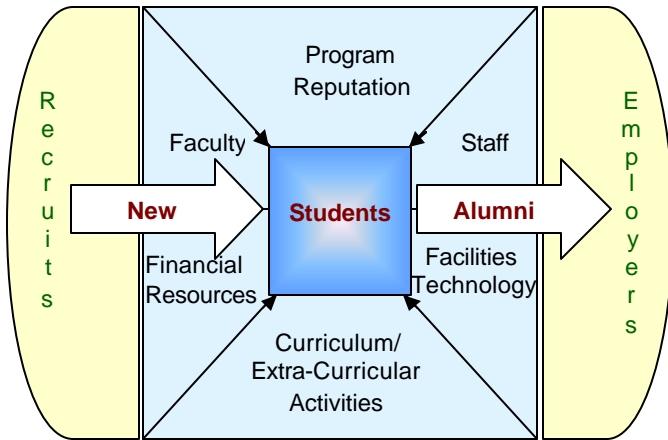


1. Leadership

MCB's mission, vision, and values articulate the principles for its continuous improvement activities. The leadership system is built around a framework of systematic decision-making, organizational collaboration, and uniform commitment to mission that adheres to a student-centered process framework (Figure 1.1-1). Beginning with student recruits and ending with graduates entering the workforce, this framework provides a tool for leaders to focus their energies on those key areas that create stakeholder value.

Figure 1.1-1

MCB Student-Centered Process Framework



In 2001, all of MCB's faculty and staff participated in an extensive mission, vision, and value review process. The ADMC has since completed two annual reviews, resulting in the values outlined in P1. MCB's values represent commitments by senior leaders to create stakeholder value for targeting financial resources to build a high-quality business education program, and to be unique by comparison to its competition. Commitments include:

- All resources devoted to delivering a **high-quality, focused, undergraduate-only** business program;
- A commitment to provide **value** to students by offering a high-quality business education at a competitive price;
- Well-designed curriculum policies and facilities which limit class sizes and **promote interaction** among professors, students, and the business community;
- An assurance that MCB's faculty will be comprised of individuals who are either **academically-qualified** (i.e., doctorate in area of teaching) or **professionally-qualified** (i.e., significant business experience at senior level and current at time of hire), with no graduate students teaching in the College;
- A unique focus on the use of **nationally-known executives** (1-3 year appointments to maintain classroom currency) who teach as resident faculty, complementing the educational experience provided by the College's traditional academic faculty; and
- **Deployed technologies** that extend well beyond the traditional computer labs of peer institutions and offer students **industry-patterned facilities** in which to learn.

1.1 Organizational Leadership.

1.1a(1) Senior Leadership Direction:

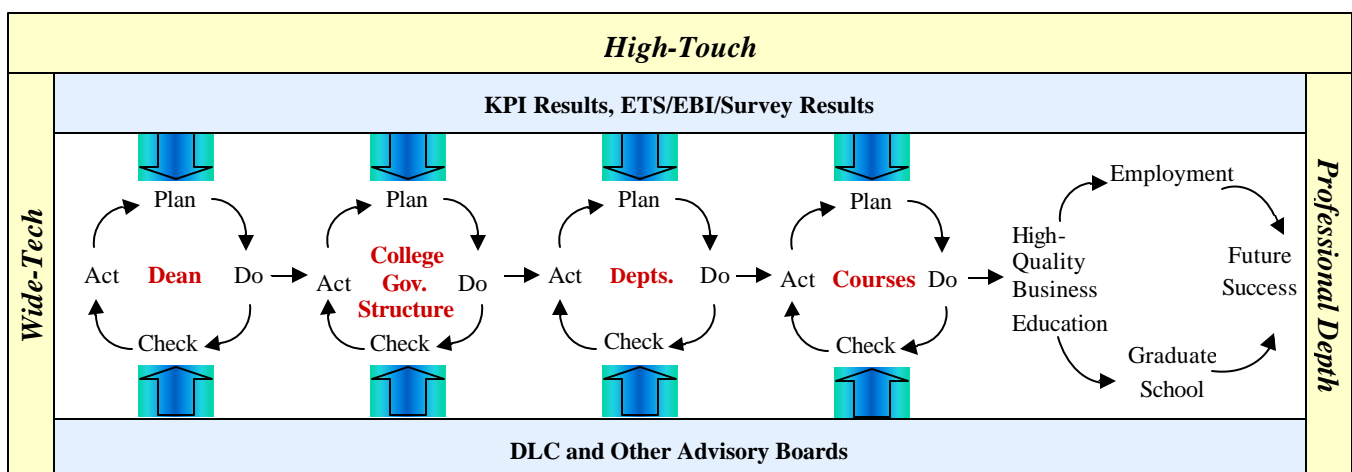
The senior leaders of MCB include the dean, associate and assistant deans, and Administrative Council (ADMC). Utilizing shared governance (see Organizational Charts, page x), senior leaders revise, set, and deploy the values, the short- and long-term direction for the College, and establish performance expectations in accordance with mission and vision. Senior leaders, faculty, and staff have worked together to specify, refine, and update values that provide a consistent link between MCB's mission/vision and deployment of its strategic plan.

These commitments are maintained within a framework of MCB's program strategy of **high-touch, wide-tech, and professional depth** (Figure 1.1-2). The strategy represents the culture of MCB and defines the core elements which differentiate MCB from its competitors.

The College leadership emphasis on **high-touch** includes consistently-implemented and well-reasoned limits on class sizes encouraging student/professor interaction and facilitating hands-on learning opportunities not practical in mass learning environments. Each student is assigned a

Figure 1.1-2

MCB's Management Control System





faculty advisor, and each faculty member commits to a regular pattern of scheduled office hours for availability to students. Unlike many of its competitors, MCB does not permit graduate teaching assistants to serve as classroom teachers, holding to the belief that MCB students should learn from qualified academics and professionals who have significant experience. MCB's leadership monitors the high-touch dimension through in-process KPIs such as average class sizes, as well as outcome measures of overall student and alumni satisfaction (Figure 7.2-1, 2).

Wide-tech refers to the commitment of MCB leadership to provide students, faculty, and staff, with a wide array of business technologies and to offer a technologically-rich, current learning environment designed to prepare students for a variety of careers in business. Diverse technologies are integrated all across the curriculum to assure students are prepared with business technology basics (e.g., Microsoft Office), as well as industry-specific (e.g., Bloomberg tools for investment analysis, Macromedia suite for Web design) technology skills designed to give them a competitive advantage over their peers. These technologies are imbedded within innovative, special-use learning facilities, such as a finance trading room, an applied computer networking lab, a multimedia lab, and an electronic meeting facility. MCB's technology director chairs a college-wide committee charged with overseeing technology planning and deployment and assuring the plan is followed and funded. MCB's leadership uses measures such as student and alumni satisfaction with technology, as well as employer satisfaction with graduates' overall level of preparedness (Figure 7.2-3).

Professional depth is reflected, in part, through an examination of MCB's portfolio of teaching faculty. At least 90 percent of the College's faculty hold a terminal degree in discipline or held senior leadership positions in industry at the time of hire (e.g., Fortune 500 CEOs and VPs). This second group, "executive professors," adds a unique dimension to MCB's academic offerings. Begun in 1990, the Monfort Executive Professor Program (MEPP) is rapidly becoming an example for other business programs. The MEPP program provides three categories of nationally-known executives to MCB's classrooms: (1) *Monfort Executive Speakers* are nationally-recognized business leaders (e.g., Richard Kovacevich, President and CEO of Wells Fargo & Company) who visit the campus for a day to share their expertise with students, faculty, and the community; (2) *Monfort Executive Professors* are nationally-recruited, senior corporate leaders (e.g., Lee Korins, former CEO of the Security Traders Association) who teach entire courses as resident faculty on one to three year appointments; and (3) *Colorado Executive Professors* are experienced professionals from within the State (e.g., President and CEO of New West Bank) who either teach an entire course in residence or serve as occasional guest lecturers in existing courses. In the 2002-2003 academic year, 113 visiting executive lecturers met with students and faculty. At time-of-hire, each executive professor comes from a position at or near the top of his/her profession.

Executive professors make public presentations on behalf of MCB and serve as mentors for students. Professional depth is monitored through measures such as the proportion of academically and/or professionally qualified MCB faculty and the number of faculty holding a professional qualification (Figures 7.4-1, 2).

Senior leaders have created a system that focuses on creating and balancing value between students and MCB's other key stakeholders. The student-centered system (Figure 1.1-1) is based on the principle that student success is central to building value for MCB's remaining stakeholders (i.e., as MCB utilizes its resources to produce high-quality graduates, the needs of recruited students and employers are met, and alumni degrees are made more valuable). Faculty and staff benefit from an improved working environment via increased resource attraction.

Values, directions, and expectations are communicated to faculty and staff through channels that include faculty meetings, monthly newsletters, faculty handbook, e-mail, a formal personnel evaluation process, staff meetings, and committee meeting minutes. Minutes from faculty meetings are housed on SEDONA, a Web-based database system available to faculty and staff. A partner in development, MCB was the pilot school in 2000 for this system, which has since been adopted by a number of U.S. business programs (e.g., Univ. of Arkansas, Univ. of Illinois). A Web-enabled information database for business colleges, SEDONA offers a wide range of access to faculty-related performance and planning information.

Faculty committees are an important part of the College's shared governance system and help to provide a communications network between MCB faculty and its leadership (Figure 1.1-3). Each committee has functionally-driven charges and the power to make decisions on behalf of the faculty-at-large. They also function within the overall University committee framework. For example, the MCB Curriculum Committee (CC) works with Academic Affairs to modify curriculum thus assuring communication between campus academic partners. Senior leaders also obtain anonymous faculty feedback through the EBI Faculty Survey—a national benchmarking tool used exclusively for continuous improvement. Survey results are shared with committee leaders and the faculty-at-large, who analyze and make recommendations for change to the ADMC. The ADMC functions as a communications conduit between faculty and the dean, as well as between academic departments. Department chairs hold faculty meetings, individual conferences with faculty members, and engage in e-mail exchanges to share topics discussed at ADMC meetings. Feedback is funneled back to the ADMC. This spring, to further improve communication with faculty and staff, the dean held "listen and learn" lunch meetings (2-3 employees per luncheon) for the purpose of assessing MCB strengths and weaknesses. Employees identified areas of highest priority for continued success, as well as those in greatest need of improvement. Results were compiled and shared with all employees and also analyzed by the ADMC as part of its strategic planning efforts.



Figure 1.1-3
MCB Cross-Functional Team Structure

Group	Purpose and Structure
<p>ADMC— chaired by dean</p>	<ul style="list-style-type: none"> • Serves as MCB’s primary mission review group; revises, sets, and deploys values, as well as short- and long-term strategic direction. • Establishes performance measures and expectations, as well as action-item recommendations. • Reviews organizational performance on key measures; initiates improvement-based change. • Provides administrative guidance for MCB on budgets, schedules, and current initiatives. • Composed of department chairs and deans.
<p>CC— chaired by faculty rep.</p>	<ul style="list-style-type: none"> • Advises dean on MCB matters related to curriculum, library resources, and facilities. • Annually evaluates all survey information for curriculum-relevant issues. • Initiates and recommends changes in business core, business minor and University-wide, non-business program requirements. • Reviews proposed changes in business emphasis areas/minors (including new or deleted courses), approves all syllabi for business core courses and special topics, and provides leadership in curriculum planning. • Includes executive professor as member.
<p>FAC— chaired by faculty rep.</p>	<ul style="list-style-type: none"> • Advises dean and faculty on MCB policies related to faculty qualifications and development, performance and resources, proposals, faculty for awards/merit pay, and faculty appeals not covered by other processes. • Annually evaluates all survey information for faculty-relevant issues. • Selects faculty for teaching awards, summer grants and other faculty recognitions. • Provides leadership in faculty development process reviews.
<p>SAC— chaired by faculty rep.</p>	<ul style="list-style-type: none"> • Advises dean and faculty on MCB policies related to admission, student continuation and disciplinary policies, and student appeals. • Annually evaluates all survey information for student-relevant issues. • Identifies student scholarship recipients. • Monitors MCB student recognitions/awards. • Includes student rep. from MCB SRC.
<p>SRC— chaired by student rep.</p>	<ul style="list-style-type: none"> • Student-elected group of officers serving as the student government for MCB. • Advises dean on MCB policies that affect MCB students (placement, communications, enrollment mgmt., technology, bus. program student fees). • Selects Professor of the Year; plans and hosts awards picnic. • Serves as MCB link to the UNC-SRC.
<p>TC— chaired by technology director</p>	<ul style="list-style-type: none"> • Serves in an advisory capacity to the dean. • Annually evaluates all survey information for technology-relevant issues. • Provides MCB communications network to disseminate information regarding technology. • Functions as MCB technology planning group. • Anticipates the technology working environment for graduates.

Formal communication with students is enhanced through communication vehicles (e.g. Web site, mailings, a foyer-based electronic information data streamer, and a weekly student listserv) and through the various student organizations. WEBSTER, an innovative Web-based PC interface system, enhances campus-wide communication and accessibility with real-time information, ranging from class registrations and grades to parking permits

Each semester, MCB students receive a personalized letter from the dean that contains information on their current GPA, progress toward graduation, advisor’s name and office hours, and other contact information. Through their representatives on the Student Representative Council (SRC), students have an indirect opportunity to offer their concerns and questions at monthly SRC meetings with the dean. For example, in 2000, the SRC expressed strong concerns about the College’s student PC labs, leading to the creation of a full-time director of technology position.

Two-way communication is ensured through formal and informal means. Formally, student input is gathered through the SRC, made up of the presidents representing the eight student organizations. Faculty and staff meetings also contribute to communication within the college. Informally, faculty, staff, and stakeholders can provide feedback (anonymous if desired) to the MCB dean’s office via the MCB Listens facility on the MCB Web page. An important part of a *high-touch* focus in a small organization is the extensive use of one-on-one informal communications among students, faculty, staff, administrators and other stakeholders. Other methods of obtaining information include the EBI Alumni Satisfaction Survey, and the EBI Undergraduate Business Exit Study (Figures 7.2-1, 2, 4-12).

The dean and ADMC have also been active in communicating and meeting with University partners and suppliers such as Career Services, the Michener Library, the College Transition Center, and the Admissions Office. The focus of these meetings has been to strengthen relationships between these partners and MCB, while developing an understanding of how each functions, and finding ways to mutually improve service delivery.

Parents are also included in the communications process. Letters and newsletters to parents announce awards and special programs. An example is a letter to parents describing the Career Advantage Program (CAP), which is designed to improve student job search skills. Parents are encouraged to urge their students to take advantage of this free opportunity. Parents also are invited to participate in tours and to attend receptions and award ceremonies involving family members (e.g., graduation reception).

1.1a(2). MCB’s senior leaders have created an environment that enhances empowerment, innovation, safety, equity, and agility through the shared governance system. This process has developed an openness to support participation in creating ideas and new programs. The annual employee evaluation system provides rewards for



individuals who demonstrate such improvements as innovative approaches to instructional delivery and integration of technology within the classroom.

As a result, the organization has demonstrated agility through initiating new programs in a short time. Since 2000, recommendations have resulted in the creation of an interdisciplinary degree program for non-profit administration, an entrepreneurship certificate program, and a new scholarship program for high-quality freshman. Last year, a growing concern about business ethics led to a new fraud examination class. The combined cycle from idea to course delivery was only four months. A similar process this year led to delivery of a new management of quality course in less than four months.

MCB's merit-based reward system for faculty and staff includes monetary awards for exemplary teaching, scholarship, service, and work performance. The annual evaluation system further encourages faculty and staff improvement by making funding available for professional development to improve job skills.

Support for special training is also offered (e.g., sending two faculty members to Georgia State University's Master Teaching Training Program in 2003). In partnership with the UNC Foundation, MCB has secured private funding for faculty members to attend conferences and training to help them maintain instructional currency within their area of teaching. Faculty members who exhibit exceptional scholarship by publishing in top academic journals also earn additional professional development funding. The faculty evaluation system is a valuable source of information sharing among the faculty, chairs, and dean in terms of performance outcomes and the development of expectations for future activities related to classroom, scholarship, and service opportunities. Each faculty evaluation is reviewed by the ADMC and FAC. Results are used to improve the system by tying performance goals more closely to organizational mission, vision, and values.

Student participation in the governance process is encouraged through an active SRC which allows representatives of student organizations to discuss concerns and ideas for improvement directly with the dean. The tradition of these meetings has always been one of openness, where students feel safe in expressing their thoughts. Student representatives are also included on the Student Affairs Committee (SAC) and on major faculty/administrative search committees (e.g., dean's search in 2001). MCB assures fair treatment of all students by building fairness into its processes and systems, as well as its performance expectations and appraisals. For example, the class registration system assigns consistent queuing priority based on proximity to graduation. Also, class grading and participation policies are clearly stated on each course syllabus and applied consistently and fairly.

Further, MCB has created programs and class offerings that directly empower students to make important decisions. For example, the Student and Foundation Fund (SAFF) class manages a live investment portfolio (actual dollars),

currently valued at over \$1 million. Students make all the buy/sell decisions and consistently outperform relevant benchmarks (such as the S&P 500).

The College's safety environment is managed through partnerships with the UNC Police and Environmental Health & Safety Departments, each carrying out its unique responsibilities in maintaining what is considered to be a safe and health-conscious university campus.

MCB and the University have developed tools to create an environment that fosters and expects legal and ethical behavior (See 1.2b). For students, the University Student Handbook clearly outlines ethical and legal behaviors expected of students and outlines a detailed process for redress. Last year, UNC created a framework to support development of a student-designed honor code, now posted in each classroom. Each MCB class syllabus contains an ethics statement describing behavioral expectations for students and the process to be followed in cases of noncompliance. As a topical component, business ethics also has been incorporated into each MCB course offering. For faculty and staff, codes of conduct are included in the UNC Board Policy Manual. Employees are periodically (as needed and as part of orientation) given training on selected ethical and social issues (e.g., sexual harassment, working with a diverse student body). There also are ethical standards for faculty activities (e.g., behavior related to scholarly research). MCB frequently consults with the University's General Counsel as issues arise on employment, procurement, and performance contracts.

1.1b. Organizational Governance:

Management accountability for the organization's actions is primarily measured through the formal annual evaluation of the department chairs and triennial evaluation of the dean that is conducted by the provost. These evaluations are skip-level in design, with the dean's evaluation process including input from MCB faculty and staff, and chair evaluations including input from their department's faculty and staff person. A portion of all leaders' annual salary increases is tied to performance reviews.

The fiscal accountability of MCB is overseen by the fiscal policies and procedures of the University and through monitoring by University Accounting Services and the University auditor. Further, the State of Colorado has accounting procedures and fiscal controls that MCB follows which are monitored through State and University reporting procedures. By law, independence in internal and external audits of MCB is assured through controllers outside MCB (i.e., University Accounting Services, the University auditor, independent auditors for the University Foundation, and auditors from the State of Colorado). Under this regulatory framework, audits of MCB by UNC's internal auditors and certified public accountants have produced no adverse reports.

For funds managed by the University Foundation, its own personnel provide auditing and control processes to which MCB adheres. These processes include the manner in



which gifts are received, accounted for, and used by MCB. All gifts must conform to Foundation policies and donor desires as expressed through any personal agreements. To protect the intent of its donors, MCB structures donor agreements so that clear guidelines exist as to how donated funds are to be used, with timely reports on gift usage issued to major donors.

Management accountability for the organization's actions is an important evaluation component within the accreditation program of AACSB. This international accrediting body periodically audits the college for evidence of performance measured against its standards, including teaching, service, and scholarship. AACSB embraces a philosophy of continuous improvement and periodically reviews and improves its own accreditation standards. As a result, in order to maintain its accreditations, MCB must follow a process that employs periodic realignment of its programs and policies to assure a pattern of improvement which complies with the standards including the annual faculty evaluation process and curriculum review.

MCB actively responds to and protects stakeholder interests. For employers, MCB makes every attempt to ensure high-quality instruction and to assure that each graduate's education is complete, relevant, and current. In this manner, employers have grown to expect that MCB graduates are prepared for on-the-job success (Figure 7.1-4). Employers are surveyed to determine the quality of MCB graduates relative to those of its peers.

Students and their parents expect fulfillment of MCB's commitment to providing a high-quality education at a reasonable price (Figure 7.1-1, 7.3-4). This is monitored through the program review process in which UNC academic units conduct an assessment of their programs and submit that information to the provost, Board of Trustees, and the Colorado Commission on Higher Education (CCHE). Last year, the College was granted permission to follow the Baldrige application process for its program review. This pursuit earned MCB the University's Excellence in Performance Assessment Award. MCB's adherence to AACSB requirements also helps ensure stakeholders are served in an ethical, professional, and high-quality manner.

1.1c. Organizational Performance Review:

1.1c(1) MCB senior leaders use KPIs (Figure 2.2-1) to help gauge capacities and performance results. A review and analysis of these indicators represents the College's best methods for gauging organizational success. For example, each semester the ADMC reviews the utilization of instructional resources and establishes enrollment targets that match MCB's resources. The review includes comparing course enrollments to capacities to determine a precise number of class offerings to meet discipline standards and student demand. The resulting in-process measure KPI of student majors is based on maximum class sizes (as recommended by the CC) and resource

availability, so an average class size consistent with the College's instructional values is maintained.

The key tools used to evaluate and improve organizational performance are the EBI surveys and the Educational Testing Service (ETS) Field Achievement Test in business. Each is recognized as the national standard for benchmarking by undergraduate business programs. As examples, the EBI Student Satisfaction Survey allowed comparison to 182 U.S. business programs in 2003, and the ETS test in business provided a comparison pool of 359 peers. MCB participates in four EBI studies: graduating students, faculty, alumni, and program administration. The EBI instruments provide relevant benchmarks against a range of comparable universities across the U.S. MCB can track trends on its performance, as well as compare its results to trends at other institutions. MCB has developed target points (e.g., top 10%) within specified KPIs (Figure 2.2-2, 4.1-2). With these goals, the committees begin their performance evaluation processes.

The ETS Major Field Exam is given to all MCB seniors prior to graduation to help assess student learning outcomes relative to national norms. Over time, ETS exam results indicate to senior leaders and members of the faculty how well students are mastering core business knowledge. Trends and national benchmarks offer a basis for determining the level of program performance and any areas that need additional attention (Figures 7.1-1 – 7.1-3).

Each MCB committee evaluates these data. In particular, the committees spend significant time studying the results and then recommending program improvements to help MCB best serve its students and other stakeholders. In addition, the AACSB accreditation process is an important input in reviewing organizational performance and holding management accountable for organizational results.

1.1c(2) The EBI and ETS results offer an indication of quality and, in combination, provide a comprehensive view of the overall quality of MCB's programs. The results of these measures undergo a systematic review by leadership, as well as by appropriate College committees, and the faculty-at-large. Upon analysis, determination is then made whether or not to take corrective action.

KPI results (Figure 2.2-2, 4.1-2) are regularly reviewed by faculty committees, ADMC, and the dean as part of the strategic planning process. For example, reviewing the results of the ETS exam is an important part of the curriculum review process by the CC. In a recent instance where performance on the economics portion of the exam was below target, meetings were initiated with that department's chair (economics is administered outside MCB) to devise a plan for assuring improved area coverage. Economics performance has since improved. Graduating seniors and alumni also complete satisfaction surveys which provide faculty and leaders with important trend information to be used in making adjustments to MCB's programs. Other statistical information, including reports on enrollment and budget issues, is provided by UNC administration. Results from these tools indicate



significant improvements in recent years (Figures 7.1-1 to 7.1-3, 7.2-1 to 7.2-20).

1.1c(3) Annually, the ADMC reviews current performance results and works with the dean to identify priorities for program improvement. Priorities are shared with the faculty committees through a schedule of prioritized tasks for each committee during the upcoming fall term. Each group is charged with reviewing the various results and developing program changes or program additions that will improve overall performance. Committees are encouraged to be innovative in their approaches and strive to provide new high quality learning experiences within the classroom. Through the SEDONA database system and other reports, all faculty and staff have access to information needed for identifying improvement opportunities to be forwarded to senior leaders. Academic departments also use this data to evaluate and select courses of action for improvement. The dean shares findings from such reviews with key groups (e.g., the Dean's Leadership Council (DLC)), to solicit external input for helping to improve College programs. Data are also shared with the UNC president, provost, and SRC.

The College also provides the UNC Admissions Office with up-to-date information regarding its changing programs to assist in recruiting qualified students. MCB seeks to maintain a current stream of information through its Web site and other communication channels to encourage prospective student interest, relay important news to current students, and promote ongoing contact with alumni and friends of the College. Through all of these interactions, the College is able to generate new ideas to align programs and improve performance.

1.1c(4) The University has a formal evaluation process that includes annual performance reviews of all senior leaders, faculty members, and staff. The provost evaluates the dean's performance on an annual basis, and faculty members and chairs complete a triennial survey on the dean that includes a variety of inputs, in addition to written comments. The results of this annual review and triennial survey help the provost and dean determine the dean's managerial and leadership effectiveness, as well as areas for continuous improvement. The annual evaluation of department chairs begins with a report prepared by the chair that is then shared with the department's faculty members and the dean. The department faculty meet with the dean to discuss chair performance and opportunities for improvement. The dean then meets with the department chair to review the report, communicate feedback, and form conclusions. The dean annually evaluates the performance of the assistant and associate deans. Since these positions are part-time administrative, each is also evaluated as a faculty member by his department chair.

Results of the annual EBI Faculty Satisfaction Survey also contain information about administration and leadership issues. As a unit within the University, MCB does not directly evaluate the Board of Trustees, other than to communicate its ideas through the provost.

The information resulting from the various performance review processes is shared immediately with the dean, assistant and associate deans, and department chairs to help improve performance. When corrective measures are needed, follow-up sessions are initiated to assure that each senior leader is given every opportunity and available assistance to improve performance. Further, the dean meets monthly with the University provost and bi-weekly with the Dean's Council (i.e., deans of each college and the provost), which offers additional avenues for insight into College and leadership performance.

Overall organizational performance is also measured via recognition earned from external organizations (e.g., AACSB, CCHE Program of Excellence, national and regional media) regarding the quality of College programs and faculty. Prestigious business publications and area radio and television news outlets are now seeking MCB professors for opinions and quotes on current financial and other business topics and producing favorable stories on the unique MCB educational programs (e.g., SAFF, Applied Networking) (Fig 7.5-9, 10).

1.2 Social Responsibility

1.2a. Responsibilities to the Public:

1.2a(1) MCB uses a variety of measures to determine how its programs, offerings, services, and operations impact its community and society in general. The number of annual graduates, placement rates, and feedback from alumni and their employers helps MCB to assess the impact of its programs on the society in which it operates, as well as overall program effectiveness. Since more than 80 percent of MCB graduates remain in Colorado, the impact of the business curriculum on the regional public is long-term. In addition to MCB's formal employer survey, the College partners with Career Services on career fairs and receives additional employer feedback through such participation.

Some of the most important means available to evaluate the impact of MCB's programs on society are through the College's advisory boards. In 2002, the dean reformed the former advisory board into a DLC with an expanded role. Comprised of 25 Colorado professional and business leaders, the DLC provides a forum for interaction between MCB and the business community. In addition to two annual group meetings, DLC members also meet individually with the dean, offering feedback on curriculum and counsel on MCB strategies, plans, and market positioning. This two-way communication serves as a source of business best-practices leading MCB to regularly examine its pedagogical content and adjust instruction to better meet both student and potential employer expectations. DLC members provide career counseling to students, identify candidates for fundraising, and help recruit executive professors. Criteria for DLC membership include active service within the business community and holding a senior management position, such as CEO.

MCB also has separate advisory boards of external leaders who counsel the entrepreneurship program, the Accounting



Department, and the nonprofit program. Similar to the DLC, these boards are also responsible for providing direction, setting goals and expectations, and helping to assure curriculum currency and relevancy.

The College works with its on-campus partners and external agencies to assure compliance with regulatory, safety, accreditation, and legal requirements. Hiring, employment issue resolution, and the fair treatment of students all follow strict Affirmative Action/Equal Employment (AA/EO) guidelines. Regarding health and safety issues, MCB strictly adheres to rigid UNC regulations and guidelines to assure the well-being of its students, faculty, staff, and members of the public while on campus. MCB also has developed its own emergency response plan to specify appropriate employee/student/visitor behavior in the event of an emergency.

To help protect the University's integrity, MCB strictly adheres to university regulations and guidelines regarding the academic and legal requirements for degree conferral. It also maintains compliance with the legal constraints of software and hardware manufacturers and uses technology according to manufacturer guidelines. Finally, MCB follows the guidelines for proper operations as indicated by the Office of Information Technology, appropriate student recruitment practices (Office of Admissions), grading practices (Registrar's Office), and the rules and regulations of the UNC Foundation. The College and University face no particular risks associated with programs, offerings, services, or operations, other than the common safety and social responsibility issues found on most other non-urban, residential-college campuses (addressed in Category 2).

1.2a(2) One of the most important methods through which MCB anticipates potential public concern regarding its current and future programs, offerings, services, and operations is through its participation in a regular pattern of AACSB workshops that address current business issues (e.g., the impact of Internet commercialism on society). The College also listens to the business community through periodic surveys (e.g., a newly-initiated formal employer survey), informal conversations with community leaders, and various advisory boards—especially the DLC. These interactions provide direct feedback regarding the effectiveness of MCB programs and graduate quality.

As regulator of Colorado higher education, CCHE oversees and regulates public universities. By monitoring CCHE meetings and interfacing with its staff, UNC is better able to assist MCB in responding to required changes at the state level and to better position programs to serve students.

MCB addresses any concerns about its programs in a proactive manner through regular meetings of its advisory boards, ADMC, committees, and through regular surveys of students, employers, faculty, and alumni. Contacts with UNC administrators and meetings with community leaders are also an important source of information. From these data gathering mechanisms, MCB is able to better anticipate problem areas and respond accordingly.

1.2b. Ethical Behavior:

Ethical behavior is an essential ingredient in MCB's underlying values and is widely embedded in the classroom and overall culture of the College (Figure 7.6-1 to 3). Ethics coverage is required in every MCB course—as opposed to compartmentalizing coverage into one course as done in some business programs. Each syllabus describes not only how ethics will be covered within the course, but also how students are to use high ethical standards as they pursue their studies. The University also supports and distributes a student handbook to each student with a well-defined statement on ethical behavior.

University Codification, the University Faculty Handbook, and the MCB Faculty Handbook all address ethical issues and University mechanisms for monitoring ethical behavior of faculty. These regulations extend to faculty researchers who are engaged in research involving human subjects—projects that require approval from the University's Institutional Review Board (IRB).

Ethical behavior is also assured through the checks and balances and transparency inherent in MCB's shared-governance structure (page v). The FAC monitors and polices faculty ethics, while the SAC monitors and polices student-related ethical issues. The SRC discusses student concerns and ethical issues with the dean. As a result of these standing review groups, there has been no unresolved question about the integrity of the MCB faculty over many years, and student problems are rare.

The primary method of monitoring ethical behavior is through the observation of interactions among faculty, staff, and students. Without being intrusive, or assuming that problems exist, all senior leaders, faculty, and staff are sensitive to the potential for ethical problems and attempt to be as vigilant as possible. When ethical problems do occur, individuals or groups can easily make their complaints known to senior leaders and know such complaints will be expeditiously investigated.

1.2c. Support of KEY Communities:

Important community programs such as the United Way, the Volunteer Income Tax Assistance Program (VITA), Junior Achievement, and many others are actively supported by the faculty, senior leaders, staff members, and students with personal donations of their time, expertise, and money. MCB's social responsibility also includes being an active partner in campus service leadership. An important faculty evaluation component involves service on university-based operating committees (Figure 7.6-3). MCB's deans and chairs have recently been actively engaged in a campus-wide strategic planning process to examine structure and chart the future of UNC.

As part of MCB's efforts to recognize its social responsibilities, the College has initiated a series of activities to provide learning opportunities for students which would also be a service to stakeholders and friends. The most significant MCB public activity is tied to the



focus on utilizing top executives and professionals to enhance business education opportunities for students and faculty, the UNC campus, and the surrounding community. In cooperation with the UNC Foundation, the Business Plus program brings leading national figures to campus for presentations to which the general public is invited. Following the presentations, leaders meet with classes and faculty groups.

Since 2001, MCB has sponsored an annual Summer Leadership Institute for Nonprofit Executives—a two-day professional development seminar for nonprofit leaders. In 2002, MCB created and began hosting an annual Youth Entrepreneurship Conference for students (3rd-12th grades). MCB also utilizes its executive professors as active contributors to the community through volunteer representation on service clubs and offering free investment seminars to the local public.

Many MCB classes also include projects that directly impact the local community. The Small Business Institute class involves students working directly with local area businesses to provide faculty-supervised consulting services, while offering real-world business experience for MCB students. Accounting students provide volunteer income tax assistance to the public through the VITA. A number of students have participated in the local Junior Achievement chapter, placing MCB students within the K-12 school system to teach business principles. CIS students built functioning Web sites and databases for area nonprofit organizations that would otherwise have been unable to develop their own. In Fall 2003, MCB began a partnership with Aims Community College to create a small business assistance center. This innovative program utilizes MCB students as practicing consultants for a state-wide call center designed to handle information requests from small business owners and entrepreneurs. The MCB/Aims partnership saved a stated-funded service from elimination, taking it over at no cost to the public, and giving students valuable internship experience, while providing the business public with valuable assistance.

MCB is a co-sponsor of the Torch Awards, given by the Mountain States Better Business Bureau to honor businesses in Northern Colorado and Wyoming for their ethical practices. Students in MCB's marketing ethics class analyze a portion of the applications and prepare the written presentations on behalf of the applicants. The associate dean, along with ethics professors from Colorado State University and the University of Wyoming, judge the applications/presentations and select the winners, who are then recognized at a regional ceremony each April.

Through an active outreach program, MCB continually seeks to identify key communities and then determine how it can provide involvement and support. Through the DLC, MCB has a direct set of business contacts to better understand its community needs and how the College can be more helpful in addressing such needs. Many senior leaders and faculty members have regular informal conversations with community leaders to help determine

what MCB can do to be more active in helping to address community needs. For example, the Greeley mayor recently called upon the College to identify a student team that could develop a business plan for the local community events center. A team was recruited within one week and completed the task. Two of the students were later hired by the city for summer internships.

Opportunities for MCB to share experiences are spreading to a national audience. For example, the University of Wisconsin-Stout (Baldrige Award 2001) is preparing a book on quality management in higher education, and one chapter will be based on MCB's Baldrige efforts. In addition, administrators from other business colleges are inquiring about the MEPP program.

MCB considers Colorado and the surrounding area as its key community—a belief formally stated in the College's mission/vision statement. Due to the College's geographic location, much of its community involvement takes place within greater Northern Colorado. This definition is also consistent with the primary origin of MCB's student base and the residences of its alumni following graduation.

MCB senior leaders, faculty, and staff provide a wide variety of individual and organizational support to local and area groups. This includes frequent use of MCB faculty members as guest speakers in meetings of local professional groups and service organizations such as Rotary and Kiwanis. Faculty are active contributors of their time and money to organizations such as the United Way, the Community Foundation, the UNC Foundation, and other charities. Many faculty members also serve as nonprofit board members. Many faculty use their expertise to assist local nonprofit organizations. For example, finance professors sit on several investment advisory boards for nonprofit organizations in the local community, and a number of the College's senior leaders actively participate in leadership roles in community service clubs in Greeley, as well as in the greater Denver area. Many are also active in leadership and management roles in their churches, as well as with other community groups.

2. Strategic Planning

MCB's planning process targets creation of *an organizational environment focused on excellence and a philosophy of continuous improvement*. Embedded within the College's strategic framework is the program strategy of *high-touch, wide-tech, and professional depth*.

2.1 Strategy Development.

2.1a. Strategy Development Process:

2.1a(1) As shown in Figure 2.1-1, the strategic planning process is based on the mission, vision, and values articulated in Figure P-1. The ADMC serves as MCB's primary strategic planning group (Figure 1.1-3) and works with the dean to coordinate the strategic planning process. MCB's strategies and planning processes are aligned with the University mission and values.



The current strategic planning process grew out of a series of planning sessions involving all MCB faculty and staff in 2001. This body completed a full review of mission, vision, values, and objectives and their recommendations were forwarded to the ADMC, which then developed a formal strategic planning format. The ADMC gave final approval of a comprehensive review process on a three-year cycle to be repeated in 2005. As shown in Figure 2.1-1, the College utilizes information from internal and external sources, including a set of performance indicators to form the basis for plan development. MCB has developed a set of key performance indicators (KPIs), each of which threads back to a critical area within the College’s processes.

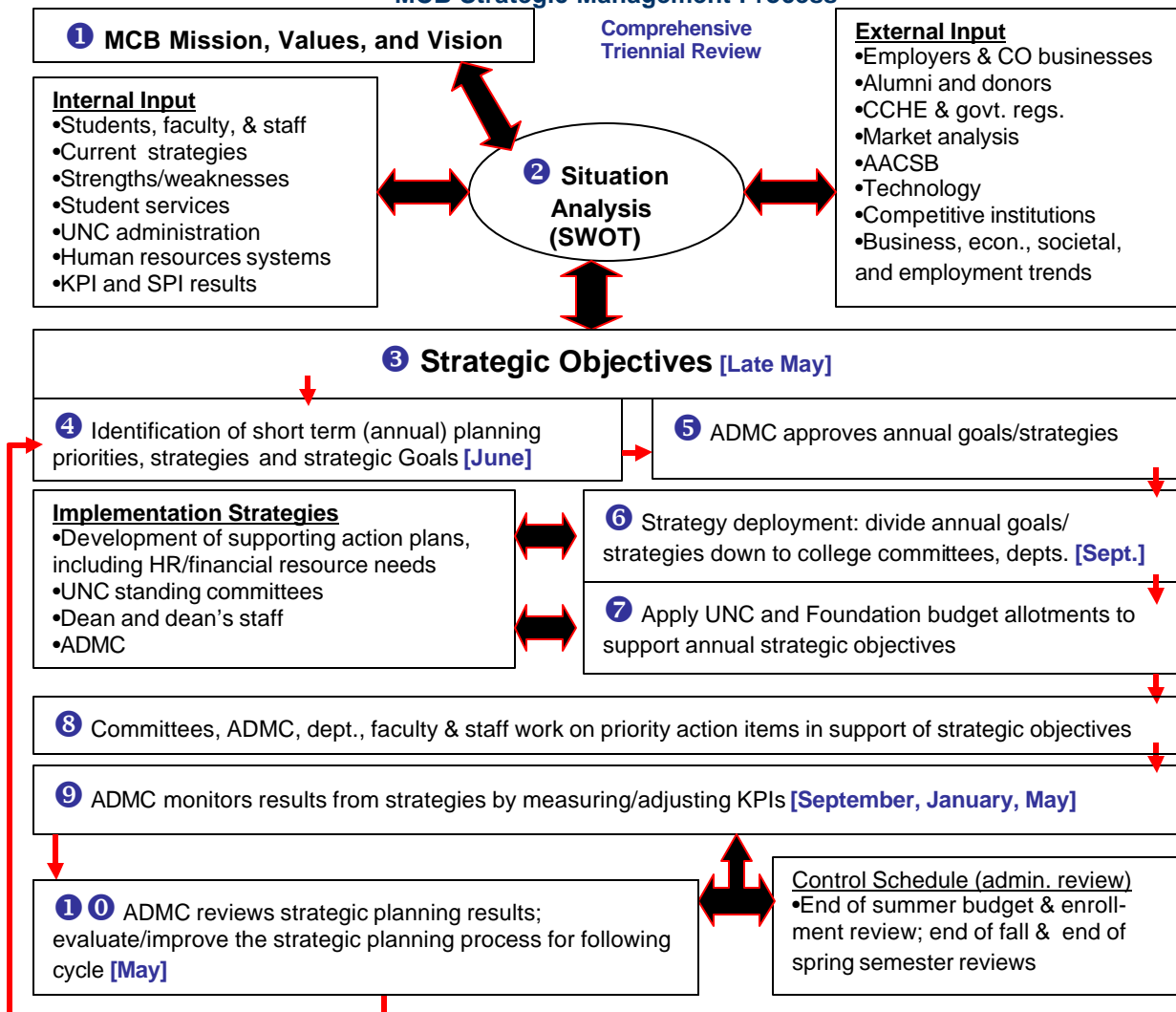
From this data, a series of short- and long-term goals (see 2.1b(1)) are identified that are consistent with MCB’s mission, vision, and values. These goals are reviewed annually in June. The review helps form the basis upon which the College realigns its priorities for plan implementation. Strategies are deployed through the MCB

governance structure, including the department chairs and college committees, with formal implementation beginning in September. An important part of MCB’s strategic planning process is the development of expectations for strategy implementation. Goal accomplishment and time horizons are subject to adjustments, to reflect changes in personnel and budgets, as well as other changes in demands and decision inputs.

The ADMC and other MCB committees monitor key performance data in-cycle as it becomes available. The KPIs are then adjusted as needed to align with the strategic objectives. Last year, for example, two state budget cuts required the College to make mid-year adjustments in spending plans, as well as in planning priorities.

To exercise strategic control, progress on longer-term objectives is monitored through the creation of incremental objectives in each key area. The ADMC obtains annual performance data from the College’s databases, as well as the University’s Institutional and Research Planning (IRP)

Figure 2.1-1
MCB Strategic Management Process





Office. Data are compared with the incremental objectives to see how well MCB is performing in each key area and are also analyzed to determine whether adjustments are necessary. Last year, for example, initial review of the ETS marketing scores KPI showed a performance decline that could trigger curricular action. However, further analysis attributed the change to a decrease in the number of marketing students as a proportion of total test-takers, which skewed true performance.

Since the primary changes are identified annually, leaders search for trends and make appropriate changes to the plan each June. These data are also fed back into the revolving strategic planning process to incorporate into the next strategic planning cycle.

2.1a(2) To ensure that the College's planning process leads to continuous improvement in relevant performance areas, MCB gathers a large volume of information through key data sources to address key factors. A number of these information sources are external to the College, while others (e.g., SRC and MCB faculty committees) function as both a data source and an internal stakeholder that participates in data analysis.

As a sub-unit within UNC, MCB is guided by some parameters specified by UNC administration and CCHE. Both organizations provide a regular pattern of informational reports that inform the College of changes in economic, legal, and regulatory environments. As part of this process, MCB's dean is a member of UNC's Planning Council which is responsible for overall University strategic planning, as well as the Dean's Council that advises the provost on matters pertaining to strategic planning for the Division of Academic Affairs.

MCB's has a number of key competitors from within the State of Colorado. Since student demand has been quite high as the result of population growth in Colorado, peer business programs have been operating at or near full capacity. As a result, the nature of competition has shifted away from student headcount toward student quality. While some competitive enrollment and student information is available through CCHE and IRP, most information is available only on a limited basis through internal reviews of competitor brochures and Web sites.

The College participates in an array of assessment initiatives through EBI, a commercial provider of business school data. EBI's national benchmarking studies provide organization-specific measures for how a business program compares to itself over previous years, as well as national and selected peer comparative data for the same time frame. EBI will not report back the performance of single peer competitors, preventing individual program comparisons. Since EBI began in 1997, MCB has been a regular subscriber to its faculty, graduating student, and alumni satisfaction studies. Also utilized is EBI's overall administrative benchmarking study that reports data on a range of variables such as spending patterns, allocation of faculty FTE, and program productivity.

MCB also gathers information on market needs and expectations of students through an annual survey of its current students and class-specific feedback for each course offered. The College's governance structure assures student feedback reaches the College's leadership. MCB's SRC meets regularly with the dean for the purpose of evaluating College programs and suggesting opportunities for improvement. The MCB SAC also includes student representation. SAC efforts include offering recommendations on admission, continuation and graduation standards that help assure quality standards are met, while simultaneously balancing enrollment levels within the scope of available instructional resources.

The MCB CC is responsible for selecting, gathering, and reviewing information resources related to the assessment of student learning at the College level. The CC's planning process is designed to assure that the College's instructional resources are contemporary and effective in regard to course and program content. As one input, for example, the College requires each senior to complete the major field achievement test in business written by ETS. The CC then uses group performance data on a number of sub-test areas to assess program performance. Another one of the CC's responsibilities is to monitor ethics coverage in each MCB course.

Through student fees, corporate gifts, and outside grants (particularly the Monfort Family gift), the College has been able to maintain its competitive edge in technology. In response to faculty and student survey feedback, as well as committee recommendations, a decision was made to formally add a Technology Committee (TC) to MCB's faculty governance structure in 2001. The primary purpose of this change was to assure continued integration of relevant technology into MCB. One of this group's charges is to evaluate emerging technological innovations and advise the College on how to best proceed in incorporating such improvements into MCB.

Another important way MCB gathers information and identifies areas for strategic planning is through the service of its faculty and administrators on a variety of University committees. This process helps to ensure the College stays in touch with the needs of its various partners and suppliers. For example, a dean serves as a liaison with the University Career Services Office, and another serves on the University's Academic Suspension and Appeals Committee managed by the College Transition Center (CTC). Each faculty member serves on at least one university committee, ranging from the University Assessment Coordinating Committee to the Library Advisory Committee and the Information Technology Advisory Group. A number of these groups represent a direct tie with an MCB partner.

MCB also gathers strategic information from its major accrediting body, AACSB, whose mission is "to promote and improve higher education in business and management." As a group that accredits the top ~20 percent of university business programs, AACSB houses



some market-based information that is available to member schools, including industry trend data and some competitive information (e.g., faculty salaries). AACSB's practice of revising/improving its own standards helps steer institutions in a direction that is market-driven and contemporary in focus.

Additional information deemed critical in evaluating program direction and effectiveness is provided through MCB's employer channels—organizations that recruit and hire the College's graduates. Until recently, MCB had relied on gathering such feedback from employer focus group sessions or direct interaction and through avenues such as the twice-annual campus career fairs. However, in 2002, in recognition of a need to strengthen connections with and input from the business community, MCB reconstructed its DLC. This group of 25 CEOs and senior executives is charged with a set of responsibilities that include an ongoing evaluation of the College's strategic direction and initiatives. The DLC also advises the dean on employer needs, student preparedness, curriculum direction, and satisfaction levels regarding graduates hired by members' organizations and contacts. In Spring 2004, the College initiated efforts to further strengthen its ties with the employer stakeholder group through the implementation of a formal employer survey.

The data from all of these sources are inputs to the data gathering process in the overall strategic planning process (Figure 2.1-1). MCB's strengths and weaknesses are identified in this process and are factored into the formulation of strategic plans.

2.1b. Strategic Objectives:

2.1b(1) MCB's key strategic objectives reflect the strategic challenges identified in P.2: (1) Build a high-quality student population, (2) Maintain a high-quality faculty, (3) Maintain adequate financial resources, and (4) Build a reputation in the marketplace that is consistent with program excellence (Figure 2.1-2). These objectives are long-term in nature and represent significant challenges. However, within the College's strategic plan, these key objectives serve as categories for a wide variety of short-term goals within the KPI control structure. The timetable for achieving these operational goals is set on a one- and five-year basis. Performance data are tracked through KPIs within the strategic planning document, updated each June.

The strategic challenges of building a high-quality student population and maintaining a high-quality faculty are an ongoing responsibility. The challenge of maintaining adequate financial resources previously translated to being efficient stewards of state resources. The new reality involves dealing with severe cuts in funding, stemming from the passage of two Colorado constitutional amendments: (1) the TABOR amendment, which significantly reduces state funding in tight economic times, and (2) Amendment 23, which, even in poor economic times, requires substantial increases in funding for K-12

education, thereby reducing the pool of money available for higher education. This has increased the need to raise private funds to assure MCB continues as a high-quality undergraduate business program.

The challenge of building a positive reputation and stronger identity for MCB is a recent challenge embraced by the ADMC following a decision to revise the vision. A strong reputation for excellence is extremely important in attracting quality students, private funding, and employer stakeholders. The ADMC recognized there were problems in accomplishing the overall College objectives due to reduced state funding, a poor economy, increased competition for students, a tighter job market, and complacency about the need to market the College. This analysis caused the ADMC to determine that it was important to add building program reputation as a strategic objective. As one of its first actions, a new staff position of director of external relations was created. An experienced public relations professional was recruited and hired as an executive professor in Fall 2003 and charged with the redesign and expansion of MCB's marketing and public relations efforts. While too early to assign cause and effect, 2004 MCB freshman applications are 30% ahead of 2003.

2.1b(2) In P.2, key areas were identified that present strategic challenges for the College. As outlined in 2.1b(1), each strategic challenge has been addressed through delineation of a specific strategic objective and supporting goal set.

The ADMC's annual review of KPI measures helps to determine whether or not results exist that confirm long-term expectations or require revised actions. Goals may then be revisited as needed, with corrective actions recommended to redirect resources to areas of opportunity. For example, when the College's CC identifies any two-year downward trend in ETS performance on a given assessment area, it directs the appropriate instructional area to develop a plan of action for improvement. The CC also revisits the issue later to follow-up on the effectiveness of deployed actions.

The strategic plan is not simply an internal administrative document. During the planning stage, it is shared with College faculty members, UNC administration, the DLC, and the SRC to obtain feedback, criticism, concerns, and suggestions. This method of review helps ensure plan relevancy and that the needs of students and other stakeholders are balanced. It also helps ensure MCB's strategic plan is a dynamic document that informs all major stakeholders and reflects their input on the appropriate strategic objectives.

2.2 Strategy Deployment.

2.2a. Action Plan Development and Deployment:

2.2a(1) As shown in Figure 2.1-1, the tactical action plans for achieving strategic goals are formulated by the ADMC, as well as by the various faculty committees. This follows a thorough evaluation of the conditions, resources, and



needs within the College. Each of the goals is derived from an examination of the College's KPIs (Figure 4.1-2) and represents specific target areas that define the achievement of MCB's strategic objectives. Each KPI is a single issue action area (e.g., recruiting high-quality freshmen). This is followed by a measure of the College's current performance (e.g., entering freshmen ACT of 23.5 for Fall 2003), which is then paired against a comparator measure (e.g., entering freshmen ACT of 23.3 for Fall 2002). Following this information, goals are specified (one- and five-year targets). These goals have been derived through a discussion among the ADMC and dean that includes comparisons to best-in-class performance levels where such information is available and appropriate.

Following the goal specifications is a listing of action plans (tactics) which the ADMC and relevant faculty committees determine to be appropriate in helping the College reach its designated goal targets. All of the KPI goal sets are reviewed in June so updates can be made prior to beginning the academic year (September). During the academic year, the ADMC also meets bi-weekly, with a portion of each meeting devoted to evaluating the effectiveness of current activities.

2.2a(2, 3) Figure 2.2-1 contains a listing of strategic objectives and their associated action plans. These plans are differentiated by whether or not the plan is already in place (L for long-term) or in the beginning stages (S for short-term). Each action plan further includes a description of specific activities and personnel primarily responsible for implementation and control of the plan. A greater level of detail on the College's short- and long-term action plans can be found in MCB's strategic plan, the dean's annual charge to each standing faculty committee, and the meeting minutes of the ADMC and other faculty groups.

To help assure goal performance levels for the first objective, achieving a high-quality student population, the ADMC has developed four major action plans: (1) continued use of Finley scholarship funds to attract top-level high school graduates (Figure 7.3-7); (2) increasing the level of contact with high school counselors and students, including on-campus visitations by MCB administrators and admissions officers; (3) instituting "MCB Listens," an anonymous Web-based program designed to improve channels of student feedback; and (4) improving a curriculum alignment process to decrease the response time necessary for departments to introduce new material as environmental needs warrant.

To maintain a high-quality faculty, the strategic plan calls for enforcing the nine-hour instructional load (offered to academic faculty who are actively publishing their research); and increasing the level of faculty development (e.g., support for professional development, including incentive funds for rewarding high performance). This action plan will require stable state budgets and enhanced private funding. The overall human resource plan in support of the strategy to maintain a high-quality faculty assures that MCB retains these high-quality persons and,

when needed, recruits high-quality replacements. The action plan includes: (1) strong academic and/or professional credentials, (2) a recruiting process led by the chair and faculty, (3) an orientation program for new faculty, with additional mentoring by the chair, (4) privately-funded faculty development funds, including summer research support, (5) instructional improvement funding for the purchase of books, periodicals, and other materials to enhance instructional performance, (6) an extended learning program that offers training in areas such as computer skills, (7) learning opportunities such as the Georgia State University Master Teachers Program, a program which MCB is bringing to campus this fall, (8) special topics training for all faculty and staff, (9) support for attendance at academic conferences and seminars, and (10) an evaluation process that provides incentives for strong teaching, service, and research performance.

To maintain adequate financial resources to support program excellence, the College must continue to work with the UNC Office of Finance and Administration to effectively manage the state budgeting process; and work more closely with the UNC Foundation and DLC to increase the level of external program support (e.g., scholarships, faculty endowments, naming opportunities) tied to MCB's other strategic challenge areas. These efforts include increased communications and interaction with MCB alumni who can play a major role in fundraising.

Finally, to build a market reputation consistent with program excellence, the strategic plan calls for: (1) continued targeting of low performance areas on the EBI surveys in order to increase stakeholder satisfaction; (2) increasing student internships in order to build better relationships between students and their potential employers (as well as improve relationships between MCB and employers); (3) improving alumni contacts, not only to raise additional funding but to also enhance their role as College ambassadors in the marketplace; (4) improving employer contacts, primarily to increase the opportunities for student placement; and (5) continuing support for MCB's director of external relations position and the associated initiatives in order to enhance marketplace visibility across all stakeholder groups.

As Table 2.2-1 indicates, each strategic objective has a designated set of human resource assignments for overseeing the implementation of the plan. Individuals and/or shared governance groups are responsible for monitoring progress toward objective fulfillment.

2.2a(4) Figure 2.2-2 shows a sampling of KPI tracking measures which MCB uses to move toward reaching its objectives. Each item listed in the third column indicates a KPI set has been created and included in the MCB strategic plan. All indicators are aligned with MCB's mission or with the four major strategic objectives. Each indicator contains a single measurement item, its description, a current measure, and a current comparison measure, plus three specific goals. Also included are references to the action (tactic) plans MCB is using to achieve each goal. In



assigning performance goals to individuals or shared governance groups, each KPI is a clear, justifiable, and attainable performance level to help define the responsible party's expectations.

The ADMC and shared governance structure assures compliance and progress during the year to achieve alignment between the organization and action plan progress. As the ADMC and dean identify a lack of alignment, they can examine the root of the problem, recommend changes, and work toward realignment in a real-time environment. Alignment between the plan and the key areas of plan deployment with students and other stakeholders is achieved through MCB's shared governance structure and ongoing relationships with MCB's key partners, including the DLC and UNC administration.

2.2b. Performance Projections:

Figure 2.2-2 provides performance targets for each key area, in addition to a competitor or similar benchmark where available. In some instances when no external

benchmark is available, comparators may be internally driven by past performance and a desire to improve.

It should be noted that for many of MCB's stated goals, the College has already reached a level of top 10% performance (as measured against available peer benchmarks) and is seeking to maintain those areas, while simultaneously improving in others. For example, the College seeks to maintain current levels of research productivity while simultaneously improving instructional effectiveness, as measured by student performance on ETS testing. As the College sets its goals, it seeks to build an overall framework of continuous improvement, holding some indicators constant, while continuing to build in other areas. The ADMC selects strategic objectives and individual KPI area goals based on past performance, assessment of potential within a given time frame, and/or externally-mandated accreditation or standards.

Figure 2.2-1 Strategy Deployment			
Strategy Objective 2.1b(1)	Action Plans 2.2a(2)	KPI Tracking Measures 2.2a(4)	HRM Assignments 2.2a(3)
Build high-quality student population	Finley scholarships (L)	High-quality entering freshmen (7.3-7, 7.5-1)	Assigned priority to ADMC members; recruited faculty volunteer to direct Finley program
	Improved high school contacts (L)	High-quality entering freshmen (7.3-7, 7.5-1)	
	MCB Listens program (S)	Student satisfaction & retention rates (7.2-1, 17, 18, 20)	
	Align curriculum to trends (S)	Student learning in business (7.2-7 to 12)	
Maintain high-quality faculty	Nine-Hour load standards (L)	Faculty academic qualification (7.4-1, 5)	Revised MCB hiring plan and annual evaluation process
	Faculty development (L)	Faculty program satisfaction (7.4-7 to 10)	
	Prof. Dev. merit allocations (S)	Faculty satisfaction (7.4-7)	
Maintain adequate financial resources	Realign balance between tenured/non-tenured faculty (S)	Total available state funds annually (7.3-1, 2)	Revised MCB hiring plan; Revised deans work assignment to fundraising
	Improve alumni support (S)	Total available private funds annually (7.3-3)	
Develop market reputation consistent with program excellence	Target low areas on EBI (L)	Exiting student satisfaction (7.2-1)	Hired external relations director to coordinate; reassigned dean's program assistant workload
	Internship program (L)	Placement of graduates (7.5-6)	
	Improve alumni contacts (S)	Alumni satisfaction (7.2-2)	
	Improve employer contacts (S)	Employer satisfaction (7.2-3)	
	External relations position (S)	Employer and alumni satisfaction, MCB media coverage (7.2-2, 3; 7.5-8 to 10)	

Figure 2.2-2 Strategic Objectives, KPIs, and Goals for Strategic Objectives				
Strategic Objective 2.2a(4)	KPIs	Baseline 2003	Goal 2004	5-Year Goal
Build high quality student population	a) Avg. ACT New Freshmen b) Avg. Transfer GPA	a) 23.5 b) 3.23 (Fall 2003)	a) 23.5 b) 3.30 (Fall 2004)	a) 24.0 b) 3.50 (Fall 2008)
Maintain high quality faculty	Overall % of faculty Academically and/or Professionally Qualified	96.2% (Fall 2003)	≥95.0% (Fall 2004)	≥95.0% (Fall 2008)
Maintain adequate financial resources	a) Available State funds (000s) b) Available Private funds (000s)	a) \$4.24 mill. b) \$.846 mill.	a) \$4.28 mill. b) \$.875 mill.	a) \$4.46 mill. b) \$1.0 mill.
Develop market reputation consistent with program excellence	MCP Media Coverage (stories covered in media)	12 (FY02)	25 (FY03)	50 (FY07)



3. Student, Stakeholder, and Market Focus

MCB’s mission is focused on a single-minded purpose of identifying and satisfying of the needs of its primary market. Its goal of delivering a high-quality education to its *undergraduate business students* is the foundation underlying its entire strategic framework and deployment.

3.1 Student, Stakeholder, and Market Knowledge.

3.1a(1) MCB is mission-driven when targeting students and markets. MCB uses its strategic planning process, mission, and vision when identifying its targeted students. The College pursued a mass marketing strategy through the 1980s that included baccalaureate, masters, and doctoral student segments, both residential and distance-delivery in scope. As it approached the 1990s, MCB made a significant strategic shift by changing its mission and vision to develop its focus on undergraduate-only business students, delivered in a residential format. MCB now targets high quality, undergraduate students primarily from Colorado. Currently, 86.7 percent of MCB students come from Colorado and more than 80 percent remain in Colorado after graduation. MCB is the only AACSB-accredited business program in the area to have selected this key niche on which to focus 100 percent of its resources. This niche fits with MCB’s mission, vision, values, resources, and meets a need in the state of Colorado.

In addition, significant advances in program quality, coupled with state restrictions on tuition increases over the years have positioned MCB as a *value leader* (i.e., high-quality/low-cost) with tuition and fees significantly below that of each key competitor, and quality that compares favorably and exceeds competitors’ on the majority of key quality indicators. MCB’s concept is to provide a private-school quality education at a public school price. Within Colorado’s competitive marketplace, value is a major selling point to the students MCB seeks to attract and retain. Collectively, the ETS charts in 7.1, EBI charts in 7.2, and the pricing chart in 7.3-4 indicate a strong value position. Given that MCB continues to hold a top-ten percent ranking on the national ETS exam while maintaining its significant cost advantage against competitors, its value position continues to improve.

3.1a(2) MCB uses a variety of methods to listen and learn about students’ and stakeholders’ requirements and expectations (Figure 3.1-1). The methods include both formal and informal channels and are categorized by stakeholder group (See Category 5 for faculty and staff). Informal channels include MCB’s high level of faculty and student interaction which reflects the organization’s *high-touch* culture. MCB’s smaller class sizes and low student-to-faculty ratios help create an atmosphere where students are comfortable discussing issues with faculty. Such ratios also allow for a higher level of student/faculty interaction, both in and out of the classroom, which facilitates improved

understanding of student expectations. All students have an individual faculty advisor with whom they can discuss issues, and all students with fewer than 46 hours must meet with an advisor to receive their registration permission.

Figure 3.1-1
Stakeholder—Methods for Listening and Learning

Group	Listening/Learning Methods
Prospective Students & Parents	<ul style="list-style-type: none"> • Preview Days sessions (10 events) • Junior Days sessions (2 events) • High school visits to MCB • Finley Fellows offers/communication • Individual student/parent visits to MCB • Faculty phone-calling program • MCB/UNC Admissions Office partnership
Current Students	<ul style="list-style-type: none"> • Advising Center/deans office availability • Open door practice • Smaller classes (contact with professors) • High student/faculty interaction • Faculty advisors/Advising Center • MCB student survey (spring) • EBI Student Satisfaction Survey (spring) • MCB course evaluations (each semester) • MCB SRC (monthly) • MCB Listens Web site • MCB/CTC partnership
Alumni/Donors	<ul style="list-style-type: none"> • EBI Alumni surveys • Annual newsletter- feedback page • Development meetings with dean • MCB/UNC Foundation/alumni partnership
Employers	<ul style="list-style-type: none"> • MCB DLC interactions • MCB/UNC Career Services partnership • UNC career fairs and employer panels • Advisory board meetings feedback • Employer survey (annual) • AACSB meetings/seminars

Formal channels for assessing student needs and requirements include the use of three student surveys: (1) an internal MCB student survey of all junior/senior students conducted at the beginning of each spring semester; (2) the EBI Undergraduate Business Exit Survey administered to all graduating seniors; and (3) student course evaluations conducted in every section of every course. Alumni surveys, placement rates, MCB SRC meetings, and DLC meetings are additional examples of feedback channels for the College. The MCB Advising Center and Dean’s Office are staffed year-round to answer questions and/or respond to complaints. When combined with the available personnel in each academic department, these offices represent excellent listening posts through which students can communicate.

Faculty members have professional organizations and journals in their disciplines related to education which provide information on student expectations in their field. Community college and high school representatives also visit MCB to exchange information regarding student expectations and requirements, and prospective students visit MCB and UNC and participate in Preview Days (for high school seniors) and Junior Days (for high school



juniors) programs. On occasion, MCB hosts students and teachers from specific high schools and offers a customized visit program, tailored to individual school needs.

Prospective students visit MCB informally and engage in one-on-one discussions with faculty, staff, and/or senior leaders. Last year, faculty and senior leaders telephoned all prospective students who had been admitted to MCB, but had not yet committed to attend, in order to answer questions and to attempt to gain commitment. Many of the students and parents indicated they liked the personal attention and the ability to ask questions of faculty members. From such discussions, faculty were able to learn about issues related to the students' decision to enroll in MCB. More than 100 MCB student commitments were obtained by the conclusion of the calling program.

The relative importance of student and stakeholder requirements and expectations are determined through discussions with the SRC, advisory boards, surveys, and informal discussions. Determination methods vary for the various student and stakeholder groups. Formal channels for students and alumni input are largely survey-based. Information from advisory boards is generally gathered at formal meetings, but may also be gained through other contact, such as email or telephone conversations. In addition to formal surveys, current students may have informal discussions with their faculty or faculty advisor. Potential students and their parents have interaction with the Admission's Office through the Preview Days and Junior Days programs. Information from current, former, and future students and stakeholders is also fed back to the relevant committee in the governance structure. The ADMC uses the information for making adjustments in areas such as course offerings.

MCB and the CTC recently formed a new partnership geared toward moving business students on academic suspension back into the College. An earlier academic suspension process was changed based on an SAC recommendation stemming from student feedback and an observation of past suspension student patterns. The SAC noted that underperforming students were being allowed to damage their grade point average so severely prior to actual suspension, that for most, the deficiency was beyond correction. The revised process triggers suspension much earlier in a student's degree plan (i.e., after nine business credits are completed). The revised system has increased the proportion of suspended students who are able to correct their academic deficiencies and regain admission to MCB (Figure 7.5-7).

MCB's three top measures of student preparation are results of the ETS tests, student success in regional/national competitions, and the success of students in obtaining jobs in their chosen career field. It follows that there should be a correlation between these results and those from the satisfaction surveys of students, alumni, parents, and employers. Although constrained from using EBI Benchmarking data for marketing purposes because of confidentiality agreements, the College does use the data

internally for planning purposes and to process improvements through relevant committees. Newly developed and offered courses based on information from students and stakeholders, include Web design and e-marketing.

3.1a(3) MCB keeps listening and learning methods current with educational service needs and directions by utilizing the Plan-Do-Check-Act-Process (PDCA) in the appropriate committees or Dean's Office (Figure 1.1-3). For example, the Dean's Office recently introduced MCB Listens, an electronic suggestion box that allows stakeholders (students, faculty, staff, alumni and advisory groups) to submit comments or suggestions on current performance or evolutionary ideas to help MCB better meet its mission. All suggestions and ideas are reviewed by the ADMC, with those warranting action being approved. Survey features within the Blackboard and SEDONA systems allow individual faculty to survey students in their classes when desired. Earlier this year, MCB invested in a set of 40 handheld touchpads that a faculty member can use in class to survey students on a range of items or to elicit responses to questions. When EBI benchmarking services became available, MCB began using those services instead of relying solely on internal surveys. The EBI products are administered at a large number of business programs across the U.S. (i.e., student survey—182 programs in 2003) and provide a national set of benchmarks for the College. EBI is updated at each administration cycle. AACSB keeps current on trends in business education, and MCB gathers information from this organization which accredits over 400 business programs worldwide. MCB faculty participate in academic and professional conferences, and all faculty are required to be instructionally current. In addition to the EBI Alumni Survey, the College recently implemented an electronic feedback Web page for alumni coordinated with delivery of its annual newsletter. This change was made in order to take advantage of technological advances, a wider availability of Internet access for alumni, and the belief that feedback convenience would increase the volume of information back from this important group.

3.2 Student and Stakeholder Relationships and Satisfaction.

3.2a. Student and Stakeholder Relationships:

3.2a(1) MCB uses a variety of methods to build student and stakeholder relationships. For prospective students, the College works to build relationships through opportunities such as Preview Days, Junior Days, faculty calling potential students, and informal visits by prospective students. In order to provide appropriate information to prospective students and their parents, MCB works closely with UNC Admissions Office personnel who visit regional high schools and community colleges. New students and their families participate in orientation sessions called Discover UNC. One part of this program involves group presentations by the dean and round-table meetings with



business faculty to learn more about MCB. Incoming students also learn about business course requirements and are advised on course selection for the upcoming semester.

Before arriving on campus, students are assigned a faculty advisor whom they can contact with questions. Student professional organizations also exist for each business emphasis, and students are encouraged to join. Each student organization works with a faculty advisor, which facilitates student/faculty interaction. The dean meets with the MCB SRC on a regular basis to help build college/student relationships across the disciplines.

Each faculty member schedules available office hours at the beginning of each semester to facilitate students' ability to reach their professors outside of class. The number of required office hours is tied to the number of course sections taught and is monitored by the Dean's Office for compliance. In addition to faculty availability, a staff person is available in each department's office to answer student questions and to assist students. The MCB Advising Center is also available to assist students.

Recognizing the need to recruit and retain high-quality students as outlined in MCB's mission, the College implemented the Finley Scholars Program in 2000 (Figure 7.3-7). Having determined that more scholarships were needed in order to attract high-quality students within the competitive Colorado market, MCB redirected existing scholarship funds from a generous alumnus into a new program earmarked specifically for high-quality incoming freshmen. In 2001, the College divided the Finley awards into two levels: (\$1000=high-quality; \$2,000=outstanding-quality) in order to improve recruiting effectiveness at the highest level. The number of Finley Scholars has grown significantly since 2000 and has helped build an improved base of quality within the student population. In utilizing the PDCA process, the ADMC determined more recruiting was needed. For 2004-05, a program is underway to utilize current Finley Scholars as ambassadors to assist in the recruitment of their high school peers. MCB has also begun working directly with principals and guidance counselors to identify high-quality high school prospects.

Other methods of building student and stakeholder relationships include working with UNC partners. Dining Services cooperates with MCB to provide a Kepner-based snack bar (Coffee Corner), which shares space with the CyberCafe, developed by MCB to offer convenient student Internet and e-mail access. Other UNC partners that aid MCB in building relationships with students include Career Services and its hosting of career fairs and employment workshops for business majors. Another partner, Housing Services, recently remodeled a group of former faculty apartments adjacent to Kepner Hall which has been set aside for pre-business students. MCB has also assigned a Kepner office to a library representative.

In addition to informal relationship building, MCB sponsors formal occasions to facilitate interaction between students and faculty. Each spring, MCB/SRC provides food and

music at an all-college picnic held behind Kepner Hall. Last year, the SRC added a "pie-in-the-eye" activity where students vied for an opportunity to throw pies at their favorite professor and student leader targets. Also during the picnic, the MCB SRC members announce the departmental Professors of the Year and the MCB Professor of the Year. Upper-division students vote electronically through a CIS student-designed software application to determine these honors. Each winning professor receives a plaque and nominal monetary award funded through a Wells Fargo Bank endowment.

Another formal occasion for relationship-building with students and their families occurs at the Academic Excellence Reception held each spring in conjunction with Academic Excellence Week at UNC. MCB hosts the reception for high-performing students and their families. Guests enjoy a light buffet in a semi-formal setting, a guest speaker, and a ceremony wherein each student is recognized by their academic department chair. Students receive a certificate for their accomplishments. Past speakers at this event include, former U.S. Senator Hank Brown, Colorado Business Hall of Fame member Robert Tointon, and Xcel Energy Vice President Cynthia Evans.

Another method for building relationships with students is through communications with their parents in the form of an annual newsletter which details information on the College's accomplishments, and upcoming events and programs. Parents also receive letters from MCB that describe available student programs such as the Career Advantage Program (CAP). Students also receive letters each semester from MCB that outline their current GPAs and contact information for their advisor, such as phone number, office hours, and e-mail address.

MCB also participates in sessions for UNC undeclared majors entitled, "Who Wants to be a Business Major?" These sessions provide important information to students who are considering business as a major. All UNC students are free to use the Kepner Hall computer labs—a service that builds goodwill across campus. Freshman and sophomore business students, enrolled primarily in general education courses, tend to feel more connected to MCB through the use of its technology facilities and the ability to interact with other business students and faculty.

The College leadership processes the information learned through the student relationships applying the PDCA Management Control System (1.1-2) on a regular basis. Data is fed to the appropriate governance committee to use in their PDCA process for evaluation and improvement.

3.2a(2) MCB has key access mechanisms for students and stakeholders to seek information, pursue common purposes and register complaints. MCB e-mails a weekly Monfort College news update to all students, faculty, and staff. It reports job and internship opportunities for students, class scheduling changes, program revisions, and many other items deemed important to these stakeholders. The MCB Web site is a major access point for students, employees,



student prospects, alumni, and employers. It includes extensive information on MCB and its mission and values, including current and previous newsletters, class schedules, UNC catalogs, student advising, faculty and staff, employment policies and procedures, course syllabi, and assessments of key performance indicators. It also includes an alumni information update form. Student access to employees and staff is regarded as critical. Departmental offices are staffed each business day (7:30 a.m. to 5:00 p.m.), policy-driven faculty hours are set and posted each semester, the MCB Advising Center is open daily year-round, and faculty and staff are available by e-mail and voice-mail during non-office hours.

The MCB Web site is a major access point for information. It includes overall information about MCB, including the mission and value statements, current and previous MCB newsletters, class schedules, program information, UNC catalogs, advising information, faculty and staff information, the faculty handbook, course syllabi, and assessments of key performance indicators. The Web site also contains information for alumni and the business community, such as an information update form and internship/hiring information. The weekly e-mail to students and message board also provide news and information on a timely basis. Complaints within MCB are minimal and generally do not warrant statistics.

SEDONA is available for faculty and staff to retrieve faculty and MCB information. Students, faculty, and staff also have electronic access to WEBSTER, the UNC program students use for class registration. The program also allows students to access a degree audit which lists all courses taken, courses still required, GPA, number of hours, advisor, and links to many other UNC resources.

Other mechanisms students and stakeholders use to seek information, pursue common purposes, or make complaints include the MCB Advising Center, faculty advisors, and departmental staff members. Students are encouraged to offer suggestions or complaints on the back of the anonymous student course evaluation surveys each semester. These comments are then recorded and given to administrators and to the instructor. The Student Handbook outlines complaint and appeals processes for students and offers information regarding the Honor Code.

3.2a(3) MCB follows the complaint management processes outlined in the Handbook for students, the Board Policy Manual for faculty, and the guidelines provided by the state of Colorado for staff. The dean of students is available, if needed, as a liaison between students/parents and the university. In the complaint management process, students are free to discuss a complaint with faculty they feel comfortable talking with, including their faculty advisors. Typically, students are asked to solve the problem directly by discussing the issue with the person closest to the problem (i.e., the faculty member involved if the student feels comfortable enough doing so). However, students may go straight to the department chair with a complaint. If this fails to resolve the issue and the student is dissatisfied

with the decision of the department chair, the complaint may be taken to the dean. If the student complaint centers on an academic issue and he/she is dissatisfied with the dean's decision, he or she may take it to the University Academic Appeals Board. In the last decade, only one such complaint required this level of discussion in order to reach a resolution. At each point along the way, there are time requirements that must be met enabling complaints to be resolved effectively and promptly. Student complaints about faculty performance in the classroom, especially if there are several and they involve consistent issues, will be dealt with by the chair in the evaluation process. This can result in denial of promotion/tenure (if a tenure-track faculty) or a negative decision in the post-tenure review process for tenured faculty. If the issue is more urgent (e.g., sexual harassment), the chair takes immediate action. Though a relatively new tool, MCB Listens is available for tracking, measuring, reviewing, and evaluating complaints. MCB governance committees may also use complaint information as key inputs in their decision making (PDCA) process (Figure 6.1-1). Student satisfaction is measured through the EBI survey and course evaluations. Alumni may also use the electronic feedback Web page, and all stakeholders may personally call or write the dean or other MCB leaders with input.

3.2a(4) MCB keeps its approaches to building relationships and providing student and stakeholder access current with educational service needs and directions through the use of the PDCA process by entities in the management control system shown in Figure 1.1-2 (i.e., the dean and governance committees). The evaluation and improvement cycle resulting from these processes assists in keeping MCB's approaches to building relationships current. Tools such as MCB's are available 24/7 and provide constant access to information for students, faculty, and staff such as schedules and handbooks. WEBSTER is another example of increased use of technology that helps assure currency with student services needs. WEBSTER is a university-wide, Web-enabled database system offering UNC students, faculty, and staff a range of convenient features, including electronic course registration, degree auditing and planning, and GPA calculations.

MCB faculty and administrators also keep current through attendance at AACSB and other professional meetings where ideas are exchanged and a wealth of contemporary experiences from peer institutions is shared and brought back to MCB and shared with other MCB faculty, and ultimately may be incorporated into MCB's processes. Many MCB faculty also keep current with educational service needs and directions through conducting pedagogical research within their disciplines which helps keep them up-to-date with current trends.

3.2b. Student and Stakeholder Satisfaction Determination:

3.2b(1) MCB uses several methods to gather information to determine student and stakeholder satisfaction, including



the EBI Undergraduate Business Exit Study, the EBI Faculty Survey, the EBI Alumni Survey, the MCB student survey, the MCB employer survey, and MCB evaluations administered to students at the conclusion of each course. The EBI student instrument, administered to graduating seniors, provides a measure of overall satisfaction as well as other perceptual measures including quality of teaching, quality of teaching in major courses, accessibility of instructors, breadth of curriculum, global perspective, practitioner interaction, practical experiences, technology, classroom quality, and size of enrollment (Figures 7.2-1 to 7.2-12, 14, 17, 18). While the EBI student survey is an assessment geared toward graduating seniors, the MCB student survey and course evaluations assess student attitudes at all levels. Student satisfaction with extracurricular activities (e.g., student clubs) is assessed through surveys, faculty advisors, and the SRC.

The EBI faculty satisfaction data are segmented by department and faculty rank. Alumni surveys are segmented by year graduated and by major. The data retrieved from these surveys constitute key inputs in the PDCA process used by the governance committees (Figure 6.1-1). Data are reviewed by the committees, which then make appropriate decisions and recommendations for improvement. Examples of recent decisions based on satisfaction data include the hiring of a director of technology because of decreasing satisfaction with some aspects of technology, and the FAC reviewing instructional evaluation procedures because of decreasing faculty satisfaction in that area.

CS conducts a survey of graduates to assess their employment and the extent to which the instructional program met their educational goals (Figure 7.5-6). High placement rates also provide some indication of employer satisfaction levels.

3.2b(2) One avenue for student feedback regarding programs, services, and offerings is through MCB's SRC. In addition to the SRC, ongoing surveys provide some measure of follow-up. Letters to parents encourage feedback, and MCB newsletters provide ongoing information. Any student complaints result in timely responses and feedback through the appropriate administrative channel.

3.2b(3) EBI surveys (student, faculty, and alumni) have benchmarks, with a national sample, as well as a group of peer schools selected by MCB. The College governance committees have access to trend and comparative data with which to work. AACSB salary surveys are also benchmarked to other institutions which are segmented in such a way for comparisons to be made to similar schools for similar faculty positions.

A PDCA review identified a need to obtain more information from the employer stakeholder group. Although EBI is in the process of developing such a survey, it is not yet available. As a result, MCB recently introduced its own employer survey to improve the quality of formal feedback until EBI's instrument becomes available.

3.2b(4) MCB uses both internal and external evaluation and improvement methods of keeping its satisfaction determination approaches current. Externally, the use of EBI surveys helps MCB maintain currency in surveying and benchmarking. EBI's guiding principle is continuous improvement, and its staff keeps current with national trends to determine what new aspects should be included in its surveys, while still providing MCB with the ability to do trend analyses. Internally, MCB assesses its needs for satisfaction data and determines how to address opportunities for improvement through the PDCA (Figure 6.1-1) processes used by the governance structure. The check step would evaluate the environment for changes and would also review any revisions of the strategic plan. This information helps to determine if changes in satisfaction determination methods are necessary. For example, MCB needed information from employers as an input in its processes. MCB is working with EBI to be a pilot school for an employer survey, but with the EBI timeline being uncertain, MCB has developed its own employer survey to use until EBI develops its instrument. Also, MCB has the ability to add customized questions to the EBI survey for internal use.

MCB also assesses the latest trends through faculty involvement in professional organizations and keeping current with research in the area. AACSB provides a means of keeping current through periodic workshops and seminars that are attended by the deans, as well as a number of faculty.

4. Measurement, Analysis, and Knowledge Management

MCB's mission, values, and strategic plan serve as the framework for establishing its key performance indicators (KPIs). MCB has established KPIs as its performance measures for tracking overall organizational performance and guiding the College's daily operations. KPIs measure achievement, satisfaction, and quality across MCB's key stakeholder groups. Each KPI has stated one- and five-year measurable goals that are reviewed annually to assess progress and opportunities for improvement.

4.1a. Performance Measurement

4.1a(1) KPIs are selected and aligned to measure performance in meeting the College's mission, vision, and values. The KPIs are also aligned with the University's mission and the College's AACSB accreditation requirements (Figure 4.1-2)

MCB's shared governance structure (i.e., its faculty, student committees, and senior leaders) establishes and implements action plans in pursuit of the mission of the College. These groups also are responsible for selecting the KPIs and other indicators including the review of data



from the ETS and EBI reports and student surveys. The Student Affairs Committee (SAC) recommends measures for student performance, satisfaction, admission, and continuation. The Faculty Affairs Committee (FAC) recommends measures for faculty composition, performance, satisfaction, evaluation, and retention. The Technology Committee (TC) recommends measures for technology capacity, investment, and performance. The Curriculum Committee (CC) recommends measures for curriculum content, student learning, and satisfaction. The Administrative Council (ADMC) oversees the final selection of KPIs and other measures.

Internal and external review groups for establishing the College's measures include UNC administration, the Dean's Leadership Council (DLC), and MCB faculty committees. Annual surveys are used for formal alumni and employer input, and the MCB Student Representative Council (SRC) serves as the primary student review agent.

The MCB Dean's Office coordinates data collection and management activities. The MCB Advising Center, EBI, and ETS, as well as UNC's Institutional Research and Planning (IRP), Admissions, Career Services (CS), Budget, and Foundation offices provide data for the KPIs at regular intervals. The MCB Advising Center provides data on student admissions, retention, graduation and academic performance. MCB's EBI benchmarking coordinator administers and reports annual EBI benchmarking results. UNC's IRP, Admissions, and Budget offices provide data on expenditures and salaries, student admissions, retention, graduation, and other performance and satisfaction measures. ETS provides data on graduating student learning performance in multiple areas. CS provides the College with a range of placement data on its graduates. In addition, CS annual surveys, AACSB corporate reports, biannual meetings with the DLC, and annual alumni surveys provide information from individuals outside higher education.

Alignment and integration of data with the mission, values, and KPIs are formally reviewed annually, with adjustments made as additional information becomes available and analysis warrants. The committees review and revise the mission and values and subsequently revise the KPIs to assure selected performance measures are linked to meeting the College's mission and accomplishing its strategic objectives.

KPIs are useful in recognizing areas that need attention and in identifying cause and effect. For example, students had been demonstrating steady progress in MCB's overall learning results as determined by ETS test results (Figures 7.1-1, 3). A dip in 2001-02 results led the ADMC to seek the cause for the decline. No curriculum defects were identified in course work or grades earned. However, after analyzing student performance by class section and follow-up with students, it was determined that two faculty members had discounted the importance of doing one's best on the test. Follow-up discussion occurred between

the deans and appropriate faculty. Further, a dean now meets with each of the testing classes, and students are educated on the importance of accurate test results to the students, and MCB. Student performance improved immediately.

Performance data are used to make decisions for student admission, retention and graduation requirements, curriculum revisions, faculty and staff performance evaluation, and technology assessment.

To provide data and information that supports organizational decision-making and innovation, MCB's shared governance structure, DLC, and external constituencies evaluate the KPIs, other indicators, and comparative data annually as part of the PDCA process (Figure 6.1-1). Should the measures fall below the one-year goal, the unit responsible for the indicator performs an analysis and makes recommendations to the administration for improvement, as outlined in the PDCA process. UNC recognition of MCB's assessment, decision, and action efforts is exhibited in Figure 4.1-1.

<p>Figure 4.1-1 UNC Academic Excellence Award (First Time Award) Excellence Through Performance Assessment – 2003/04</p>
<p><i>“This award is given for a commitment to on-going assessment and improvement of a program or initiative. The Monfort College of Business has demonstrated this commitment to continuous improvement through their use of internal and external measurements, as well as their incorporation of technology in assessment. They have established a process for regular assessment of how well the College is progressing toward meeting its mission. The College also demonstrates innovation and creativity in addressing assessment challenges. They regularly monitor their goals and objectives, and make appropriate changes when data reflect the need. The College also makes its data available to relevant constituents in making changes. This data is further used to gain visibility for Monfort College of Business and for the University, thus positively influencing the culture of accountability at UNC. The Monfort College of Business is an exemplary model in Excellence in Performance Assessment.”</i></p>

4.1a(2) MCB selects and ensures the effective use of key comparative data by selecting measures that determine how well the College is achieving its mission, provide comparative benchmarks against peer institutions, and allow the College to evaluate performance over an extended period of time.

MCB incorporates best practices in business administration education into its strategic planning process. Several best practices are defined through the accreditation process, while others are defined through comparative analysis. For example, MCB recently purchased the AACSB report “Effective Practices: Undergraduate Career Services and Placement Offices” to assist in evaluating and improving the student placement function. Several members of MCB's leadership recently toured the facilities of a key competitor to meet with its leadership and attempt



to identify process refinements that can help MCB improve. Leaders also visited other programs outside the College’s normal peer set in order to extend their own views on practices and norms for success. This spring, for example, the dean is completing a pattern of visits to each member of the DLC at their place of business to learn more about how their organizations operate and compete. Leaders also recently visited the Colorado School of Mines, which houses the state’s premier engineering education program. MCB representatives participate in professional association conferences that offer additional opportunities to learn of peer successes and failures and the implementation of various programs and initiatives.

Many data sources used by the College are externally derived. EBI benchmark data (182 U.S. business schools in 2003) provide comparative and long-term performance and satisfaction measures for faculty, student and alumni, as well as administrative measures, such as faculty FTE and program expenditures. ETS exit examination data (359 U.S. business schools in 2003) provide information on student performance. The EBI and ETS measures are considered highly reliable and externally valid measures of performance and satisfaction. These data sources reflect the best practices in business administration education.

MCB has established a formal review schedule for the College’s processes. This is separate from the review of comparative data and key indicators. MCB senior leaders and the appropriate faculty groups annually review processes to determine if they are effective in improving quality and to identify where improvement opportunities exist. The schedule for process review is published on SEDONA. Also, the individual review groups have established methods for process review, also described on

SEDONA. Such processes aid in the selection and revision of KPIs and other measures. Recommendations to revise MCB processes are made to the ADMC and reflect the PDCA appropriate for an existing system

4.1a(3) To ensure MCB’s performance measures are current and sensitive to change with educational needs and directions, the College mission, values, and KPIs are: (1) aligned with the current AACSB accreditation standards, (2) reviewed annually by senior corporate managers (including the DLC), alumni and academic personnel, and (3) measured against data from external agencies (e.g., EBI, ETS) that invest in developing reliable, valid, and timely measures for business administration education. These three criteria provide a standard of currency and quality for MCB’s KPIs and other indicators.

To ensure that performance measure systems are sensitive to rapid or unexpected organizational or external changes, the College annually reviews its indicators and incorporates external reviews of the indicators by the DLC. Further, MCB, ETS, AACSB, and EBI incorporate changes in their performance and satisfaction instruments to assure currency in the data.

4.1b. Performance Analysis:

4.1b(1) To perform an organizational review of the College, KPIs are reviewed to assess MCB’s effectiveness in meeting its strategic plan, mission, and values. These indicators encompass the following strategic categories: recruits, students, curriculum, faculty, facilities/technology, financial resources, alumni, employers, and program reputation (Figure 4.1-2).

**Figure 4.1-2
Primary Key Performance Indicators (KPIs) of Organizational Performance**

KPI	Strategic Categories	Source	Results
Quality of incoming freshmen students (avg. ACT)	Recruits	UNC	7.3-6; 7.5-1, 2
Quality of transfer students (avg. GPA)	Recruits	UNC	7.5-3
Student retention rates	Students	UNC	7.2-20
Business major counts	Students	UNC	7.3
MCB current student satisfaction (% recommending)	Students	MCB	7.2-16
Student learning in business (avg. overall ETS)	Curriculum	ETS	7.1-1
High-touch curriculum (avg. class size)	Curriculum	MCB	7.5-11, 13
Quality of faculty (% academic or professional qualification)	Faculty	UNC	7.4-1
Quality of professional faculty (% professional qualification)	Faculty	UNC	7.4-2
Quality of academic faculty (assessment by exiting students)	Faculty	EBI	7.2-4,5
Faculty program satisfaction (avg. overall)	Faculty	EBI	7.4-7
Student satisfaction—facilities/computing resources	Facilities/technology	EBI	7.2-8
Faculty satisfaction—computing resources	Facilities/technology	EBI	7.4-10
Total available state funds (annual)	Financial resources	UNC	7.3-1
Total available private funds (annual)	Financial resources	UNC	7.3-3
Placement of graduates (% employed full-time)	Grads/alums	UNC	7.5-6
Exiting student satisfaction (avg. overall)	Grads/alums	EBI	7.2-1
Alumni satisfaction (avg. overall)	Grads/alums	EBI	7.2-2
Employer satisfaction (avg. overall)	Employers	MCB	7.2-3
MCB press coverage (media coverage generated)	Program reputation	MCB	7.5-9, 10



MCB uses a variety of analysis tools in support of senior leaders' review of organizational performance. Tools or techniques such as trend analysis are used to assess progress in the areas of student learning, retention, quality, and satisfaction, as well as faculty productivity and satisfaction. Benchmark comparisons are used to determine the level of progress as measured against the College's peer set in areas such as learning environment, faculty qualifications, and quality of technology. Correlation analysis is used to assess the relationship between user satisfaction with technology and the addition of a technology director's position. MCB also performs correlation analyses to examine relationships between variables, such as incoming student quality and exiting student performance. Root cause analysis is used in situations where a problem is identified without a clear indication of what led to the substandard performance.

4.1b(2) The results of annual organizational-level analyses are communicated to faculty and staff via reports, meetings, and other venues including the MCB and SEDONA Web sites. These venues house the KPI documents and other committee information (e.g., College and departmental committee minutes) under a faculty section on each. The College publishes eight monthly reports through which it communicates results and decisions related to organizational performance and deliberations. The reports also are available on the MCB Web site.

While MCB holds college-wide faculty meetings each semester, the majority of analysis-based results are communicated through regular meetings of the academic departments and functionally-based committees within the shared governance structure. Given that each academic department has a representative on the ADMC, the quantity and quality of inter-organizational communications between groups is enhanced.

4.2 Information and Knowledge Management.

4.2a. Data and Information Availability:

4.2a(1) Real-time access to individual and aggregate data and information is made available to faculty, staff, students, and external groups (e.g., DLC) through the MCB and SEDONA Web sites, and available commercial and university reports. Analysis tools imbedded within SEDONA provide additional opportunity for users to perform up-to-the-minute queries on any combination of database variables.

The College pursues a coordinated effort to capture, review, and maintain its data for quality management. The Dean's Office and director of technology oversee the data management function for the College. Data are maintained on student performance, demographics, enrollment, and other student measures. A faculty representative from the accounting department is responsible for data and information pertaining to the accounting department and its separate AACSB accreditation. The College's EBI

coordinator administers and maintains the EBI benchmarking activities, the results of which are housed within the Dean's Office and available for review.

Each of these individuals is responsible for administering, collecting, and reporting on the data within their purview. The analysis of much of MCB's data (i.e., EBI, ETS) is performed by external agencies, assuring objectivity (i.e., validity and reliability).

External constituencies are provided with access to reports and data through several means. A KPI report is available to stakeholders via the MCB Web site. Newsletters and reports are distributed annually to alumni, students, prospective employers, and other constituencies. Principle reports and analysis on CD media are distributed annually to selected groups, including the DLC, SRC, prospective students, and the UNC administration.

SEDONA is an evolving product that MCB has used for three years to store and communicate important data. The interface makes it easy to use, and access is available within MCB and via the Web. The SEDONA core development team (commercial developer) consults with MCB leadership to discuss enhancements and MCB use of the application. Over the three-year period, numerous developer enhancements were made to improve MCB data storage and reporting through this tool.

4.2a(2, 3) The Technology Committee (TC) coordinates MCB technology planning, services, and support. MCB and University Information Technology Services meet industry standards for security and reliability. MCB has implemented a two-tier linked approach to providing and maintaining technology. The first tier is comprised of MCB technology staff focused on business specific hardware and application services necessary to deliver the curriculum. The second tier (i.e., campus backbone, Internet access, and general technical support services) is provided by the University's Information Technology Services group. Since the University invests in reliable firewalls and security measures for the campus, MCB gains a substantial improvement in service and security levels from this arrangement. The University's and MCB's systems are protected using a layered security model providing automated software patch management and virus protection at each system access point. Similarly, the prudent purchase of general technical support provides MCB access to a range of personnel and services that it could not otherwise afford. MCB's two-tier model is being considered by University administration for replication campus-wide. The College has introduced redundancy in its storage and server units, decoupled student systems from the faculty and administrative systems, and extended its excess bandwidth available for peak demand and growth.

The TC develops plans and annual budgets that assure the education environment is technology rich, can be used by students, faculty, and staff effectively, and is competitive with new and established technologies. The TC also recommends changes in technology-related policies



following the PDCA process (Figure 6.1-1). These changes are then reviewed, approved, and integrated according to available budget and in accordance with the MCB technology plan.

Funding for MCB technology is stable and adequate to develop a vital technology learning environment. Financial support comes from a business student technology fee, two endowment programs (Monfort and State Farm – among the largest on campus), and general fund and tuition support.

4.2b. Organizational Knowledge:

4.2b(1) As stated, MCB’s performance and organizational knowledge is made available in print, in magnetic media forms, and on its Web site. MCB also maintains databases to house MCB’s data, with customized reporting available upon request. MCB acquires a wealth of demographic and enrollment data on an as-needed basis. Governance groups receive standard and individually tailored reports developed by the individual coordinators.

MCB’s use of SEDONA, its Web-based faculty database system, makes possible the secure storage and availability of a wealth of faculty and administrative information designed to enhance program assessment and subsequent improvement. SEDONA contains instructional, research, and service data on faculty at the individual and aggregate levels, as well as MCB committee information (i.e., purpose, charge, members, minutes, and timelines). The system also contains similar information from the MCB SRC in order to assist in the transfer of knowledge from MCB’s student public. MCB served as the initial pilot program for this commercial product and has spent the last three years integrating this product into the organizational culture, as well as working with the developer to make the system a best practice. MCB is also sensitive to industry practices, using the DLC, other advisory boards, and MEPP to provide information on MCB’s practices.

MCB maintains a summer program for faculty grant support that largely supports activities designed to lead to improving educational practices. Grant recipients examine initiatives that will improve instructional and administrative practices. For example, a recent recipient used grant resources to generate an expert database application that MCB is currently evaluating for deployment to improve the transfer of information between students and potential employers. Deans bring back information from AACSB and other conferences to share with the faculty governance system. Faculty attend academic conferences and bring back information to their respective departments.

4.2b(2) MCB follows industry standard practices for security and integrity. The MCB director of technology is responsible for quality assurance in the College’s technology and information systems performance (Figure 4.2-1). Since MCB largely uses outside organizations for its performance and satisfaction data, the accuracy, reliability, and validity are established by those agencies. The validity and reliability of these instruments were an important part of the analysis that led to their selection. The Deans Office and area coordinators administer the instruments. The coordinators assure integrity in data collection. The ETS examinations and student surveys are centrally administered within a two-day period requiring all students to complete the exam. Students are provided consistent instructions and responses are secured on completion of the instruments. Similarly, the EBI benchmarking coordinator administers the EBI instruments and follows similar administration processes. The coordinators preserve anonymity.

The MCB program for assessing satisfaction and performance is mature and established. The assessment program has been in place for more than five years with some aspects dating back 12 years. Over this period, revisions have been incorporated to improve MCB’s assessment program, and the results have been used to make numerous changes the College’s programs.

**Figure 4.2-1
Quality Assurance Dimensions in MCB Technology Systems**

Info. Factors	Deployment
Integrity	Rule-based, single-point of collection for student, faculty, and financial data stores
Timeliness	Scheduled periodic downloads, real-time query, report processing & generation (ETS, EBI), 100MB switched LAN, University fiber link WAN; real-time access to individual and aggregate student/faculty records through network and web connectivity on and off campus (Webster, XDB, SEDONA)
Reliability	Data scrubbing, application use training (XDB, PeopleSoft, etc.), data definition and interpretation
Security	Multiple levels of user authentication, virus protection, firewall, redundancy in storage and server units, decoupled student systems from faculty and administrative systems, data encryption
Accuracy	Relational databases, University supported software, Ethernet standards based wireless (IEEE802.11a & b) and wired (IEEE802.3) networking
Confidentiality	User I.D.s, passwords, data encryption
Cost/Benefit	Cost benefit analysis of data collection, analysis and reporting methodologies, pool technical personnel resources, hardware/software uniformity
Flexibility	Aggregate and departmental reporting, ad-hoc on demand reporting
Relevancy	Continuous review of data element value, KPIs derived from data elements, AACSB comparative data
Simplicity	Single point of authentication, Web-user interface



5. Faculty and Staff Focus

MCB's faculty and staff have fully-embraced the mission of excellence in *undergraduate* business education. The majority of current faculty selected MCB as a place to build their careers, based on this mission orientation.

5.1 Work Systems.

5.1a. Organization and Management of Work:

Empowered, data-driven departments manage the College's emphasis areas, while cross-functional committees manage the College's processes. All such groups operate within the strategy of *high-touch*, *wide-tech*, and *professional depth*, committed to the mission of excellence in undergraduate business education (Figure 1.1-3). MCB's work systems include an organizational structure, new employee recruitment and orientation, professional development, performance evaluation, compensation, and recognition for superior achievement—with each tying back to mission.

5.1a(1) MCB's organizational chart (page x) offers an overview of the College's work system arrangements. The management control system (Fig 1.1-2) illustrates how the PDCA process is used by the dean, governance structure, departments and faculty to organize and manage work. Cooperation, initiative, empowerment, and innovation are promoted through a structure where departments are empowered to plan, control, and improve the disciplines for which they are responsible. Faculty are empowered to design, deliver, and improve courses. MCB governance committees review and approve faculty-recommended changes, and the dean is the final reviewer and authority.

Shared governance is enhanced through a classic departmental and committee structure. Each academic department contains a faculty chair, a core of academically-qualified faculty, and administrative staff support. A smaller number of executive professors and part-time adjunct professors are strategically placed within the academic departments. Skill levels, resources, and experiences are very similar and equitably distributed across disciplines. Each department is assigned equal professional development funds and budget per faculty FTE. All faculty have the same requirements with regard to academic/professional qualifications and instructional currency. Agility is achieved through streamlined curriculum approval processes (CC-managed) that allow for the development and implementation of new courses within a short time frame. For example, in response to scans of the external business environment and the Accounting Department's Advisory Board, a new fraud examination course was designed, approved, and offered for Spring 2003—a total design-to-market cycle of four months. In response to business world issues, other courses were recently introduced that cover topics of management of quality and networking security. MCB maintains a hiring pool of qualified adjunct instructors (typically, practicing professionally-qualified executives)

who provide agility in filling short-time vacancies when an opening occurs.

The shared governance structure includes five standing committees, including the CC, FAC, TC, SAC, and ADMC. To ensure cooperation, communication, and a balance of input, each committee includes representation from each academic area. Some committees have additional representatives as deemed appropriate (e.g., student representative on SAC). Each committee is chartered by the dean and empowered to address issues, problems, or concerns as identified and to do the appropriate analyses to determine root causes and then recommend and implement appropriate solutions. Each committee is able to call on a number of College and University resources to address pertinent issues.

5.1a(2) The program strategy of *high-touch*, *wide-tech*, and *professional depth*, described in Category 2, is fundamental to building an effective work system and teaching environment aligned with the thinking and diverse ideas of MCB stakeholders. Through the governance structure, each department has a voice on each committee. Search committees formed when hiring new faculty contain membership from outside the hiring department, plus an ex-officio member current in affirmative action/equal opportunity policies and procedures. Student ideas are heard in a variety of formal and informal ways. MCB's SRC, the formal student representative group, meets with the dean on a monthly basis. To ensure the component of *high-touch* is achieved, faculty are available to students during posted office hours, via e-mail, and course Web sites. Each MCB office is staffed and open to students during regular business hours (8:00 a.m. to 5:00 p.m., Mon.-Fri.). Thus, students have the opportunity and ability to communicate frequently and at a one-on-one level with faculty and administrators. Four advisory boards (DLC, Accounting, Nonprofit Administration, and Entrepreneurship) provide formal opportunities for administrators, faculty, staff, and students to interact with the business community. Ideas from these groups are shared with faculty and staff via the ADMC. Career fairs provide one venue for faculty and students to interact with prospective employers. Additional opportunities are provided through the MEPP and its speakers. Innovative ideas are also brought forward for consideration by the faculty, which encompass a range of diverse backgrounds, and through the FAC. TC members also promote the *wide-tech* value by aligning technology requests with MCB needs.

5.1a(3) Best practices and innovations are formally shared across the College through the shared governance structure. Synergy occurs as committee members discuss and respond to external issues. Technology in the classroom is an example of how diffusion occurs across departments. Novel or innovative instructional methods are valued during performance evaluations. Rewards and recognition are communicated to the entire College via the FAC and the ADMC. Communication and skill sharing



are also enhanced through e-mail, memos, faculty/staff meetings, newsletters, the College Web site, and SEDONA. MCB's relatively small size and its self-containment within Kepner Hall enhance formal and informal communication. The logistical arrangement of having all faculty and staff offices in close proximity also enhances communication and skill sharing. Individual faculty offices are arranged in pods around a common area of open space. Informal systems play a vital role in communication and skill sharing. Small groups of faculty and staff have lunch with the dean and other senior leaders to facilitate open discussions of issues. A nearby University dining facility is a natural gathering place for lunch. For example, recently, CIS and accounting faculty met over lunch to discuss topics of database design concepts. In response, CIS faculty increased the coverage of data relationships to ensure students taking the AIS course were better prepared. Other examples include the director of technology offering training sessions for the faculty on the effective use of new classroom technologies, and for the staff on technology packages to enhance job performance. The dean also holds periodic formal faculty and staff meetings to assure that college-wide communications and cross-faculty-staff communications are enhanced through the placement of an individual staff member on each of MCB's cross-functional committees.

5.1b. Faculty and Staff Performance Management System:

Having designated its mission as undergraduate business education, MCB has been able to design a performance management system tied to that singular focus. The array of recognitions and rewards threads back to the chosen mission as well. The annual evaluation process serves as the "check" step in the PDCA process for reviewing faculty and staff performance. These evaluations provide faculty with feedback regarding their past performance, as well as expectations of future performance. Where indicated, specific training and development needs are also specified. Comprehensive (e.g., post-tenure) reviews, conducted on a four-year cycle, provide feedback based on a longer time period. One-third of the annual salary raise pool is tied to merit performance for those who exceed stated expectations. Through a portion of its private endowment funds, MCB faculty are able to earn professional development funds as a reward for research and service activities—\$500 for each acceptable refereed journal publication and \$1,000 for publications on a department's "Top 20 Journal List."

Faculty are evaluated on three major performance dimensions: instruction, professional activity (i.e., scholarship) (Figure 7.4-5), and service (Figure 7.6-3). At 45 percent instruction receives the highest weight emphasizing the value MCB places on high-quality instruction. Professional activity and service are weighted at 35 percent and 20 percent respectively, for tenured/tenure-track faculty members. Weights are

adjusted accordingly for administrators, with a reduced weight for instruction and an increased weight for service.

Staff also have three components to their annual evaluation system: customer service, administrative effectiveness, and technology skill development. Staff evaluations are conducted in accordance with State of Colorado requirements. Due to the absence of staff merit pay in recent years caused by a reduction in state funding, MCB recently implemented a program whereby staff members who exceed expectations receive professional development funds that can be spent (with supervisory approval) on a range of seminars, software packages, or job-related technology equipment. Such investments are made to strengthen staff abilities to better perform their assigned tasks in support of MCB's mission.

To ensure student feedback is reflected in the faculty evaluation system, student evaluations are a major source of information regarding teaching performance—with the results directly impacting merit pay increases for faculty. This year, an MCB faculty member received the University award for excellence in undergraduate teaching. At both the departmental and college level, the Professor of the Year honor is awarded by students through the MCB SRC. MCB's compensation, recognition, and reward practices reinforce high-performance work and a student and stakeholder focus through a variety of mechanisms including merit pay, faculty awards for teaching, research, and service, professional development funds for high-performing faculty and staff, named professorships, and summer grants for instructional improvement and research (Figure 5.1-1). MCB also participates in University performance initiatives to further recognize its employee accomplishments. Last year, for example, individual MCB faculty received the University's Academic Excellence Awards in Undergraduate Service and Undergraduate Advising at an awards banquet hosted by the Division of Academic Affairs. A number of MCB's administrative staff were also recognized earlier this year at the University's Annual Classified Employee Banquet. An MCB staff person was UNC's Employee of the Term for Fall Semester, 2003. The chair of the management department was selected as the UNC Scholar of the Year, 2003/04.

5.1c. Hiring and Career Progression:

5.1c(1) Characteristics and skills required of potential staff are identified through the job description process in line with the Colorado guidelines for its classified employee system, with desk audits and industry surveys forming the basis for these descriptions. Classified staff positions are arranged within a hierarchy based on level and type of job description, as well as experience level. Classified staff may advance through the MCB ranks as opportunities arise, but may also choose to seek promotions elsewhere in the State's classified employee system if they so choose.

Faculty characteristics and skills are determined by the department faculty, chairs, and the dean and are aligned



**Figure 5.1-1
MCB Recognition Methods for Employees**

Award/Recognition	Promotes	Decision to Award	Employee Category
Departmental professors of the year & MCB professor of the year	High quality teaching student/faculty contact	Students Students	F.T. faculty in each department dept. professors of the year
MCB scholar of the year	Faculty scholarship	Faculty affairs	Tenured/tenure-track faculty
Instructional improvement awards	Innovation in teaching	Faculty affairs	Tenured/tenure-track faculty
Faculty service awards	Excellence in service	Faculty affairs	Tenured/tenure-track faculty
Summer research awards	Faculty scholarship	Faculty affairs	Tenured/tenure-track faculty
Professional activity awards	Faculty scholarship	Dean	F.T. faculty
Faculty conference travel grants	Faculty scholarship	Dean	F.T. faculty
Master teacher grants	High quality teaching	Dean	Academically-qualified faculty
Outstanding achievement awards	Professional dev.	Dept. chairs	Staff
Employee of the term/year	Excellence in job perf.	SPEEC	Staff
Faculty merit salary increases	All areas—job perf.	Dept. chairs/dean	Full-time faculty
Named professorships	All areas—job perf.	Faculty affairs	Full-time faculty
Emeritus faculty/deans	Loyalty	Dean/faculty	Retiring faculty

with the curriculum objective of depth in discipline. The department chair reviews the current cadre of faculty in area and makes hiring recommendations based on candidate ability to address curriculum areas in need of additional depth. Tenure-track faculty must possess an earned doctorate at time-of-hire. Individuals advance through the ranks based on productivity and performance, quality in instruction, scholarship, and service. In general, at least ten years of service are required to advance from the assistant to full professor rank.

5.1c(2) Staff members are hired through UNC’s Office of Human Resources (HR) and follow state hiring regulations. Though the Colorado system specifies staff position levels based on task levels and types, the College is able to design staff positions that suit its needs and hire accordingly.

When hiring for a faculty position, each search committee is developed and aligned with AA/EO guidelines, and, in most instances, students are included as search committee members. MCB’s academic faculty hires generally come from other AACSB-accredited business programs, assuring a consistency in and diversity of culture relative to academic standards and systems. University procedures permit the hiring of part-time faculty to fill short term needs in specific classes. (i.e. when professors are on sabbatical or sick leave) and when enrollment increases require additional classes, budget permitting. MCB supplements its academic hires with part-time executive professors recruited from senior-level business positions in an effort to maintain alignment in its instructional programs with the employment community’s expectations. The use of these seasoned executives has become an increasingly important factor in improving the learning environment by bringing lifelong experiences into the classroom. MCB’s faculty and staff retention rates are high—the average staff person having worked in the College for 15 years and faculty for 16.3 years.

5.1c(3) Although State hiring regulations prohibit strict succession planning, the last two deans had served in the position of associate dean prior to their being hired into the

top leadership position. In each instance, a national search was employed to assure the best available candidate was selected. Department chair positions at MCB are filled on a faculty rotation basis, with an initial three-year term renewable for one additional consecutive term. MCB’s promotion and tenure process helps provide effective career progression for professors. Tenure-track faculty undergo a mid-tenure review (during their third year of employment) to assess their progress toward tenure. The result is a decision on whether or not to continue that individual’s employment through the full tenuring process. Tenured faculty undergo a comprehensive review every four years to assess their continued success and level of performance in the areas of instruction, scholarship, and service. Staff career progression is determined by one’s ability to compete for higher level jobs in the State system.

Faculty “certification” is established at time-of-hire, either through previous academic training (i.e., Ph.D.) or employment responsibility level and duration (i.e., business executive). College policy requires that such certification be maintained and requires each instructor to maintain what AACSB refers to as “instructional currency.” Faculty can maintain their currency through a combination of scholarly activity (i.e., in-discipline and relevant to teaching area), professional activity (e.g., conference attendance and presentations), and professional service (e.g., consulting for Accountants (CPAs), must continue to meet the requirements mandated by their own external certification boards. Each CPA, for example, is required to earn a minimum of 40 continuing education credits annually. Similar requirements exist for other faculty certifications (i.e., Certified Financial Planners, and Certified Network Administrators).

The Microsoft Office Users Specialist (MOUS) training program for administrative staff provides opportunities for skills development and the potential for staff to compete for higher level jobs within the system. Transcripts verifying academic credentials are required for faculty when hired, and employment references are contacted in the case of all employee hiring decisions.

5.2 Faculty and Staff Learning and Motivation

5.2a. Faculty and Staff Education, Training, and Development:

5.2a(1) MCB's education, training, and development system links to and is aligned with its strategic objectives and action plans, supporting the MCB program strategy of *high-touch, wide-tech, and professional depth*. Long-term and short-term goals suggest faculty and staff needs for development, learning, and career progression, and training related to systematic performance improvement, and technology change. Vital links in this process are assured through the College's annual faculty and staff evaluation process, where joint planning for faculty and staff training and development during the coming year are considered (Figure 5.2-1).

5.2a(2) The MCB new faculty orientation process helps individuals make an effective transition to the MCB environment. New faculty participate in sessions in which the deans, director of technology, and advising center personnel each provide overviews on areas such as: (1) promotion and tenure guidelines, (2) student advising tools and procedures, (3) technology support systems for both students and faculty, (4) College history, (5) strategic

Figure 5.2-1
Employee Education, Training, and Development

Purpose	Faculty	Staff
Career advancement	Training/experience required for promotion in rank (asst. to assoc. prof.)	Training/experience required for advancement through state classified system (see 5.1c(1))
Development	Opportunities selected through annual evals.	
Skill/knowledge needs	Tied to MCB strategic objectives and action plans in support of mission, vision, values, and culture (high-touch, etc.).	
Instructional currency	Professional development required to maintain currency in area(s) taught.	N/A
General skills/knowledge needs	Identified by dept. faculty by emphasis area; by appropriate governance group; by AACSB	Identified by supervisor; by SPEEC
Technology training	Identified by dept. faculty by emphasis area; by TC	Identified by supervisor; by technology director
Continuous improvement	Required by AACSB; by NCA	Required by AACSB; by NCA

planning, (6) curriculum development processes, and (7) student admission, continuation, and graduation requirements. This formal College program is supplemented through longer-term interaction with each new faculty member's department chair. MCB's orientation and mentoring programs are preceded by a University program that lasts one full day during the week

prior to the fall semester. The University program is geared to campus-wide issues. As examples, human resources personnel present information on employee benefits (e.g., health insurance, retirement options), and campus library representatives provide an overview of instructional and classroom support programs offered through the Michener Library. The University's legal counsel discusses employee-related topics such as UNC's views on intellectual property rights and FERPA. The University's Human Resources Office also conducts period training programs for all employees on issues such as sexual harassment and diversity training. Other campus groups, such as the University Police and the Center for Professional Development and Outreach (CPDO) also offer MCB employees opportunities for continued education.

Given its educational focus on business as a discipline of study, a number of MCB faculty discuss diversity and leadership development topics as part of their ongoing classroom curriculum. All new faculty participate in an extensive orientation program that addresses organizational expectations in ethical behavior, and faculty also conduct research on diversity or ethics in business and attend conferences pertaining to those areas. MCB has a long-standing practice of integrating ethical coverage into all of its courses—a practice that is ensured through its continued accreditation maintenance by AACSB.

In addition to leadership experience gained through continuity in position (e.g., only three deans in 21 years, average chair term of 6 years), the College also provides for regular leadership training opportunities for its employees. Administrators and faculty receive training opportunities through AACSB seminars, deans and chairs seminars, and commercial training programs (e.g., Maxwell's Living Leadership program was brought to UNC in Fall 2003). A contingent of faculty is being sent to an AACSB training seminar on "Teaching Business Ethics" in 2004. In addition, staff are encouraged to use professional development funds available to them for leadership training programs. The College recently began assembling a leadership library within Kepner Hall that houses paper and electronic resources on leadership topics. The growing collection is available to students, faculty, staff, and alumni, as well as other on-campus users outside MCB. The College recently began a partnership with a major local employer, Banner Health (3,850 employees), to expand this leadership collection, making the collection available to Banner employees.

OEHS provides training in such areas as ergonomics, emergency response procedures, fire safety, asbestos awareness, first aid, and CPR. OEHS also issues "Health Alert Bulletins" to inform faculty and staff about acute health concerns (e.g., Anthrax, West Nile). It conducts wellness programs to promote healthy lifestyles such as the "Colorado on the Move" program that promotes fitness through walking, and "Wellness Partners" which links together employees with similar wellness goals (e.g., smoking



cessation, weight control). MCB and staff joined in a campus-wide month-long walking competition, finishing third.

5.2a(3) MCB utilizes mechanisms to seek and use faculty, staff, educational community, student, alumni, and employer input on faculty and staff training needs. The annual faculty and staff performance evaluation process covered in 5.1b and 5.2a(1) is a major vehicle for gathering staff and faculty input, including input from all major stakeholders, accrediting groups, and governance groups. This process allows the faculty or staff member to provide direct input and agree to their training and development plan. Other sources of input include department/College faculty and governance groups (meetings, including KPI reviews), advisory boards, peer feedback, students, and employers. The dean recently conducted “listen and learn” luncheon sessions with all personnel by meeting with groups of three faculty/staff at a time, to hear complaints and suggestions for improvement and to celebrate successes.

E-mail to supervisors is a frequent tool used by faculty and staff for such purposes. MCB is flexible and can respond to such requests when opportunities arise. MCB employees are also eligible for continuing education and training programs delivered through the UNC CPDO. Organizational learning and knowledge assets are incorporated into MCB in many ways, including increased use of technology in the classroom and through maintenance of faculty instructional currency.

Faculty, staff, and department chairs all provide input regarding education and training needs. For example, the FAC and an ad hoc committee on instructional evaluation recommended that MCB participate in the Georgia State University Master Teacher Program where excellent teachers participate in a week-long instructional improvement program. Concepts learned during the Master Teachers Training program were then brought back to the FAC, which then made a recommendation to extend this program in 2004 by bringing the program and its presenters to MCB. The ADMC reviewed this recommendation and agreed to support it. The program will be presented on campus this fall, enabling all faculty to benefit and enhancing overall instruction levels.

5.2a(4) Education and training are delivered through a variety of methods. Staff MOUS training is delivered onsite with the testing at an offsite location. CPDO is a University program that offers additional education and training opportunities to faculty and staff. Faculty also learn through their attendance at professional conferences and seminars. External trainers also have been recently brought to campus (e.g., grant writing and negotiations). Faculty and staff input regarding the delivery of education and training is sought through the FAC and ADMC, use of the open door policy, and e-mail. New faculty are mentored by their department chair and senior faculty. Experienced faculty often collaborate with junior faculty on research agendas.

To support MCB’s *wide-tech* component, faculty *training* provides up-to-date knowledge on technology as the field continues to evolve. MCB has supported faculty development in this area through in-house training programs on commercial tools (e.g., Blackboard course instruction software). Attendance and presentations at professional conferences (e.g., American Accounting Association, Financial Management Association) also help faculty keep current within their field and stay abreast of industry-wide innovations and developments. Both are important dimensions for maintaining instructional currency. Staff training in areas such as technology skills development helps individuals keep their skills up-to-date and prepare them for available promotional opportunities. As staff participate in technology training programs, they undergo certification testing that feeds into their annual performance reviews in support of the College mission.

5.2a(5) The use of new knowledge and skills on the job is reinforced through the evaluation process for faculty and staff. Staff use their technology training (e.g., MS-Access for database management, Macromedia Dreamweaver for Web design) in the performance of their duties and assist faculty with technology tasks within that staff person’s expertise. Annual staff evaluations take into account one’s ability to effectively use the technology and incorporate innovations and improvements in course content and delivery, with professional development funds provided to outstanding staff performers. Faculty are rewarded through the annual evaluation process for the introduction of innovative teaching methods and/or significant applications of technology within the classroom, among other things. Each faculty member is also evaluated annually as to their maintenance of instructional currency—a College and AACSB performance requirement (100 percent of instructors).

5.2a(6) The effectiveness of education and training is evaluated formally and informally. Formally, the annual and comprehensive performance evaluation processes are used for faculty. Formal measures include student EBI and end-of-course evaluations, employer and alumni surveys, reviews of KPIs, MCB student performance on the ETS and CPA exams, all of which are measures and indicators of whether education and training have translated to increased organizational performance. The annual staff evaluation process includes training taken and certification levels for current software programs related to position.

5.2b. Motivation and Career Development:

MCB has many formal and informal (tangible and intangible) rewards and recognitions to help motivate faculty and staff to achieve their full potential. Faculty and staff are motivated to develop and utilize their full potential through systems of rewards and recognition. Merit pay, professional development funds, recognition in the MCB newsletters, and awards offer incentive to faculty and staff to achieve their potential. A variety of awards available for faculty and staff include State Personnel Employees Executive Council



(SPEEC) awards for staff and Academic Excellence Awards for faculty. Competitive summer grants in the areas of research and instructional improvement are available to faculty, providing financial reward for excellence in teaching and research. Faculty and staff receptions are held three times a year and provide a public forum for recognition of faculty and staff achievements. At the end of the academic year, the MCB SRC picnic provides an opportunity for faculty, staff, and students to informally mingle. Instructional excellence is celebrated at the picnic with the announcement of student-selected favorite professor awards. Formal and informal mechanisms are available to help faculty and staff attain job- and career-related development and learning objectives. Students provide immediate feedback to faculty as to the perceived relevance of course material. Staff evaluations, as well as informal discussions with department chairs, help staff determine their progress toward objectives. For faculty, annual reports, progress reports for untenured faculty, comprehensive reviews for tenured faculty, and annual evaluations, all help to outline progress toward development and learning objectives, as well as progress still necessary to accomplish objectives. Senior leaders help faculty and staff attain career-related development and learning objectives through mentoring, evaluation feedback through the variety of review mechanisms outlined above, and informal feedback (see 5.2a(1) and 5.2a(3)).

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a. Work Environment:

5.3a(1, 2) Workplace health, safety, and security are largely managed through University-wide programs. Each organization maintains its own quality management systems. As stated in 5.2a(2), OEHS provides workplace safety and wellness programs for employees. It also conducts periodic facilities inspections for compliance with health and safety policies. The UNC Police Department takes a variety of measures to ensure safety and security for MCB faculty, staff, and students. UNC police conduct regular facilities inspections, patrol campus grounds, and monitor the campus emergency telephone system. They also monitor instructional facilities, fire and environmental hazard alarm systems, and conduct oral and written training sessions on crime prevention. Police conduct various safety programs, such as escort programs, victim advocacy, alcohol enforcement/education, sexual assault, personal safety awareness training, and assault survivor services. In addition, campus phone books contain six pages of emergency procedures, including evacuation of students with disabilities, bomb threats, and fires. Emergency phones are located outside Kepner Hall. MCB employees take part in fire drills and mock emergency drills. The College's ADMC recently led a College-wide review of MCB's Emergency Response Plan—a document aligned with the OEHS plan. Though there have been no security (e.g., theft) violations in recent years, MCB and UNC recently installed internal security cameras to monitor

building traffic and decrease the likelihood of theft and other criminal activity. The College also revised its partnership program with Facilities & Operations (F&O) to balance its student stakeholder needs for access (i.e., technology and meeting room use) after hours with the needs of personal safety and resource security. Custodians now work with police and Kepner's staff representative to coordinate this program. Electronic keycard access points were also added recently to better protect technology rooms, while assuring access to qualified users.

Faculty and staff may request ergonomic reviews of their work area, performed by OEHS, to help them create a better ergonomic work environment. Training in emergency response areas is available. MCB abides by existing policies and has had no problems with regard to health, safety, or security in a number of years. No distinctions are made between faculty and staff in regard to workplace health, safety, or security. All employees have ergonomically-designed work spaces based upon types of activities and physical needs.

5.3b. Faculty and Staff Support and Satisfaction:

5.3b(1) MCB determines the key factors that affect faculty and staff well-being, satisfaction, and motivation through a variety of methods. MCB's annual participation in the national EBI Faculty Satisfaction Survey provides administrators with faculty data segmented by academic area and rank. Utilization of this feedback tool has provided valuable information in key areas. ADMC recently identified a slight downturn in faculty satisfaction with the annual procedures used to evaluate instruction. As a result, the FAC was charged by the dean to redesign the annual evaluation component for presentation to the ADMC this spring. Periodic faculty meetings at the department and college level offer additional opportunities for administration to better understand faculty satisfaction levels and issues relative to performance motivation.

SPEEC is an available listening post for MCB's staff to use in evaluating campus issues. Staff may also discuss issues with their department chair or the dean individually. With the small number of staff and job similarity, staff are not segmented by categories. Staff do meet together periodically on a formal basis to discuss issues to be addressed. These meetings can be initiated either by the dean or an individual staff person if the issue is deemed to one of college-wide significance. The dean recently called a staff meeting to explain the current state of budget talks at the university level. The purpose was to assure individuals had the most current and accurate information available.

5.3b(2) Faculty and staff are supported through a variety of services, benefits, and policies. UNC HR administers the employee benefits program which includes a variety of funded retirement, health and dental plans, and voluntary tax deferred retirement options. Choices are also available for a variety of insurance types, including vision, term life, long-term disability, long-term care, travel accident, and accidental death and dismemberment. HR offers a



comprehensive employee assistance program for faculty, staff, and household members and affordable flu immunizations. UNC recognizes the importance of providing benefits other than the standard financial package. These additional benefits are offered to enhance the workplace and make faculty and staff jobs as attractive and satisfying as possible (Figures 7.4-7 to 12). This is an important factor in employee recruitment and retention.

The CPDO provides online and on-site training in the use of technology and software. SPEEC serves as a representative body for all State employees and conducts regular “brown-bag” sessions for discussion of issues of professional interest to state employees. The Sponsored Programs and Academic Research Center provides faculty and staff training on grant and proposal writing, as well as a critique, editing, and review service for research proposals and funding support. The Campus Recreation Center is a 77,600 square foot facility that primarily serves students but is also available to faculty and staff at market prices. The UNC Information Technology division provides general user support for faculty and staff, Web author/management support, and UNC-specific technology training for new employees. Within MCB, faculty and staff requirements for benefits and services are fairly homogeneous and not segmented, with the exception of SPEEC’s separate role in serving staff members.

5.3b(3) Faculty well-being, satisfaction, and motivation are formally assessed through the EBI Faculty Satisfaction Survey (Figures 7.4-7—10). The EBI faculty overall satisfaction survey showed a slight decline in satisfaction in 2003. ADMC’s search for the cause produced three

6. Process Management.

MCB’s educational programs and support processes are centered on creating a learning environment in which MCB can fulfill its mission of preparing students for successful careers and responsible leadership in business.

6.1 Learning-Centered Processes:

MCB identifies and manages its key processes for creating student and stakeholder value and maximizing student learning and success using a variety of methods, each grounded in the principle of academic freedom.

6.1a(1) MCB’s learning-centered processes are determined through its mission, vision, and its shared governance structure. The College’s key learning-centered activities include processes for the areas of curriculum, technology, and faculty evaluation. These processes offer the greatest potential for creating student and stakeholder value and impact the delivery of MCB’s educational programs. The CC the primary responsibility for managing curriculum processes uses ETS data. The director of technology uses technology survey data to work with the TC to manage the College’s technology processes. The ADMC and FAC manage the faculty and staff evaluation processes. Each governance committee uses the Plan-Do-Check-Act

reasons: (1) State funding reductions had not permitted any pay raises and there were emerging concerns about future funding from the State, (2) as a part of the funding reduction, faculty were assigned to increase teaching loads from 18 to 21 credits each annually, and (3) the faculty evaluation process was regarded as needing improvement, with too much weight given student evaluations and not enough to learning results and scholarly activity. This led the ADMC to ask the FAC to revise the evaluation process in 2003-04. The dean also negotiated with the provost for a reduction back to a traditional 18-credit teaching load, and a pool of private funds (\$20,000) was assigned to award meritorious faculty with additional support for professional development.

In addition, faculty and staff are encouraged to use informal feedback methods, such as an open door policy and e-mail, for expressing their views to administration. MCB has an excellent retention rate for its faculty and staff (Figure 7.2-20). Faculty productivity is assessed through faculty scholarship, student evaluations, and service portfolios.

5.3b(4) Faculty satisfaction, measured through the EBI Faculty Satisfaction Survey, and other employer-administrator discussions, are success measures used by MCB to identify priorities for improving its work environment. The dean’s “listen and learn” luncheons are an important process in identifying faculty issues. The governance structure reviews these and other data to determine root causes and determine actions that should be taken to improve faculty/staff well-being and satisfaction in alignment with the College’s mission and vision.

(PDCA) process shown in Figure 6.1-1 to plan, control, and improve processes in its respective areas of responsibility. When designing a *new* process, the plan step is the first step of the cycle. When assessing *existing* processes, the check step is the beginning point.

Using the CC as an example, in the plan step the CC develops and/or reviews the key process requirements listed in the curriculum process. In the do step, the CC implements new processes and programs such as requiring graduating seniors to take the ETS exam and to complete the EBI surveys. In the check step, the CC reviews ETS and EBI results. In the act step, the CC recommends improvements such as specific curriculum changes (i.e., requiring a second statistics course for all business majors) to better prepare students. The key learning-centered processes, their key requirements, in-process requirements, and assessment measures for each process are shown in Figure 6.1-2.

The curriculum learning-centered processes are managed by the CC using the PDCA process shown in Figure 6.1-1.

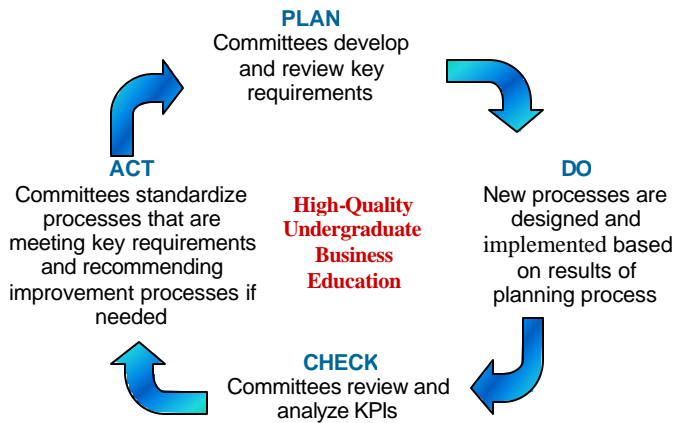
In addition, department- and course-level processes (Figure 1.1-2) also provide evaluation and control of the curriculum processes. For example, meeting of curriculum objectives is facilitated through development of course



syllabi by faculty. Syllabi are reviewed and updated annually (spring) by department chairs and faculty. These syllabi reinforce the curriculum objectives developed by the CC by specifying how ethical, global, technology, and

As new technological innovations emerge, the TC recommends to the dean and ADMC the innovations MCB should incorporate into its curriculum and learning facilities.

Figure 6.1-1
PDCA Process Followed by MCB



MCB uses educational delivery processes appropriate to the type and level of the class. Many courses, especially at the higher level, are designed to provide hands-on learning in a small class environment with enhanced opportunities for faculty/student interaction. Examples of these classes include the Student and Foundation Fund (SAFF) class (i.e., students manage a UNC Foundation portfolio of over \$1 million), small business counseling (students serve as consultants for actual businesses), marketing research (students conduct primary research for businesses like State Farm and Union Colony Bank), and direct marketing (students develop a ready-to-implement strategy each year for a national client such as the *New York Times* or Toyota as part of a Direct Marketing Educational Foundation program). MCB courses taught on special topics and delivered through its executive professor program are designed to capitalize on an instructional specialty, capability, or a timely topic of interest.

communication issues are to be covered. The CC follows an extensive review process for the College’s curriculum, in addition to University-mandated program reviews and AACSB evaluation cycles. Reviews range from annual for some CC processes and AACSB progress reports to a five-year cycle for the major AACSB program review.

The process also supports additional hands-on educational opportunities such as internships, independent studies, and exchange programs. Last year, the College used distance technology to bring two notable guest speakers into MCB classrooms—Harvey Pitt (one week prior to his stepping down as chair of the Securities & Exchange Commission) and U.S. Representative Michael Oxley (co-sponsor of the Sarbanes-Oxley Act on corporate accountability). Both of these events were made possible through personal contacts by current MCB executive professors.

The evaluation process is managed by the dean, the ADMC, and the FAC, and ensuring that faculty are instructionally current and appropriately qualified to teach the classes they teach. The faculty evaluation process for determining instructional currency and academic or professional qualification is aligned with AACSB guidelines and is consistent with MCB’s undergraduate mission. The annual staff evaluation process seeks to assess employee performance levels that align with customer service excellence in knowledge, interpersonal skills, and technical competence. The ADMC is responsible for implementing evaluation processes and for evaluating and improving the staff evaluation process. The FAC is responsible for periodic reviews of the faculty evaluation process and for recommending steps toward improvement. For example, recent EBI Faculty Satisfaction Surveys have indicated a slight decline in faculty satisfaction regarding teaching evaluations. One major 2004 FAC task has been to evaluate the data and make recommendations to improve the teaching evaluation process per the PDCA process.

These processes create value for MCB, its students, and other key stakeholders in the following ways: (1) providing current knowledge and skills to students, (2) enhancing the reputation of MCB, as it receives recognition for its programs and well-prepared graduates, (3) providing increased opportunities for student/faculty interaction, and (4) providing well-qualified business professionals to the Colorado marketplace (more than 80 percent of MCB graduates remain in-state as employees).

Technology is interwoven throughout MCB’s curriculum and is a part of its *wide-tech* strategy. The purpose of the TC is to manage MCB’s technology plan and to serve as an intra-college communications network to disseminate information regarding technology. A primary goal of the committee is to anticipate the technology environment MCB graduates are likely to experience on the job. The TC develops the MCB technology plan and reviews the effectiveness of current technology per the PDCA process.

These processes aid student educational, developmental, and well-being needs and maximize the potential for student success, based on graduates being well-prepared to enter the business world with the necessary skill sets (i.e., those identified by MCB and its external stakeholders as necessary for success). In addition to business knowledge and skills, students complete a well-rounded educational program with a foundation in general education and the liberal arts—a balanced approach designed to better prepare graduates for future success and promotional opportunities. The curriculum process ensures that students are well prepared to continue their education through graduate programs as well—though graduates are generally encouraged to build a work experience portfolio prior to entering a graduate program. Business student organizations offer individuals the opportunity to partici-



**Figure 6.1-2
Key Learning-Centered Processes, Requirements & Measures**

Learning-Centered Processes	Key Process Requirements	In-Process Measures	Measures
Curriculum	Introduce students to contemporary business knowledge and practice.	<ul style="list-style-type: none"> Review of course syllabi 	<ul style="list-style-type: none"> ETS exam results (7.1-1)
	Provide students a broad understanding of the functional areas of business.	<ul style="list-style-type: none"> Review of course syllabi 	<ul style="list-style-type: none"> ETS exam results (7.1-2)
	Prepare students to recognize ethical dilemmas and make ethical business decisions.	<ul style="list-style-type: none"> Minutes of coverage in core by ethical topic Review of course syllabi by each department 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.6-1) ETS exam results (7.1-2)
	Prepare students to address the unique issues of competing in a global business environment.	<ul style="list-style-type: none"> Minutes of coverage in core by global topic Review of course syllabi by each department 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.2-7) ETS exam results (7.1-2)
	Prepare students to use oral/written communication skills in a business environment.	<ul style="list-style-type: none"> Amount & types of oral communication in core Review of course syllabi by each department 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.1-6)
	Provide students with the knowledge of business technology and the opportunity for application.	<ul style="list-style-type: none"> Amount & types of technology usage in core Review of course syllabi by each department 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.2-8) EBI Alumni Survey (7.1-9)
	Introduce students to business information resources and their application.	<ul style="list-style-type: none"> Amount & types of info. resources usage in core Review of course syllabi by each department 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.2-9)
	Prepare students to work in a demographically diverse business environment.	<ul style="list-style-type: none"> Amount/type of diversity coverage in core Review of course syllabi by each department 	<ul style="list-style-type: none"> ETS exam results (7.1-2)
Technology	Provide students with access to a broad array of existing and emerging business technologies.	<ul style="list-style-type: none"> Upgrade/replacement schedule in student labs, classrooms, and offices 	<ul style="list-style-type: none"> EBI UG Business Exit Study (7.2-8, 10, 11) EBI Faculty Survey (7.4-10)
Faculty Evaluation	Ensure faculty are academically and/or professionally qualified.	<ul style="list-style-type: none"> Amount and types of intellectual contributions (i.e., refereed works) 	<ul style="list-style-type: none"> % academically or professionally qualified (7.4-1, 2, 5)

pate in extracurricular activities (e.g., visiting speakers, visits to businesses, and regional/national student conferences) that supplement their classroom experiences. Many students serve in leadership positions within these student organizations, providing them with valuable leadership experience. MEPP offers students the ability to work with and learn from experienced executives who have managed organizations of significant size. Executive professors also utilize their personal contacts in the business world to assist students who are initiating their job searches.

6.1a(2) Key learning-centered process requirements are determined through input from students, faculty, staff, stakeholders, and partners and channeled through the management control system (Figure 1.1-2). Through the management meetings and governance structure, faculty offer input regarding curriculum, technology, and evaluation processes to the appropriate governance group. Each committee contains a representative from each academic department, with ample opportunity for faculty not serving on a governance group to offer input through their committee representative. Student input can be

voiced through SRC meetings with the dean, student evaluations at the end of each course or through informal conversations with faculty members or advisors. Students may also speak to the dean or chair directly if they so choose. Key stakeholders and partners (e.g., AACSB, the DLC) provide additional input through their activities and working relationships with the College. Such input is taken from these sources and analyzed by the appropriate governance group, followed by evaluation and improvement of processes through the PDCA system.

The overarching key process requirements are student-focused and designed to meet curriculum objectives for students entering their business careers. The specific requirements for each process are outlined in Table 6.1-2. MCB ensures faculty and staff are properly prepared to deliver the learning-centered processes through a variety of mechanisms. Foremost, the requirement that all faculty be instructionally current ensures faculty are properly prepared for their instructional assignments. The instructional currency requirement is a focus of the annual evaluation process.



In general, faculty are also expected to be either academically or professionally qualified, per AACSB accreditation standards. Faculty attendance at conferences and a pattern of intellectual contributions (i.e., research publications and professional presentations) provide evidence that a faculty member is properly prepared to deliver the College's educational program through its learning-centered processes. Also, community service related to instructional areas, professional memberships, and offices held help faculty maintain instructional preparedness.

Staff preparedness is enhanced through training and development programs (5.2.a). Staff have tuition-free access up to six credit hours per semester at UNC, Colorado State University, or Aims Community College. Through SPEEC, staff have an annual "Classified Day Out" for development purposes, with other professional development activities made available throughout the year. University administrative departments provide service training on areas such as scheduling, budgets, and technology. Also, the staff evaluation process helps ensure employee preparedness through on-going training requirements and technology testing.

Course formats are in place at MCB to anticipate and prepare for individual differences in student learning rates and styles. Formats include lecture, discussion, seminar, and laboratory. At higher levels, class sizes are generally smaller so there is enhanced opportunity for student-faculty interaction. Business *core* (general curriculum) course class sizes range from 28 to 55 students (as compared to MCB's competitors, where some similar class sizes range from 100-600. MCB *emphasis* (discipline area curriculum) class capacities range from 12 to 40 students. Although overall average class size at MCB is 30, the average at the upper division level drops to 26. This combination of a variety of course formats and small class sizes enhances the faculty members' ability to anticipate, prepare, and meet individual differences in student learning rates and styles. Students are more able to meet with faculty outside of class for one-on-one or small-group discussions on course material, embodying the *high-touch* aspect of MCB's strategy. Smaller class sizes also enhance faculty members' abilities to more accurately assess students' comprehension and learning through class interaction and to make adjustments in teaching methods if necessary to better facilitate the learning process.

A number of students are enrolled in supplementary University programs that require Honors or Presidential Leadership Program course work. Students are also offered an opportunity to test out of a limited number of courses (non-business curriculum) rewarding their advanced knowledge base. For example, a trend was recently identified where many incoming freshmen were entering with advanced computing knowledge and skills that were the basis for MCB's business core computing class. As a result, this information was fed to the MCB CC, which subsequently recommended that students be

allowed the option of taking a business computing proficiency exam in order to bypass that course. At present, over 50 percent of entering freshmen now test out of the course requirement. This change freed up valuable instructional resources for shifting to the delivery of other business course work. For returning nontraditional students, who are less likely to possess such technology skills, the College continues to make the business computing course available each term. This change is one example of the evaluation and improvement decisions made through the PDCA processes used by the committees (Figure 6.1-1).

In MCB courses, students are tested using objective, subjective, or a combination of testing methods to measure their mastery of content. In a number of courses, students are also tested on the mastery of the subject knowledge learned in previous courses. The curriculum also emphasizes coverage and competency in oral and written communication skills. Many students participate in national and international competitions to demonstrate their acquired knowledge in the content areas. One example is the Redefining Investment Strategy Education (RISE) Strategy Symposium and Investment Competition wherein MCB undergraduate students have competed against both undergraduate and MBA students nationwide. MCB's team has finished among the top four within its category in each of the three years its students have competed. This year MCB finished first in its undergraduate category (7.1).

The University's auxiliary services (e.g., Center for Human Enrichment, Testing and Counseling Centers) are available for students to utilize. Tutorial services are available through departmental and university-wide units which aid students within their learning styles and are adaptable to individual differences. MCB also uses the services of the Disability Access Center (DAC) to help students with disabilities succeed in their academic endeavors. Course outlines (syllabi) direct students to the DAC. MCB faculty and staff partner with the DAC to make accommodations for these students with special learning needs.

Student information is developed and used for purposes of engaging all students in active learning through student evaluations, student surveys (EBI and internal MCB surveys), alumni surveys, and the higher level of faculty and student interaction embodied in the *high-touch* strategy of MCB. SRC meetings provide important student information, and the experience of participating in student organizations also assists students in the enhancing active learning.

6.1a(3) The learning-centered processes are designed to meet the key requirements shown in Figure 6.1-2 by incorporating faculty, staff, student, and stakeholder input through MCB's management control system shown in Figure 1.1-2. This system includes the dean, the College's governance structure (i.e., CC, TC, SAC, FAC, and ADMC), the departments, and individual courses. The



appropriate aspect of the management control system takes input regarding key requirements of the learning-centered processes and uses the PDCA process to evaluate and improve the processes. Student input may also be gained through the MCB SRC, through student performance on the ETS exam, and via the results of the EBI surveys. MCB incorporates new technology and organizational knowledge into the design of these processes through keeping up-to-date with technology changes (e.g., the use of Smart technology classrooms), utilizing the input of its advisory boards and students, and monitoring industry trends (e.g., employee and college memberships in professional organizations, and attendance at professional conferences). MCB incorporates the data gleaned from the University's Institutional Research and Planning Office (IRP) and the MCB Advising Center into the design process through the governance structure. The College supports the incorporation of new technology into its learning-centered processes through continuous technology updates within MCB facilities. In addition to technology classrooms (those equipped with computers, Internet connectivity, VCRs, projectors, etc), MCB supports the following specialized technology learning facilities: (1) a 17-workstation finance trading room equipped with Wall Street quality data resources, (2) a 21-workstation decision support center for conducting electronic meetings, (3) an applied networking lab where students design and assemble live computing networks, (4) two open student PC labs totaling more than 100 Pentium IV workstations, and (5) three small group practice rooms equipped with a full range of technology products for students to use while preparing and discussing team presentations.

MCB addresses the sequencing and linkages among its courses through the development and strict enforcement of course prerequisites and a course numbering system that guides students on sequencing their degree components. The management control system shown in Figure 1.1-2 illustrates the linkages between the College, department, and individual course levels. College governance groups, especially the CC, develop broad sequences and linkages for areas such as curriculum. The departments, through emphasis areas, have advanced sequences and linkages among the courses required for the emphasis (e.g., a student must have successfully completed the investments course prior to taking security analysis). At the course level, each course has a syllabus that outlines the course material and the coverage of ethics, global and diversity issues, and usage of technology. All course syllabi follow the same format, so students can link, for example, the ethical coverage in one course with the ethical coverage in a subsequent course. Students have individually assigned faculty advisors who engage in dialogue with students to ensure proper course sequencing and degree planning. Students have the option of selecting a different faculty advisor if they determine an individual will be a better match for their career goals or personality. MCB also has articulation agreements with its community college

partners, in addition to State-mandated agreements, to facilitate student transfers to MCB with minimum disruption and loss of student credits. MCB maintains an advising center, staffed year-round, for students and prospects to obtain assistance in sequencing their business classes and degree planning. Sequencing and prerequisite requirements are standardized throughout MCB and are strictly enforced.

Curriculum approval cycle time has been reduced in the curriculum process through a recently streamlined system at the University level. MCB leverages the new streamlined process to help reduce the cycle time in developing and implementing new courses. For example, in light of recent developments regarding corporate fraud and corruption, MCB offered a fraud examination class in Spring 2003. The cycle time from course development with input from faculty and advisory boards to actual course delivery was reduced to just four months. This reduction in cycle time allows MCB the flexibility to offer classes in a timely manner to align its curriculum with actual business issues and concerns. This alignment serves to meet MCB's overarching process requirements of better preparing students for success in the business world. In addition to reducing cycle time for curriculum approval, the cycle time in making catalog updates has been reduced. The University has moved from a biannual catalog publication format to the current catalog format, published online as a living document and updated as changes occur.

By incorporating new technology, MCB is able to keep current the information provided to students and faculty for short-range planning. For example, class schedules and enrollments are updated on a real-time basis during registration periods so students know which sections are open and how many seats remain at any given time. Actual semester schedules are developed well in advance to assist students in mid-range planning for class selection. For example, in June 2004, department chairs will build and set their initial faculty/class schedules for Spring 2005, with the results published on MCB's Web site. For long-range planning, four-year plans have also been developed for each emphasis area to assist students in efficiently and effectively planning their schedules. Developing these four-year plans has been recognized as a best practice by the University and is being implemented across campus.

MCB has developed a systematic process for scheduling courses, with consistent rules used by department chairs when building course schedules. These rules are designed to optimize the use of classroom space and to meet students' scheduling needs. Courses are balanced in a way to assure classes are scheduled across a range of times during the day. The College also balances the offerings between Monday-Wednesday-Friday versus Tuesday-Thursday schedules. MCB spreads its Ph.D. faculty across the entire curriculum to assure that all students have access to its full faculty complement. In summer sessions, when a smaller number of classes are offered, all six departments build the College course schedule as a team to assure that



times and offerings are developed in a manner that maximizes the ability of students to take the courses they need. Consequently, because of MCB's scheduling and advising system, the College has a longstanding record on campus of its graduates completing their studies with the lowest average total credits beyond the minimum required.

Learning-centered processes are implemented by faculty and staff to ensure student needs are met. On-going process review by the committees in the governance structure responsible for each process ensures they meet design requirements. The check step in the PDCA process (Figure 6.1-1) helps to realign the processes to adjust to changing design requirements for successful results. Ultimately, the ADMC ensures compliance with process requirements.

6.1a(4) The KPIs used for the control and improvement of MCB's learning-centered processes may be divided into four groups: (1) formative by course, (2) summative by course, (3) formative by emphasis, and (4) summative by emphasis. Formative indicators by course include exams, enforcement of prerequisites, and course assignments. Summative by course indicators are the final grades assigned by the professor and his/her course evaluations. Formative by emphasis indicators include internship reports, advising, and grade point average (GPA) requirements. Summative indicators by emphasis include emphasis GPAs, ETS exam results, student performance in capstone courses, graduation requirements, and results of the EBI alumni survey. The KPIs are monitored through the management control system (Figure 1.1-2). Formative data are also provided by the DLC and the other advisory boards that provide on-going advice regarding the external environment and market requirements. The summative data of survey and KPI results are also fed into the PDCA processes at each level. The result is a high-quality program that prepares students for immediate employment or graduate school entry leading to long-term success.

Following course syllabi requirements on a day-to-day basis helps to ensure key process requirements are met. Course syllabi are aligned with curriculum and technology processes. The formative measures mentioned earlier are some of the in-process measures used in managing the College's learning-centered processes. The ADMC is responsible for monitoring crucial indicators, both in-process and at the end of the process. Timely feedback is gathered from students, advisory groups, faculty, staff, and other stakeholders through course evaluations, alumni surveys, bi-annual advisory committee meetings, and EBI benchmarking studies. Student and faculty inputs are used to fine-tune course offerings and program delivery mechanisms. Each emphasis area capacity is evaluated and adjusted, using formative and summative evaluative criteria and tools measuring student achievement and learning goals. Student performances are monitored, communicated, and rewarded through dean's citations and awarding of scholarships and other honors.

6.1a(5) MCB uses the PDCA process at each level of the management control system (Figure 1.1-2) to improve its learning-centered processes so student success can be maximized and educational programs, offerings, and services can be improved. MCB also works to keep processes current with educational needs and directions. MCB uses a combination of external feedback and internal review mechanisms to attain process improvement. External feedback mechanisms include alumni surveys, student surveys, ETS exam results, input from advisory boards, and meeting AACSB guidelines and standards. Internal review mechanisms include a comprehensive program review of MCB conducted every five years according to UNC schedule (and CCHE requirements), regular meetings of the responsible governance committees, program changes initiated at the departmental level, and annual reviews of course prerequisites, course syllabi, degree requirements, and course descriptions. The information from the external and internal review mechanisms are fed back to the appropriate governance groups, which use the PDCA process for evaluation and improvement of the learning-centered processes. For example, the CC recommended the elimination of Production Management from the business core because of input from executive professors and the DLC regarding its declining relevance in today's business. Based on ETS exam results, the management department added a second financial management course to its required courses to improve the financial knowledge of management majors, and the finance department realigned the economic content within its junior-level finance course to assure adequate coverage of certain key concepts, thereby improving the scores on the economics portion of the ETS exam. The CC recommendation came from the College governance structure level and the management and Finance Department recommendations were through the departmental level of the management control system.

The management control system also provides a mechanism for sharing improvements throughout MCB. The interlocking structure helps ensure that improvements are shared throughout college, departmental and individual course levels. MCB also shares improvements with other organizational units on campus through shared governance committees at the university level on which MCB faculty and staff serve, the Web site, catalog, MCB newsletters, advising letters, class announcements, WEBSTER, faculty advising, bulletin boards, e-mail, memos, and College and department meetings.

The University and College permit an accelerated approach to implement changes to areas such as curriculum and faculty hiring. Such an approach permits the introduction of new curriculum and removal of courses within one semester and faculty hiring to be completed within the same time frame. Contained within the business curriculum are elective credits and special topics courses designed to permit incorporation of new topics into the curriculum as soon as opportunities are identified. MCB



fiscal practices also permit flexibility in staffing and acquisitions in responding to rapid or unexpected changes in the external environment.

6.2 Support Processes.

6.2a(1) MCB determines its key support processes by reviewing student and stakeholder requirements and the requirements of the key learning-centered processes. The results of that evaluation process identify key support processes (Figure 6.2-1).

Although most of the key support processes are external to MCB, there is a great deal of teamwork and interaction between the College and providers of the key support processes. MCB provides input into their processes regarding its needs and requirements for the support processes. MCB also provides feedback to the areas which helps them in their own evaluation and improvement cycles. This year, MCB assigned a staff member to work with F&O on an improved building maintenance process. The revised process led to 99 reports, with 27 percent corrected within 24 hours and another 45 percent within 14 days. MCB’s staff person is in almost daily contact with F&O as they partner toward improved processes and solutions. Last year, a large number of the College’s faculty participated in an admissions calling program to encourage qualified students to attend MCB. MCB faculty and staff members called more than 350 students who had applied and been admitted to UNC but had not formally indicated they were going to attend. The dean meets monthly with officials from the Admission’s Office to discuss the admission process and recruiting strategies and to map out strategies for recruiting outstanding students.

The MCB dean also co-chairs the UNC Retention Task Force, which further increases interaction with Admissions and the CTC. MCB works closely with Career Services to enhance the ability of business students to find employment after graduation or to gain internships. These are examples of cooperation and communication between MCB and its partners in the key support processes.

6.2a(2) The key support process requirements are determined by reviewing the key learning-centered process requirements and identifying those support process requirements that are crucial to the success of the learning-centered processes. Input from faculty, staff, students, stakeholders, suppliers, and partners are fed back to the management control system (Figure 1.1-2) and used in determining the key support process requirements. This input is gathered through the governance committees, as well as advisory boards, departmental meetings, and informal means such as conversations and e-mail, and then used to plan, control, and improve processes through the PDCA process.

6.2a(3) The key support processes are designed to meet the key requirements based on the specifications and needs of MCB as identified through a review of its mission and vision, the needs of students and other stakeholders, and the requirements of the learning-centered processes. Teamwork between MCB and the areas responsible for those support processes external to MCB ensures knowledge is shared appropriately to facilitate the design of these support processes. This teamwork may be accomplished through the committee structure, and the application of the PDCA process, or through regularly scheduled meetings with support personnel from the key

Figure 6.2-1
Key Support Processes, Requirements & Measures

Process	Key Process Requirements	In-Process Measures	Measures
Admissions	Accuracy of and ability to convey information to recruits	<ul style="list-style-type: none"> • Number of applicants • Attendance at Preview Days Sessions 	<ul style="list-style-type: none"> • Number—new admits (7.3-9) • Quality—new admits-Avg. ACT, number of Finley Scholars, and transfer GPA (7.5-1, 2, 3; 7.3-7)
Career Services	Quantity/quality of employers recruiting on campus; Development of job search skills	<ul style="list-style-type: none"> • Number of CAP participants • Number of recruiters visiting campus/career fairs 	<ul style="list-style-type: none"> • Placement rates (7.5-6) • Employer satisfaction (7.1-4, 5; 7.2-3, 15, 18)
College Transition Center	Accuracy of information provided to students; information timeliness	<ul style="list-style-type: none"> • Number of suspended MCB students advised • Number of pre-business students (new measure) 	<ul style="list-style-type: none"> • Number of suspended students regaining MCB eligibility and returning to major (7.5-7)
Information Technology	Reliability	<ul style="list-style-type: none"> • Support call turn-around time 	<ul style="list-style-type: none"> • User satisfaction (7.2-8, 10; 7.4-10)
Library	Access to information	<ul style="list-style-type: none"> • Usage measures 	<ul style="list-style-type: none"> • Student satisfaction (7.5-7) • Graduation rate (7.5-7)
Advising Center	Provide timely and accurate information	<ul style="list-style-type: none"> • Number of visitors to advising & reasons for visit 	<ul style="list-style-type: none"> • Student satisfaction (see 7.2)
UNC Foundation	Efficient/effective accounting; Effectiveness working with donors	<ul style="list-style-type: none"> • Number of donor interaction opportunities (i.e., visits) 	<ul style="list-style-type: none"> • No financial audit problems (7.6) • Dollars donated to MCB (7.3-3)



support areas. For example, MCB recognized from its evaluation of the student satisfaction data that students wanted more job placement help. To implement improvement in this area based on the evaluation of the satisfaction data, MCB began partnering with CS on this issue. For the past six years, CS has hosted a job fair each semester for business majors. Keeping current with technology helps MCB meet the requirements of timeliness and accuracy. Technology and organizational knowledge are embedded in the support processes through cooperation between MCB and the UNC areas responsible for those support processes. Cycle time, productivity, cost control, and other efficiency and effectiveness factors are incorporated into the design of these processes through MCB and UNC requirements. The dean and the ADMC are primarily responsible for evaluating and improving cycle time, productivity, cost control, and other efficiency and effectiveness factors. The EBI Administrative Benchmarking study provides comparative data regarding costs, productivity, and other efficiency and effectiveness factors to the dean and the ADMC as inputs to the PDCA process to evaluate and to make improvements. As mentioned previously, MCB ranks as the best college at UNC in graduating students closest to the four-year requirements—due largely to the high level of cooperation between departments in class scheduling and communication with students regarding the sequencing of courses. As a State institution, cost control is at the forefront of the design of many processes at UNC. Reducing cycle time is important to meet the key requirement of timeliness.

6.2a(4) Table 6.2-1 shows the KPIs and in-process measures for each of the support processes. Ensuring that the day-to-day operation of the key support processes meets the key performance requirements is the responsibility of the person in the support process area whose area is accountable for those processes. As a user of their services, or customer, MCB provides input into their processes to facilitate improvement in meeting its needs. Student stakeholder, faculty, staff, supplier and partner input is used in managing these processes in a variety of ways, depending upon the process. For example, CS surveys alumni to determine placement rates. The Career Advantage Program (CAP) is a partnership between CS and MCB in which MCB subsidizes a seminar series for business students to enhance their job search skills (Figure 7.5-6). Satisfaction with the library and technology are measured by student satisfaction surveys. Foundation success is measured by money donated to the University and MCB.

6.2a(5) MCB's use of the PDCA process throughout its management control system (Figure 1.1-2) helps to minimize overall costs associated with inspections, tests, and process or performance audits through the improvement of the processes. Because MCB undertakes its own evaluation and improvement processes with the PDCA process, mistakes are minimized and recommendations for improvements are identified and

implemented. This reduces the likelihood of repeating the same mistake. Using the PDCA process and incorporating formative data in the process helps MCB anticipate problems or issues and helps MCB avoid problems. The use of in-process measures listed in 6.2-1 helps MCB to correct the problem prior to the end of the cycle or otherwise in a timely manner. One example of an in-process measure is the number of recruiters visiting campus. If MCB finds the number to be low, it can partner with CS to engage in activities designed to increase the number. To minimize costs and maximize efficiency in the review process, MCB aligns AACSB reviews with internal UNC program reviews. Process reviews are examined to determine the appropriate timing and cycle for the reviews. For example, some of the EBI measures, such as alumni surveys, are only conducted every two years because a two-year period is adequate for assessing any changes that might be occurring.

Errors and rework are minimized (or prevented) largely through increasing the role of technology in what were previously manually-performed operations. For example, as of last year, grades are now entered directly into WEBSTER by faculty, rather than the former methods of pencil entries on a "bubble" sheet read by an optical scanner. By requiring faculty to directly enter grades, there are fewer steps in the process and less opportunity for error. Students, faculty, and staff now have direct access to student degree audits through WEBSTER. Degree audits list all courses students have taken, courses they still need, current credits enrolled, GPA, and a range of other information. Having up-to-date degree audits immediately available helps students plan their schedules, as well as faculty and staff when advising students.

6.2a(6) Support processes are improved through MCB's use of the PDCA process by the management control system (Figure 1.1-2). When needs or concerns appear, MCB meets with the UNC organizations responsible for those processes to determine the methods by which improvements should be made. Regular meetings include Admissions, Career Services, UNC Foundation, Facility Operations, and Information Technology. As new technology and information resources are developed, they are shared with the support areas and incorporated into the processes. MCB individuals meet regularly with UNC partners, with a portion of meeting time spent on collaboration toward improving key support processes. For example, the Admissions Office now schedules regular training sessions for its staff for presentations by MCB representatives who present college-related information designed to enhance recruiter effectiveness. MCB partners also engage in their own independent process improvements as identified. Recently, for example, the Michener Library became one of 316 libraries to use LibQUAL, developed by the Association of Research Libraries, to facilitate benchmarking results against best practices. The first report was available to the university community last year.

7. Organizational Performance Results

7.1 Student Learning Results

Figures 7.1-1 to 7.1-3 contain the ETS Field Achievement Test in Business results, the U.S. standard benchmarking measure of business core knowledge administered to seniors at 359 national peers and nearly 25,000 students in 2003. Analysis reveals MCB’s 10-year upward trend, consistency in achievement across all areas, and a proportion of high-performers more than double the U.S. norm. These significant improvements reflect process improvements, and are beginning to reflect increased admissions standards. Figure 7.1-2 demonstrates that all eight of MCB’s ETS area indicators are now clustered together in the top quintile, a reflection of high-quality learning and performance consistency across business content areas.

Figure 7.1-1: MCB ETS Overall Performance—10-Years of Improvement in Learning Performance

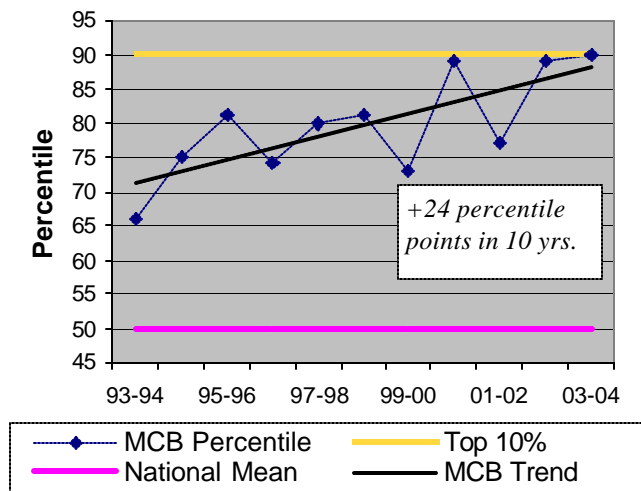
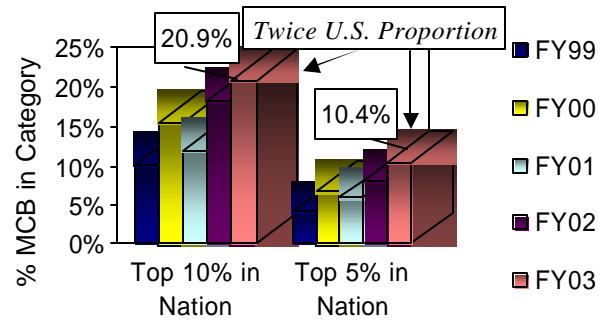


Figure 7.1-2: MCB ETS Area Performance—All Students Combined for Each Area (Percentile)

Area	99-00	00-01	01-02	02-03	03-04	5 yr. (+/-)
Acct.	68	83	70	85	95	+27 pts.
Finance	78	86	74	88	90	+22 pts.
Mgmt.	81	91	78	80	85	+4 pts.
Mkt.	87	97	97	88	90	+3 pts.
QBA	78	89	80	90	90	+12 pts.
Interntnl.	48	56	65	79	80	+32 pts.
Leg./Soc.	69	57	58	76	85	+16 pts.
Econ.	41	65	56	79	80	+39 pts.
MCB	73	89	77	89	90	+17 pts.
U.S.	50	50	50	50	50	—

MCB’s improvements in learning performance yielded more than 20% of MCB students who now score in the top 10%, and more than 10% of MCB seniors who score in the top 5% nationally. Further, for 2003-04, more than 78% of MCB seniors were above the national average for individual ETS results.

Figure 7.1-3: MCB ETS Student Performance—5-Year Proportion of Students in Top Percentiles



MCB encourages student participation in **marketplace competitions** as a means of giving students experience in applying their business knowledge, including analytical and presentation skill development.

- The SAFF class competes in the national Redefining Investment Strategy Education (RISE) competition. MCB has been a national finalist in each of the last four years, and finished 1st in the U.S. for 2004 in the undergraduate “growth category” (annual return on investment of 34.5%). Innovest Portfolio Solutions, LLC, ranks MCB’s SAFF portfolio in the *top 8% of all separate account domestic balanced funds since 12/31/96*.
- Accounting students compete in the national Tax Challenge and finished in the top 10 in 1999, surpassing the University of Michigan and University of Texas-Austin.
- Marketing students compete annually in the regional competition of the Student Advertising Competition sponsored by the American Advertising Federation. MCB student teams routinely have finished in the top three in the region. MCB’s 3rd place finish in 2003 surpassed the Universities of Arizona and Utah.
- Marketing students won four awards (2004) at the American Marketing Association Collegiate Conference.
- Also in 2004, MCB students completed a clean sweep in the Denver American Marketing Association’s class projects competition, earning the Gold, Silver, and Bronze awards for their projects in marketing research and direct marketing.
- Management students finished 2nd in the U.S. in 1999 in the Society for the Advancement of Management National Case Competition.
- Direct marketing student teams participate in the National “Echo” Competition sponsored by the Direct Marketing Association. Since 1991, MCB teams have placed 1st or 2nd in the U.S. on six separate occasions.

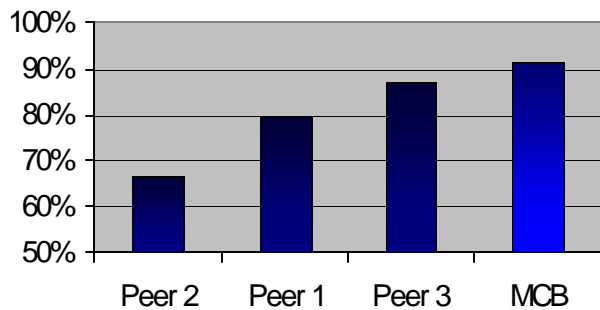


MCB initiated a formal survey of employers in 2004 to gain additional feedback (7.1-4, 5) from this key stakeholder group on graduate preparation. Satisfaction and qualitative comments from employers (7.2) are also indicative of strong student learning. Employers exhibit great respect for MCB graduates' training and job performance.

Figure 7.1-4: MCB Employer Survey— Evaluation of MCB Student Learning

Question	Better or Much Better
Rate the overall performance of MCB grads compared to other Colorado universities.	77%

Figure 7.1-5: MCB Employer Survey— Proportion Rating Program Quality Good or Excellent



Also in 2004, MCB began a formal practice of gathering input from parents of current students. The following response item reflects parent perceptions of student learning.

Figure 7.1-6: MCB Parent Survey— Evaluation of MCB Student Learning

Question	Strongly Agree or Agree
MCB is providing my son/daughter with the knowledge necessary to succeed in his/her area of emphasis.	100%

EBI's Undergraduate Business Exit Study, the national standard for business program assessment, is administered annually to graduating seniors (182 schools in 2003). Research demonstrates an 86% correlation between perceived and cognitive learning. EBI's benchmarked student learning perceptions (7.1-7) provide leaders with readily available and proven data on student learning results that can be directly used in curriculum enhancement. *Note that all mean and top 10% EBI figures are based on 2003 data.*

Given MCB's recent success in recruiting higher-quality freshmen (see 7.5), further learning improvements should continue. The majority of 7.1 results have been achieved without the full benefit of current student quality. In FY99, the average ACT for new MCB freshmen was 22.4, which translates into the 67th percentile (U.S.). MCB's *value-added* in student learning is evident when compared

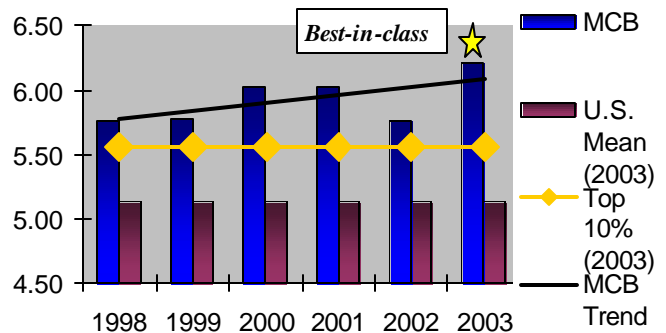
to the 89th percentile this group earned on the ETS exam. The entering class of Fall 2000 earned an average ACT score of 23.2 (72nd percentile) and later performed in excess of the 90th percentile (interpolated at the 93rd percentile) on the ETS exam.

Figure 7.1-7: EBI UG Bus. Exit Study— Abilities and Skills Development (7 pt. scale)

Extent business program enhanced ability to...	MCB Percentile	MCB Score	U.S. Avg.
Use technology	99th	6.12	5.27
Manage technology	97.5th	5.85	5.06
Analyze and interpret data	95th	6.00	5.55
Think critically	90th	5.86	5.53
Solve problems	90th	5.82	5.55
Be an effective leader	90th	5.82	5.42
Presentation skills	90th	5.99	5.51

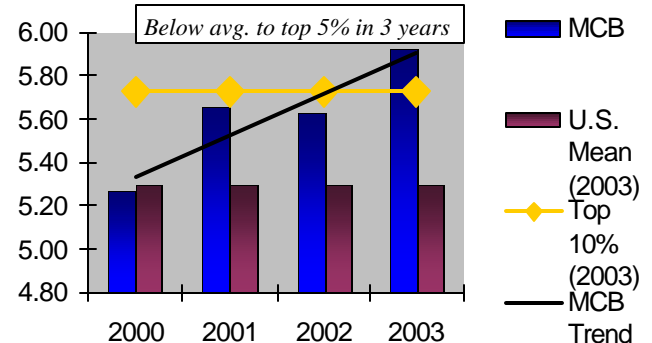
MCB students perceive their business program to be extremely rigorous academically when compared to their non-business course work. This measure represents best-in-class performance for MCB.

Figure 7.1-8: EBI UG Business Exit Study— Academic Rigor in Business Courses Compared to Non-Business Courses on Campus



MCB's technology investments, which began in 1999, are beginning to show in alumni learning results.

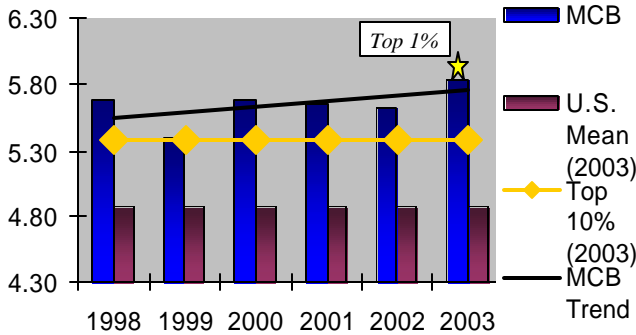
Figure 7.1-9: EBI Alumni Survey— Extent Degree Enhanced Ability to Apply Technology



7.2 Student- and Stakeholder-Focused Results

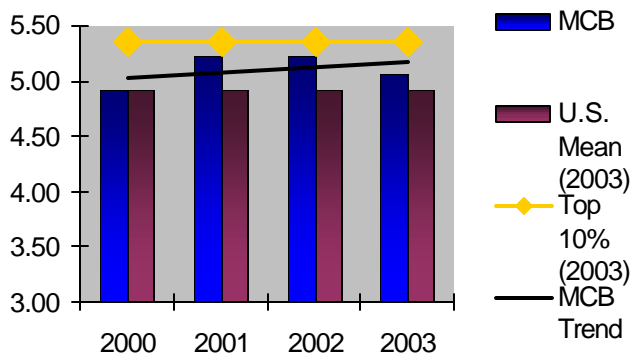
7.2a(1). MCB’s student-centered strategy has facilitated its best-in-class levels on graduating student satisfaction, with four consecutive years in the top 2.5% or higher (7.2-1). MCB regards student/stakeholder satisfaction, perceptions of value, and positive referral as *pillars* of success.

Figure 7.2-1: EBI UG Bus. Exit Study—Overall Student Satisfaction with Program



EBI Alumni results (31 U.S. schools) are lagged against the graduating student results, with improvements expected to trail student results by two to four years.

Figure 7.2-2: EBI Alumni Survey—Overall Satisfaction with Program



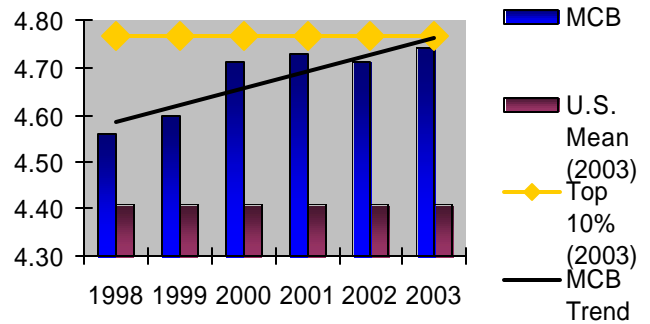
MCB’s employer survey offers additional evidence of success in preparing graduates to satisfy employer needs.

Figure 7.2-3: MCB Employer Survey—Satisfaction with MCB Graduates

Question	Strongly Agree or Agree
My organization has been satisfied with the Monfort College of Business graduates it has hired.	95%

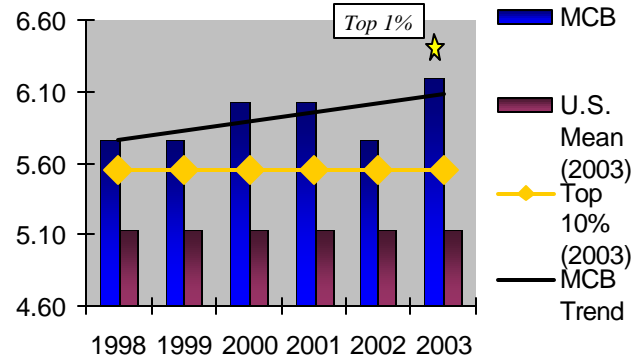
Building a high-quality learning environment is critical to MCB’s mission success—both in its required (i.e., business core) and major (i.e., emphasis) courses.

Figure 7.2-4: EBI UG Business Exit Study—Satisfaction with Quality of Faculty & Instruction



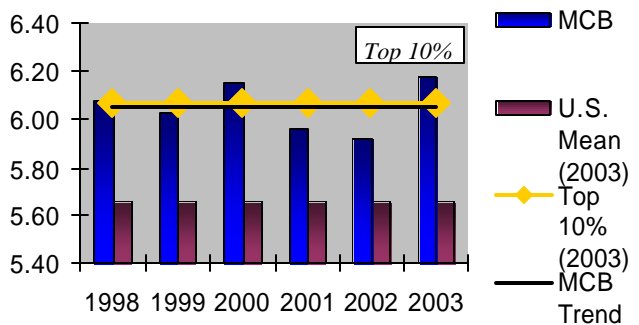
EBI also reports comparisons between business and non-business instruction on a given campus. MCB achieved its highest-ever score on quality of teaching in this area in 2003, in the top 1% of 182 schools.

Figure 7.2-5: EBI UG Business Exit Study—Satisfaction with Quality of Teaching in Bus. Courses Compared to Non-Bus. Courses on Campus



MCB’s *high-touch* strategy targets high levels of student/instructor interaction—providing ample opportunities for students to work with professors outside the classroom.

Figure 7.2-6: EBI UG Business Exit Study—Satisfaction with Accessibility of Major Course Instructors Outside of Class





Curriculum is regarded as critical to creating stakeholder value. Breadth of curriculum encompasses global perspectives, ethics (7.6-1), social responsibility (7.6-2), technology, and opportunities for interaction with practitioners and practical experiences. As indicated in 7.2-7, MCB has demonstrated improvement on this summary factor and is ranked at the 95th percentile nationally.

Figure 7.2-7: EBI UG Business Exit Study—Satisfaction with Breadth of Curriculum*

	MCB 1998	MCB 2003	U.S. Mean	MCB %ile	MCB 5 yr. +/-%
Global Perspective	5.15	5.96	5.26	97.5th	+15.7%
Interaction w/ Practitioners	3.43	4.73	4.37	<90th	+37.9%
Instructors Presenting Tech. Issues	6.05	5.96	5.19	97.5th	-1.5%
Practical Experiences	5.65	5.21	4.72	90th	-7.8%
Overall	5.34	5.62	5.01	95th	+5.2%

* See 7.6 for Ethical Issues & Social Responsibility

MCB facilities and technology resources also differentiate MCB's program and are critical to the College's *high-touch* and *wide-tech* strategy. Recent leadership decisions and investments are driving success in these areas (7.2-8 to 11).

Figure 7.2-8: EBI UG Business Exit Study—Satisfaction-Facilities and Computing Resources Experiences within the Curriculum

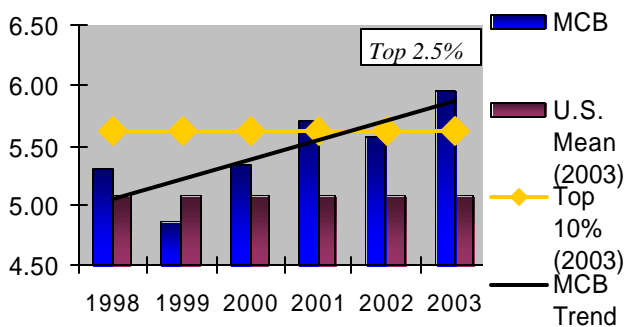
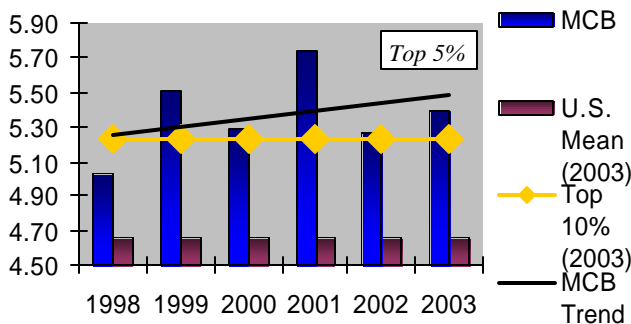


Figure 7.2-9: EBI UG Business Exit Study—Satisfaction-Training to Use Business School Computing Resources



Computing resource availability allows instructors to introduce new technologies, knowing students will have ample computer access to learn what is presented. Investments in general, special purpose, and classroom technology are also continuing to yield returns, including a national best-in-class for 2003 (7.2-10 and 11).

Figure 7.2-10: EBI UG Business Exit Study—Satisfaction with Availability of Computers

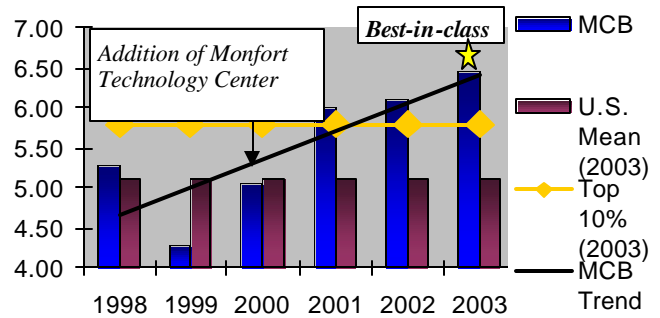
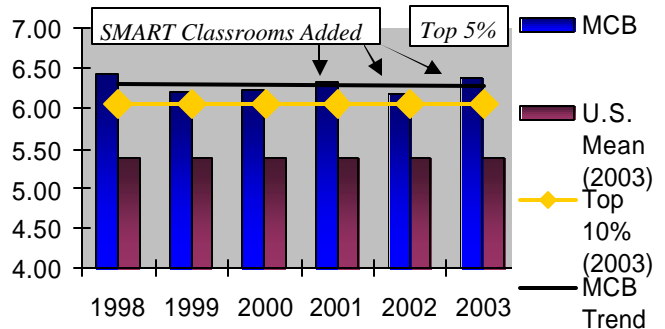
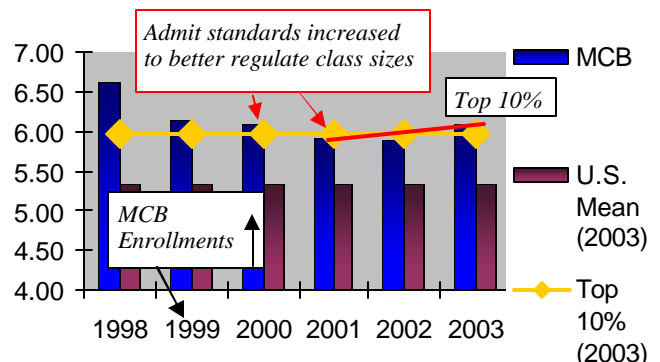


Figure 7.2-11: EBI UG Business Exit Study—Satisfaction with Quality of Classrooms



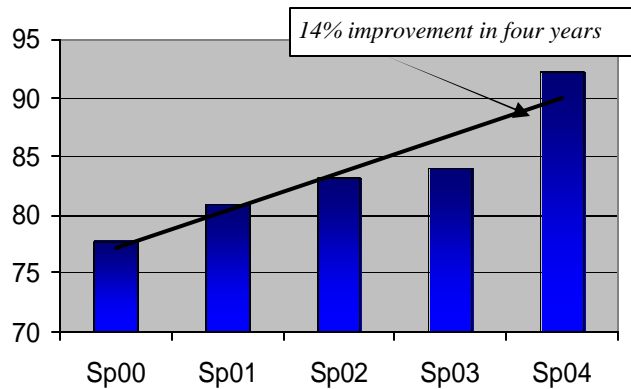
MCB's *high-touch* strategy balances enrollment management, faculty, and curriculum to build stakeholder value. MCB has continued to achieve high student satisfaction in spite of budget and enrollment pressures. Rapid enrollment increases in the late 1990s eroded student satisfaction with class sizes. Changes to admission standards reversed the trend and restored MCB's position in the top 10%.

Figure 7.2-12: EBI UG Business Exit Study—Satisfaction with Size of Enrollments for Required and Major Courses



Central to MCB’s mission of delivering a high-quality undergraduate business education is the perception among its key student stakeholders that high-quality instruction is being emphasized across the program. As shown in 7.2-13, current students are increasingly seeing this important connection in MCB actions.

Figure 7.2-13: MCB Student Survey— MCB Emphasizes High Quality Teaching (Jrs. & Srs.)



7.2a(2). Value creation for students (7.2-14), parents, (7.2-15) and employers (7.2-15) is at the heart of MCB’s high-quality/low-cost marketplace position. Results for the value indicator are at a high level and trending upward where multi-year data are available.

Figure 7.2-14: EBI UG Business Exit Study— Comparing Expense of Education Quality, Rate the Value of Investment Made in UG Business Degree

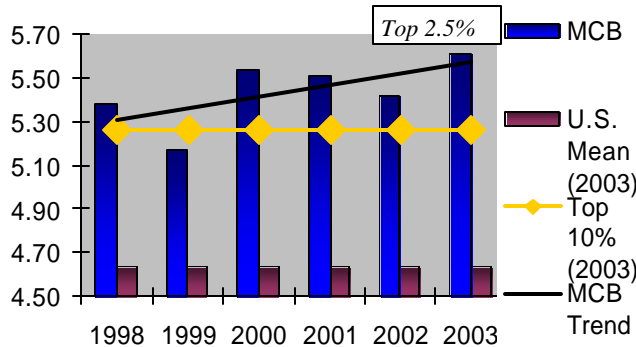
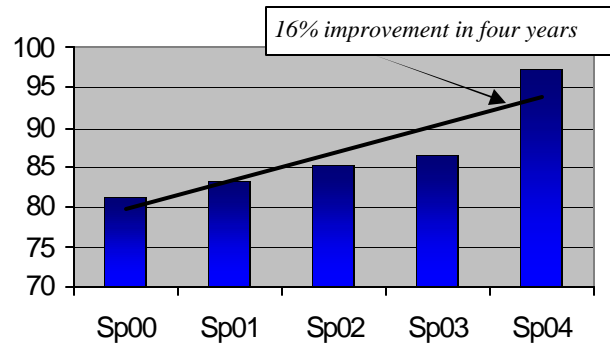


Figure 7.2-15: MCB Parent & Employer Surveys— Evaluation of MCB Value

As compared with other business programs in Colorado, MCB provides a good value in business education.	Strongly Agree or Agree
Parents	94%
Employers	94%

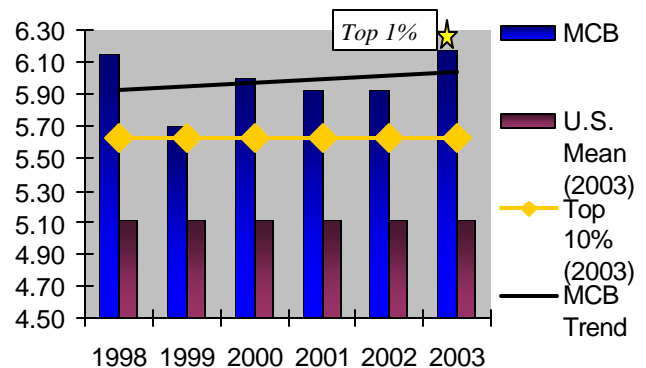
MCB also excels in eliciting positive referrals from its stakeholders. Referral intent based on measures of current students from the MCB Student Survey indicate a positive trend and the highest-ever levels for the College in 2004.

Figure 7.2-16: MCB Student Survey— Would Recommend Other Family Members/Friends Enroll in MCB (Juniors and Seniors)



MCB is in the top 1% in the U.S. as to likelihood of students recommending MCB’s program to a close friend.

Figure 7.2-17: EBI UG Business Exit Study— How Inclined to Recommend MCB UG Program to Close Friend



For 2003, MCB achieved a national top 1% ranking out of 182 schools for its ability to provide a program experience that meets or exceeds graduating student expectations.

Figure 7.2-18: EBI UG Business Exit Study— Extent UG Business Program Experience Fulfilled Expectations

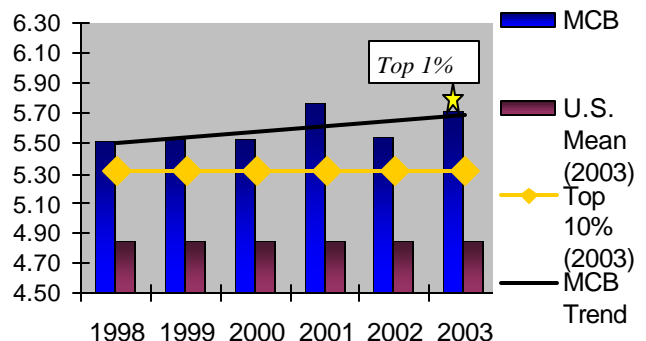




Figure 7.2-19: MCB Parent & Employer Surveys—
Would Recommend MCB to Close Friend

Question	Strongly Agree or Agree
[Parents] I would recommend MCB to close friend with a son/daughter who is interested in a degree in business.	94%
[Employers] I would recommend MCB to students who are interested in an undergraduate business education.	85%

Qualitative evidence of employer and parent satisfaction is shown in the following survey comments made (2004):

Parents

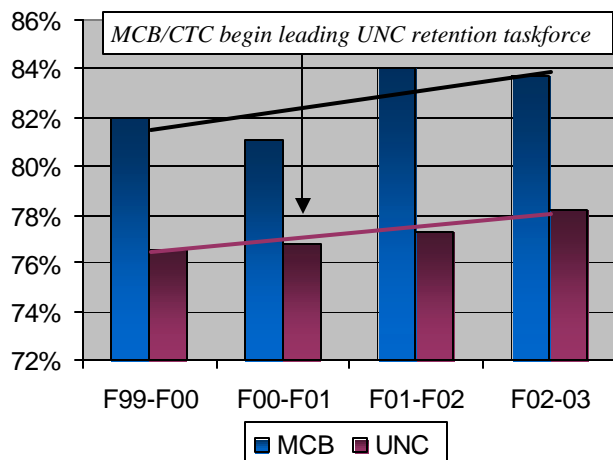
- “...highly recommended...good bang for buck.”
- “We had three children graduate from MCB...It was a meaningful and successful experience not only for them but for us as parents as well.”
- “I’ve been very impressed with the education [name] has received, better I’m afraid than if she’d stayed in Oregon.”

Employers

- “Your students have the strongest work ethic of any of the local universities.”
- “Overall, these students are highly prepared professionals with a great work ethic.”
- “We were truly surprised by the [MCB] graduate we hired. He had a shorter learning curve compared to others and made a positive impact immediately on our operation in Denver.”

Student persistence, as measured through retention rates (a KPI), precedes information from the EBI surveys. MCB continues to retain entering students at a rate higher than the university average, with UNC’s levels increasing as well. The MCB dean and the CTC director have co-chaired UNC’s student retention taskforce since 2002, demonstrating an example of effective partnering between the College and another on-campus unit.

Figure 7.2-20: MCB Student Retention—
Comparison of MCB to UNC



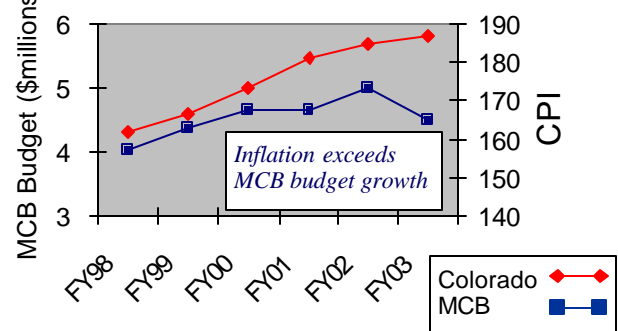
7.3 Budgetary, Financial, and Marketing Results

7.3a(1,2). MCB and UNC have a reputation for being financially efficient while directing a high share of State resources to the classroom. Notables for 2003-04 are:

- MCB has maintained high quality offerings despite a 10% direct cut in State funding;
- Each full-time MCB faculty member taught an extra class to help balance the budget without sacrificing quality (i.e., no class size increases or course cancellations);
- MCB major counts and student credit hours have held within targeted ranges; and
- MCB student recruitment projections are running significantly ahead of last year (i.e., quality and quantity).

Since 1998-99, MCB’s budget has grown at a rate less than the overall Colorado CPI.

Figure 7.3-1: MCB State Budget Growth—
Relative to Inflation (Colorado CPI)



MCB has continued to show fiscal responsibility, maintaining a growth rate (Δ) of “direct cost per credit hour” below the rate of inflation. The recent decline in State funding will accentuate this difference for 2003-04.

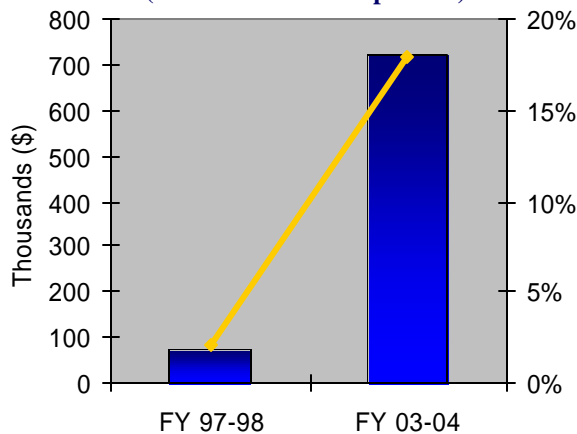
Figure 7.3-2: MCB Direct Costs vs. Inflation—

Academic Year	Cumulative Percent Growth	
	MCB Direct Cost Per Credit Hour	Inflation
Δ FY 00-01	-1.90%	3.96%
Δ FY 01-02	2.37%	8.82%
Δ FY 02-03	3.89%	10.92%

MCB has managed to increase spending as a proportion of its State budget on instruction (faculty), despite its recent State budget cuts. Faculty spending increased slightly (from 80.1% to 81%) over the past year. Non-labor expenditures decreased from 6.4% to 5.5%, a 14% decline for an already tight budget category. Personnel salaries and benefits (faculty, staff, and administrators) now comprise approximately 94.5% of MCB’s State budget.

The tighter State budget picture (current and projected) magnifies the importance of the second component of MCB’s financial resource base. Annual funds available from the UNC Foundation represent MCB’s second financial KPI. These private (non-State) funds range from targeted funding for specific uses to unrestricted funds that can be spent in the area of greatest need as determined by MCB leadership. Figure 7.3-4 portrays the College’s success between fiscal years 1997 and 2003 in increasing its spendable funds from private sources—shown in dollars and percent of State budget. With the inclusion of a recently secured endowment from State Farm Insurance, these funds will grow at least 11% by fiscal year 2005. MCB was also recently awarded a State Farm grant to support financial planning education.

Figure 7.3-3: MCB Growth in Non-State Budget—(excludes scholarship funds)



MCB’s pursuit of the relatively unique strategy of an exclusively undergraduate, high-quality program at an affordable price is based on a combination of:

- focusing all program resources toward one program;
- achieving some spending efficiencies relative to local and national peers (e.g., faculty salary distribution);
- an ability to support a margin of excellence stemming from private funds raised; and
- maintaining low tuition levels relative to its peers (7.3-5).

Figure 7.3-4: MCB vs. Peers—Annual Tuition and Fees for a Full-Time, In-State Student (2003-04)

Business Program	Tuition and Fees	% Above MCB
Peer 1	\$5,632	73.7%
Peer 2	\$4,105	26.6%
Peer 3	\$24,873	667.2%
MCB	\$3,242	—
National Avg.	\$4,694	44.8%

A key measure of financial performance that both supports and is correlated with one strategic objective (i.e., build high-quality student population) is the ability to offer and award student scholarships and to attract external sources of scholarship funding. Figure 7.3-5 illustrates a 225% increase in total scholarship dollars and 94% increase in the average scholarship awarded to MCB students over the last decade. This compares to a cumulative inflation change of just 38% over the same time frame.

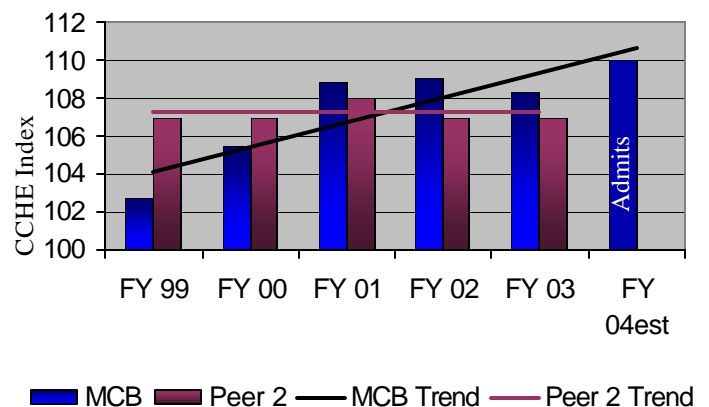
Figure 7.3-5: MCB Student Scholarships—Number and Value Awarded

Year	Number	Total Dollars	Average Scholarship
1993	225	\$368,327	\$1,637
1994	274	\$466,506	\$1,703
1995	267	\$487,542	\$1,826
1996	274	\$441,501	\$1,611
1997	302	\$514,691	\$1,704
1998	313	\$627,685	\$2,005
1999	367	\$813,308	\$2,216
2000	384	\$965,892	\$2,515
2001	422	\$1,170,967	\$2,775
2002	409	\$1,157,121	\$2,829
2003	377	\$1,196,621	\$3,174

**Data 2003 is preliminary.*

Figure 7.3-6 illustrates that MCB is increasing its share of a limited, and highly valued, pool of high-quality students. The average CCHE index for MCB admits to date (Fall 2004) is at an all-time high of 110.

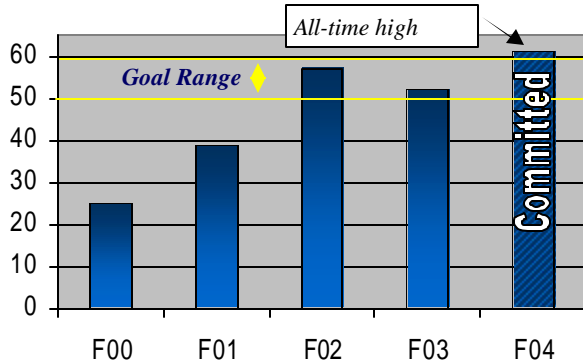
Figure 7.3-6: MCB vs. Peer 2 New Freshmen—Competition for High-Quality Students





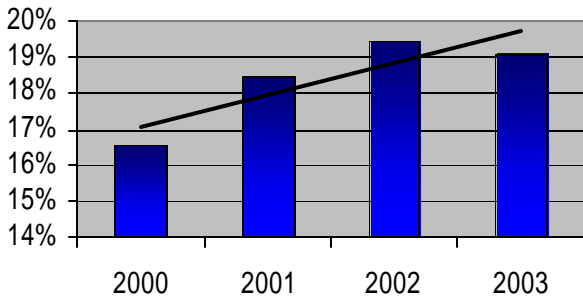
Targeting of designated scholarships for higher-quality freshman (Finley Scholars Program, 7.3-7) has helped increase MCB's share of incoming freshmen with ACT scores ≥ 24 . The Finley Program facilitated rapid growth in this group of freshmen to an annual goal range of 50-60 scholars (25-30% of the incoming class) in just three years.

Figure 7.3-7: Finley Freshmen Attending MCB— (Fall 2000 to Fall 2003; Commits for Fall 2004)



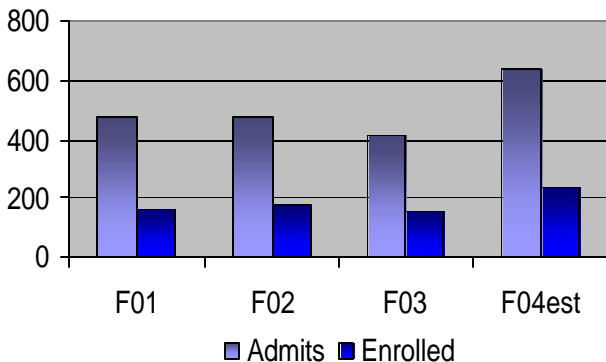
Top students from 13 western states benefit from a reduced tuition benefit (Western Undergraduate Exchange Scholar Program). Inclusion of this diverse population enhances the university experience for both resident and non-resident students. MCB's reputation is helping increase its share of this pool of high-quality students.

Figure 7.3-8: MCB share of WUE Scholars at UNC



The number of current admitted freshman for Fall 2004 is 30% higher than for the previous year, a strong indication that the College's marketing efforts are beginning to yield dividends. Quality of this newly-admitted group is at an all-time high.

Figure 7.3-9: MCB Freshman Admits and Enrollees



7.4 Faculty and Staff Results

7.4a(1). MCB exceeded its KPI target of having $\geq 90\%$ of total faculty resources as academically qualified (i.e., tenured/tenure-track faculty with doctorates who are maintaining a pattern of scholarly activity) or professionally qualified (i.e., executive faculty in a senior leadership position at time-of-hire). The College has also been successful in enhancing its executive professor program (i.e., professional depth) as shown in 7.4-2.

Figure 7.4-1: MCB Faculty Qualifications— Proportion of Classes Taught by Academically and/or Professionally Qualified Faculty

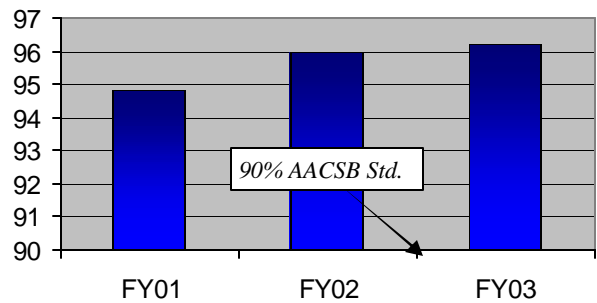
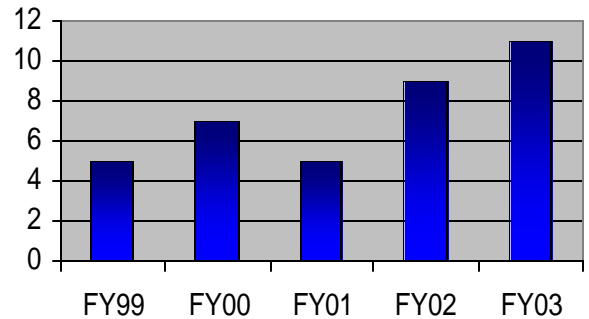


Figure 7.4-2: MCB Faculty Qualifications— Number of Executive Professors



Figures 7.4-3, 4 provide evidence of effectiveness of the College's work systems. The 2003 UNC salary freeze led to a decline for the most recent year (7.4-3).

Figure 7.4-3: EBI Faculty Survey— Salary, Promotion, and Tenure Process Rating

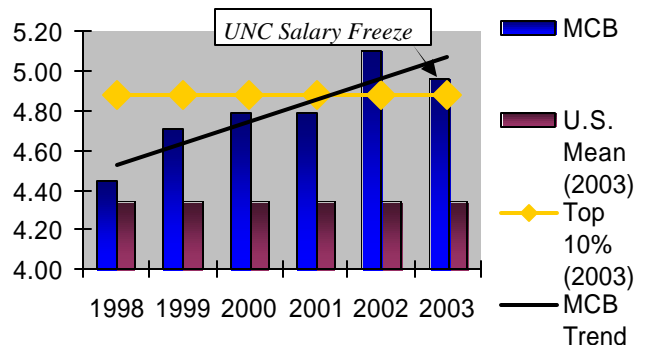
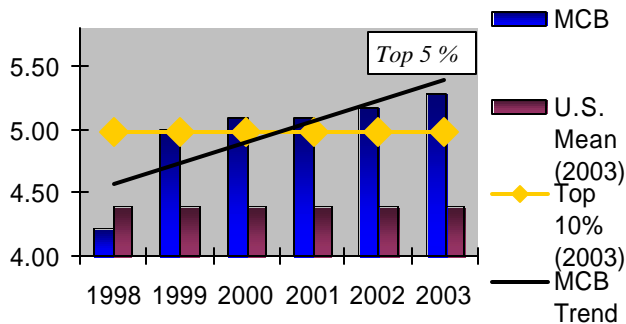
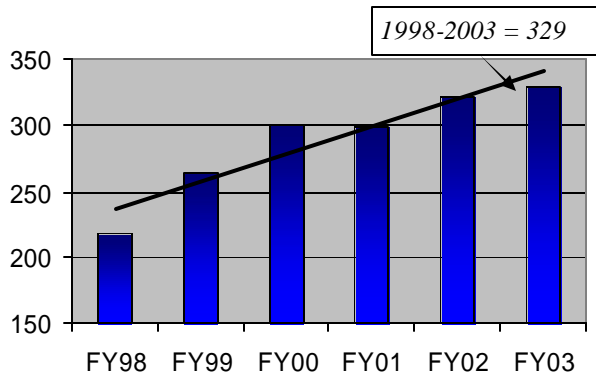


Figure 7.4-4: EBI Faculty Survey— Degree to which Senior Faculty Mentor Junior Faculty



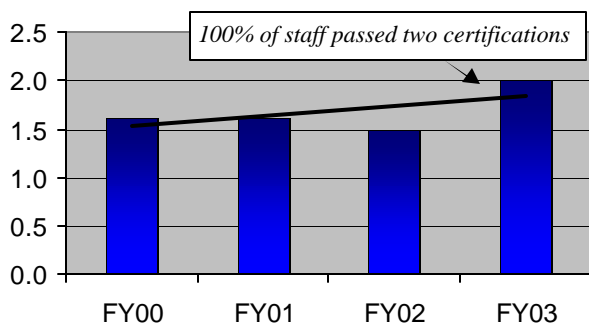
7.4a(2). Measures of faculty and staff learning and development include indicators of the level of scholarship productivity (faculty) and technology certifications earned (staff). Figure 7.4-5 portrays an overall positive trend of increased faculty productivity in the area of intellectual contributions (e.g., refereed journal articles).

Figure 7.4-5: MCB Intellectual Contributions— Refereed Research Works in 5-Year Window



MCB works with its staff to build proficiencies in business technologies, akin to its *wide-tech* philosophy for students. Certifications range from externally-validated software tests results (e.g., Microsoft Access XP) to college-level courses passed (e.g., BACS 200-Web Development). As shown in Figure 7-4.6, MCB staff consistently earn at least one certification annually to enhance their skills.

Figure 7.4-6: MCB Staff Technology Certifications



7.4a(3). MCB maintains high levels of employee satisfaction for faculty and staff. Results of the EBI Faculty Survey show a pattern of overall faculty satisfaction with MCB. The drop in faculty satisfaction in 2003 (7.4-7) and MCB’s corrective response is discussed in 5.3b(3). In spite of concerns, faculty satisfaction levels for several key areas have held above the top 5% nationally as shown in 7.4-8, 9, 10.

Figure 7.4-7: EBI Faculty Satisfaction— Overall Faculty Satisfaction

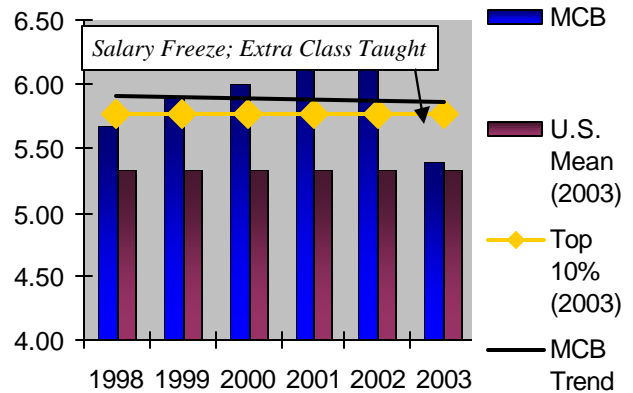


Figure 7.4-8: EBI Faculty Satisfaction— Overall Evaluation of Undergraduate Program

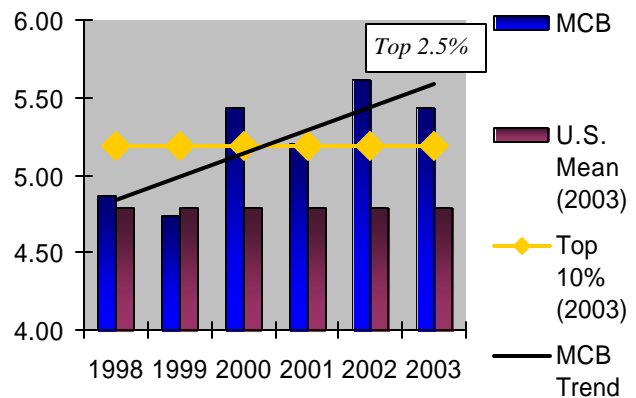


Figure 7.4-9: EBI Faculty Satisfaction— Faculty Sharing a Common Vision for the School

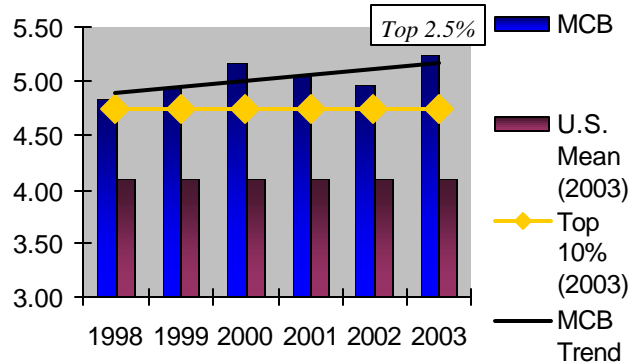
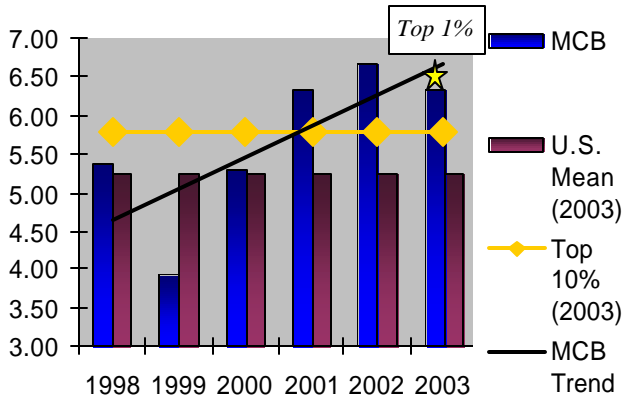




Figure 7.4-10: EBI Faculty Satisfaction—Computer Support (Hardware and Software)



With an average of 15 years of service, MCB’s staff tenure is reflective of high, long-term satisfaction. A new, more direct measurement system implemented for the current year contains staff satisfaction indicators. As shown in 7.3-12,13, staff satisfaction levels are quite high.

Figure 7.4-11: MCB Staff Survey—Evaluations of Staff Well-Being and Attitudes

Item	Strongly Agree/Agree
Regarded by faculty as playing an important role in fulfilling MCB’s mission.	85.7%
Regarded by administrators as playing an important role in fulfilling MCB’s mission.	85.7%
Staff are treated fairly and equitably.	85.7%
Staff feedback and suggestions are listened to in order to improve MCB’s programs.	85.7%
Offered opportunities for professional development/training that can help me become a more highly skilled and productive employee.	100.0%
Overall, MCB offers staff an excellent working environment.	100.0%
Would recommend MCB to a close friend or relative interested in a staff position	100.0%

Figure 7.4-12: MCB Staff Survey—Overall Satisfaction and Comparison to UNC

Item	Rating
Percent rating MCB as a “much better or better” place to work compared to majority of other units on campus.	100.0%
Percent rating overall satisfaction level with working in MCB “very satisfied or satisfied.”	85.7%

7.5 Organizational Effectiveness Results

7.5a(1). As detailed in 7.1, MCB has achieved significant increases in learning results performance. The following measures and accompanying results reflect a pattern of improvements in operational performance, in addition to evidence of an enhanced ability to continue improvements in student performance. Figures 7.5-1 to 3 show positive trends for entering student quality. MCB’s average ACT for entering freshmen has increased to a level where it is competing for similar quality students with its peers (peers range from 26.0 to 23.4 for comparable ACT averages).

Figure 7.5-1: MCB Student Quality—Proportion of Entering Freshmen ≥24 ACT

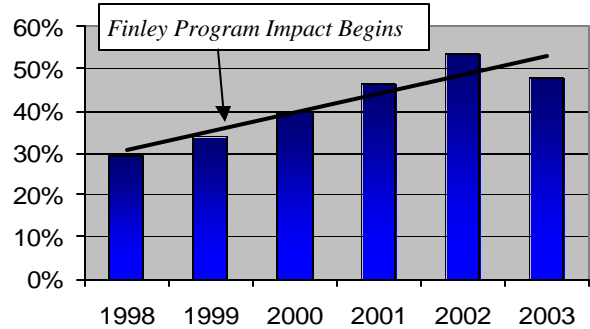
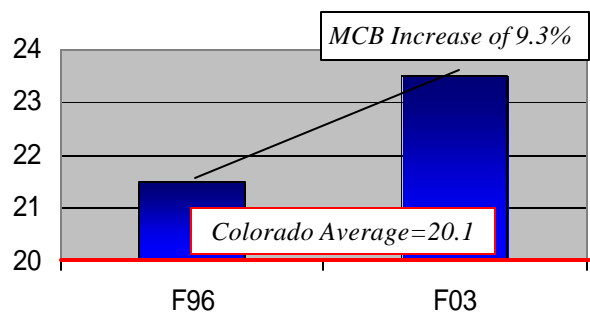
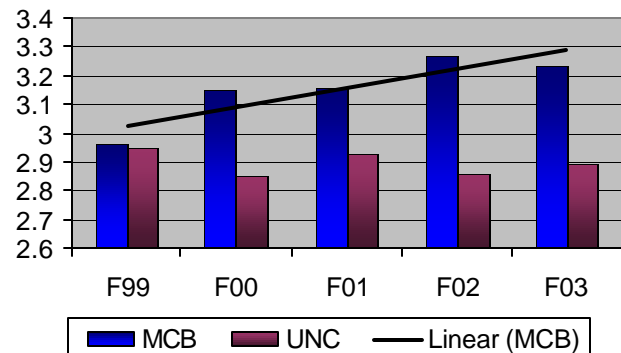


Figure 7.5-2: MCB Student Quality—Average ACTs for Entering Freshman (Fall 1996 vs. Fall 2003)



Average transfers GPAs for incoming students (e.g., community colleges, peers) have improved from 2.96 in Fall 1999 to 3.23 in Fall 2003 (+9.1%).

Figure 7.5-3: MCB Student Quality—Transfer GPAs





Other measures of effectiveness and efficiency indicate strong and consistent improvements in productivity. MCB's student credit hour production increased 8.2% since 1998-99, compared to UNC's (non-MCB) 6.8%. As an output, MCB's number of graduates has also increased each year since 1998-99 at an overall rate of 26.6%. When paired with the College's ETS results (7.1-1,2,3), results show MCB is achieving its mission of *producing high-quality business graduates*. Recruiting greater numbers of better students and offering a quality educational program leads to increased numbers of higher quality graduates.

Figure 7.5-4: MCB Graduates Produced— Bachelor of Science Degrees, Bus. Admin.

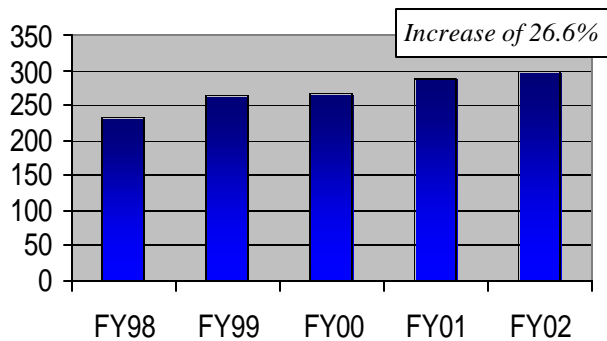
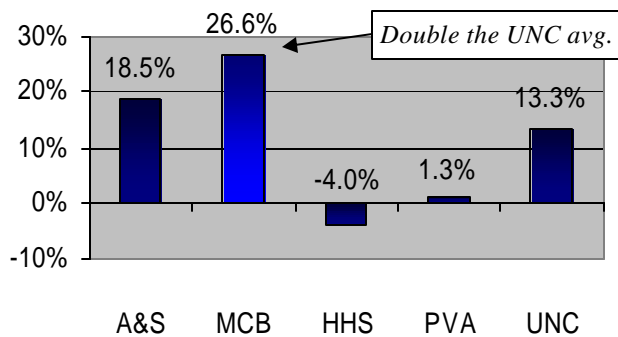


Figure 7.5-5: Rate of Increase in Graduates Produced— MCB vs. UNC Colleges (1998-99 through 2002-03)



The proportion of MCB grads not placed or attending graduate school is less than 4%, despite a declining regional economy through 2003 (Figure 7.5-6).

Figure 7.5-6: UNC Career Services Alumni Placement Survey— Comparisons of MCB vs. UNC vs. Colorado

Measure	1999-00	2000-01	2001-02	2002-03	% Total Change +/-
MCB (% Not Placed or Attending Grad-School)	2.7%	3.5%	3.9%	1.7%	-1.0%
UNC—(% Not Placed or Attending Grad-School—Excluding MCB)	2.4%	3.3%	4.5%	4.8%	+2.4%
Colorado (% Unemployment—June)	2.8%	3.3%	5.7%	6.1%	+3.3%
MCB (% Position Related to Major)	88.6%	82.0%	88.8%	77.4%	-11.2%
UNC (% Position Related to Major, Excluding MCB)	72.0%	68.7%	65.6%	63.1%	-8.9%

The proportion of MCB grads placed in positions they perceive as unrelated to their major (Figure 7.5-6) typically ranges from 15-20%. The fact that MCB's placement rate was 98.3% in 2002-03, while placements related to major dropped to only 77.4%, is indicative of the breadth of MCB's curriculum and MCB graduates ability to function in a wide range of business environments.

7.5a(2). Operational performance results of the key support processes are outlined below (7.5-7). Results demonstrate collaborative success of key areas. For example, changes in the academic suspension process and partnering relationship with CTC have produced a dramatic improvement in the proportion of suspended students able to regain good academic standing and return to their business major (7.5-8). The Fall 2003 cycle will be completed this fall.

Figure 7.5-7: MCB Support Process Performance

Partners	Measures
Admissions	<ul style="list-style-type: none"> Fall '04 freshman business admits increased 30% over Fall '03; Fall '04 avg. ACT of freshman business admits = 24.6; Fall '04 Finley Scholar commits = 61
CS	<ul style="list-style-type: none"> See 7.5-6; Also see 7.1-4; 7.2-3, 15, 18
CTC	<ul style="list-style-type: none"> New student category added for Fall '04 (pre-business major); 259 students admitted to-date; Proportion of academically suspended business students reinstated improved from 29% to 55% (F01 vs. F02)
IT	<ul style="list-style-type: none"> See 7.2-8, 10, 7.4-10
Library	<ul style="list-style-type: none"> 3-yr. increase of 13.9% in MCB student satisfaction with library resources
Advising Center	<ul style="list-style-type: none"> See 7.2; MCB consistently exceeds UNC 4, 5, and 6 year avg. on graduation rates.
UNC Foundation	<ul style="list-style-type: none"> Zero financial audit problems (see 7.6); Annual fund giving from MCB stakeholders increased in number from 657 to 1,256 and \$37,401 to \$94,397.



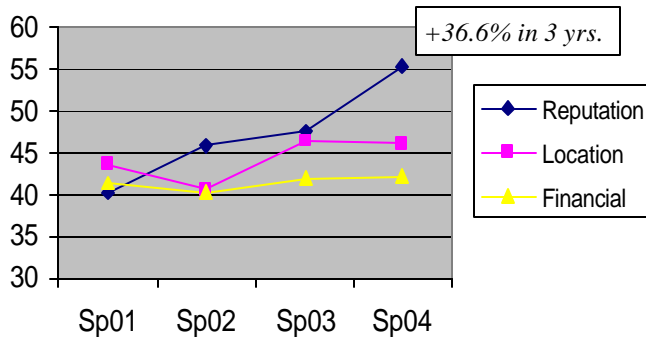
7.5a(3). Results pertaining to MCB’s four strategic objectives are covered throughout Category 7 (refer to 2.2-1). As shown, the College is continuing to build a high-quality student population. The quality of entering freshmen (7.3-6 to 8; 7.5-1, 2) and transfers (7.5-3) are at or near highest-ever levels, as are student satisfaction (see 7.2) and retention scores (7.2-20). Further evidence of student quality is provided in 7.1.

As for maintaining a high-quality faculty, MCB’s average academic faculty member has taught at UNC for 16.3 years, and faculty quality (7.4-1, 2, 5) and satisfaction levels (7.4-3, 4, 7 to 10) remain high.

Evidence of maintaining adequate financial resources shows a declining State budget (7.3-1) and a positive trend from private funding sources (7.3-3). The increasing private funding supports an increase in total available financial resources.

MCB’s action plan to enhance value for alumni and graduating students includes improving the College’s market-place reputation. MCB’s spring survey shows that the importance of “reputation” as a selection factor for MCB’s current students has been increasing since 2001 (7.5-8). Surveyed students may select more than one reason for attending. Over the last three years, “reputation of the college and/or faculty” has clearly become the most often cited selection criterion.

Figure 7.5-8: MCB Student Survey— Proportion Citing Reputation of College/Faculty as a Reason for Attending MCB (Juniors and Seniors)



MCB combined State and private funding dollars to hire a director of external relations in Fall 2003. Figure 7.5-9, 10 illustrate the immediate (year-to-date) impact of MCB-generated activity in increasing media contacts and placements. The results show actual press coverage in Colorado (e.g., Rocky Mountain News, Denver’s Channel 9 News, Denver Post, Denver Business Journal), and the national media (e.g., Wall Street Journal, Los Angeles Times, Business Week, New York Post, National Public Radio).

Early projections for 2004-05 regarding the quantity (7.3-9) and quality (7.3-6) of incoming freshman for Fall 2004-05 now show major increases over the previous year, a reflection of the College’s increased marketing efforts and collaboration with the UNC Admissions.

Figure 7.5-9: MCB Press Coverage— Stories on MCB/Professors in Media

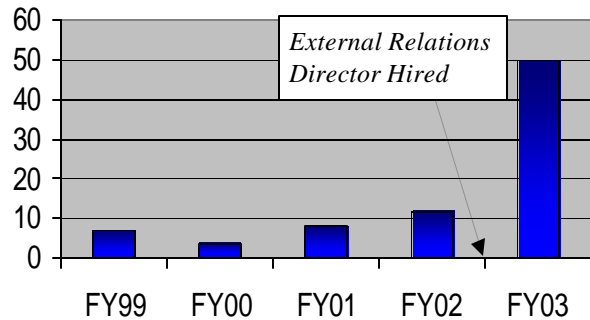
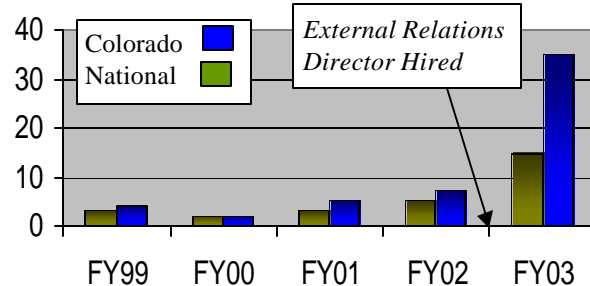
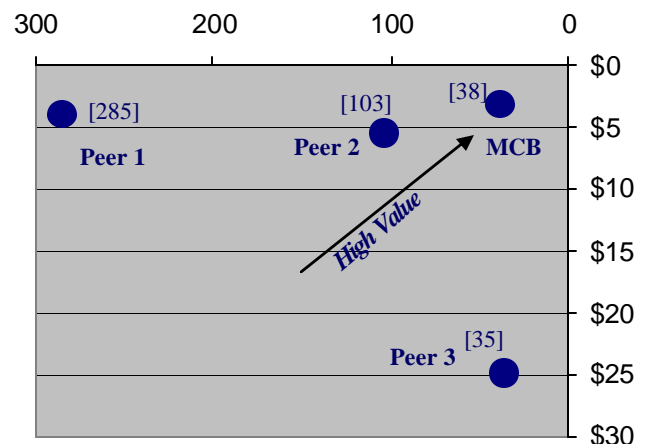


Figure 7.5-10: MCB Press Coverage— Regional and National



Each of the preceding objectives is consistent with MCB’s positioning strategy of high quality and low cost (i.e., exceptional value) within a high-touch, wide-tech, professional depth framework. Figures 7.3-11 to 7.3-14 provide powerful indicators of MCB’s success in implementing this strategy. Movement toward the upper right corner of each figure indicates a relative degree of value to student stakeholders. In 7.5-11, MCB has structured its core class sizes at a size that compares very favorably to its peers when price is also factored into the equation (i.e., value).

Figure 7.5-11: MCB vs. Peers on Value— Avg. Class Sizes* vs. Tuition/Fees (000s)

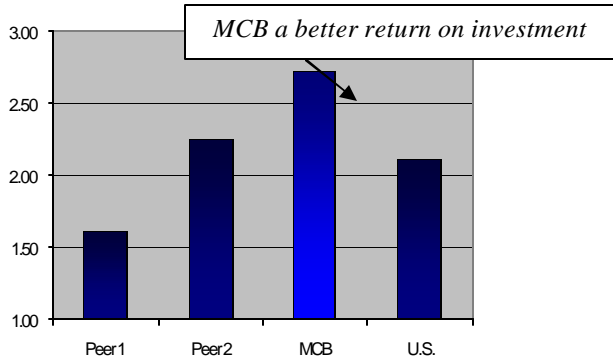


*Avg. Bus. Core Lecture Class Size, Fall 2003.



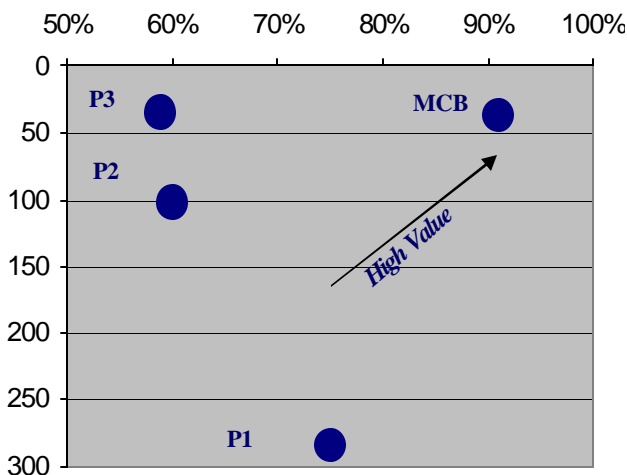
Further evidence of “value” (7.5-12) is drawn from comparing MCB graduates’ average starting salaries to its peers (all within a range of \$1,500) to total tuition and fees paid over four years. A comparison is also provided for MCB to the national averages. Data for one peer were unavailable.

**Figure 7.5-12: MCB Value for Students—
Avg. Starting Salary/4 Years of Tuition + Fees**



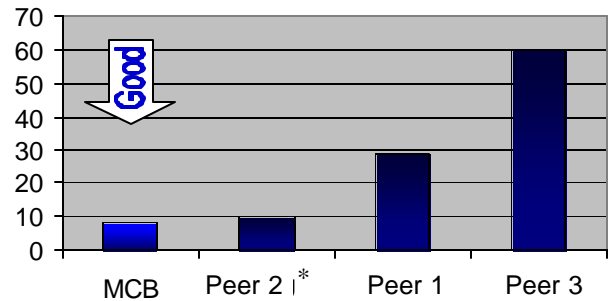
A comparison of average class size to proportion of doctoral-qualified faculty actually teaching those undergraduate classes (7.5-13) reveals that for Fall 2003, 91% of MCB’s business core classes were taught by doctoral faculty, a strong indicator of how MCB has invested its resources in undergraduate instruction relative to its peers.

**Figure 7.5-13: MCB vs. Peers on Value—
Avg. Class Sizes (Bus. Core Lecture) vs. % of Doctorally-Qualified Faculty Teaching Those**



Another comparison that illustrates use of organizational resources to deliver student stakeholder value is shown in 7.5-14. MCB has clearly differentiated itself from its peers in this regard by investing aggressively in instructional technology to increase student service levels.

**Figure 7.5-14: MCB vs. Peers on Value—
Ratio of Student Majors to Lab Desktop Computers**



* Peer 2 lab computer total includes 100 available laptops.

Figure 7.5-15 offers a summary of critical milestones MCB has crossed on its quality journey to date. Each item recognizes a significant recognition of MCB’s effectiveness as an organization in accomplishing its overall strategy.

Figure 7.5-15 Pattern of MCB Accomplishments Demonstrating Organizational Effectiveness	
2004	MCB wins UNC Excellence for Performance Assessment Award
2004	MCB Seniors exceed 90th percentile in U.S. on ETS Field Achievement Test in business
2003	Consensus stage reached in Baldrige National Quality Award process
2000	CCHE Program of Excellence Award Winner —only Colorado business program ever awarded
1999	Reaccredited by AACSB, business and accounting (1 of just 5 undergraduate-only programs in U.S. to hold both accreditations)
1999	Sponsored/renamed the Kenneth W. Monfort College of Business – \$10.5 million commitment from the Monfort Family Foundation
1998	“Students Who Make the Grade and Make Money” – MCB first appears in <i>New York Times</i>
1995	Named Best Undergraduate Business Program in Colorado by <i>Colorado Business Magazine</i>
1995	Cited as possibly “The best bargain in undergraduate business education anywhere in America right now...” <i>Denver Post</i>
1994	Named as Example of Best Practices in Technology – <i>UCLA Report – Business School Computing Usage</i>
1992	Initial AACSB Accreditation in business administration and accounting (1 st public university in Colorado to earn both accreditations)
1990	Monfort Executive Professor Program established (\$1 million gift)



7.6 Governance and Social Responsibility

MCB prides itself on having established a culture of ethical behavior and social responsibility—a dimension upon which the College has built a respected reputation among its campus partners and key stakeholder groups.

7.6a(1). UNC’s internal auditor, the UNC finance officer, and the certified public accounting firm of Anderson & Whitney (representing the University and the Foundation) found no violations or citations of legal, ethical, regulatory, or fiscal responsibilities for the prior five years.

7.6a(2). The UNC Foundation, as a donor representative, and the MCB SAC, as a student stakeholder group representative, have found no MCB violations or citations of legal, ethical, regulatory, or operational responsibilities for the prior five years. Additional evidence of MCB’s culture of ethical and social responsibility is provided in 7.6-1 and 7.6-2. Graduating students assign high ratings to the College regarding how well MCB faculty address these important issues within the business curriculum. Out of 182 U.S. business schools, MCB ranked in the top 2.5% on both of these items. External perception of MCB ethical behavior is evidenced by the recognition as a 2003 Rocky Mountain Better Business Bureau distinguished partner in advancing business ethics.

Figure 7.6-1: UG Business Exit Study— Satisfaction with Business Curriculum Instructors Presenting Ethical Issues

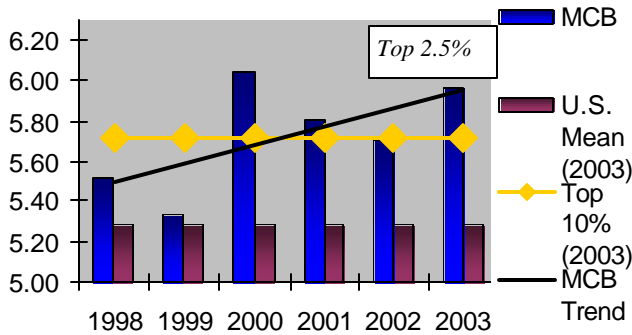
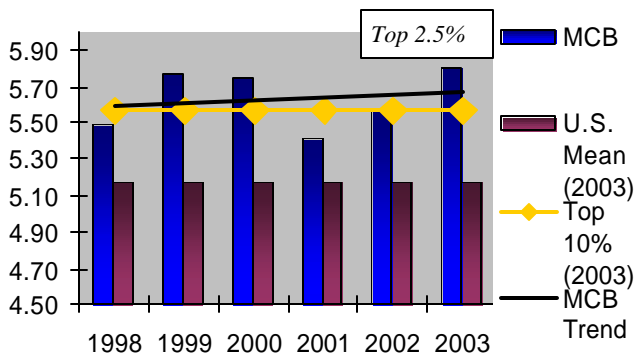


Figure 7.6-2: UG Business Exit Study— Satisfaction with Business Curriculum Instructors Presenting Social Responsibility Issues



MCB faculty are also leaders in social responsibility on the UNC campus. The Weld County United Way has created a Tillers Club that represents a level of leadership giving for that organization. The College’s faculty give at the Tillers Club level at a proportion well above that of the university-at-large. For the current year, 23% of MCB’s faculty gave to the United Way at that level, compared to 3.5% of non-MCB faculty on the UNC campus.

7.6.a.(3). UNC’s General Counsel and UNC’s Board of Trustees found no violations or citations of legal, ethical, regulatory, or operational responsibilities for the prior five years. The UNC HR director reports no violations or citations of applicable Affirmative Action or Equal Employment law or regulations and no statutory or regulatory violations of personnel rules or regulations. Also, over the past five years, no violations or citations were reported by the UNC AA officer regarding ethical behavior and social responsibility, the UNC CS director for nondiscriminatory practices regarding employer job requests, and the dean of students pertaining to treatment of students.

7.6.a.(4). MCB’s students and employees are actively involved in supporting the College’s key communities. MCB leverages a number of its curriculum courses and extra-curricular experiences (e.g., student professional clubs) to engage its students in organizational citizenship activities. CIS students develop Web sites for nonprofit agencies (e.g., United Way, Meals on Wheels), accounting students provide community tax support (e.g., VITA program), finance students offer personal financial planning assistance to the community, and management students have volunteered with Junior Achievement. Figure 7.6-3 summarizes employee activities and the organizational beneficiary.

Figure 7.6-3: MCB Organizational Citizenship— Faculty/Staff Involvement (Local and Regional)

Activity
University Service: <ul style="list-style-type: none"> • 5 committee chairs • 68 committee memberships • 76% of MCB faculty serve on ≥1 University committee
College Service: <ul style="list-style-type: none"> • 92% of MCB faculty serve on ≥1 College committee
Department Service: <ul style="list-style-type: none"> • 100% of MCB faculty serve on department committees
Community Service: <ul style="list-style-type: none"> • MCB sponsorships (BBB Torch Awards for Ethics; Colorado Business Hall of Fame Awards; Business Plus Events; Summer Leadership Institute for Non-profit Executives; Youth Entrepreneurship Conference; UNC Mirror Advertising Consultant of the Year Award; Boy Scouts; and United Way)