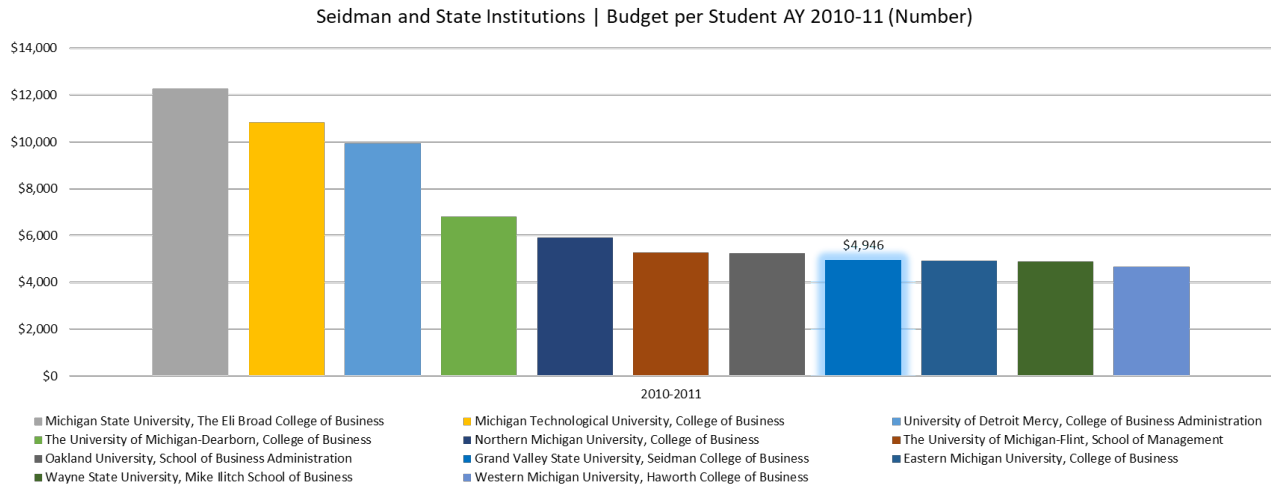# Addendum

## 5-Year View of Seidman Operational Budget per Student
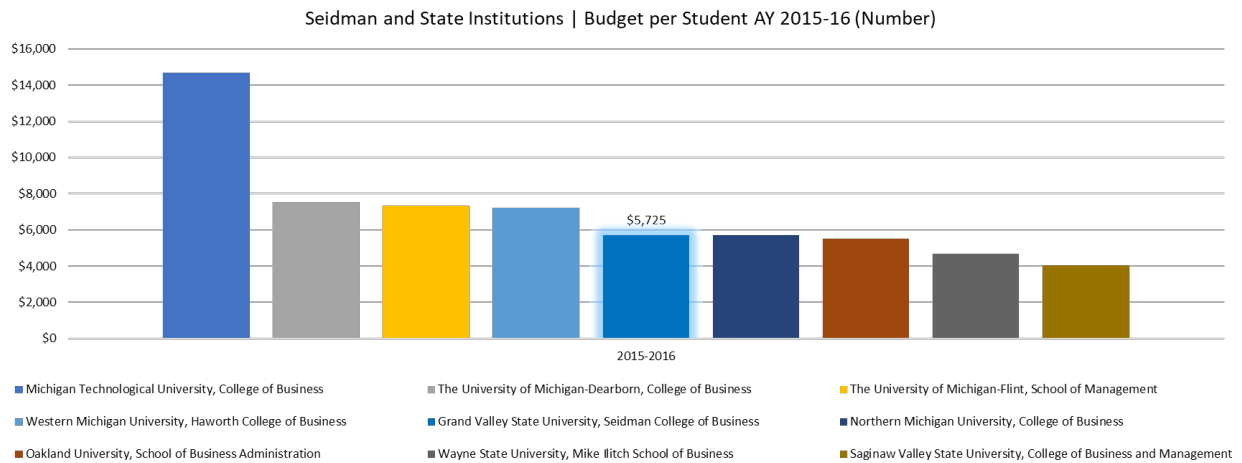
### Graphic A-1. Seidman and State Institutions | Budget per Student AY 2010-11 (Number)

Seidman and State Institutions | Budget per Student AY 2010-11 (Number)



2010-2011

- Michigan State University, The Eli Broad College of Business
- Michigan Technological University, College of Business
- University of Detroit Mercy, College of Business Administration
- The University of Michigan-Dearborn, College of Business
- Northern Michigan University, College of Business
- The University of Michigan-Flint, School of Management
- Oakland University, School of Business Administration
- Grand Valley State University, Seidman College of Business
- Eastern Michigan University, College of Business
- Wayne State University, Mike Ilitch School of Business
- Western Michigan University, Haworth College of Business
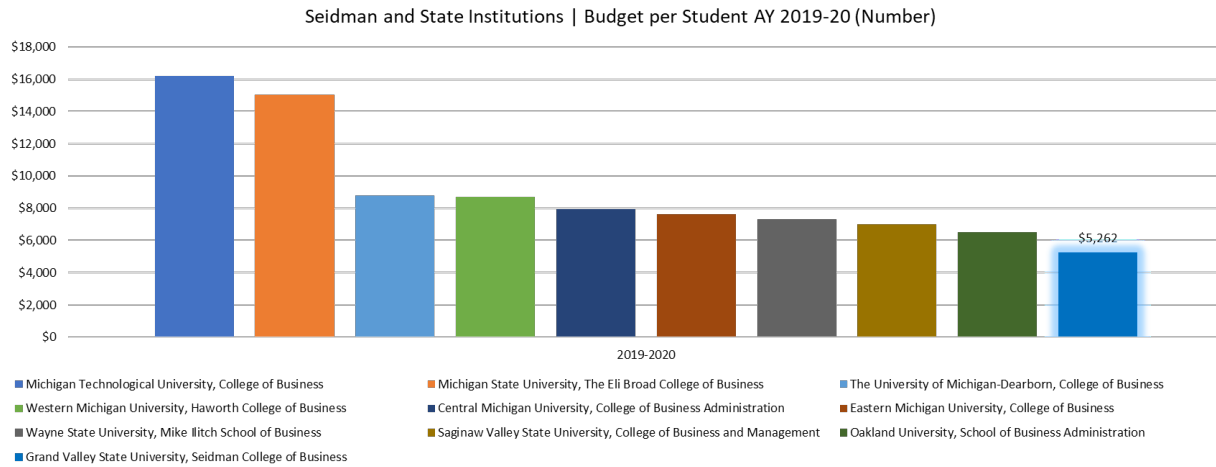
Source: AACSB – DataDirect

Note: University of Michigan-Ross; and Central Michigan University not included due to inconsistent data

### Graphic A-2. Seidman and State Institutions | Budget per Student AY 2015-16 (Number)

Seidman and State Institutions | Budget per Student AY 2015-16 (Number)



2015-2016

- Michigan Technological University, College of Business
- The University of Michigan-Dearborn, College of Business
- The University of Michigan-Flint, School of Management
- Western Michigan University, Haworth College of Business
- Grand Valley State University, Seidman College of Business
- Northern Michigan University, College of Business
- Oakland University, School of Business Administration
- Wayne State University, Mike Ilitch School of Business
- Saginaw Valley State University, College of Business and Management

Source: AACSB – DataDirect

Note: Central Michigan University; Eastern Michigan University; Michigan State University; and University of Michigan (Ross) not included due to data not reported

## Graphic A-3. Seidman and State Institutions | Budget per Student AY 2019-2020 (Number)

Seidman and State Institutions | Budget per Student AY 2019-20 (Number)



- Michigan Technological University, College of Business
- Michigan State University, The Eli Broad College of Business
- The University of Michigan-Dearborn, College of Business
- Western Michigan University, Haworth College of Business
- Central Michigan University, College of Business Administration
- Eastern Michigan University, College of Business
- Wayne State University, Mike Ilitch School of Business
- Saginaw Valley State University, College of Business and Management
- Oakland University, School of Business Administration
- Grand Valley State University, Seidman College of Business

Source: AACSB – DataDirect
Note: University of Michigan-Flint; Northern Michigan University; and University of Michigan-Ross not included due to no data or inconsistency

# AACSB Faculty Tables

**Table 3-2B.** Deployment of Faculty by Qualification Status in Support of Degree programs

### 2016-2017

| Degree Program | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| ACC - Undergraduate | 49.26% | 0% | 18.53% | 32.21% | 0% | 100% |
| BBA | 50.93% | 1.56% | 7.22% | 34.15% | 6.14% | 100% |
| MBA | 53.97% | 3.89% | 12.70% | 26.65% | 2.78% | 100% |
| MSA/MST | 61.74% | 0% | 29.28% | 8.99% | 0% | 100% |
| EMBA | 65.55% | 11.80% | 8.85% | 8.45% | 5.36% | 100% |

### 2017-2018

| Degree Program | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| ACC - Undergraduate | 44.36% | 0% | 21.48% | 21.98% | 12.18% | 100% |
| BBA | 48.41% | 3.04% | 7.29% | 34.71% | 6.55% | 100% |
| MBA | 67% | 2.83% | 11.30% | 18.87% | 0% | 100% |
| MSA/MST | 84.44% | 0% | 15.56% | 0% | 0% | 100% |
| EMBA | 54.86% | 21.34% | 7.80% | 16.01% | 0% | 100% |

### 2018-2019

| Degree Program | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| ACC - Undergraduate | 51.84% | 0% | 17.76% | 30.41% | 0% | 100% |
| BBA | 48.22% | 1.33% | 7.71% | 39.35% | 3.40% | 100% |
| MBA | 80.88% | 0% | 3.95% | 15.17% | 0% | 100% |
| MSA/MST | 75.95% | 0% | 14.66% | 9.38% | 0% | 100% |
| EMBA | 50.53% | 8.17% | 7% | 34.31% | 0% | 100% |

### 2019-2020

| Degree Program | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| ACC - Undergraduate | 52.07% | 0% | 8.67% | 39.27% | 0% | 100% |
| BBA | 47.87% | 1.47% | 4.81% | 41.38% | 4.48% | 100% |
| MBA | 70.16% | 7.28% | 5.36% | 17.20% | 0% | 100% |
| MSA/MST | 84.38% | 0% | 15.62% | 0% | 0% | 100% |
| EMBA | 46.39% | 21.65% | 21.65% | 10.31% | 0% | 100% |

### 2020-2021

| Degree Program | Faculty percent of teaching by program and degree level (measured by student credit hours) | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Scholarly Academic (SA) % | Practice Academic (PA) % | Scholarly Practitioner (SP) % | Instructional Practitioner (IP) % | Additional (A) % | Total % |
| ACC - Undergraduate | 40.40% | 0% | 11.22% | 48.37% | 0% | 100% |
| BBA | 47.38% | 0.73% | 8.75% | 35.85% | 7.29% | 100% |
| MBA | 77.42% | 0% | 1.78% | 20.80% | 0% | 100% |
| MSA/MST | 59.30% | 0% | 24.13% | 16.57% | 0% | 100% |
| EMBA | 75% | 0% | 25% | 0% | 0% | 100% |

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# Outcome Examples of GAT Actions

**BBA. Goal 4: Ethics and Values**

To close the loop on the Fall 2015 ethics assessment, a GAT was formed which recommended employing a common case in all discipline specific ethics courses, across instructors and delivery modes, in year 2 of the 2016-21 assessment cycle. Assessment results showed student performance was weak in sections taught online and by part-time instructors. Moreover, student performance was weak overall on the application of ethical theory/models. To address these weaknesses, in year 4, ethics assessment was piloted in a 1.5 credits large lecture section focused on ethical theory/models with the remaining 1.5 credits breakout section focused on discipline specific applications.

In the second round of assessment, student performance was weak in the areas of stakeholder identification and personal voice and action. A GAT was formed, which recommended (1) revising the questions for assessment (2) ensuring that the syllabus of record for the large-lecture and breakout sections appropriately address the assessment needs (3) employing role play methods and (4) clearly identifying if the assessment will be done in the large lecture or breakout section.

ROUND 2 results did not meet the established target on 2/5 criterion measured by the rubric

**BBA and BBA-ACC. Goal 3: Informed Decision Making**

Year 2 assessment revealed weakness in the areas of identification of firm's global strategy and cultural factors. A GAT was formed, which recommended both short term and long-term solutions.

Short term:

(1) Place more emphasis on global strategy and analyzing the internal environment components of the course by ensuring that 50% of the cases have a global content
(2) Devote more class time to analyzing the internal environment

Long term:

(1) Add MGT 303: International Business and Culture to the business core or develop a new BUS 200 course on the subject and add it to the pre-core as cultural factors are not covered in MGT 495. This recommendation has been shared with the Core Curriculum Revision Task Force.

ROUND 2 assessment results are pending to know if the short-term solutions recommended by the GAT made a difference.

**BBA-ACC. Objective 5.2: Technical Accounting Knowledge-internal controls**

Year 3 assessment revealed weakness in the areas of internal control assessment and communication of results. A GAT was formed, which determined that ACC 413/414 did not emphasize the necessary concepts evenly. A plan was made to be more consistent in the teaching of elements of a control evaluation.

ROUND 2 results met the established target.

**MSA. Goal 4: Ethical Awareness and Competence**

Year 2 assessment revealed weakness in the areas of application of ethical theory/models and governance recommendation. A GAT was formed, which recommended that SOA (1) increase coverage of descriptive literature on how ethical decisions are actually made as opposed to the more traditional coverage of normative ethics of how ethical decisions should be made (2) incorporate behavioral influences on decision-making in the future offerings of ACC 607.

ROUND 2 results met the established target.

**Professional MBA. Goal 2: Business Acumen and Strategic Decision Making**

Year 4 assessment revealed weakness in the area of assessing competitive position. The MBA Committee (GAT) recommended increased use of cases to illustrate how to assess a firm's competitive position.

ROUND 2 results met the established target

## Major's Level Assessment

### Marketing Major

Year 3 assessment revealed weakness in the areas of application of marketing 4Ps and in the comprehension of modern marketing concept/customer orientation. A GAT was formed, which recommended standardizing the topics and focus areas in MKT 350 which students take before MKT 451 where the assessment is performed.

ROUND 2 results met the established target.

### Human Resource Management Major

Year 3 assessment revealed weakness in the areas of training and performance management. A GAT was formed, which recommended revising the assessment instrument employed.

ROUND 2 results met the established target.

### Business Economics. Goal 3: Problem Solving

Year 3 assessment revealed weaknesses in all areas measured by the rubric. A GAT was formed, which recommended (1) requiring students to take ECO 300 (Data Analytics in Business and Economics) before taking ECO 495. In other words, changing ECO 300 from an elective to a requirement for the major (2) building a hierarchy of learning in the data projects as students move from ECO 300 to ECO 495.

The proposal to make ECO 300 required for the major was submitted in SAIL. Effective Fall 2019, ECO 300 became a requirement for the major.

ROUND 2 assessment results are pending to know if the recommendations made by the GAT made a difference.