

## **MEMORANDUM**

**TO:** Committee on Academic Programs (CAP)  
**FROM:** Steering Committee  
**RE:** Proposed Masters in Business Administration  
**DATE:** November 15, 2017

### **Background:**

The School of Business has developed the attached proposal for a new degree program, a Masters in Business Administration. This proposal has been endorsed by the Graduate Studies Council and the school curriculum committee. The next step in the program approval process for consideration of this program is a review by CAP.

### **Charge:**

CAP should consider whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission. If CAP determines that additional testimony is required, then CAP should solicit this testimony from the appropriate units. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

**Testimony Tier:** Tier I.

### **Timeline:**

CAP should complete its work on this charge by the end of Fall, 2017.

### **TCNJ Governance Processes**

**Step 1 – Steering issues a charge**

**Step 2 - Governance prepares a Preliminary Recommendation**

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

### **Step 3 – The Relevant Stakeholders provide Testimony**

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

### **Step 4 – Governance prepares a Final Recommendation**

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

### **Step 5 – Steering considers the Final Recommendation**

### **Step 6 – The Provost and/or President and Board consider the Final Recommendation**

### **Step 7 – Steering notifies the Campus Community**

**Testimony Tier I** – The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

**For a complete description of all steps and of the other testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21 – 24.**



School of Business  
William W. Keep, Dean

## M E M O

To: Dr. Jacqueline Taylor, Provost and Vice President for Academic Affairs, Co-Chair Steering Committee; Dr. Cynthia Curtis, Professor and Co-Chair Steering Committee

From: Dr. William W. Keep, Dean, School of Business *W.W.K.*

Date: November 6, 2017

Re: School of Business proposed new Masters in Business Administration (MBA) degree

On behalf of the School of Business I am submitting this proposal for the Masters of Business Administration (MBA) for your consideration. Please find accompanying this memo the MBA proposal, a five-year budget with estimated enrollments, and the email from the Chair of the School of Business Curriculum Committee approving the proposal. The Curriculum Committee held two open faculty fora, one in spring 2017 and one in fall 2017, before taking a final vote.

Thank you for considering this proposal, which we believe will be a strong complement to our already strong undergraduate business degrees.

# TCNJ School of Business Proposed “T” Style MBA

The TCNJ School of Business proposes offering a Master of Business Administration (MBA) directed toward early career professionals (e.g., 2+ years of experience) using a “T” style structure offered via blended and online courses. The program can be completed in two years. The “T” style name comes from combining initial in-depth study of a particular topic (the leg of the “T”), with the breadth of typical MBA Core courses. The “T” style MBA has proven successful<sup>1</sup> and is consistent with research conducted by the Education Advisory Board (EAB)<sup>2</sup>. No New Jersey business school currently offers a “T” style MBA, which uniquely combines the specific skill building of a specialized master’s degree with the leadership, career-building breadth of the MBA. The proposed degree also includes active participation from business practitioners.

The School of Business Graduate Committee recommends starting with two specialty areas, both current and relevant to the needs of area employers: 1) Data Analytics and 2) Finance. Additional specialty areas are under review. Upon completing a seven-course sequence in one of the specialty areas in Year 1, the student receives a graduate certificate. In Year 2, the student completes seven “Core” courses to conclude the MBA degree. Year 1 provides valuable depth immediately relevant to a student’s current career, providing benefits well before completing the degree. Year 2 courses cover broad, executive level issues. The following section further explains the motivation, structure, and benefits.

## Motivations and Needs

- The evolving MBA market demands quality, technology enhanced programs.
- MBA students increasingly need immediately applicable specialized skills.
- Quality MBA learning experiences include face-to-face peer relationships.
- Like undergraduate business education currently available at TCNJ, affordable quality graduate business education can prepare students to compete at the highest level.
- Offering a graduate business degree will leverage and expand TCNJ faculty expertise, interests, and skills as teachers.
- Offering a graduate business degree will extend the TCNJ School of Business’s reputation with students, employers, and alumni.
- Offering a graduate business degree will generate additional resources for TCNJ and the School of Business.

## Goals and Objectives

The TCNJ School of Business seeks to deliver a contemporary, relevant, highly competitive MBA education that provides both near-term and long-term benefits to early career professionals. The objective, consistent with the Master of Business Administration tradition,

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<sup>1</sup> See example from AACSB BizEd magazine:

[http://www.bizedmagazine.com/archives/2016/4/features/rebuilding-an-mba-program-ground-up?utm\\_source=HighRoads%20Solutions&utm\\_medium=Email&utm\\_campaign=HighRoads%20All%20Emails](http://www.bizedmagazine.com/archives/2016/4/features/rebuilding-an-mba-program-ground-up?utm_source=HighRoads%20Solutions&utm_medium=Email&utm_campaign=HighRoads%20All%20Emails)

<sup>2</sup> See EAB report: <https://www.scribd.com/document/323254125/Design-Thinking-Business-Programs-White-Paper>

remains that of preparing students for leadership positions that extend beyond their current functional areas, specialty or career path. Additional, specialty-specific objectives are achieved through each graduate certificate (e.g., Finance, Data Analytics, etc.), providing near-term value. A complement to the MBA Core curriculum, specialization delivers a set of learning outcomes unique to each area of study. The overall approach involves up-to-date courses and state-of-the-art industry software and data resources, a cohort of qualified student-professionals who learn from each other, strategic face-to-face interactions with knowledgeable and engaging faculty, and extensive input from practitioners. Offering an advanced degree positions the TCNJ School of Business, long considered a preferred source of well-qualified entry level employees, to further meet the evolving demands of the business community.

### **Target Market**

- Designed for professionals 2+ years into their careers.
- Hybrid structure and two-year completion complements early career goals.
- Students seeking both greater depth and breadth.

### **Structure**

- “T” style first delivers a focused specialization followed by the MBA Core.
- Course sequencing for Years 1 and 2 will be as follows: Fall (2 blended), Winter (1 online), Spring (2 blended), Summer (2 blended).
- Blended format combines online learning with a small but important number of required class meetings.
  - Students meet face-to-face for eight hours on Saturdays, 6 times in fall, spring, and summer semesters.
  - Each weekend includes class meetings covering two courses.
- Students benefit from a cohort-like experience.
- Winter course(s) will be 100% online. The Committee will continue to assess the use of blended and online formats.
- An advisory board of alumni and other business professionals will be formed to provide the Committee with input and practitioner perspective.

### **Admission Requirements**

- An earned bachelor's degree from an accredited college or university
- Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) taken within the last five years. [Target range GMAT 540+ or GRE 310+]
- Two years or more of professional work experience
- Current resume
- Two letters of recommendation; at least one from a supervisor (current or former)
- A completed application form with nonrefundable application fee.
- Test of English as a Foreign Language (TOEFL) for whom English is a second language and who have limited experience working/learning in an English language environment
- Completion of business foundation courses (or demonstrated competency) in: statistics, finance, and accounting

### **GMAT / GRE Waivers**

Students who graduated with a business degree with a cumulative GPA of 3.4 or above or have completed an advanced degree or served in the military are exempt from taking the required GMAT/GRE. Waivers submitted by other applicants will be considered case-by-case, based on the applicant's undergraduate record, professional experiences, and documented certifications. The Admissions Committee grants or denies waivers based on the Committee's assessment of the applicant's probability of success.

### **Program Strengths**

Strong Students: The "secret" to the quality classroom experiences at the School of Business rests in large part with the quality of TCNJ students. The potential for the School's talented and well-trained faculty to ask and get a bit more from students rests within the students, their academic preparedness, attitude, and maturity. By purposely targeting a small MBA program (e.g., 150-200 students) the School takes the same selective approach used for undergraduate programs. While some strong potential students will step off their careers for full-time programs at, for example, New York University, Columbia University, or the University of Pennsylvania, many do not have that option. This program targets those students. The faculty will do the rest.

"T" Style Curriculum: Employers want employees with strong skill sets in a specific area and a broad understanding of business on which they can build. Employees want to build successful and stable careers. The "T" Style MBA offers the skill building that comes from specialization and the breadth of the MBA Core. Specializations in "Data Analytics" and "Finance" were chosen based on the rapid increase in graduate degrees and/or certificates offered in each respective area. Future specializations are being considered. This approach provides the student with depth, breadth, and an early return on investment with the graduate certificate. While not common (a competitive plus), the approach has proven successful at the University of Houston – Downtown and aligns with research on employer preferences.

Practitioner Involvement: A Graduate Advisory Committee of alumni and other business professionals will provide ongoing input to the Graduate Committee. Each course will be developed with intentional ways to involve practitioners, whether face-to-face or online.

Online / Blended: The blended format retains the face-to-face interactions common to strong MBA programs, allowing students to network and learn from each other. The online courses, currently two, ease the students' commitment to regular on-campus classes and potentially expand the market. Faculty will be offered training from sources within and outside of TCNJ to use current technology used in the online/blended formats.

Affordable: The suggested tuition is approximately 80% of tuition for Rutgers Part-Time MBA.

#### **"T" Style MBA Program Curriculum**

Initial Year 1 specialization: Data Analytics or Finance (additional specialties may be added). Year 2 consists of the seven-course MBA Core or "common body of knowledge" (CBK). The entire curriculum emphasizes strong writing, case discussion, interpersonal and presentation skills, applied theory and a global perspective.

Finance (21 credits – each course 3 credits)

Fall 1a	Data Analytics (includes accounting/finance data overlap)
Fall 1b	Financial Decision Making
Winter 1	Corporate Governance (online)
Spring 1a	Investments in Global Markets
Spring 1b	International Banking and Capital Markets
Summer 1a	Risk Management and Financial Modeling
Summer 1b	Financial Analysis Practicum

This specialization would allow those students interested in professional certification as CFA chart holder to sit for CFA Level I upon completion of the MBA.

	<u>Data Analytics Specialization (21 credits – each course 3 credits)</u>
Fall 1a	Data Analytics (includes accounting/finance data overlap)
Fall 1b	Applied Regression Analysis
Winter 1	Database Management and System Design (online course that includes SQL or Python type programming)
Spring 1a	Website Analytics and Text Mining
Spring 1a	Applied Times Series and Forecasting
Summer 1a	Geospatial Analysis
Summer 1b	Contemporary Topics Practicum

This specialization provides contemporary analytic skills for complex business decisions.

	<u>MBA Core (21 credits – each course 3 credits)</u>
Fall 2a	Accounting for Managers
Fall 2b	Organizational Leadership
Winter 2	Corporate Finance and Valuation (online)
Spring 2a	Managerial Economics
Spring 2b	Global Operations & Supply Chain
Summer 2a	Corporate Responsibility and the Regulatory Environment
Summer 2b	Strategic Marketing Management

### **Budget**

The accompanying spreadsheet provides five-year estimates of revenues and expenses using “Best,” “Medium,” and “Worst” case scenarios. An additional scenario provides a flat tuition approach. Here are assumptions within the budget:

- Tuition estimates include a \$130 per-credit MBA tuition above the current TCNJ graduate tuition, taking tuition for a three-credit course from \$2,314.50 to \$2,704.50. The “Tuition Comparison” tab compares this approach to the tuition for the part-time MBA at Rutgers. It is recommended that the “Student Center” fees not apply to MBA students.
- The “Flat Tuition” tab provides estimates using a flat tuition of \$43,000 for the degree. The estimates assume that 10% of the flat fee would go towards services typically covered by individual fees (e.g., General Services, Computer fee, etc.).
- Expenses fall into six categories: Marketing (initial and ongoing), Data/Software (for specializations), MBA Director, Instruction, Food (breaks for students and faculty), and Miscellaneous. The Miscellaneous category creates funds to assist in attracting and retaining practitioners contributing to the student experience.
- Annual expenses include new faculty lines in Year 2 and Year 4. Of the 14 course MBA degree, 8 courses are offered during fall and spring (i.e., in load). Meeting AACSB requirements means 5.6 of 8 courses will be taught by full time faculty, essentially one faculty line. The average full time faculty salary in the School of Business is \$174,742.50, including benefits. Not knowing which specialties may be of greater interest to students makes predicting which areas will need a new faculty line difficult (e.g., salaries for finance faculty are higher than those for economics faculty). One full-time faculty line will likely be needed in Year 2, adding to the negative Cumulative Net in the “Medium Case” scenario, which turns positive in Year 3. The “Flat Tuition” scenario follows the “Best Case” enrollment scenario, both of which provide positive net amounts by Year 2 to cover a new faculty position. Clearly, enrollments and the need for new faculty will together determine the financial success of the degree.

### Supporting Research

In response to questions from the School of Business Curriculum Committee, additional data was collected with a focus on the following four issues:

- Faculty Qualifications
- Faculty Course Coverage
- Market Demand and Price Competitiveness
- Employer Perceptions

Additional issues (e.g., IT support) will be part of an ongoing conversation as TCNJ adjusts to offering and supporting courses that meet on some Saturdays.

- Faculty Qualifications
  - The Continuous Improvement Report (CIR) prepared for the upcoming AACSB reaccreditation shows that over the previous five-year period, faculty published an average of 3.1 peer-reviewed journal articles, a level sufficient for a business school with a small graduate program. Of course, research productivity varies. Below is a break down by majors of the percent of faculty with three or more peer-reviewed journal articles over the previous five years:
    - Accounting = 66.7%; Information Technology = 0%; Economics = 50%; Finance = 33.3%; Interdisciplinary Business = 66.7%; Management = 60%; Marketing = 50%
    - With existing research productivity, ten new full-time faculty hired in the past three years, and adjunct faculty available to also teach at the graduate level, faculty qualifications will be sufficient to meet AACSB standards.



- Faculty Course Coverage
  - As a backward-looking report, the CIR shows full-time faculty course coverage below AACSB standards. However, the School has hired four new full-time faculty as of fall 2017 and one faculty search, currently ongoing, add considerable capacity, approximately 26 course sections per year. The expected growth of the MBA will mean 14 new course sections in Year 1, 10 of which will need to be covered by full-time faculty. In Year 2, presuming the program meets growth estimates, a new faculty line will be added, with another new faculty line in Year 4. Faculty coverage will be closely monitored to keep the School within AACSB standards.
- Market Demand and Price Competitiveness
  - Two faculty assisted in the development and rollout of a survey directed at two target audiences interested in graduate business education: working adults and School of Business alumni. The results reinforce the proposed MBA structure in multiple ways as respondents demonstrated support for: an MBA with a specialization, a blended learning delivery format, finance and data analytics as two among a few popular specialties, a price point between \$38K and \$52K, the use of practitioners in the classroom, and the requirement of the GMAT/GRE as part of the application process.
  - Approximately 33% of respondents preferred having the MBA core courses in Year 1. However, 47% either preferred the specialty graduate certificate in Year 1 (22%) or were indifferent (25%). The specialty graduate certificate in Year 1 has the potential of creating a differential advantage as virtually all nearby MBA programs offer core courses first.
  - Respondents strongly preferred meeting six Saturdays rather than four Friday night/Saturday combinations and the proposal has been adjusted accordingly.
- Employer Perceptions
  - Phone interviews and one-to-one conversations with employers reaffirmed that the MBA degree, relative to a specialty master's, continues to be the preferred degree for upwardly mobile employees. Employers express support for a required specialty and recommend the addition of a management specialty. Employers expressed ambivalence as to delivery mode or even degree granting institution, instead focusing on the need for value added skills readily applied to a complex work environment.

### **Learning Outcomes and Program Assessment**

As part of the MBA development process, syllabi were written for each of the twenty-one courses—seven courses in each specialty area and seven courses in the MBA Core. Each syllabus features explicit Learning Outcomes (LO) and, with the exception of practicum courses, each course has specific assessment methodologies identified for two or more learning outcomes. Appendix A lists the course-specific Learning Outcomes and associated Assessment Inventory with corresponding assessment methodology: C\_LO #1-17 for the MBA Core; F\_LO #1-15 for the Finance specialty; and DA\_LO #1-13 for the Data Analytics specialty. The introduction of any additional specialty area will follow this format for learning outcomes and assessment.

The School of Business Assurance of Learning Committee (ALC) guides departments and

programs in the development of assessment plans according to the “Guiding Principles for the Assessment Process” (Appendix B). These principles ensure a shared vision about the School’s assessment process, and alignment with peer institutions and the standards set forth by the Association to Advance Collegiate Schools of Business (AACSB). The ALC also implements data collection, analysis, sharing, and storage of assessment materials. Each member of the ALC acts as a conduit to their department, responsible for: 1) addressing assessment concerns identified by their department or the committee, 2) sharing information and plans between the assessment committee and the department, and 3) revising assessment procedures and plans when needed. Departments provide reports that demonstrate reaction to and subsequent changes based on assessment data. The School maintains an ongoing assessment process documented and verified every five years through the AACSB continuation of assessment review process. The most current review takes place November 5-7, 2017.

In terms of process, during the spring semester, the assessment committee finalizes assessment plans for the upcoming academic semester. These plans are reviewed by departments and then shared with business faculty at the June faculty retreat. In September, departments receive a draft Assurance of Learning report containing assessment data collected from the previous academic year, in addition to the procedures followed to collect this data and the analysis and recommendations developed during the previous assessment cycle on the measured learning outcome. Departments are responsible for analyzing this data and providing recommendations for closing the loop. This report is due back to the assessment committee by the end of the academic year.

Upon approval of the MBA program and assignment of faculty teaching graduate courses within each department, each department will work with the ALC to develop a two-year assessment plan for the MBA degree. The first year will focus on assessing the specialties and the second on assessing the core. Thus, while an assessment plan for the Finance specialty will be fully developed within the Finance Department, the assessment plans for Data Analytics and the MBA core will require input from multiple departments using the assessment inventory. The alternating approach—specialty and core assessed on an alternating two-year schedule—allows time to review the assessment data and make improvements in the course and/or assessment approach. By the end of the first complete cycle (i.e., first two years) the assessment of each specialty and the MBA core will be refined. From that point forward trend lines will be used to highlight program strengths and areas for improvement. Quality assessment is inherently an iterative process requiring accurate measures, good data, and a culture of continuous improvement, a culture well-established at the School.

## **Resources**

### Data:

The annual MBA Program budget includes \$120,000 to:

- establish 24/7 online access to all analytical tools.
- obtain data subscription for data relevant to various course work.

Final decisions have not yet been made as to data and software purchases. Current considerations include subscriptions to one or more of the following: WRDS, Factset, Eikon, Capital IQ (including Compustat and/or CRSP), and SAS online (including SAS Mining).

The School of Business currently has the following resources available to students:

- **Bloomberg Terminal:** Professional level terminal that provides access to a wide range of finance data and allows students to become “Bloomberg certified.”
- **Simmons OneView:** Consumer data used for market segmentation and planning provides information about consumers with respect to their product/service usage, demographics and lifestyle information, and media usage (both traditional media and new social media).

Computer Labs:

At times faculty may want the entire class to meet in a computer lab. The following campus resources can be reserved for use by the MBA program:

Armstrong

106 – 20 PCs – approval needed from Engineering  
156 – 26 PCs – approval needed from Engineering

Biology

232 – 12 PCs

Forcina

101 – 16 PCs

Green Hall

IT Training Room – 20 PCs

Bliss

028 – 27 PCs  
031 – 24 PCs

Business

205 – 30 PCs  
225 – 30 PCs

Science Complex

122A – 30 tablet armchairs  
122 – 24 PCs  
201 – 30 PCs

Social Sciences

021 – 24 PCs  
006 – 4 PCs  
008 – 24 PCs – approval needed from Psychology

Trenton Hall

006 – 18 PC’s – no projector in room

Library Resources:

The TCNJ Library offers the following online resources:

- **ABI/Uniform Global:** Provides citations with abstracts to articles on business, management, products and industries. Full-text coverage for approximately half of the sources indexed. Includes full-text coverage of the Wall Street Journal from 1984-present.
- **Business Abstract with Full Text (Wilson Web):** Provides citations, abstracts, and selected full text from general business periodicals and trade journals. Topics include management, accounting, advertising and marketing, entertainment and media, information technology, and mergers and acquisitions.
- **Business Source Premier:** Provides full text for more than 8,000 business journals and other sources, including full text for more than 1,100 scholarly business publications. Coverage includes virtually all subject areas related to business.
- **IBISWorld:** IBISWorld offers comprehensive market research reports on more than 700 US industries, classified at the 5-digit NAICS (North American Industrial Classification System) level. Additionally, more than 600 “super-niche” industries — specialized and

emerging industries without NAICS classifications — are covered. Each report is presented in a standard format that includes an industry overview, competitive landscape, operating conditions, key statistics, and industry outlook. Reports include text, graphs, charts and tables that can be viewed separately or compiled into a single PDF document.

- **Local Market Audience Analyst:** A product from [SRDS](#), formerly known as Standard Rate and Data Service, “a virtual interaction between advertising agencies, marketers and media properties.” Local Market Audience Analyst offers demographic and market segmentation data of consumers by focusing on a variety of lifestyle and behavior descriptions. For additional information about accessing and using Local Market Audience Analyst, you may find it helpful to view these guides prepared by SRDS.
- **Mergent Online:** Provides business descriptions and complete financials (for up to 15 years) on over 11,000 US public companies, as well as selected international company data. Financials can be downloaded into spreadsheet applications. Create customized analyses and comparison reports for companies and their industries. Historical annual reports are also available.
- **Plunkett Research Online:** Offers business intelligence, industry trends, statistics, market research, sales leads & corporate profiles in your choice of formats and access plans.
- **Privco:** Provides business descriptions and selected financial information on more than 850,000 non-publicly traded corporations, including family-owned, private-equity-owned, and international unlisted companies. The database also includes information about private company mergers and acquisitions; private equity deals; and venture-capital funding deals.
- **Small Business Resource Center:** Covers topics related to starting and growing a business. Resources include full-text reference books on entrepreneurship and small business—including a collection of sample business plans. Also includes full-text journals, magazines and trade publications (1980s-present), as well as links to relevant websites and business videos.
- **Statista:** Is a statistics portal that provides access to data from more than 18,000 sources. Results from customized search queries include lists of statistics, as well as studies and reports (including, in some cases, completed PowerPoint presentations) that place these statistics within a broader context. All data and statistics can be exported as PDFs or Excel files. Additional features include infographics; revenue forecasts on more than 400 industries; extensive coverage of the international digital economy; and “Statistic Dossiers”.
- **Academic Search Premier (Ebscohost):** Provides citations and abstracts to over 4,000 journals covering most academic areas of study including biological sciences, economics, communications, computer sciences, engineering, language and linguistics, arts and literature, medical sciences, and women’s studies.
- **Access World News:** Selected full-text newspaper articles and newswires from the United States and abroad. Access World News is particularly strong in providing access to local, state, regional, and national news.
- **Econlit:** Indexes and provides citations and abstracts from over 600 major journals as well as articles in collective volumes (essays, proceedings, etc.), books, book reviews, dissertations, and working papers licensed from the Cambridge University Press Abstracts of Working Papers in Economics. Coverage includes urban, rural and regional economics, public finance, international economics, and more.

- **Hoover's Company Capsules & Profiles:** Find brief information on 15,000 companies covered by Hoover's. Company Capsules and Profiles deliver information on a company's location, summary financials, top competitors, top officers, and more. Use the title or company field to search company names.
- **International Financial Statistics:** The International Financial Statistics (IFS) database contains approximately 32,000 time series data covering more than 200 countries and areas from 1948 to the present. IFS is a standard source of international statistics on all aspects of international and domestic finance.
- **Jstor:** A full text, full image archive of over 120 journals. Subject strengths are African-American studies, anthropology, Asian studies, ecology, economics/finance, general science, history, literature, math/statistics, philosophy, political science, population/demography, and sociology.
- **Reference USA:** Provides detailed, current directory information for millions of U.S. and Canadian businesses, with separate search modules for health care providers and new businesses. Also enables consumer research by providing faceted White Pages searching and directories of new movers and new homeowners.
- **Regional Business News:** This database provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States.
- **RIA Checkpoint:** Provides access to RIA's Academic Advantage Essentials Library, which includes the RIA U.S. Tax Reporter; Citorator; public domain cases; tax advisors planning system; practical tax strategies; and articles from the Journal of Taxation and Journal of Corporate Taxation.
- **ScienceDirect (Elsevier):** Coverage is primarily in the chemical, biological, and health sciences, but journals from the social sciences are also included.
- **Wall Street Journal:** The Wall Street Journal in full text from 1984. The financial newspaper of record offering in-depth coverage of national and international finance as well as first rate coverage of hard news.

Faculty:

Sunita Ahlawat, Professor, Accounting

Richard Baker, Assistant Professor, Economics

Karen Becker-Olsen, Associate Professor, Interdisciplinary Business

**Lynn Braender, Associate Professor, Accounting**

Jean Brechman, Associate Professor, Interdisciplinary Business

Bea Chiang, Professor, Accounting

**Seung Hee Choi, Associate Professor, Finance**

Maria Domingo, Assistant Professor, Accounting

Jingyi Duan, Assistant Professor, Marketing

Brenda Ghitulescu, Associate Professor, Management

Matthew Greenblatt, Assistant Professor, Economics

Xu (Henry) Han, Assistant Professor, Management

**Susan Hume, Associate Professor, Finance**

Aniefre Eddie Inyang, Assistant Professor, Marketing

Jinsil Kim, Assistant Professor, Management

**Tae-Nyun Kim, Assistant Professor, Finance**

Pamela Kravitz, Associate Professor, Management

Nancy Lasher, Associate Professor, Interdisciplinary Business

Bozena Leven, Professor, Economics

Waheeda Lillevik, Associate Professor, Management

Herbert Mayo, Professor, Finance

John McCarty, Associate Professor, Marketing

**Kevin Michels, Professor, Interdisciplinary Business**

Gerald Miller, Professor, Accounting

Donka Mirtcheva, Associate Professor, Economics

Susanna Monseau, Professor, Interdisciplinary Business

Michele Naples, Associate Professor, Economics

**Joao Neves, Professor, Management**

**Hossein Nouri, Professor, Accounting**

Trevor, O'Grady, Assistant Professor, Economics

Thomas Patrick, Professor, Finance

David Presnky, Associate Professor, Management

**Subarna Samanta, Professor, Economics**

Abdus Shahid, Professor, Accounting

**Nonna Sorokina, Assistant Professor, Finance**

**Linghui Tang, Professor, Economics**

Abhishek Tripathi, Assistant Professor, Accounting

**Louis Tucci, Associate Professor, Interdisciplinary Business**

Donald Vandegrift, Professor, Economics

Patricia Wallace, Professor, Accounting

**David Holleran, Associate Professor, Criminology**

The TCNJ School of Business also employs adjunct professors qualified in a range of specific specializations.

**Name in Bold** indicates developer of one or more courses for MBA curriculum.

**Appendix A**  
**MBA Core Learning Outcomes (C\_LO) and Assessment Inventory**

Accounting for Managers	<p>C_LO 1. Perform a ratio analysis of a company to identify the sources of its competitive advantage (or red flags of potential trouble), and then use that information to forecast its future financial statements.</p> <p>C_LO 2. Identify different types of fraudulent financial reporting and related ethical issues.</p>	<p>C_LO 1 – Analyzing financial statements of a fortune 500 company or a company assigned by the instructor.</p> <p>C_LO 2 – Case study with embedded fraud reporting.</p>
Organizational Leadership	<p>C_LO 3. Explain structural, human, political, and symbolic elements of organizations.</p> <p>C_LO 4. Identify contemporary organizational issues and how to address them effectively through organizational leadership.</p>	<p>C_LO 3 and 4 – Written Assignment: Analysis of a Critical Leadership Issue.</p>
Corporate Finance and Valuation	<p>C_LO 5. Demonstrate an understanding of the terms/language of financial statement analysis.</p> <p>C_LO 6. Build financial valuation process based on the theory, techniques and application in real world situations.</p> <p>C_LO 7. Develop techniques of performance assessment and valuation.</p>	<p>C_LO 5, 6 and 7 – Students must analyze two financial statements. Students will build proficiency in financial statement analysis and evaluation of performance metrics. Effectively review and assess a firm’s financial statements using performance ratios, historical analysis, strategic analysis and overall competitive assessment of a firm. This includes assessing firms’ future earning potential and financial health (assessing growth, value drivers and risks).</p>
Managerial Economics	<p>C_LO 8. Demonstrate an understanding of the economics principles of managerial decision-making.</p> <p>C_LO 9. Make strategic recommendations for a company</p>	<p>C_LO 8, 9, and 10 – A project/presentation is assigned that requires students to demonstrate how the fluctuation of US dollar exchange rate has affected a company’s sales, cost, and competitiveness in the past.</p>

	<p>based on domestic and foreign economic data.</p> <p>C_LO 10. Acquire sensitivity to the cross-national interaction of business operations.</p>	<p>Students are required to make strategic recommendations regarding how to minimize the risk in the future.</p>
Global Operations & Supply Chain	<p>C_LO 11. Analyze an organization in terms of productivity and quality using physical rather than financial metrics.</p> <p>C_LO 12. Demonstrate through analysis how operations and supply chain management are critical for competitive advantage and sustained growth and profitability.</p>	<p>C_LO 11 – Report on: Process Mapping.</p> <p>C_LO 12 – Report on: Operational Strategy for Growth and Profitability.</p>
Corporate Responsibility and the Regulatory Environment	<p>C_LO 13. Articulate your personal reflection on your own values, and how they will shape your decisions and behavior in the business setting.</p> <p>C_LO 14. Demonstrate how psychological pressures in a business situation can overtake your sense of right and wrong and fool you into behaving in ways that you may later regret.</p> <p>C_LO 15. Explain effective ways to communicate with those who would influence unethical behavior.</p>	<p>C_LO 13 – An assignment in the Ethics Analysis Portfolio will assess LO 13 by asking students to identify their Core values, and to consider how these values would influence their handling of a business problem (described in the assignment) that poses a potential conflict between profit and the interests of certain stakeholders.</p> <p>C_LO 14 and 15 – The midterm exam will present students with a factual scenario in which a variety of situational or psychological pressures could lead an employee to engage in wrongful behavior. The student will be required to identify the various types of pressures involved in the scenario, and offer a communications strategy to prevent the behavior from taking place.</p>
Strategic Marketing	C_LO 16. Articulate and defend	C_LO 16 – An open-ended



Management	<p>a marketing strategy designed to develop a sustainable competitive advantage, and marketing tools used.</p> <p>C_LO 17. Utilize analytical tools to extract meaningful information from secondary data that tracks consumer responses.</p>	<p>exam question will be used.</p> <p>C_LO 17 – Consumer data analysis assignment will serve as an imbedded assessment.</p>
<b>MBA Finance Specialty Learning Outcomes (F_LO) and Assessment</b>		
Data Analytics	<p>F_LO 1. Demonstrate an understanding of the problems and opportunities offered by extremely large databases.</p> <p>F_LO 2. Present and explain the meaning of predictive models and algorithms, as well as, exploratory algorithms.</p>	<p>F_LO 1 – Assignment that requires ability to deal with issues of poor data quality.</p> <p>F_LO 2 – Project that requires ability to report and present the results of a predictive model project.</p>
Financial Decision Making	<p>F_LO 3. Classify financial data and understand financial results of the firm.</p> <p>F_LO 4. Recognize the Core financial theories of time value of money, risk-return trade-offs, capital budgeting and capital structure.</p>	<p>F_LO 3 – Case assignments requiring accurate classification and explanation of financial results.</p> <p>F_LO 4 – Exam questions that require skills of demonstrating and explaining risk-return trade-offs and capital structure.</p>
Corporate Governance	<p>F_LO 5. Describe the four steps of Corporate Decision Making Process from Jensen 1976 (Initiation-Examination-Execution-Monitoring) and explain the significance of board independence and effectiveness.</p> <p>F_LO 6. Demonstrate an understanding of the role of executive compensation on strategic decision-making and its impact on shareholders' wealth (long-term and short-term).</p> <p>F_LO 7. Explain the role and</p>	<p>F_LO 5 – Assignments to measure board independence and effectiveness and to make recommendations to reduce agency costs within corporate governance structure through internal governance (i.e., board structure).</p> <p>F_LO 6 – Assignments on managerial performance / effectiveness that require in-depth understanding of the role of executive compensation in firm value maximization proposition.</p> <p>F_LO 7 – Assignments or exam</p>

	potential impact of securities analysts, rating agencies, and regulators on governance process.	questions that require demonstration of understand of market-level control functions and external constituents.
Investments in Global Markets	<p>F_LO 8. Demonstrate basic understanding of financial markets, securities investment portfolios, and risk management.</p> <p>F_LO 9. Explain and demonstrate portfolio optimization and the role of portfolio diversification.</p>	<p>F_LO 8 – Assignment or exam question requiring basic understanding of finance markets.</p> <p>F_LO 9 – Assignment or project that uses stock market data to demonstrate an understanding of portfolio optimization and diversification.</p>
International Banking and Capital Markets	<p>F_LO 10. Understand in theory and in practice the role of major financial institutions (Federal Reserve, European Central Bank, commercial banks) in the global financial system.</p> <p>F_LO 11. Demonstrate the ability to explain regulatory changes and their impact on the functioning of the international financial markets and institutions.</p>	<p>F_LO 10 – Homework and/or simulation results requiring an understanding of the role of major financial institutions.</p> <p>F_LO 11 – Exam question or assignment requiring demonstrated understanding of the impact of regulatory changes.</p>
Risk Management and Financial Modeling	<p>F_LO 12. Demonstrate the ability to establish and implement risk management practices.</p> <p>F_LO 13. Acquire advanced MS Excel skills, including Visual Basic for Applications (VBA).</p> <p>F_LO 14. Demonstrate the ability to define a problem, build a model, interpret and present the results to colleagues and management.</p>	<p>F_LO 12, F_LO 13, F_LO 14 – Six individual project assignments will result in business-style analytical mini-reports suitable for presentation to a team of analysts and their team manager.</p>
Financial Analysis Practicum	F_LO 15. Demonstrate the ability to communicate to a variety internal and external stakeholders the managerial significance of a financial	F_LO 15 – Assignment requiring analysis and mini-report appropriate for wide variety of stakeholders.

	analysis.	
<b>MBA Data Analytics Specialty Learning Outcomes (DA_LO) and Assessment</b>		
Data Analytics	<p>DA_LO 1. Understand the problems and opportunities when dealing with extremely large databases.</p> <p>DA_LO 2. Provide an understanding of predictive models and algorithms, as well as exploratory algorithms.</p>	<p>DA_LO 1 – Assignment that requires ability to deal with issues of poor data quality.</p> <p>DA_LO 2 – Project that requires ability to report and present the results of a predictive model project.</p>
Applied Regression Analysis	<p>DA_LO 3. Explore the role of regression analysis in decision-making: Understand how regression coefficients establish testable relationships between variables.</p> <p>DA_LO 4. Demonstrate familiarity with some major statistical packages, such as SAS, IBM SPSS, and MINITAB.</p>	<p>DA_LO 3 – Assignment that requires application of regression analysis and demonstrated understanding the meaning of coefficients and their testable relationship to outcomes.</p> <p>DA_LO 4 – Assignments with reporting that explains application of appropriate statistical package and approach in regression data analysis.</p>
Database Management and System Design	<p>DA_LO 5. Retrieve and manipulate information from relational and non-relational tables using SQL.</p> <p>DA_LO 6. Design conceptual information models using Entity Relationship and normalization techniques.</p>	<p>DA_LO 5 – Develop queries used solely on SQL employing inner and outer joins, Boolean operations, and other Core functionality.</p> <p>DA_LO 6 – Transform a table of unstructured data into a normalized database design along with identified primary, foreign keys, and referential integrity constraints.</p>
Website Analytics and Text Mining	<p>DA_LO 7. Demonstrate familiarity with a number of algorithms for Digital and Text analytics.</p> <p>DA_LO 8. Demonstrate basic skills used in addressing challenges of analyzing</p>	<p>DA_LO 7 – Digital and text analytics assignment that requires the application of multiple algorithms and clear explanation of results.</p> <p>DA_LO 8 – Project or assignment that requires analysis and demonstrated skill</p>

	unstructured data.	extracting meaning from unstructured data.
Applied Times Series and Forecasting	<p>DA_LO 9. Demonstrate and explain the appropriate use of Box-Jenkins Forecasting Model.</p> <p>DA_LO 10. Demonstrate ability to discern and describe accuracy of competing forecasting methods.</p>	<p>DA_LO 9 – Exam or project with data set where Box-Jenkins may or may not be the most appropriate forecasting model.</p> <p>DA_LO 10 – Exam question or project that requires the application of two or more forecasting models.</p>
Geospatial Analysis	<p>DA_LO 11. Detect geographic clusters of data graphically and statistically, as well as, use measures of proximity.</p> <p>DA_LO 12. Estimate spatially calibrated regression models for research problems in business.</p>	<p>DA_LO 11 – Lab module use to demonstrate ability to detect and understand statistical significance.</p> <p>DA_LO 12 – Research project that includes spatially calibrated regression model.</p>
Contemporary Topics Practicum	DA_LO 13. Demonstrate ability to extract, interpret, and explain data relationship meaningful to practical managerial decision-making.	DA_LO 13 – Course project with imbedded database with individual interpretation and explanation of meaning from data analysis.

## **Appendix B**

### Guiding Principles for Assessment

Before we can assess student learning effectively, we must share a common understanding of assessment in the School as well as provide guidelines for meaningful and effective assessment practices. These principles are guidelines to help us develop successful assessment programs and create a culture that values the academic community involved with improving student learning and student experiences.

#### Assessment Principles

The primary purpose of assessment in the School of Business is to improve student learning and the experiences that enhance this learning. To meet this goal, the academic community must gather meaningful evidence about student learning through the measurement of student learning outcomes and processes so that we can improve our decisions about pedagogy and the design of curricular and co-curricular programs and services.

The assessment process is meaningful, manageable, efficient, and useful for making decisions at the Department or Program level as well as at the School level. Though assessment can be useful for external reporting, its primary purpose is to provide systematic data to enhance the learning environment.

#### Assessment Plans

To realize our assessment principles, each academic or program unit has a written, well-documented assessment plan that includes measurable learning outcomes. These plans need to meet the following goals:

1. Create clear and measurable statements of expected student learning outcomes.
  - a. These statements should be derived from the mission statements from the academic or program unit, the School and the College.
  - b. These statements describe what we expect students to know, how will student learn the material, what demonstrates acceptable student learning, and how the academic and program unit, School, and College will react if students do not meet student learning expectations.
  - c. These statements should reflect broad educational expectations regarding major intellectual and behavior competencies for Liberal Learning and our degree programs.
  - d. Each academic and program unit has a well-documented assessment plan that includes measurable learning outcomes that link their goals to their courses and to the Mission Statements of the School and the College.
  - e. Learning goals reflect the major intellectual and behavioral competencies an academic and program unit intends to instill in its students through the total educational experience across a given program.
  - f. Goals should be stated in terms of “what do we want our students to be?” The learning goals in this context should reflect the knowledge and skills most valued and, hence, evident among graduates.

2. Create clear and measurable statement of expected student experiences that the academic community values as part of the student learning experience.
  - a. These statements should also be derived from our School and College mission statements and from academic and program goals.
  - b. These statements describe curricula, co-curricular goals, and student efforts that lead to particular outcomes.

#### Assessment Process

1. Assessment works best when the faculty and staff who deliver the programs and services own the process.
  - a. Assessment addresses issues and questions people care about.
  - b. Assessment is designed to be meaningful, manageable and sustainable.
  - c. Assessment is embedded in coursework and student experiences to minimize the additional burden on faculty, staff and students.
2. Assessment works best when the process is transparent, multidimensional, comprehensive, and aligned with the learning environment.
  - a. Assessment plans and measurement tools should be available to the entire academic community so that faculty, staff and students understand learning measurements before the learning activity takes place.
  - b. Assessment should involve a diverse collection of assessment methods and tools so that we can view student learning from various angles and settings.
  - c. Assessment should measure student performance over time to reveal change and growth.
  - d. Sampling methods and assessment findings should reflect student learning from the entire student population.
  - e. Assessment plans should reflect a clear connection between the way students learn the material and the way they are tested on it.
3. The School is committed to an ongoing program of assessment of student learning that is supportive and respectful to faculty, staff and students.
  - a. The School can only achieve continuous improvement of student learning when the academic community feels comfortable with the assessment process, and with data collection and storage methods.
  - b. The School will provide the necessary resources for assessment activities including leadership, direction, and professional development for faculty and staff.
  - c. Departments and administrators value assessment activities (e.g., serving on assessment committees, collecting and interpreting assessment evidence, presenting and publishing assessment results and best practices) when considering promotion, tenure, and performance review of faculty and staff.
  - d. The academic community will engage in dialogue about improving student learning, programs, and services.
  - e. Assessment is recognized as an essential and critical component in achieving the university's mission.

## Involvement

1. Assessment is coordinated across the School by colleagues who provide guidance to academic and program units for identifying, measuring, and reporting learning outcomes common to the academic community.
2. All academic and program units are meaningfully and continuously engaged with their assessment process. These academic and program units own and drive their assessment process; they determine learning outcomes, choose assessment strategies, evaluate results, and make decisions.
3. Assessment is a collaborative process involving all stakeholders within an academic unit, including faculty, staff, students, interdisciplinary partners, administrators, alumni, and relevant members from the external community who have an interest in program improvement.

## Use of Results

1. Assessment results are synthesized and used with integrity. Results inform decisions, plans, and policies about teaching, learning, research, service, extension, engagement, and ongoing assessment strategies.
2. Assessment results and decisions based on those results are reported periodically in writing. These reports include the following information:
  - a. The objective(s) and outcome(s) assessed during the reporting period.
  - b. A brief description of the assessment methodology for each outcome.
  - c. A summary of results and key findings.
  - d. Implications of key findings and conclusions.
  - e. A description of any changes that have been established or are under consideration based on what was learned.
3. Because assessment is an ongoing process, further assessment results will be collected and interpreted to determine the effectiveness of any changes that have been made based on past assessments. This feedback loop continues to provide evidence that can be used for improving and maintaining quality.