



College of Business

AACSB International Continuous Improvement Annual Report

Academic Year 2017-18

The Year in Review: Highlights



CoB faculty meeting with SKEMA reps to discuss curriculum

WCU's Master of Accountancy degree ranked in top five in North Carolina, behind Chapel Hill, NCSU, UNCW & Wake Forest. The Master's in Project Management was re-accredited by PMI, which determined that the College's program aligned with GAC Accreditation Standards through the verification and clarification of information provided in the self-assessment report and on-site interviews. It received distinction commendations for 1) institutional/program standards for hiring and retaining faculty, 2) contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community, and 3) the program learning outcome assessment

process. Further, *GetEducated* compared 31 master's in project management from 29 regionally accredited online schools to create this 'Best Buy' list of the most affordable options in the United States and ranked WCU's degree #1. It recently received a No. 4 national ranking from the website mastersprogramsguide.com based on publicly available information about accreditation, accessibility, reputation and recognition, and each program's career-advancing focus. A faculty member in PM, Vittal Anantmula was awarded the prestigious Australian government's Endeavor Fellowship and will be visiting faculty at RMIT University in Melbourne, WCU's long-term partner institution in Australia.

Other faculty were recognized this year as well. Brian Clark was the keynote speaker for North Carolina Business Leadership Network annual thought leadership luncheon. Wendy Cagle & Yue Hillon received the *Outstanding Achievement in Teaching* award at the Service Learning & Community Engagement Awards celebration, and Bob Lahm won the *Outstanding Achievement in Research* award. Five faculty members from the College of Business have been nominated by graduate students and/or colleagues for the Curtis W. Wood Excellence in Graduate Mentoring Award: Yue Hillon, Leroy Kaufmann, Bob Lahm, David Tyler and Steve Warren. Yue Hillon also received WCU's prestigious Paul A. Reid Distinguished Service Award for Faculty. David's Tyler's co-authored paper, paper entitled "*Prioritizing Sponsorship Resources in Formula One Racing: A Longitudinal Analysis*" was named the 2017 "Paper of the Year in Sport Marketing" and honored at AMA Conference in San Francisco. Governor Roy Cooper appointed finance faculty member Ken Flynt to the North Carolina State Banking Commission as a Public Member.



Interim Chancellor Morrison-Shetlar at 19th hole reception with faculty and alumni

Students had many opportunities for experiential learning and to engage in co-curricular activities. In September, the Insights and Reflections speaker series hosted Ronald Johnson ('76), President and CEO of Piedmont Pharmaceuticals. In April, the college hosted John Iamarino, Southern Conference Commissioner. Business students Jadie Aldridge, Rachel Kean, Patrick Killian

and Dalton Fishel made it into the top 25 in a national bank project competition. The *Community Bank Case Study Competition* focused on management and board succession planning at local community banks. The WCU team worked on a project with Entegra Bank in Franklin. The team's video of senior management goals and objectives was judged as the best among almost eighty schools in the country. Finance students outperformed both the Dow Jones industrial average and Standard & Poor's 500 average, as well as 24 other college teams, to take first place in an investment competition sponsored by the Tennessee Valley Authority. The TVA Investment Challenge provides hands-on experience in financial asset management, with student teams actively managing stock portfolios for the federal corporate agency, designing long-term investment strategies and selecting investments under the guidance of faculty members and within established guidelines. CIS senior Rachel Barenberg and Barbara Jo White, presented *Adding User Experience (UX) Testing with Students and Faculty Prior to Campus Website Updates* at the national Student Technology Conference for IT employees at universities. Eleven members of WCU's Phi Beta Lambda, the college level of Future Business Leaders of America (FBLA), traveled to Greensboro, NC to the "Elevate your Future" conference. WCU members attained The Gold Star Chapter Award, which recognizes outstanding local chapters that have participated in PBL state membership activities established by the State Executive Council developed for the beginning of the academic year. WCU's Chapter of PBL also took First Place in the Western Region for Largest Chapter Delegation and Second Place for Largest Chapter Delegation in the entire state.

VISION

The College of Business will be a leading educator of high-performance innovative leadership talent who are prepared to meet tomorrow's business and the region's evolving development needs.

MISSION

Western Carolina University's College of Business is a leader among schools of business in graduating baccalaureate and master's degree students primarily from the lower Appalachians and the Carolina Piedmont who are *Business Ready*® to meet the needs of industries, markets, and institutions.

STATEMENT OF VALUES

In pursuing our mission, the College of Business is committed to the following shared values:

- Integrity, Respect, Ethics, and Trust
- Intellectual Vitality: Passion for and Curiosity about Learning
- Engagement, Service, and Stewardship
- Globalization and Innovation
- Diversity, Inclusion, and Leadership
- Teaching, Learning, and Scholarship
- Excellence and Continuous Improvement

PHILOSOPHY

It is our philosophy that quality faculty who meet high standards in teaching, scholarly activities, and service are an absolute requirement in order to achieve this mission.

- In teaching, we adhere to the principles of the University's QEP program with special emphasis on the impact faculty have on the lives and professional career development of

their students. Graduates will achieve their high-performance and innovative leadership potential through a curriculum emphasizing active learning, involving academic studies enhanced by practical experience gained from engagement opportunities with businesses and economic and community development agencies in the region and beyond.

- In scholarly activities, we adhere to the Boyer model in defining those activities. There are four categories of scholarship which include:
 - Scholarship of Discovery
 - Scholarship of Integration
 - Scholarship of Application
 - Scholarship of Teaching
- Besides the more traditional service venues, faculty service will include work done for the college in helping to establish or further strategic collaborations as well as engagement in economic and community development consistent with our mission.

2015-16 Strategic Action Plan and Benchmarks of Progress

The development of WCU’s 2020 Strategic Plan (<http://www.wcu.edu/about-wcu/leadership/office-of-the-chancellor/wcu-2020-plan/>) was a year-long process that engaged a large group of individuals both on campus and off campus in 2011-12. Spearheading the university’s strategic planning process was the *2020 Commission*, a diverse and inclusive planning body that was charged with developing a shared vision for Western Carolina University – *Our Vision, Our Climb* – within the context of the university's mission and budget, while reaffirming WCU’s commitment to excellence, student success, and external focus and engagement.

As a part of the process, the previous College of Business strategic plan was drafted in the context of the 2020 Strategic Plan. Input was solicited from all College of Business constituencies in meetings and through a strategic planning website, which allowed participants to reflect on what changes should be made to the College’s 2008-13 plan to further the mission of the college and align the college with the strategic goals and directions of the university in its 2020 Plan. As a part of this process, the terminology used in the College of Business plan was aligned with the terminology employed by the 2020 Plan. As proposed, the 2013-18 College of Business Strategic plan is comprised of six strategic directions which are supported by goals and action items, and measured annually by appropriate metrics.

Prior to the beginning of each academic year, the Strategic Planning Committee (“SPC”) reviews the Strategic Plan with three purposes in mind. First, the SPC evaluates the progress that the College has achieved on each strategic direction. Second, if specific goals or strategies need to be restated because they have already been achieved or the context under which they were developed has changed, then the SPC recommends changes. Third, the SPC assesses the need for new action items to be added to the Strategic Plan. In addition, the SPC reviews the College’s vision and mission statements.

Prior to the beginning of the budgeting process, the SPC conducts internal and external scans to determine priorities related to the Strategic Plan. Consistent with the College of Business Bylaws, the Strategic Planning Committee presents its findings and priorities to the College Faculty for feedback. After reviewing the SPC recommendations and faculty input the Dean sets the final institutional strategic priorities and budget parameters for the planning cycle. The following tables provide a more detailed explanation of the progress and/or outcome achieved for the action items related to the college’s strategic goals and initiatives.

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO:	ASSESSMENT	FINANCIAL STRATEGIES

Strategic Direction 1: Enrollment Management (2020 SD1)

Continuously improve the quality and diversity of our student body through controlled enrollment growth that is consistent with the available resources for high quality program delivery that fulfills the needs of our state and region.

UG Enrollment 1735 ↓ .1% UG Degrees 528 ↑ 12.3%	Graduate Enrollment 266 ↓ 1.6% Graduate Degrees 116 ↑ 18.4%
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Goal 1 – Review and strengthen as needed the College’s admission, retention, and graduation requirements for all students.

Action Item 1 – Engage faculty by discipline in discussion about enrollment growth and planning	2016-18	Discipline Faculty, School directors, Graduate program directors	Sept 8th Faculty Forum discussed: <ul style="list-style-type: none"> MBA update on the exploration of hybrid offerings; New Degree in Econ proposal New On-line degree completion BSBA Finance. New On-line degree completion BSBA Management. Minor in Data Analytics. 	N/A
Action Item 2 – Engage faculty in discussion about quality and rigor in curricula	2016-18	Faculty, Collegial Review Committee, Curriculum Committee	GPA per course circulated to faculty in MESH for discussion	N/A

Goal 2 – Improve the recruiting process with an emphasis on increasing the quality and diversity of our student body.

Action Item 1 - Launch and market <i>Articulation on Demand</i> Website	2017-18	CoB Advising Center, Directors, Associate Dean for Academic Affairs	Website launched and introduction sent to 221 community college personnel to announce the concept	N/A
Action Item 2 – Organize outreach and recruitment events at Community Colleges in the surrounding NC counties and outside of NC	Ongoing	Faculty and Director of Advising	Director of Advising & UG Affairs and Distance Program Manager & Advisor attended consortium meetings at Stanley Community College and Piedmont Community College, as well as the Networking Luncheon at SWCC; Outreach events at SWCC’s	State funds

			Macon and Jackson County campuses.	
Goal 3 – Improve retention and graduation rates.				
Action Item 1 – Develop programming to increase student familiarity with the degree audit and decrease percent of students who do not clear for graduation	Ongoing	Advising Director, Associate Dean, Faculty advisors	Transitioned part time distance advisor to full time <i>Distance Program Manager & Advisor</i> ; Programming implemented includes classroom visits to first and second year students before Advising Day to model academic planning for the upcoming semester based on information presented in the Degree Audit and classroom visits graduating seniors the first week of a new semester to discuss graduation application and encourage them to check their Degree Audit to confirm they will clear for graduation.	N/A
Action Item 2 –Monitor program performance metrics	Ongoing	Faculty, School Directors	Directors and Assoc. Dean for Academic Affairs consistently monitored the number of majors, the projected rotations of sections and the needs of the growing distance programs	N/A
Action Item 3 – Continue to update 8-semester plan sheets and Articulation on Demand information	Ongoing	Advising Director, Associate Dean, Faculty advisors	8-semester plans are available at business.wcu.edu and are updated annually to reflect the changes in our programs; Articulation on Demand documents are also available at business.wcu.edu and are updated annually to reflect any changes	N/A
Action Item 4 – Develop 8-semester plan sheets for	2017-18	Advising Director,	8-semester plans for dual BSBA degrees	N/A

double majors and monitor degree efficiency metric		Associate Dean, School Directors	have been created previously (ACCT/FIN, MGT/BLAW, MGT/ENT, and SM with all other BSBA programs, and are updated to reflect changes in curriculum annually	
Goal 4 – Continuously improve the student body perspective on cultural enrichment, globalization and sustainability.				
Action Item 1 – Continue to work with existing partnerships and explore new potential	Ongoing	Advising Director, Faculty, School Directors, Associate Dean, Dean, IPS Director	Hosted representatives from SKEMA Business School in March to review and update curriculum mapping; the BS Hospital and Tourism Management faculty voted to include a global learning goal for their program; Director of Advising visited Chinese partner and discussed partnership development, particularly with the HT program.	N/A
Action Item 2 – Contribute professional activities for Degree Plus credit	2017-19	Faculty, Career and Professional development	Included 6 of 27 AoL student workshops on the list of DegreePlus events, with 150+ students attending AoL/DegreePlus events; Finance faculty developed a <i>Program Manual</i> for financial planning students that includes an award for Professional Development upon the completion of a series of experiences that help them develop professional skills and become ready for their careers	State and donor funds

Goal 5 – Develop a professional <i>Business Ready</i> culture in the College of Business, which includes strengthening ethical and professional behavior, developing and implementing co-curricular and experiential learning programs and prompting career planning.				
Action Item 1 –Continue Jobzology software for career assessment	Ongoing	Director of Advising and UG Affairs	Key classes employed the system	State funds
Action Item 2 – Provide forums for interaction among student leaders, faculty & administration	Ongoing	Dean’s Office, Advising Center	Launched CoB Ambassador program; Hosted lunch with ambassadors, deans and directors to solicit information exchange	N/A
Action Item 3 –Improve processes for internship supervision	2017-18	Center for Career & Professional Development, Curriculum Committee, student advisors	Center for Career and Professional Development (CCPD) will implement a repository for disciplines that do not go through their services (Acct/SM); Marketing will go through CCPD beginning 2017-18; CCPD will flag internships that do not align with Best Practices and monitor effective dates of internships; Directors spot checking Blackboard internship classes; Explore feasibility of BA practicum course proposal as a class.	N/A
COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO	ASSESSMENT	FINANCIAL STRATEGIES
<u>Strategic Direction 2: Innovative Curriculum</u>				
<i>Develop and deliver Business Ready® career focused undergraduate business programs and strategically-focused graduate business programs consistent with a changing global business environment.</i>				
<u>Assurance of Learning Metrics</u> •				
Goal 1 – Maintain continuous curriculum assessment by the appropriate committees and departments.				
Action Item 1 – Integrate Business Ready into assessment activities	Ongoing	AoL Committee, Faculty, Director of Assessment	Invited to the “Interview with WCU’s Best Assessment Practitioners” session at <i>WCU Assessment</i>	N/A

			<i>and Improvement Symposium 2018</i> in which persons were impressed by the College's AoL organizational site on Blackboard.	
Action Item 2 – Send faculty to AACSB training seminars	Ongoing	AoL Committee, Faculty, Director of Assessment	Drs. Moss and Grube went to the 2018 <i>International Conference and Annual Meeting</i> in Honolulu; Dan Clapper attended AACSB <i>Data Analytics Summit</i> in Phoenix; Jim DeConinck attended Continuous Improvement and Impact seminars.	State funds
Action Item 3 – Collect feedback from constituents regarding the meaning of the phrase "Business Ready®"	2017-18	School directors, faculty, administrators	The faculty developed and then piloted a survey on the meaning of Business Ready in the spring of 2017 for faculty; developed word cloud from the survey and put on display	N/A
Action Item 4 – Work with College of Education and Allied Professions on identifying structure for human resources & workforce development differentiation	2017-18	School directors, faculty, administrators	Met with dean and faculty and received report on the program's new directions	N/A
Goal 2 -- Ensure curriculum improvement and implementation as identified by the assessment				
Action Item 1 – Monitor results with <i>Grammarly</i>	Ongoing	AoL Committee, Faculty, Director of Assessment	AoL committee developed "Grammar Refresher" for implementation in Fall 2018 to identify and document student knowledge of grammar	N/A
Action Item 2 – Continue subscriptions to Wall Street Journal & Bloomberg	Ongoing	Dean's Office	Subscriptions continued; three Bloomberg faculty awards given	State funds
Action Item 3- Maintain communication with	Ongoing	AoL Committee, Faculty, Director of Assessment	Fall and spring newsletters distributed; four	State funds

faculty through AoL newsletter and workshops			faculty workshops hosted	
Action Item 4 – Encourage <i>Quality Matters</i> training	Ongoing	Coulter Faculty Commons, Faculty	six CoB faculty participated in the “Applying the Quality Matters Rubric” workshop	State funds
Goal 3 – Update the curriculum based on a scan of the changing global environment.				
Action Item 1 – Provide support and opportunities for student study abroad in conjunction with Provost’s initiatives	2013-18	Dean, Associate Deans	16 CoB students went on int’l exchanges and 21 CoB students went on faculty led programs	travel support from non-state funds
Action Item 2- Propose new FYS in MGT	2017-18	Faculty, Curriculum committee	Developed BA 195, <i>Movers & Shakers: Experienced Leaders and Experiential Leadership</i> , for fall 2018 offering	NA
Action Item 3- Complete review and revision of MKT BSBA curriculum	2017-18	Faculty, Curriculum committee	Final changes implemented; course sequencing improved	NA
Action Item 4- Explore feasibility of interdisciplinary data analytics minor	2017-18	Faculty, Curriculum committee	Offered course at the MBA and UG level Summer 2017, Fall 2017, Fall 2018	NA
Action Item 5- Explore feasibility of developing distance degree programs in MGT & FIN	2017-18	Faculty, Curriculum committee	Certificate program in the financial planning concentration in BSBA approved for a two-year accreditation renewal by the Certified Financial Planner Board of Standards; Finance courses being offered online and request drafted; MGT minor online.	NA
Action Item 6- Begin review process of MPM curriculum after PMI /Global Accreditation Center/s visit	2017-18	Faculty Graduate Curriculum Committee	Initial explorations regarding a doctorate degree based on PMI recommendations	N/A
Action Item 7 – Explore development of a major in Economics	Ongoing	Coulter Faculty Commons, Faculty	Initial proposal developed and discussed with various campus constituents	State funds
COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 3: External Engagement (2020 SD3)				

Build and strengthen relationships that facilitate an exchange of knowledge with the business community, professional organizations, and other diverse constituents, in order to support regional economic transformation, community development, and student placement.

Students Consulting Hours SBTDC

9,861.5 • (↓50.802%)
 (partial report: *Spring 2018 MGR 404 students not work with SBTDC clients, so not all MGT 404 sections tracked student hours; also, does not include contributions from four additional client projects.*)

Communication Metrics – • Added Facebook
Circulation list 8,000 (167%↑ •)

Goal 1 – Enhance engagement efforts.

<p>Action Item 1 – Engage students with local or regional businesses to support the University’s mission to support the economic transformation of the region</p>	<p>2013-18</p>	<p>Faculty/ Administrators</p>	<p>Catamount Career and Networking Day in February hosted 150+ organizations coming to campus to connect with our students. The event allowed students to research career fair employers and graduate schools through JobCat2.0, and provided free professional headshots. CCPD hosted 2 preparatory workshops for students; The finance department faculty organized a breakfast and roundtable discussion for their majors. with industry professionals, most of whom were CoB graduates; Drs. Yue Hillon, Marriano Guarrido-Lopex, and Ed Wright led Capstone Student Projects including 15 outside business clients and ~150 students in projects involving strategic plans, commercialization studies, and marketing research during the fall 2017 semester; Drs. Yue Hillon,</p>	<p>N/A or state funds</p>
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			<p>Marriano Guarrido-Lopez, and Ed Wright led Capstone Student Projects including 8 outside business clients and ~120 students in projects involving strategic plans, commercialization studies, and marketing research during the spring 2018 semester; The MBA Leadership and Ethics Class heard presentations from regional leaders sharing their personal stories and views on effective leadership, including Retired US Air Force General Rick Devereaux; Brooks Robinson, VP and General Manager of Harrah's Resort & Casino; George Briggs, CEO of the North Carolina Arboretum; Casey Cooper, CEO of Cherokee Indian Hospital; Taylor Foss, Senior VP for Talent at Mission Health; Bill Murdock, CEO of Eblen Charities; and David Gantt, Chair of the Buncombe County Commissioners.</p>	
<p>Action Item 2 – Engage faculty with local or regional businesses to support the University's mission to support the economic transformation of the region</p>	<p>2013-18</p>	<p>Faculty/ Administrators</p>	<p>COB & Educational Outreach co-sponsored <i>Tapping into Talent: Think Outside the Box</i> at the Hickory Metro Convention Center to help businesses attract, retain, and develop workforce talent; Dr. Anantatmula spoke about the importance of project mgt in Durham at</p>	<p>N/A or state funds</p>

			GoTriangle, the Research Triangle Regional Public Transportation Authority; The CoB financially supported the Keynote speaker for Catawba County Chamber's symposium "Tapping into Talent", a day dedicated to thinking outside the box on attracting, retaining and developing talent for the Catawba County business.	
Action Item 3 – Establish partnerships with companies for graduate education opportunities	Ongoing	Graduate Program Directors, Faculty, Dean's office	MBA intern placed with SBTDC to support business counselors with market research, competitive analysis, financial analysis, and market strategy; MBA intern placed with Burlington Comm. Health Center for an economic study involving strategic health care research and market analyses	N/A
Action Item 4 – Engage faculty and students across the university with CEI	Ongoing	CEI, Faculty	From September 2017 through May 2018, Engineering School faculty, Dr. Martin Tanaka and Dr. Scott Pierce continued work on the design of a new cervical collar device under an agreement with CEI. The project originated earlier from a Problem-Pitch session held with Mission Health where Dr. Ireton from Mission requested assistance with solving a problem for her patients. A graduate student was recently added to the project team; Forensic Science faculty, Drs.	Organized by WCU R&D Corp and self-funded

			<p>Evanhoff and Hickman, assisted by Forensic Science students and other faculty, have worked on several projects for outside clients since being contracted by CEI in 2017, including DNA testing of human cremations and animal remains for several outside clients; COB faculty, provided consulting services in the area of leadership training and executive coaching to the senior leadership of Cherokee Indian Hospital during the spring and summer of 2017; CoB faculty, provided assistance with strategic planning to the leadership of the North Carolina Arboretum during the summer and fall of 2017; Dr. Ed Wright and Dr. Todd Creasy provide extensive consulting services to Meridian Behavioral Healthcare over the course of 2017-2018 including assistance with strategic planning, culture integration associated with their merger with another organization, & process engineering. Dr. Ed Wright, assisted by student Aaron Alexander, provided strategic planning assistance to Haywood Community College over 12 weeks in 2017-2018;</p>	
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			CEI is providing coaching and assistance to Engineering student, Tyler Mitchel who has proposed a video-parking lot app to assist commuters with WCU parking.	
Action Item 5 – Explore student organizations for interest in regional engagement	Ongoing	Student associations, faculty, CEI, SBTDC	Continued work of Epic; Sport Event & Facility Management class held the 9th Annual Mountain Heritage Day 5K with 110 runners with proceeds going to the Sport Management Association Scholarship Fund.	SBTDC training through Rural Center grant support
Action Item 6 – Involve the new Center for Free Enterprise in interdisciplinary economic development projects	Ongoing	Ed Lopez, Center for the Study of Free Enterprise, University faculty	Launched economy data dashboard: https://www.wcu.edu/engage/regional-development/data-dashboard.aspx	Grant funds

Goal 2 – Improve communication.

Action Item 1 – Provide faculty annual summary of curricular changes	2014 and ongoing	Director of Advising and Associate Dean	Completed and put on the H-drive	N/A
Action Item 2 – Discuss annual AoL report in first curriculum meeting	2014 and ongoing	AoL Director & Curriculum Committees	Report presented and discussed	N/A
Action Item 3 – Continue broad dissemination of the CoB newsletter	Ongoing	Admn support	Distributed ~8,000 twice a year; started CoB Facebook page	N/A
Action Item 4 – Continue Dean’s Update to Cob on a periodic basis	Ongoing	Dean	Deans’ update, periodic emails and information meetings completed.	N/A
Action Item 5 – Explore HT contract courses at Biltmore Park	2017-18	School director, faculty	Discussions ongoing with interested parties and scheduled for fall	State funds
Action Item 6 – Explore making improvements to the website and social media presence	2017-18	Administrators	Met with university marketing and social media personnel	State funds

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO:	ASSESSMENT	FINANCIAL STRATEGIES

Strategic Direction 4: Faculty/Staff Development and Diversity (2020 SD4)

Recruit, develop, and retain faculty and staff who continuously improve the teaching, intellectual contribution, and service effectiveness of the College and focus on ways to increase diversity.

<p>Metrics: Headcount Fulltime Faculty T/TT: 56 ● ↑ (8.7%) Fulltime FT: 8 ● ↓11.11% Adjunct: 13 ● ↑92% Staff 8.5 ● ↑13.3%</p>	<p>Faculty Qualification (including adjuncts) SP .12 IP 4.12 SA 56 PA 1.5</p>
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Goal 1 – Recruit academically qualified or professionally qualified faculty who demonstrate high potential for achievement.

Action Item 1 – Continue to support and strengthen the College’s Research & Teaching Seminars	Ongoing	Director of Assessment, Dean’s office & faculty, MBA Director	Each school had training on the reporting of consulting activities; CSFE sponsored 6 faculty research seminars	State & non-state funds
Action Item 2 – Send faculty to AACSB programs on qualifications and impact	2017-18	Faculty and administrators	Dr. DeConinck attended two seminars in Tampa, <i>Impact Forum</i> and the <i>Continuous Improvement Review Seminar</i>	N/A
Action Item 3- Continue to improve AFE faculty input and feedback with AACSB on deployment, impact, quality	2017-18	Faculty and administrators	Revisions to Q document explored after feedback showed gaps in coverage.	N/A

Goal 2 –Provide faculty with resources and opportunities to expand scholarly activities into all realms of the Boyer model.

Action Item 1 – Take advantage of CSFE research support funds including summer	2017-18	School Directors, Dean, Associate Deans	CSFE awarded-\$34,000 in support of student and faculty research projects, including \$10,000 in summer grants, and approximately \$11,000 in support of student engagement projects (such as EPIC and PBL)	State funds
Action Item 2 – Continue to recognize scholarly activities with awards	2014 and ongoing	Faculty, School Directors, Dean, Associate Deans	Awards given for Innovative & Creative Teaching, Excellence in Research, Engagement, Graduate Teaching as well as for the Professor of	Discretionary Funds/state funds

			Excellence; Complemented CSFE awards with a \$5000 summer research grant	
Action Item 3 – Support endowed professorship activities that encourage faculty-student research	ongoing	Endowed professors, faculty, students	Gimelstob-Landry professor utilized students research assistant; BBT funded UG research projects	Endowed funds
Goal 3 – Continuously improve staff skills and capabilities.				
Action Item 1 – Send support staff to available workshop and leadership opportunities	Ongoing	Support staff, administrators	Nancy 6, Vicki 2 Alex 6, Dona 8	N/A and state funds

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO:	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 5: Sustainable Infrastructure (2020 SD5)				
<i>Facilities, technology and infrastructure are sustainable and support strategic priorities.</i>				
Metric:				
Expenditures on facilities, technology, and infrastructure \$368,351 • ↑430.21%				
Goal 1 – Create an objective, transparent process for allocating resource support for both academic and non-academic programs in the College.				
Action Item 1 – Continue active participation in university budget hearings	Ongoing	Faculty, Administrators	Completed budget hearings and prepared funding requests for new positions	N/A
Action Item 2 – Support corporate structure for alternative revenue	2016-ongoing	Administration, Faculty		Organized by WCU R&D Corp and self-funded
Goal 2 – Continuously improve physical facilities.				
Action Item 1 – Support activities to refresh Forsyth	Ongoing	Physical Plant	Mobile podiums were added to 4 classrooms in Forsyth; ##### new electronic classrooms were added to Forsyth; The Forsyth Student Lounge was moved to the first floor and new furnishings were made possible by the gift of Kevin Vasquez '79; Water bottle fillers	State funds

			were installed on each floor, along with new energy efficient TVs and new recycling bins; new roof added; front steps repaired	
Action Item 2 – Use bulletin boards to publicize student associations	Ongoing	Dean’s support staff, advisor	Bulletin boards utilized	N/A

Goal 3 – Update support technologies compatible with contemporary and emerging global business and education practices.

Action Item – Explore with university officials as appropriate the feasibility of virtualization technology	Ongoing	Dean	All classrooms have virtual desktop technology.	State funds
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COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO:	ASSESSMENT	FINANCIAL STRATEGIES

Strategic Direction 6: Resource Enhancement (2020 SD6)
Generate resources to support Strategic Plan Directions 1, 2, 3, 4, and 5 through our advancement, development, and fundraising efforts.

Metric: Budget All Sources \$10,730,795 (● ↑ .028%)	Endowment Scholarships awarded \$140,806 (● ↓ 19.85%)

Goal 1 – Enhance advancement

Action Item 1 – Work with new University Marketing Director to advance College of Business undergraduate and graduate degree programs	Ongoing	Associate Dean for Outreach & Engagement, Administrative Support Staff	New brochures completed for all programs except CIS and the ME; Funds spent specifically to market graduate programs.	State Funds; Differential tuition
Action Item 2 – Coordinate with new Director of Graduate School recruitment to enhance CoB enrollment	2016-18	Associate Dean for Outreach & Engagement, Administrative Support Staff	<ul style="list-style-type: none"> MBA -web page updated -brochure update in progress -email campaign in progress 	State Funds

			-direct mail campaign to area businesses in progress <ul style="list-style-type: none"> • MAcc -web page updated -prospective student packet (fliers and a brochure) in progress <ul style="list-style-type: none"> • MPM -booklet updated -updated the MPM web page based on feedback	
Goal 2 – Align development and fundraising efforts in support of the overall Strategic Plan				
Action Item 1 – Work with University Advancement to pursue University’s capital campaign	2014-20	Dean, Associate Dean for Outreach & Engagement, Strategic Planning Committee	In conjunction with the College’s new Director of Development (liaison), accomplished ’FY17-’18 development plan, and began implementation of ’FY18-’19 plan for the University’s Capital Campaign. Made alumni and donor calls, effecting contributions exceeding \$1 million in ’FY17-’18.	N/A
Goal 3 – Secure and build the college's endowment scholarships and program support to ensure college initiatives can be begun and sustained				
Action Item 1 – Explore new ways to raise funds to provide scholarship and program support for recruitment and retention of quality students at the undergraduate and graduate level	Ongoing	Associate Dean for Outreach & Engagement	19 th Hole Tour instituted; events hosted in Asheville, Raleigh area, Winston-Salem and Charlotte	Non-state funds
Action Item 2 – Support the activities of the new liaison for the CoB in the Advancement Office	Ongoing	Associate Dean for Outreach & Engagement, Dean, Faculty	Coordinated activities with the College’s new Development liaison and the University Advancement Office. Began structured meeting and goal setting process, planned donor calls	N/A

			with the liaison, and identified many new donor prospects to target in 'FY18-'19.	
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Priorities for the Next Academic Year

SPC will meet August 14, 2018 to plan the 2020 2.0 strategic plan revisions process.

Appendix A: CEI Report

Response: Over the course of the 2017-2018 year, numerous faculty and students were engaged by CEI across the university.

1. From September 2017 through May 2018, Engineering School faculty, Dr. Martin Tanaka and Dr. Scott Pierce continued work on the design of a new cervical collar device under an agreement with CEI. The project originated earlier from a Problem-Pitch session held with Mission Health where Dr. Candice Ireton from Mission requested assistance with solving a problem for her patients. A graduate student was recently added to the project team.
2. Forensic Science faculty, Dr. David Evanhoff and Maureen Hickman, assisted by Forensic Science students and other faculty, have worked on several projects for outside clients since being contracted by CEI in 2017. These have included DNA testing of human cremations and animal remains for several outside clients.
3. COB faculty, provided consulting services in the area of leadership training and executive coaching to the senior leadership of Cherokee Indian Hospital during the spring and summer of 2017.
4. College of Business faculty, provided assistance with strategic planning to the leadership of the North Carolina Arboretum during the summer and fall of 2017.
5. College of Business faculty, Dr. Ed Wright and Dr. Todd Creasy provide extensive consulting services to Meridian Behavioral Healthcare over the course of 2017-2018 including assistance with strategic planning, culture integration associated with their merger with another organization, and process engineering.
6. College of Business faculty Dr. Ed Wright, assisted by student Aaron Alexander, provided strategic planning assistance to Haywood Community College over 12 weeks in 2017-2018.
7. Dr. Author Salido joined the Advisory Board of CEI in January 2018 and began promoting CEI services to regional organizations.
8. CEI is providing coaching and assistance to Engineering student, Tyler Mitchel who has proposed a video-parking lot app to assist commuters with WCU parking. Project planning sessions have been held with Joe Walker and Mike Byers who are also supporting the student venture.
9. CEI has contracted with Dr. Martha Deide and Sue Gorin to provide quality training to North Carolina A&T University in the summer of 2018.
10. CEI is a planning participant and sponsor of the pitch competition planned for the Outdoor Business conference in October 2018.

Appendix CB: AoL Assessment Results

Assurance of Learning (AoL) Annual Report 2017-2018

Assurance of Learning (AoL) is a faculty-driven process at the College of Business (CoB). The responsibility for this comprehensive program is assigned to the Assurance of Learning Committee (AoLC), a committee comprised of a faculty chair, three at-large members, and five graduate program directors. The Associate Dean for Academics serves on the committee *ex officio*. The at-large members are selected to provide cross-sectional representation of CoB disciplines and programs and assume primary responsibility for overseeing the AoL process in the undergraduate business programs: the Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Entrepreneurship (BSE) and Bachelor of Science in Hospitality and Tourism Management (BSHTM). The five graduate program directors provide the AoLC necessary insights regarding their respective programs, the Master of Business Administration (MBA), Master of Accountancy (MAcc), Master of

Entrepreneurship (ME), Master of Project Management (MPM), and the Master of Science in Sport Management (MSSM).

In consultation with faculty, the AoLC maintains a rolling five-year plan to assess, at least twice, student performance in relation to each established learning goal and objective. Program objectives are measured using a variety of techniques: case studies, projects, presentations, embedded test questions, and/or course assignments. Although assessment of learning goals and objectives (LGOs) is the major focus of the AoL program, AoL at the CoB is an extensive program reaching beyond the measurement process to activities that serve to enhance the College's learning environment.

Year in Review

While the AoLC continues to assign and track the measurement of learning goals and objectives in all CoB programs, several additional activities deserve special note. The AoL Committee welcomed new Nathan Johnson, Director of the Master of Project Management Program.

The AoL Committee membership now includes: AoL Chair, Lorrie Willey, Nathan Johnson, Susan Swanger, Bob Lahm, Todd Creasy, AJ Grube, Mary Beth Deconinck, Sanjay Rajagopal, Yue Hillon and Debra Burke, *ex officio*. Yue Hillon and AJ Grube completed their assessment training this academic year.

The AoL role in curricula management is manifested through the overlap of AoLC and Curriculum Committee membership. Those members of Curriculum and Standards Committees highlighted below also serve on the AoLC. Moreover, the AoLC Chair serves on the College's Undergraduate and Graduate Curriculum Committees and makes annual reports to the committees.

Undergraduate Curriculum Committee and Standards: Debra Burke, James Busbin, Debasish Banerjee, Carroll Brown, Bob Carton, Brian Clarke, Yan Fang, Mariano Garrido-Lopez, Beth Jones, Charlie Parrish, Sanjay Rajagopal, James Ulmer and Lorrie Willey.

Graduate Curriculum Committee and Standards: Debra Burke, Todd Creasy, Susan Swanger, Nathan Johnson, Bob Lahm, AJ Grube, Lorrie Willey

AoLC: Debra Burke, Hollye Moss, Nathan Johnson, Susan Swanger, Bob Lahm, Mary Beth Deconinck, Yue Hillon, Sanjay Rajagopal, Lorrie Willey

Assessment and reporting

Toward the end of each semester the AoLC, following established assessment plans, assigns assessment obligations for the next semester. Those notices are followed up with additional communications with faculty to support the assessment process each term. At the end of each term, once reports have been developed, the AoLC reviews and discusses results and makes suggested recommendations.

The CoB's newest graduate program, the MSSM, finalized course maps and assessment plans this year and assessment of this program commenced Summer term 2017. The MBA program reviewed and revised its curriculum this year and the course map and assessment plans for that program will be reviewed and revised in 2018.

New learning goals and objectives

The BSHTM faculty voted to include a global awareness learning goal for their program using the wording for the BSBA and BSE learning goal. Learning goals, curriculum maps and assessment plan for that program will be updated. While the ME and MBA are going through a period of review and revision, the inclusion of a global learning goal is on hold. The Committee will revisit this question in Spring 2018.

The BSHTM faculty adopted a global learning goal this fall. The wording follows the learning goal for the BSBA and the BSE: "Students will have an awareness of the global nature of business activities."

Student and Faculty Workshops


The "Algebra Refresher" workshop went digital this year, although a face-to-face workshop is still offered each term. The algebra problems that are the basis of the "Algebra Refresher" workshop, developed by finance faculty, were developed in WebWorK with the help of Dr. David Tyler. Now all FIN 305 students and to Sport Management Finance students can practice the algebra problems online. Faculty also have a video of each problem being solved that were developed by the AoLC and Ben Kearns, former director of the Math Tutoring Center.


Management faculty requested the duplication of some of the workshops earlier in the term and that request was accommodated in Fall2017.

Moreover, the AoLC joined forces with the WCU DegreePlus program to have appropriate AoL Student Workshops approved as DegreePlus events. In Spring 2018, five AoL/DegreePlus workshops were offered "DegreePlus: Transferable Skills for Success," "Workplace Ethics," "Handling Workplace Conflicts," "Financial Literacy for College Students," and "Get Started Investing." These workshops, as all AoL Student Workshops, support the CoB program learning goals.

Faculty workshops are also coordinated by the AoLC. This year, workshops were generally geared toward technology: using Blackboard, proctoring distance exams, and developing videos.

The workshops, with attendance numbers, are below.

<i>Student Workshops Fall 2017</i>	<i>Faculty Workshops Fall 2017</i>
Group Work: A Headache Waiting to Happen 27	Blackboard Walk-in 9
Algebra Refresher 5	Proctoring Distance Exams 13
Business Research: Hunter Resources 33	
Business Research: Interviews 15	
Business Research: Survey Design and Data Analysis 10	
Writing Process 15	
Using Grammarly 13	
Write Right 20	
How to Cite in APA 28	

<i>Student Workshops Spring 2018</i>	<i>Faculty Workshops Spring 2018</i>
Algebra Refresher 22	Blackboard Walk-in 6
Group Work: A Headache Waiting to Happen 5	Investing Tips 7
DegreePlus: Transferable Skills for Success 8	Creating Videos with Panopto 5
Workplace Ethics 22	
Business Research: Surveys and Analysis 5	
Business Research: Hunter Resources 24	
Handling Workplace Conflicts 38	

Financial Literacy for College Students 54	
Get Started Investing 29	
Getting a Job: Tips and Resources 10	

A total 383 of students and 40 faculty attended workshops over the 2017-2018 academic year. However, the AoLC would like to see even more student participation and has discussed, and will continue to investigate, methods for advising students of workshops and other CoB events. the Committee discussed the possibility of using Blackboard as a location for student resources, however, staff would be need to maintain the site and enroll students into the organization each semester. A College Tweeter account was also discussed.

With appropriate consent when needed, all AoL Student Workshops are videotaped, and the recordings made available to CoB faculty for inclusion in Blackboard class sites for online students or residential students who missed the event. Videos of other CoB events, such as “Insights & Reflections” and “CoB Epic Event(s)” are also made available on the CoB AoL Blackboard site.

Video links



[AoL Student Workshops](#)



[Free Enterprise Speaker Series](#)



[Insights and Refections](#)



[Pitch Party](#)



[AoL Faculty Workshops](#)



[CoB EPIC Event](#)

The “Grammar Refresher”

A new workshop and program have been developed for a Fall2018 pilot: the “Grammar Refresher.” After review of assessment reports, the committee discussed the need to view student performance and the College’s efforts to enhance student learning with a more holistic approach. For example, a specific writing measure may conclude that students meet expectations while, anecdotally, faculty express serious concerns about student writing. That lead to a discussion of what committee initiatives could address those concerns.

To that end, the AoLC developed the “Grammar Refresher” along the lines of the “Algebra Refresher.” A pre-test was developed, using responses from faculty as to their grammar “peeves” and research into the most common grammatical errors. From those sources, 20 sentences containing grammatical errors were developed and then developed as a self-grading Blackboard assessment. Faculty have been asked to have students take the online “Grammar Refresher” assessment and then, should a student perform poorly, encourage students to attend a “Grammar Refresher” workshop developed by the WaLC with input from the AoLC.

The pilot is set for Fall 2018 and faculty will be asked to use the instrument in their classes. Suggestions as to how it can be used were provided, such as an out-of-class assignment or during the first week of the term as a record of attendance. Included in Fall will also be a written “Message to Students” advising them as to why the College needs their participation.

Enhancing programs

To address a concern that MBA students needed some assistance in formatting papers, the MBA boot camp now included a component on the APA which, this year, was presented by David Tyler. The AoLC has discussed and will continue to investigate in the 2018-2019 school year ways in which information on APA can be provided for distance students in master’s programs. The AoLC is considering videos of the APA process, library resources and other content areas that could assist distance students.

The MPM GAC accreditation team visited the CoB in Fall term and the AoL chair meet with MPM faculty and the team to discuss assessment activities.

Reviewing Rubrics

The AoLC decided that faculty might benefit from the AoL-approved rubrics being developed electronically for easy inclusion into class platforms on Blackboard. The AoL Chair met with Sue Grider of the LMS team of WCU and provided information on how to develop the rubrics electronically. While the project will not be completed until 2018-2019, the process is underway.

Blackboard-ready Rubrics



[Instructions for loading rubric to a Blackboard class site](#)



[Group Work](#)



[Knowledge of Ethical Principles](#)

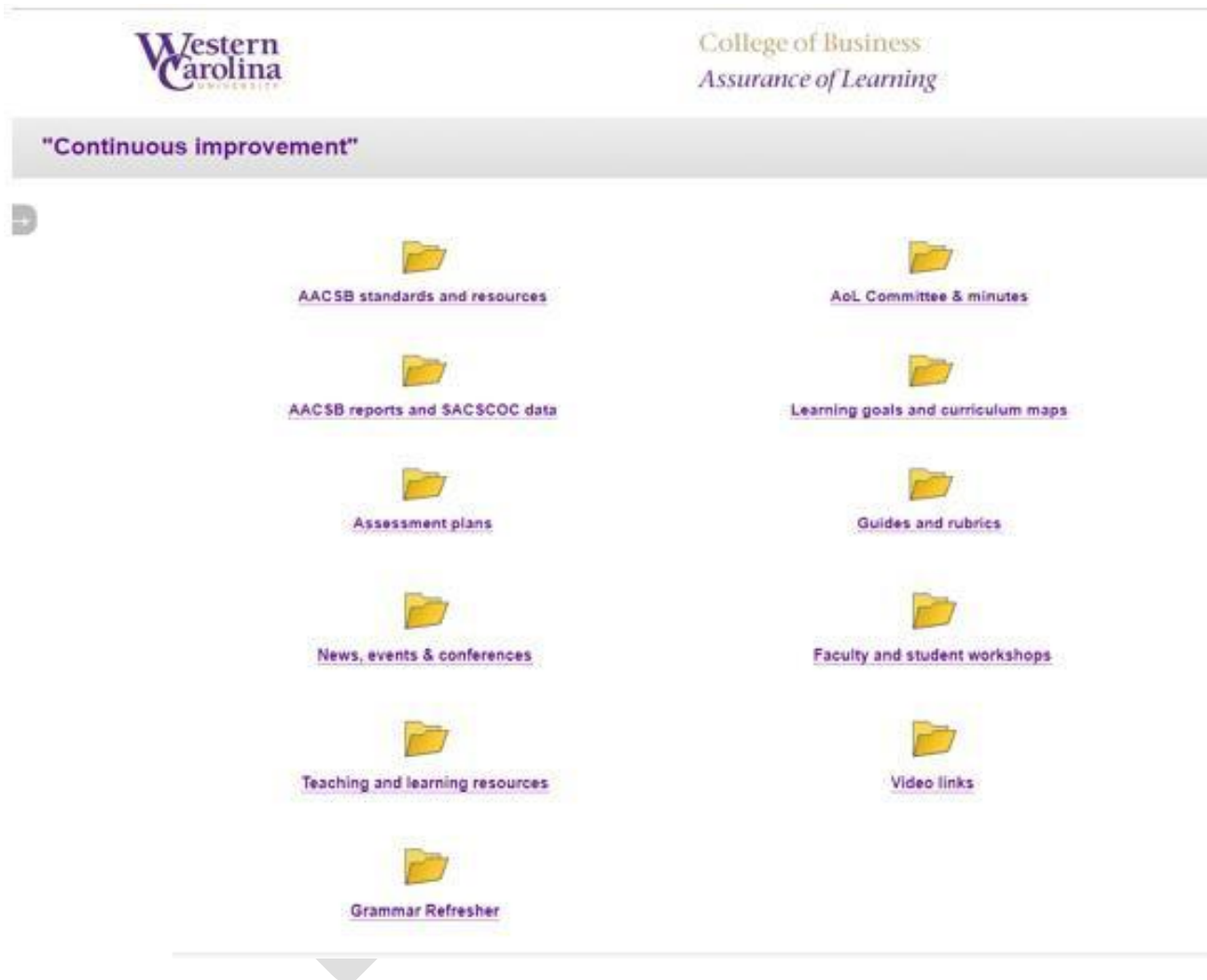


[ME Oral Communication Skills Rubric](#)

Disseminating AoL information

The “Assurance of Learning News” newsletter continues with an issue each semester disseminated to the College each academic semester. The newsletter contains comments by the Dean, short articles on AoL activities and short summaries of assessment reports.

The AoLC continues to maintain and expand the CoB AoL Blackboard site. Assessment reports were re-organized by learning goal rather than the original date organization to provide a more efficient way of finding needed reports and comparing results over time.



Recognition and thanks

The “WCU Assessment and Improvement Symposium 2018” was held in February 2018. The event included several sessions with Dr. Keston Fulcher, the Executive Director of the Center for Assessment and Research Studies at James Madison University. The CoB was invited to the “Interview with WCU’s Best Assessment Practitioners” session. Debra Burke represented the AoLC at that session and discussed the CoB’s AoL program.

The AoLC continued its promotion of Bloomberg in the classroom to enhance student reading and writing through the “Bloomberg Teaching Award.” The College’s Scholarship and Awards Committee reviews faculty applications and selects the recipients. At the College Scholarships and Awards Ceremony April 28, 2018 award recipients were announced: sport management professor David Tyler, marketing professor Mary Beth Deconinck and accounting professor Tom D’Angelo.

The AoLC continues its tradition of recognizing the many people within the College and among the WCU community who contribute to the College’s AoL program. An “AoL Luncheon” was held April 26, 2018 as a way of saying “Thanks.” Fifty invitations were sent out with approximately 20 attending.

Plans for 2018-2019

The AoLC has several actions planned for the next academic year:

The first pilot of the “Grammar Refresher” project and the continuing discussion on writing, including the possibility of a business communications class, admissions standards, remedial work, writing-designated classes, etc.

Development of videos on resources for distance graduate students on topics such as the APA, APA resources, and Hunter Library resources. .

Review of AoL-approved rubrics and the continuation of the development of electronic rubrics.

A faculty workshop on *MS Teams* platform, an online teaching resource.

A consideration of the possibility of suggesting that the ethics learning goal for CoB programs be edited to reflect business ethics.

Closing Loops

The CoB continues to provide students and faculty Bloomberg Businessweek magazine, digital Wall Street Journal and Grammarly to enhance student reading skills, writing skills and business knowledge. A three-year license for Grammarly was purchased this year providing free accounts to all the CoB. As of spring term 2018, approximately 2500 Grammarly accounts had been created.

In an attempt to address faculty concerns regarding student writing, the AoLC coordinates several AoL Student Workshops on writing skills, resources and assistance.

Fall 2017

The comprehensive knowledge assessment instrument developed for the BSBA was administered in MGT 404 Fall 2017. The instrument had been administered two years ago and in the interim, was reviewed and edited by faculty. While this measure serves to provide an overall view of student performance, it is used only as a guide. Faculty will need to determine whether this data is useful and whether this comprehensive instrument should be used in the future.

Student comments to the reflective question might prove helpful.

MGT 404 is the BSBA capstone, and in that class, students work with real clients who, at the end of the term, evaluate student performance. While the number of students included in this measure is small, the results show client satisfaction regarding student performance with the exception of contact by the team. This dimension continues to receive the lowest marks. Faculty will continue to stress the importance of timely and regular contact between the team and the client. Students will be encouraged to develop a client communication schedule.

In the BSBA, QA 305 knowledge and problem-solving measures, students were asked to respond to questions regarding crew-size cost as follows:

Mountain View Furniture in Asheville maintains a large warehouse where it stores items until they are needed by the company's retail stores in western counties of North Carolina. A four-person crew works at the warehouse to load or unload the truck that arrive at the warehouse at a rate of two per hour. Four-person crews unload trucks at a rate of five trucks per hour. Each worker costs the company \$18 per hour in wages and benefits. Mountain View's management is trying to cut costs and is considering reducing the number of workers on this warehouse crew to either three or two. They believe three workers could provide a service rate of four trucks per hour and two workers a service rate of three trucks per hour. The company estimates that it costs \$45 for each hour a truck spends at the loading dock (whether it is waiting for service or being loaded or unloaded). The warehouse is open eight hours per day. The table below was developed using this information and should be consulted to answer the questions.

Students had difficulty in identifying the information needed to resolve the problem posed, specifically, the required formula. Faculty will consider the development activities that will enhance student ability to identify appropriate formulas needed to perform a quantitative analysis and the development activities in which students are asked to perform just the task of identifying what information is needed to resolve a problem.

The BSHTM has a required internship and at the close of the internship, employees provide feedback on student performance. While students perform well, the AoLC is interested in reviewing the employer feedback form used by the Co-op Office. The AoL Committee requested a blank copy of the form to maintain with AoL documents and to enable the AoLC to review the document.

In an ethics measure, MBA students were tasked with responding to seven questions related to the following scenario: "You are driving in a care and come upon the scene of a very recent accident in a remote setting. There appears to be one person injured and in need of assistance. There is no cell phone coverage for your phone. What will you do?" Student responses were assessed by use of the AoL-approved ethics rubric and the results tallied.

The results show some student difficulty in analyzing consequences and choosing a course of action. Faculty will consider the development of additional class discussion of the importance of considering the consequences of alternative actions and in choosing an action.

The AoLC is also considering the possibility of suggesting that the ethics learning goal for CoB programs be edited to align with business ethics. That is on the AoLC agenda for Fall 2017.

In keeping with the intent to align the MAcc program with the requirements of the CPA exam, LAW 640 is no longer a required course for the program so a LAW knowledge measure is no longer required.

In a problem-solving measure, MAcc students were tasked with responding to a question regarding the change of accounting principle and error correction. The question required the students to (a) assess whether the economic event has been recorded correctly, and (b) if not, record the correct journal entry and calculate the amount of cost of goods sold. Students also had to ensure that the journal entry provided is the correct entry when the periodic inventory system is used.

While students meet or exceeded expectations on two of the three components of this problem-solving measure but showed some difficulty in calculating the correct COGS amount. Faculty will consider additional class discussion and/or activities to assist students in improving performance in this area.

For its first problem-solving measure, the MSSM reviewed internship employer answers to a question involving the interns problem solving abilities. This is one of the first measures taken in the newly established MSSM program and faculty will monitor assessment results over time to determine appropriate action. However, for the next problem-solving measure, faculty will consider another activity to assess student performance.

In a Fall term knowledge of finance measure, MSSM students were tasked with using Excel and identifying applicable formulas to solve finance problems by use of embedded test questions.

The results were mixed, depending on the question asked and the Excel formula required for use. Faculty will identify those areas where student performance was not satisfactory and will spend more class time discussing those functions and/or develop activities to improve student performance.

Spring 2018

BSBA

BSE

BSHTM

MAcc

MBA

MPM

Exhibits Program Learning Goals

Bachelor of Science in Business Administration (BSBA)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business BSBA graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify needed actions or presented problems, find and use appropriate information to address the action or problem, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Aware of the global nature of business.

Students will have an awareness of the global nature of business activities.

6. Knowledgeable about business.

Students will be knowledgeable of core business concepts including accounting, business law, economics, finance, information technology, management, marketing and quantitative analysis.

Bachelor of Science Entrepreneurship (BSE)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business BSE graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Aware of the global nature of business.

Students will have an awareness of the global nature of business activities.

6. Knowledgeable about entrepreneurship.

Students will have an in-depth knowledge of entrepreneurship and an understanding of financial accounting, business law, microeconomics, finance, information technology, management and marketing.

7. Effective planners able to identify, evaluate and implement business opportunities.

Bachelor of Science Hospitality and Tourism Management (BSHTM)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business BSHTM graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Aware of the global nature of business.

Students will have an awareness of the global nature of business activities.

6. Knowledgeable about the hospitality and tourism discipline.

Students will have an in-depth knowledge of the hospitality and tourism discipline and have an understanding of financial accounting, business law, microeconomics, finance, information technology, management, marketing and statistics.

7. Effective customer service providers.

Master of Business Administration (MBA)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business MBA graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Knowledgeable of strategic management functional areas: accounting, business law, economics, finance, human resources, information systems, marketing, leadership, operations, statistics, strategy and value creation.

Master of Accountancy (MAcc)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business MAcc graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Understanding of the impact of global business activities.

Student will have an understanding of the impact of global activities on financial reporting and decision-making.

6. Knowledgeable of financial accounting, accounting information systems, taxation and auditing.

Master in Project Management (MPM)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business MPM graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Effective decision makers.

Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Knowledgeable of the strategies required to manage global projects effectively.

Students will develop an understanding of the shared and unique challenges that project managers face on traditional and global projects. Students will develop strategies to manage both face-to-face and virtual teams where various cultures, customs, and traditions may be represented.

6. Knowledgeable about managing projects

Knowledgeable of project management, project management processes, tools, techniques and the interpretation of the Project Management Book of Knowledge (PMBOK).

Master of Entrepreneurship (ME)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development and in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business ME graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Knowledgeable of entrepreneurial planning, innovation, finance, marketing, and operations and capable of identifying and developing entrepreneurial opportunities.

Master of Science in Sport Management (MSSM)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued development in assisting students in becoming leaders, contributing citizens, and *Business Ready*™ professionals.

College of Business MSSM graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

Students will be knowledgeable of ethical principles and the application of those principles.

3. Decision makers and problem solvers.

Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

4. Effective group members.

Students will work effectively in groups.

5. Understanding of the impact of global cultures and the world marketplace on the sport industry.

6. Knowledgeable of the following functional areas of sport management: marketing, finance, administration and governance, and managing projects.

Assessment Plans 
Assessment Plans
BSBA

BSBA		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		
	<i>Learning goals & objectives</i>	F	S	F	S	F	S	F	S	F	S	F	S	F	S	
	Oral Communication	LAW 230		MKT 201				MGT 404					LAW 230			MGT 404
	Written Communication		ECON 232				MKT 201				CIS 251				ECON 232	
	Ethics and Application	FIN 305	ACCT 252				LAW 230					FIN 305				
	Problem Solving and/or Decision Making					ACCT 251				QA 305			ECON 231			
	Group Work				MGT 300				MGT 300						MGT 404	
	Global Awareness								MKT 201				FIN 305			
	Business Knowledge	ECON 231 & FIN 305	ECON 232 & ACCT 252	MKT 201		ACCT 251	LAW 230	ECON 232	MGT 300	ACCT 252	CIS 251	FIN 305	ECON 231	QA 305	MGT 404	
	Indirect	MGT 404				MGT 404				MGT 404				MGT 404		

BSE

	2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Learning goals & objectives														
Oral Communication	LAW 230		MKT 201				ENT 201				LAW 230			ENT 475
Written Communication		ENT 250				MKT 201				CIS 251				ENT 325
Ethics and Application	FIN 305	ENT 250				LAW 230					FIN 305			
Problem Solving and/or Decision Making					ACCT 251				ENT 401			ECON 231		
Global Awareness								MKT 201				FIN 305		
Group Work				MGT 300				MGT 300						ENT 325
Business Knowledge	ECON 231 & FIN 305		MKT 201		ACCT 251	LAW 230		MGT 300		CIS 251	FIN 305	ECON 231		
Entrepreneurship Knowledge		ENT 250				ENT 325				ENT 450				ENT 475
Indirect			ENT 450				ENT 450				ENT 450			

BSHTM

	2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Learning goals & objectives														
Oral Communication	LAW 230		MKT 201				HT 334				LAW 230			HT 436
Written Communication		HT 436				MKT 201				CIS 251			HT 432	
Ethics and Application	HT 130	HT 335				LAW 230					FIN 305			
Problem Solving and/or Decision Making					ACCT 251				HT 432			ECON 231		
Group Work				MGT 300				MGT 300						HT 438
Business Knowledge	ECON 231		MKT 201		ACCT 251	LAW 230		MGT 300		CIS 251	FIN 305	ECON 231		
Hospitality & Tourism Knowledge		HT 335				HT 432		HT 334		HT 438		HT 436		
Customer Service		HT 335				HT 432				HT 438				
Indirect			HT 483 summer Internships				HT 483 summer Internships				HT 483 summer Internships			

MBA

MBA		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	<i>Learning goals & objectives</i>	F	S	F	S	F	S	F	S	F	S	F	S	F	S
	Oral Communication				MBA 641				MBA 641						MBA 641
	Written Communication		MBA 633	MBA 633			MBA 631	MBA 633			MBA 631		MBA 631	MBA 633	
	Ethics and Application	MBA 621	MBA 633			MBA 621				MBA 621		MBA 621			
	Problem Solving and/or Decision Making	MBA 627	MBA 635		MBA 643			MBA 627			MBA 643			MBA 627	
	Group Work			MBA 641			MBA 629			MBA 641			MBA 629		
	Business Knowledge		MBA 643			MBA 643			MBA 643			MBA 643			MBA 643
	Indirect					Twice in the assessment cycle						Twice in the assessment cycle			

MAcc

MAcc		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017			2017 – 2018		2018 – 2019		2019 – 2020	
	<i>Learning goals & objectives</i>	F	S	F	S	F	S	F	S	SS	F	S	F	S	F	S
	Oral Communication	ACCT 605						ACCT 605							ACCT 605	
	Written Communication	ACCT 625				ACCT 605						ACC T 625				
	Ethics and Application				ACC T 640				ACCT 640							ACCT 640
	Problem Solving and/or Decision Making	ACCT 615						ACCT 620			ACCT 615				ACCT 620	
	Group Work	ACCT 605				ACCT 605								ACC T 640		
	Global activity impacts								ACCT 616							ACCT 616
	Technical Knowledge		ACC T 616	ACC T 625			ACCT 640	ACCT 615				ACC T 616	ACC T 620		ACCT 625	

ME

ME		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	<i>Learning goals & objectives</i>	F	S	F	S	F	S	F	S	F	S	F	S	F	S
	Oral Communication	ENT 660						ENT 650				ENT 660			
	Written Communication		ENT 655				ENT 655						ENT 655		
	Ethics and Application	ENT 660/630		ENT 600						ENT 630				ENT 600	
	Problem Solving and/or Decision Making	ENT 660	ENT 610						ENT 610				ENT 610		
	Group Work			ENT 660						ENT 660				ENT 660	
	Entrepreneurship Knowledge		ENT 670		ENT 670				ENT 610					ENT 660	
	Indirect							ENT 660 Market Place data						ENT 660 Market Place data	

MPM

MPM		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	<i>Learning goals & objectives</i>	F	S	F	S	F	S	F	S	F	S	F	S	F	S
	Oral Communication			PM 660				PM 660				PM 660			
	Written Communication		PM 650				PM 658				PM 652				PM 658
	Ethics and Application			PM 660				PM 660				PM 660			
	Problem Solving and/or Decision Making	PM 656				PM 656				PM 654			PM 652		
	Manage global projects										PM 658		PM 652		
	Group Work				PM 652						PM 658				PM 652
	Business Knowledge	PM 656	PM 650	PM 654		PM 656		PM 660			PM 658		PM 652		
	Indirect					Twice in the assessm ent cycle						Twice in the assessm ent cycle			

MSSM

MSSM	Learning goals & objectives	2016 – 2017			2017 – 2018			2018 – 2019			2019 – 2020			2020-2021		
		F	S	SS	F	S	SS	F	S	SS	F	S	SS	F	S	SS
	Oral Communication			SM 683									SM 683			
	Written Communication								SM 683							SM 683
	Ethics and Application							SM 615			SM 615					
	Problem Solving and/or Decision Making			SM 683									SM 683			
	Group Work				PMC 620						PMC 620					
	Global Culture and marketplace								SM 672							SM 672
	Functional knowledge				SM 630 Finance			SM 620 Adin and gov				SM 640 Marketing				PM Assesment via PMC award

Assurance of Learning Newsletter



From the Dean

Our assessment efforts are again on track and showing progress this year. Every year we gather data and have meaningful discussions among the faculty. These conversations lead to curricular and pedagogical improvements – closing the loop. I know it seems as if the AACSB accreditation team just left campus. However, this summer is when we submit our next application for reaffirmation. That means the external review will come around again quickly 2019-20 will be our year of record. The improvements we implement this year and next will likely be the fresh stories we will be telling during that review. Thanks for keeping our assurance of learning process active and effective!

BSHTM Goes Global

This fall, the BS Hospital and Tourism Management faculty voted to include a global learning goal for their program. Following the lead of the BSBA and BSE, the faculty voted to include the following:

“Students will have an awareness of the global nature of business activities.”

The first assessment of the global learning goal for the College’s undergraduate programs was conducted by the Marketing faculty in Spring 2017. The MPM and MAcc also conducted measures of their global learning goals Spring term.

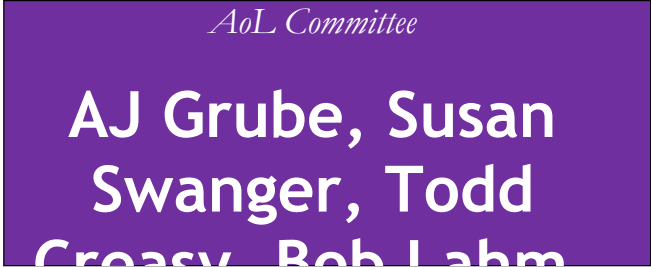
MSSM Starts Assessing

The newly developed Master of Science in Sport Management began its assessment activities this past summer. Initial measures were conducted for problem solving, writing, as well as an indirect measure of student performance based on internship employer feedback.

AoL Student Workshops Well Attended

This fall, the AoL Committee coordinated 14 student workshops on a variety of subjects from using Grammarly to conducting business interviews. To date, 136 students have taken advantage of these learning opportunities. Plans for Spring 2018 workshops are underway; if you have an idea for a workshop, please contact Lorrie Willey.

Links for AoL Workshops videos, as well as those for other CoB events such as “Insights and Reflections,” are available on the CoB AoL site on Blackboard.



Thanks QA Faculty

A special note of thanks goes to the QA faculty who are conducting a major problem solving assessment this term. The results of this assessment will be the basis of the AACSB BSBA report as well as the SACs reports for each of the BSBA majors. Thanks Hollye, Jon, Dennis and Howard!

Spring & Summer 2017 Assessment Summaries

Program assessment reports, and all AoL materials, are available to CoB faculty and staff on the *College of Business Assurance of Learning* Blackboard organization site.

	MEASURE	SUMMARY
BSBA	Group work	Students performed well on all measures.
	Management Knowledge (social responsibility)	
	Global awareness	
BSE	Group work	Students performed well on all measures.
	Management Knowledge (social responsibility)	

	Global awareness	
BSHT M	Group work Management Knowledge (social responsibility) Global awareness Indirect: intern employer feedback	Students performed well on all measures with responses to just one social responsibility question below expectations. Employers are very pleased with their HT interns.
MBA	Group work Oral communication skills Knowledge	Students performed well on the group work and oral comm. skills measure. Some difficulties were noted on the knowledge measure so faculty will add class time and/or assignments to address that concern.
ME	Problem solving	Students performed well.
MAcc	Ethics Global impact Indirect: CPA results	Students performed well on all measures. WCU was outstanding among UNC institutions.
MPM	Global strategies	Students performed well.
MSSM	Problem solving/decision making Written communication skills Indirect: Intern employer feedback	Students performed well on all measures.

Measure for Measure: Fall 2017

Thank you, faculty, for your work on Fall assessments.

	MEASURE	CLASS AND FACULTY
BSBA	Business knowledge & problem solving responsibility knowledge	QA305: Hollye Moss, Jon Marvel, Dennis Hull and Howard Ralph
		ACCT 252: Beth Jones, Leroy Kauffman, Marco Lam, Sharon Lauffer
BSE	Problem solving	ENT 401: Bob Carton
BSE	Problem solving	HT 438: Steve Morse
MBA	Ethics	MBA 621: Ed Wright
MAcc	Problem solving	ACCT 615: Marco Lam
MPM	Decision making	MPM 654: Tom Rogers
ME	Group work	ENT 660: Bob Carton
MSSM	Group work	PMC 620: Yang Fan SM
	Knowledge: Finance	630: David Tyler



Students learn of Hunter resources for business research with CoB Hunter liaison, Matt Brower.

Preparing Business Ready® Graduates

Assurance of Learning News

*College of Business
Western Carolina University*

Issue 11, Spring 2018

From the Dean

We certainly have come a long way since the early years of our Assurance of Learning program. We've successfully incorporated new undergraduate, graduate, and distance programs. Now, our AoL processes are simply a part of what we do and one of the ways we gauge our students' learning. It's a part of our culture. As the college transitions to new leadership in the fall, I am confident of a seamless continuation of assessment activities. As we've grown our AoL program, we've added both student and faculty workshops. This year, we've included some of those student workshops on the list of DegreePlus events. So far, over 150 students have attended these AoL/DegreePlus. We're off to an excellent start. Many thanks to each of you who have participated in data collection and the AoL processes this year.

CoB AoL Recognized by WCU

The "WCU Assessment and Improvement Symposium 2018" was held in February. The event included several sessions with Dr. Keston Fulcher, the Executive Director of the Center for Assessment and Research Studies at James Madison University. The CoB was invited to the "Interview with WCU's Best Assessment Practitioners" session. Debra Burke represented the College at that session and discussed the CoB's AoL program. Dr. Burke mentioned to the AoL Committee that those attending the session were especially impressed by the College's Assurance of Learning organizational site on Blackboard.

New Member on AoLC

Welcome to the AoL Committee's newest member, Nathan Johnson. Nathan was recently appointed MPM director and replaces former director and AoLC member, Vittal Anantatmula on the committee.



Students attend Patrick Payne's "Get Started Investing Workshop."

AoL Student Workshops & DegreePlus Events

This spring term, four AoL workshops received DegreePlus approval: Ken Sanney’s “Workplace Ethics,” Brain Clarke’s “Handling Workplace Conflicts,” Grace Allen’s “Financial Literacy for College Students,” and Patrick Payne’s “Get Started Investing” were extremely popular with over 150 students from the CoB and across campus attending those sessions. Joining forces with DegreePlus not only demonstrates the College’s support of DegreePlus but also raises the College’s exposure to students outside the College to the knowledge and expertise of business faculty. If you would like to facilitate an AoL/DegreePlus workshop, or have an idea or need for an AoL workshop, please contact Lorrie Willey.

Fall 2017 Assessment Summaries

Program assessment reports, and all AoL materials, are available to CoB faculty and staff on the *College of Business Assurance of Learning* Blackboard organization site.

	MEASURE	SUMMARY
BSBA	Accounting knowledge	Students performed better than expected on this ACCT 252 measure.
	Quantitative analysis knowledge	In a QA 305 measure, students had some issues in identifying appropriate information/ formulas.
BSBA and BSE	Problem solving and decision making	Mixed results showed some areas of concern for the BSBA in QA 305. BSE students performed well in ENT 450.
BSHTM	Problem solving and decision making	Students performed well the measure.
	Indirect: intern employer feedback	Employers are very pleased with their HT interns.
MBA	Ethics and their application	Students performed well on the measure.
MAcc	Problem solving and decision making	Students performed well.
MPM	Problem solving and decision making	Students performed well.

MSSM	Finance knowledge	Students showed some areas of concern in the use of Excel and related formulas.
	Group work	Students performed well in groups.

**** Reports will be finalized and available on the CoB Assurance of Learning Blackboard site after April 20.**

Preparing Business Ready® Graduates

Measure for Measure: Spring 2018

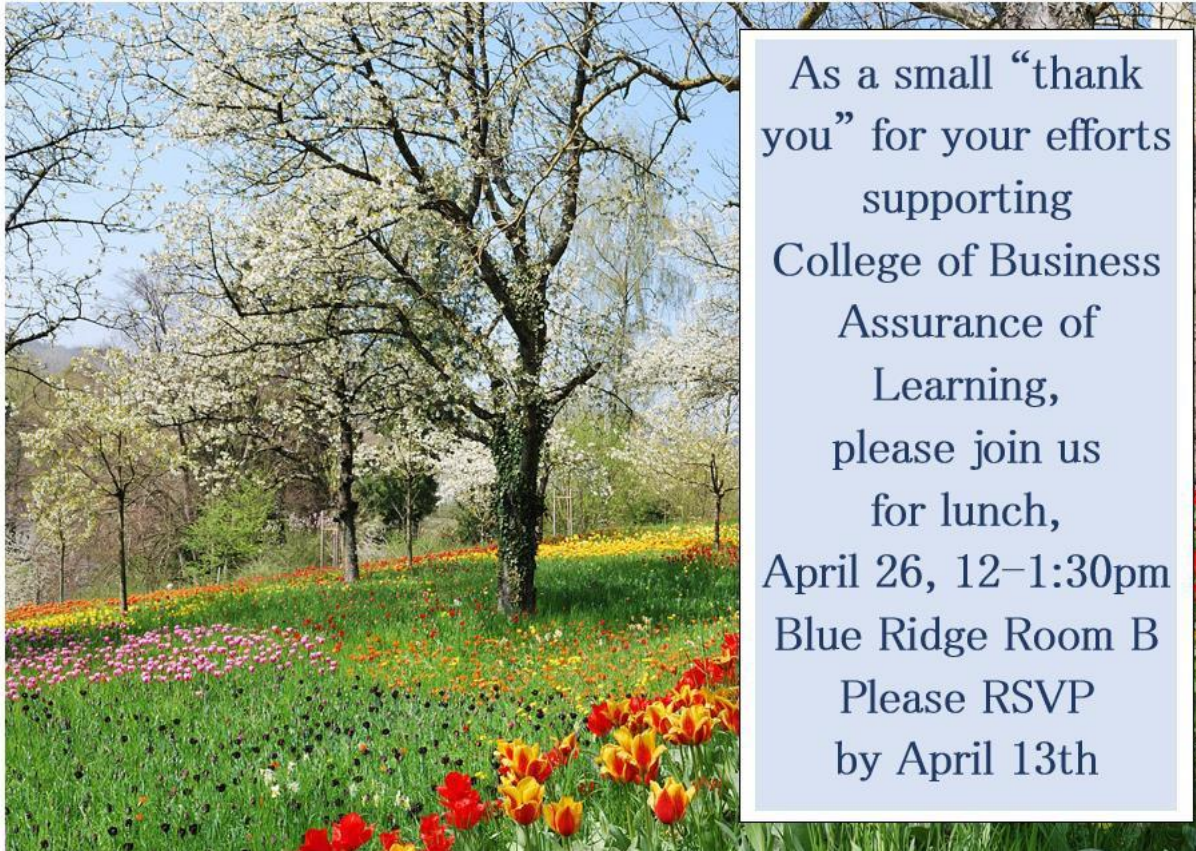
Thank you, faculty, for your work on Spring assessments.

	MEASURE	CLASS AND FACULTY
BSBA	CIS knowledge	CIS 251: Bill Richmond, Will Kapakos, Barbara Jo White, Debasish Banerjee
	Written communication skills	
BSHTM	Hospitality and customer service knowledge	HT 438: Angela Seby
MBA	Problem solving and decision making	MBA 643: Yue Hillon
MAcc	Technical knowledge	ACCT 616: Marco Lam
MPM	Group Work Business knowledge	PM 658: Vital Anantatmula
	Written communication skills	PM 652: Todd Creasy
ME	Oral communication skills	ENT 601: Bob Lahm

Thanks CIS Faculty

A special note of thanks goes to the CIS faculty who are conducting major writing and knowledge assessments this term in CIS 251. The results of this assessment will be the basis of the AACSB reports and will provide additional data regarding the state of student writing skills. Thanks Bill Richmond, Will Kapakos, Barbara Jo White and Debasish Banerjee.

AoL Luncheon



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Assessment Reports

Summer 2017 BSHTM

Program: BSHTM	Term: Summer 2017		
Learning goal and/or objective: Indirect measure of student performance using external feedback provided by employers about student internships.			
Class: HT 483 Internship in Hospitality and Tourism	Number of Students Reviewed: 30		
Methodology and assessment instrument: After the required internship, intern employees provide feedback on student performance on several dimensions by use of a standardized questionnaire developed by BSHTM faculty and administered through WCU's Professional and Career Development Center. The standards of performance used reflect those used on the employer feedback document.			
Results:			
Dimension	Satisfactory	Very Satisfactory	Outstanding
Quality of work produced	17%	33%	50%
Sensitivity to problems, ability to solve them	27%	33%	40%
Accuracy and thoroughness	23%	40%	37%
Ability to work under pressure	26%	27%	47%
Effectiveness in oral communication	27%	53%	20%
Effectiveness in written communication	16%	57%	27%
Ability to learn	10%	30%	60%
Effective in preparing and organizing work	16%	37%	47%
Takes the initiative, a self-starter	27%	43%	30%
Is cooperative in working relationships with others	16%	37%	47%
Demonstrates a willingness to accept responsibility	14%	33%	53%
Demonstrates cultural sensitivity	3%	37%	60%
Knowledge of technology	20%	40%	40%
Leadership	37%	43%	20%
Professionalism	26%	44%	30%
Overall	33%	40%	27%
Recommendations: Students met or exceeded expectations on all dimensions; no action at this time. Since the employer feedback form was developed by the Co-op Office, the AoL Committee will request a blank copy of the form to maintain with AoL documents and to enable the AoLC to review the document.			
Implementation date(s): As per assessment plan.			

MAcc

Program: MAcc	Term: Summer 2017		
Learning goal and/or objective: Students will be knowledgeable of financial accounting, accounting information systems, taxation, auditing and law.			
Class: LAW 640 Public Accounting Regulatory Environment	Number of Students Reviewed: 19		

Methodology and assessment instrument: The students studied and were tested on a variety of legal topics. For the purpose of this legal knowledge assessment, embedded test questions were used to gauge the students' understanding of contract law, specifically in the area of sales contracts governed by the Uniform Commercial Code. The student responses for each question were then tallied.

Results:

Question	Correct	Incorrect
Smith agrees to ship to Rhodes 100 ceiling fans for \$5,000. Smith initials her notes of the meeting, which include the terms of the deal, and files the notes in her office. Rhodes initials her own notes of the meeting, which include the terms of the deal, and files the notes in her office. Smith fails to ship the fans. Rhodes asks a court to enforce the alleged contract. Smith asserts that it must be in writing under the Statute of Frauds. The contract is: enforceable, because Smith's initialed notes constitute a sufficient writing.	95%	5%
Wood Barrel Company agrees to sell one hundred oak barrels to Purple Vineyard. Wood can obtain only fifty oak barrels, but also ships fifty more expensive redwood barrels for the same price. Under these circumstances: both a and b	95%	5%
Ron orders a shipment of black coats from Burley Clothing. Burley ships blue coats instead. Ron rejects the coats, but they are destroyed in a fire on their return to Burley. The loss is suffered by: Burley because Ron never accepted the blue coats	84%	16%
Digital Computer Company agrees to sell Office Supplies, Inc. (OSI), computers for OSI to sell in its stores. A contract between these parties will be rendered unenforceable if it does not include: the quantity of the goods	95%	5%
Kramer and Newman enter into a contract on August 1 in which Kramer agrees to sell 200 of the 500 head of cattle that he has on his ranch to Newman. Newman cancels the contract ten days later. Kramer can: resell the 200 head of cattle and recover any resulting damages from Newman	89%	11%
Schiff Sports contracts for the sale of sports equipment to the Athletic Source. Schiff ships nonconforming goods, which the Source accepts. In the Source's suit against Schiff for damages, the measure of damages is the difference between: the value of the goods as accepted and their value if they had been as promised	89%	11%
Kate contracts to buy tea from Tasty Tea Company but does not specify an exact amount of tea. Tasty later breaches the contract. Kate will probably be: unable to enforce the agreement under these circumstances	79%	21%
Orchard Farms contracts with four food companies to sell its entire crop of oranges. Orchard loses half of the crop to an unexpected insect infestation. Orchard should: apportion its surviving crop fairly among its customers	100%	0%
Amy and Builders Corporation enter into a contract in which Amy agrees to deliver cement to Builders at a construction site. They neglect to include a price in the agreement. A court will: determine a reasonable price for the cement and insert it into the contract.	95%	5%
Crawford orders 10,000 ink pens from Perfect Pens Corporation but fails to specify the ink colors that she wants. The pens are delivered in an assortment of ink colors. Crawford: has the right to pick and choose only those colors that she wants.	100%	0%
Equipment Rental Corporation and Fine Farms, Inc., are parties to an oral agreement for a lease of goods with payments in excess of \$1,000. They may satisfy the Statute of Frauds by: executing a written memorandum of their oral agreement	100%	0%
Due to a rapid decline in the price of horseshoes, which can now be bought and sold for 50 cents each, Mark refuses to buy 1,000 horseshoes from Clark for \$1 per shoe and thus breaches an existing contract. Clark is entitled to recover: \$500.	84%	16%
Tasty Restaurant orders five gallons of butter from Discount Suppliers. Discount ships five gallons of margarine by mistake. Tasty decides to keep the margarine, in spite of its nonconformity with the contract. The destruction of the margarine in a fire at Tasty that same day will result in: Tasty having to bear the loss, because it accepted delivery of the margarine	95%	5%
Bentley orders a carload of "Grade A winter wheat" from Graham, but Graham ships "Grade B winter wheat" to Bentley. Bentley accepts the nonconforming wheat but wishes to recover damages. Bentley must: notify Graham of the breach within a reasonable time after the defect was discovered	89%	11%

Folger contracts to purchase coffee from Max but does not specify the payment terms. Max subsequently breaches the contract. Folger will probably be: able to enforce the agreement against Max.	100%	0%
Gamma Company contracts to provide several manufacturers with tin. A cartel of tin-producing countries embargoes future shipments of tin to Gamma so that it cannot fulfill its contracts. Gamma: is excused from the performance of its contracts	89%	11%
Mountain Bikes, Inc., and Local Bicycle Store contract for a sale of seventy bicycles from Mountain to Local. Unless the contract states otherwise, it is assumed that this is: a shipment contract only	95%	5%
Fran leaves a pair of recently purchased shoes at a shoe store so that they might be dyed for a wedding. The shoe store accidentally sells Fran's shoes to Jan, who has no knowledge that the shoes belong to someone else. Fran can recover from the shoe store only	89%	11%
Margaret contracts to deliver fifty tables to Furniture Warehouse on May 1. She calls Furniture on April 15 to notify it that she is going to cancel the contract because her workers have gone on strike. Furniture may: all of the above.	89%	11%
Sweet Produce Company contracts with Tasty Restaurant to ship six hundred heads of lettuce in three equal installments. When the first installment arrives, ten heads of lettuce are rotten. Tasty may reject the first installment only	100%	0%

Recommendations: The students met or exceeded expectations in this legal knowledge measure. LAW 640 is no longer a required course for students in the MAcc problem so future measures will involve other areas of accounting knowledge.

Implementation date(s): NA

MSSM

Program: MSSM	Term: Summer 2017		
Learning goal and/or objective: Indirect measure of student performance as assessed by internship employees.			
Class: SM 684 Internship in Sport Management	Number of Students Reviewed: 11		
Methodology and assessment instrument: Students are required to engage in an internship as part of the MSSM program. At the completion of the internship, employers are asked to provide anonymous feedback relative to the student's performance. The results of that feedback was tallied.			
Results:			
	Below Expectations	Meets Expectations	Exceeds Expectations
Professional Attitude		18%	82%
Professional Knowledge		9%	91%
Flexibility/ Adaptability		55%	45%

Organization and Planning		55%	45%
Initiative and Dependability		27%	73%
Judgment and Common Sense		36%	64%
Personal Appearance		18%	82%
Problem Solving Ability		18%	82%
Speech		9%	91%
Writing Ability			100%
Personality		55%	45%
Cooperation			100%
Punctuality and Attendance			100%

Recommendations: This is one of first measures taken in the newly established MSSM program. Faculty will monitor assessment results over time to determine appropriate action.

Implementation date(s): As per assessment plan

Program: MSSM	Term: Summer 2017		
Learning goal and/or objective: Indirect measure of student performance as assessed by internship employees.			
Class: SM 684 Internship in Sport Management	Number of Students Reviewed: 11		
Methodology and assessment instrument: Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.			
Results:			
	Below Expectations	Meets Expectations	Exceeds Expectations
Professional Knowledge		9%	91%
Problem Solving Ability		18%	82%
Recommendations:			
Recommendations: Students met or exceeded expectations. This is one of the first measures taken in the newly established MSSM program and faculty will monitor assessment results over time to determine appropriate action. Faculty will consider another activity for the next problem solving and decision-making measure.			

Implementation date(s): As per assessment plan

Program: MSSM **Term:** Summer 2017

Learning goal and/or objective: Students will speak and write effectively

Class: SM 684 Internship in Sport Management **Number of Students Reviewed:** 11

Methodology and assessment instrument: Students in this class are required to engage in an internship. At the close of the internship, the students are tasked with writing a reflection of their internship experiences. The reflection is then assessed using the AoL approved rubric and the results tallied.

Results:

Dimensions	Below Expectations	Meets Expectations	Exceeds Expectations
Alignment to Assignment		42%	58%
Focus thesis		42%	58%
Focus audience		25%	75%
Organization	8%	50%	42%
Support	8%	75%	17%
Sources		58%	42%
Style	17%	58%	25%
Grammar	17%	58%	25%

Recommendations: Students met or exceeded expectations. This is one of the first measures taken in the newly established MSSM program and faculty will monitor assessment results over time to determine appropriate action.

Implementation date(s): As per assessment plan

Fall 2017

BSBA

Program: BSBA **Term:** Fall 2017

Learning goal and/or objective: Students will be knowledgeable of core business concepts including accounting, business law, economics, finance, information technology, management, marketing and quantitative analysis.

Class: MGT 404 Strategic Management **Number of Students Reviewed:** 108

Methodology and assessment instrument: This measure consisted of the second administration of a comprehensive business knowledge multiple choice assessment in MGT

404, the BSBA capstone. Faculty from each core class contributed five questions per core class for the instrument. This measure was conducted after faculty had the opportunity to review the results of the first measure and edit the test as deemed appropriate. The results of the responses in the residential sections of the class were then tallied.

Attached below are comments made by students in response to the following question: Please reflect on all of the skills and knowledge from your business studies at WCU and discuss your preparedness for a professional career after graduation. Include specific strengths as well as necessary improvements that you need to make for career success.

Results:

Question	Percentage per question	Percentage per topic
1	41%	60%
2	48%	
3	81%	
4	57%	
5 Accounting	36%	
6	56%	
7	78%	
8	69%	
9	68%	
10	63%	
11	40%	56%
12	58%	
13 Business Law	68%	
14	33%	
15	80%	56%
16	62%	
17	76%	
18 CIS	44%	
19	65%	
20	35%	40%
21	21%	
22	56%	
23	34%	
24	49%	
25 Economics	52%	
26	34%	
27	22%	
28	64%	
29	39%	
30	25%	33%
31	21%	
32	50%	
33 Finance	44%	
34	29%	
35	19%	
36	88%	
37	77%	

38 Management	77%	71%
39	53%	
40	59%	
41	68%	62%
42	61%*	
43 Marketing	56%*	
44	66%*	
45	57%*	
46	49%*	54%
47	56%	
48 Quantitative analysis	39%	
49	45%	
50	79%	

Recommendations: While this measure serves to provide an overall view of student performance, it is used only as a guide. Faculty will determine whether this data is useful and whether this comprehensive instrument should be use in the future. Student comments to the reflective question might prove helpful.

Implementation date(s): As per assessment plan.

Please reflect on all of the skills and knowledge from your business studies at WCU and discuss your preparedness for a professional career after graduation. Include specific strengths as well as necessary improvements that you need to make for career success.

I have the correct set of skills and knowledge needed for the career path that I am set on. I am prepared for a professional career after graduation and already have one lined up where I can/will showcase my strengths as well as improve on my weaknesses.

I have learned a lot from WCU during my time here. My biggest concern with the above is, before WCU I had been out of school for almost 7 years so without a refresher of any kind, these questions were a bit difficult.

Due to the Current state of the job market all jobs do training in spite of what a person got their degree in which makes a ot of the curriculum Westerrn pushes on students unnecessary

I have learned how to appropriately assess the value of a company very thoroughly, as well as different methods of marketing. I felt that the business department at WCU has done a very good job of preparing me for a professional career.

I don't know, this was kinda dumb. I get why this is nice for you all, why was this due right before Thanksgiving? I have my skills I have gained, but this doesn't reflect what I have learned.

Im good at selling, communicating in a professional manner.

I am not good with finacial stuff, but statistics and algebra are my strong suits.

I feel like i am well prepared for life after college.

I feel most of my knowledge is in Finance and Accounting, which happen to be both my majors. My knowledge of Marketing is little to none, my professor for marketing 201 was... not very informative... I've always had trouble understanding Management content, it all sound like a bunch of buzzwords to me. I feel like I am ready for a career in Finance or Accounting though, I am happy with my instructors in those fields.

I feel prepared.

My skills and knowledge of business skills has greatly increased as my classes continue here at Western. My skills have increased as I continue to learn here, being in a capstone class has done a great job of preparing me for the real world, and doing work like a job would have. I believe my preparedness for a professional career after graduation is going to be a little rocky, with having 2 majors and not being 100% sure on what to do after graduation with my majors. However, Western has done a good job in preparing me for whatever job comes my way when I graduate.

I need to brush up on accounting and computer information systems, but other than that, I'm ready for my career.

My business degree at Western Carolina University has equipped me with a number of skills that will allow me to be successful post-graduation. I have learned how to do a little bit of everything, instead of just about law, which I feel is very important as a business professional. Additionally, I have gained writing skills, communication skills, teamwork skills, and presentation skills. I feel that my strengths are teamwork and communication and that I will continue to need work in my writing and presentation skills. I appreciate the business department and all of my teachers!

I have learned a lot from my studies at Western Carolina University. Since I am acquiring two majors in both marketing and business management, I feel most prepared for any job in marketing, management, or both.

I'm well improved in communication skills and time management skills. Through the many years at WCU I have grown to understand the many processes of finance and other similar business fields. I believe after graduation I will be well fit for my career field.

It's been a tough ride!

I feel as though I have conceptually been prepared, however I feel as if there will most certainly be a learning curve for how to apply the concepts I have learned practically.

Looking back on my time at WCU, the business classes that I took will help me as I prepare for a professional career. Learning these skills gives me an advantage over other people who could be applying to the same job. Also these classes can help me even outside the business setting. One example is learning about taxes. I am now able to do my taxes. This wasn't a core business class, but I was able to take it before switching to a different degree.

Over the course of my chosen field, I feel that the strengths I have are through the ability to listen and develop good solutions, communicate efficiently and effectively, understand what steps need to be taken to reach yearly goals. Some of my weaknesses are critically writing statements for business reports.

Over the course of my chosen field, I feel that the strengths I have are through the ability to listen and develop good solutions, Communicate efficiently and effectively, understand what steps need to be taken to reach yearly goals. Some of my weaknesses are Critically writing statements for business reports.

I feel as though for the field that I want to enter which is marketing/management I am well prepared. I am still learning and strive to everyday. However I feel that my weak spots are math and certain areas that require formula problems and numbers, but I will continue to improve on that.

It's difficult to remember specifics you haven't seen in over three years but I do feel I have learned a lot about business as a whole. I've certainly enjoyed learning everything and I feel like I would be prepared to enter the workforce upon graduating. I do think brushing up on some basic knowledge would help however and this quiz showed me that I can't just forget things I've learned during my time here.

I feel that all of the classes that I have taken at WCU has prepared me well. Some weaknesses was math equations because that is a hard subject to me, my strengths are marketing and management.

Skills and Knowledge:

- Managerial behaviors
- International market entry
- Human Resources management
- Goal Setting
- Time Management

I am prepared for my future career.

I have many skills obtained through courses here at WCU. Many of them include management and marketing skills and terminology to prepare me for my career. Communication is the most essential skill I've learned, and more importantly being able to communicate specific areas such as economic and Finance have undoubtedly prepared me for the field. I need to sharpen up my accounting skill set so that I am more comfortable around a balance sheet, cash flows, and income statement for my future career as I know I will need those tools.

The knowledge that I have gained at Western Carolina through the business program is exceptional and has prepared me for a lasting career in business. I believe that I will be able to apply my skills to help a company out in many different aspects. One of my largest strengths would be my ideas to help grow companies. I believe that I could improve upon my ability to connect with others that are not my age. I have a hard time trying to understand the different viewpoints that other generations bring to the table.

Program: BSBA	Term: Fall 2017
Learning goal and/or objective: Students will be knowledgeable of core business concepts including accounting, business law, economics, finance, information technology, management, marketing and quantitative analysis.	
Class: MGT 404 Strategic Management Online sections	Number of Students Reviewed: 51

Methodology and assessment instrument: This measure consisted of the second administration of a comprehensive business knowledge multiple choice assessment in MGT 404, the BSBA capstone. Faculty from each core class contributed five questions per core class for the instrument. This measure was conducted after faculty had the opportunity to review the results of the first measure and edit the test as deemed appropriate. The results were then tallied.

For the purpose of review, the online sections of the class were tallied separately from the residential sections of the class.

Results:

Question	Percentage per question	Percentage per topic
1	29%	69%
2	73%	
3	86%	
4	65%	
5 Accounting	57%	
6	78%	
7	88%	
8	82%	
9	80%	
10	53%	
11	59%	67%
12	57%	
13 Business Law	80%	
14	51%	
15	90%	75%
16	75%	
17	86%	
18 CIS	67%	
19	76%	
20	73%	63%
21	25%	
22	82%	
23	55%	
24	73%	
25 Economics	76%	
26	57%	
27	71%	
28	88%	
29	67%	
30	39%	39%
31	20%	
32	57%	
33 Finance	37%	
34	49%	
35	29%	96%
36	96%	
37	90%	

38 Management	90%	87%
39	80%	
40	78%	
41	*	*There was a glitch with the loading of this test and this data was not available
42	*	
43 Marketing	*	
44	*	
45	*	
46	67%	68%
47	45%	
48 Quantitative analysis	65%	
49	73%	
50	88%	

Recommendations: While this measure serves to provide an overall view of student performance, it is used only as a guide. Faculty will determine whether this data is useful and whether this comprehensive instrument should be use in the future.

Implementation date(s): As per assessment plan.

Program: BSBA	Term: Fall 2017
Learning goal and/or objective: Indirect measure of student performance by use of external feedback.	
Class: MGT 404 Strategic Management	Number of Students Reviewed: 12
Methodology and assessment instrument: Students work in teams throughout the semester with a business client from the Small Business Technology and Development Center (SBTDC) researching and recommending business solutions to the client based on the client's needs. After the team final presentation, the client provides the SBTDC and MGT 404 faculty with feedback regarding the collaborative experience with student teams	

Results:

Dimension	Below Expectations	Meets Expectations	Exceeds Expectations
Professional and polite communication and conduct			100 %
Contact with team (by count)	42%	42%	16%
Meaningful and in-depth report		33%	67%
Meaningful and in-depth presentation		33%	67%
Business changes based on team recommendations		75%	25%
Recommendations to other company or organization		8%	92%
Overall satisfaction with team		33%	67%
Satisfaction with communication with your lead counselor and other SBTDC counselors.		25%	75%

Recommendations: While the number of students included in this measure is small, the results show client satisfaction regarding student performance with the exception of contact by the team. This dimension continues to receive the lowest marks. Faculty will continue to stress the importance of timely and regular contact between the team and the client. Students will be encouraged to develop a client communication schedule.

Implementation date(s): As per assessment plan

Program: BSBA	Term: Fall 2017
Learning goal and/or objective: Students will be knowledgeable of core business concepts including accounting , business law, economics, finance, information technology, management, marketing and quantitative analysis.	
Class: ACCT 252 Using Accounting Information for Management Decisions	Number of Students Reviewed: 164

Methodology and assessment instrument: Students were given the following five embedded test questions and the results were tallied.

Questions: 1. During its first year of operations, Beta Company paid \$16,000 for direct materials and \$17,000 in wages for production workers. Lease payments and utilities on the production facilities amounted to \$7,000. The company produced 5,000 units and sold 4,200 units for \$15.00 a unit. The average cost to produce one unit is which of the following amounts? **A.** \$8.002. Java Joe's is a coffee shop that pays rent of \$1,000 per month. Supplies (napkins, bags and condiments) are purchased as needed. The manager of each shop is paid a salary of \$2,000 per month, and all other employees are paid on an hourly basis. Relative to the number of customers it serves, the cost of the monthly **rent** is which kind of cost? **D.** Fixed cost 3. Phoenix Company produces a product that has a selling price of \$12.00 and a variable cost of \$9.00 per unit. The company's fixed costs are \$60,000. The breakeven point in units is 20,000 units. If the **variable costs increased** by \$1.00 (to \$10.00 per unit), how will this affect the breakeven point? **B.** More units will need to be sold to break even. 4. Premier Company has budgeted the following information for June: Cash receipts \$542,000, Beginning cash balance \$10,000, Cash payments \$560,000. Desired ending cash balance \$50,000. If there is a cash shortage, the company borrows money from the bank. How much cash will they need to borrow for June? **B.** \$58,000 5. Keiko Company makes a product that is budgeted (expected) to require 2 pounds of material per unit of product at \$6.00/pound. Keiko actually used 1.9 pounds of material per unit of product. The actual cost of this material was \$6.25 per pound. Based on this information alone, which statement is true? **C.** The material price variance is unfavorable and the material usage variance is favorable.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
23%	37%	40%

Students find this course difficult, often have little inherent interest or motivation to learn accounting, few are accounting majors, and the assessment was made using multiple choice questions which do not offer "partial credit" or points for being "close". Given this, we are very pleased by these results. The fact that 77.4% of students missed one or zero out of five is excellent. Also acceptable is the fact only 18% scored 60% (a low score, yes, but passing). Further, we are pleased by the fact only 4% (7 students) scored less than 60%. Of these, three missed three questions; only one missed four and no one missed five out of five.

Recommendations: None at this time.

Implementation date(s): As per assessment plan.

Program: BSBA	Term: Fall 2017								
Learning goal and/or objective: Students will be knowledgeable of core business concepts including accounting, business law, economics, finance, information technology, management, marketing and quantitative analysis .									
Class: QA 305 Introduction to Management Science	Number of Students Reviewed: 95								
Methodology and assessment instrument: Students were asked to respond to questions regarding crew-size cost as follows: Mountain View Furniture in Asheville maintains a large warehouse where it stores items until they are needed by the company's retail stores in western counties of North Carolina. A four-person crew works at the warehouse to load or unload the truck that arrive at the warehouse at a rate of two per hour. Four-person crews unload trucks at a rate of five trucks per hour. Each worker costs the company \$18 per hour in wages and benefits. Mountain View's management is trying to cut costs and is considering reducing the number of workers on this warehouse crew to either three or two. They believe three workers could provide a service rate of four trucks per hour and two workers a service rate of three trucks per hour. The company estimates that it costs \$45 for each hour a truck spends at the loading dock (whether it is waiting for service or being loaded or unloaded). The warehouse is open eight hours per day. The table below was developed using this information and should be consulted to answer the questions.									
	<table border="1"> <thead> <tr> <th>Crew Size (s)</th> <th>4</th> <th>3</th> <th>2</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Crew Size (s)	4	3	2				
Crew Size (s)	4	3	2						

λ	2/hr	2/hr	2/hr
μ	5/hr	4/hr	3/hr
W	0.333	0.500	1.000
W_q	0.133	0.250	0.667
L	0.667	1.000	2.000
L_q	0.267	0.500	1.333

1. Calculate the daily cost for each possible crew size.
2. What crew size would you recommend? Why?

To successfully complete this problem, students had to know the following formula: the cost equation: $Cost = C_w * L + C_s * s$

Student responses by use of an AoL-approved rubric and the results tallied.

Results:	Below expectations	Meets Expectations	Exceeds Expectations
Identifies situation	29%	58%	13%
Identifies relevant information	40%	47%	13%
Analysis of information	23%	69%	8%
Alternate decisions	13%	67%	20%

Recommendations: Students had difficulty in identifying the information needed to resolve the problem posed, specifically the required formula. Faculty will consider the development activities that will enhance student ability to identify appropriate formulas needed to perform a quantitative analysis.

Implementation date(s): 2018-2019 academic year

Program: BSBA	Term: Fall 2017				
Learning goal and/or objective: Students will be able to identify needed actions or presented problems, find and use appropriate information to address the action or problem, identify alternative solutions, and make decisions.					
Class: QA 305 Introduction to Management Science	Number of Students Reviewed: 95				
Methodology and assessment instrument: Students were asked to respond to questions regarding crew-size cost as follows: Mountain View Furniture in Asheville maintains a large warehouse where it stores items until they are needed by the company's retail stores in western counties of North Carolina. A four-person crew works at the warehouse to load or unload the truck that arrive at the warehouse at a rate of two per hour. Four-person crews unload trucks at a rate of five trucks per hour. Each worker costs the company \$18 per hour in wages and benefits. Mountain View's management is trying to cut costs and is considering reducing the number of workers on this warehouse crew to either three or two. They believe three workers could provide a service rate of four trucks per hour and two workers a service rate of three trucks per hour. The company estimates that it costs \$45 for each hour a truck spends at the loading dock (whether it is waiting for service or being loaded or unloaded). The warehouse is open eight hours per day. The table below was developed using this information and should be consulted to answer the questions.					
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λ	2/hr	2/hr	2/hr
μ	5/hr	4/hr	3/hr
W	0.333	0.500	1.000
W_q	0.133	0.250	0.667
L	0.667	1.000	2.000
L_q	0.267	0.500	1.333

1. Calculate the daily cost for each possible crew size.
2. What crew size would you recommend? Why?

Student responses by use of an AoL-approved rubric and the results tallied.

Results:	Below expectations	Meets Expectations	Exceeds Expectations
Identifies situation	29%	58%	13%
Identifies relevant information	40%	47%	13%
Analysis of information	23%	69%	8%
Alternate decisions	13%	67%	20%

Recommendations: Students had difficulty in identifying the information needed to resolve the problem posed. Faculty will consider the development activities in which students are asked to perform just the task of identifying what information is needed to resolve a problem might serve to improve student performance.

Implementation date(s): 2018-2019 academic year

BSE

Program: BSE	Term: Fall 2017
Learning goal and/or objective: Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.	
Class: ENT 450 New Venture Strategy	Number of Students Reviewed: 28
Methodology and assessment instrument: Each student prepared an analysis of their performance in the simulation, both financial and strategic. The financial analysis was to provide data to make informed strategic decisions. The strategic analysis intent was to examine the position in the market and make timely and appropriate decisions that would move the simulated business from its current position to its intended market position.	

Results:

	Weak	Needs to Improve	Effective	Very Effective/Strong
Assessment of strategy and its execution (looking back)	Candid assessment of strategy and tactics was lacking. Very little insight as to why things went well or poorly. Team did not take responsibility for weak performance in any area.	Team did not really dig very deeply into why things went well or poorly. While there was some thoughtful analysis, there was not a clear understanding as to how the team's strategy and tactics affected its performance. Team was not entirely candid in reviewing events or taking responsibility for its performance. Data that might have shown weak decisions was absent.	Team properly assessed how well its strategy and tactics were conceived and/or executed, using data to support its arguments. It was also candid in reporting how well it met its goals and promises.	Excellent review and assessment of strategy and performance. Team clearly understood how its decisions affected performance. Strategy and tactics were well integrated across functions. It was clear how the team purposely attacked opportunities and dealt with problems. Team was forthright in reviewing data that reflected both good and bad decisions and the degree to which goals and promises were achieved.
		14%	26%	60%

Recommendations: The students met or exceeded expectations. No recommendations at this time.

Implementation date(s): Ongoing as per assessment plan.

BSHTM

Program: BSHTM	Term: Fall 2017
Learning goal and/or objective: Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.	
Class: HT 335 Lodging and Resort Management	Number of Students Reviewed: 29
Methodology and assessment instrument: Students were tasked with responding to embedded test questions on the topic of hotel revenue management including pricing strategies and measures of hotel performance metrics. The questions involved students determining hotel performance metric by using raw data and solving the problems involved in finding these three hotel performance measures: 1) Occupancy Rate Percent, 2) Average Daily Rate (ADR), and 3) Revenue Per Available Room (RevPAR). Students had to determine which raw variables to include in finding these variables and how these key performance indicators are used in making these decisions. Student responses to the questions were then tallied.	
Results:	
Question	Percentage Correct
What is the occupancy rate for Feb. 2016? 82.7%	96%
What is the ADR for March 2016? \$150	81%
What is the RevPAR for Jan. 2016? \$145.20	100%
What is the supply of rooms for February 2016? 5,150 rooms	100%

Among the months in 2016 of Jan, Feb, & March, which month has the lowest occupancy rate? March 2016	93%	
Recommendations: Students performed well on the measure in their responses to the questions presented. No recommendations at this time.		
Implementation date(s): As per assessment plan.		

MBA

Program: MBA		Term: Fall 2017	
Learning goal and/or objective: Students will be knowledgeable of strategic management functional areas: accounting, business law, economics, finance, human resources, information systems, marketing, leadership, operations, statistics, strategy and value creation.			
Class: MBA 643 Integrative Management		Number of Students Reviewed: 16	
Methodology and assessment instrument: A comprehensive exam was developed by MBA faculty and administered in class. The exam consists of three (four for accounting) questions from each discipline within the MBA program with the exception of economics. A benchmark of 80% serves as “Meets Expectations.”			
Results:			
Question	Percentage correct per question	Percentage correct per topic	
1	7%	36%	
2 Leadership	27%		
3	73%		
4	100%	80%	
5 Statistics	73%		
6	67%		
7	67%	60%	
8 Organizational behavior	47%		
9	67%		
10	87%	78%	
11 Human resources	100%		
12	47%		
13	33%	40%	
14 Business Law	53%		
15	33%		
16	40%	51%	
17 Finance	47%		
18	67%		
19	60%	67%	
20 Marketing	73%		
21	67%		
22	80%	60%	
23 Information systems	100%		
24	0%		
25	73%	18%	
26 Accounting	0%		
27	0%		
28	0%	84%	
29	87%		
30 Operations	73%		
31	93%		

Recommendations: Faculty plan to review the MBA curriculum the 2017-2018 and this data will be included as part of the discussions. If faculty decide to continue this form of comprehensive assessment, the instrument will need to be adjusted to reflect any changes in the curriculum.

Implementation date(s): 2018-2019 academic year

Program: MBA	Term: Fall 2017
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Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: MBA 621 Leadership and Ethics	Number of Students Reviewed: 13
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Methodology and assessment instrument: Students were tasked with responding to seven questions related to the following scenario: “You are driving in a care and come upon the scene of a very recent accident in a remote setting. There appears to be one person injured and in need of assistance. There is no cell phone coverage for your phone. What will you do?” Student responses were assessed by use of the AoL-approved ethics rubric and the results tallied. A benchmark of 80% serves as “Meets Expectations.”

Results:

	Below expectations	Meets expectations	Exceeds expectations
Identifies ethical issue			100%
Applies of principles		30%	70%
Considers Stakeholders	10%	60%	30%
Analyzes Alternatives and Consequences	40%	20%	40%
Chooses an Action	30%	30%	40%

Recommendations: The results show some student difficulty in analyzing consequences and choosing a course of action. Faculty will consider the development of additional class discussion of the importance of considering the consequences of alternative actions and in choosing an action.

Implementation date(s): 2018-2019 academic year

MAcc

Program: MAcc	Term: Fall 2017
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Learning goal and/or objective: Indirect measure of student performance by external constituents, in this case, CPA exam pass rates.

Class: NA	Number of Students Reviewed: NA
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Methodology and assessment instrument: The MAcc program maintains data on CPA exam pass rates. While it has some limitations, the data does provide a glimpse of how WCU students perform in relation to other North Carolina institutions and national results. The data records student performance overall and on each of the four separate sections of the exam. Further, information is provided for first-time test takers. Detailed information is appended to this report and is available from the MAcc program director. The data includes both undergraduate and graduate students.

Recommendations: Results of WCU students were outstanding. Faculty will continue to monitor CPA pass rates and continue to develop and provide, where possible, resources for students to successfully complete the professional examination process.

Implementation date(s): Ongoing

Program: MAcc	Term: Fall 2017
Learning goal and/or objective: Students will be able to identify situations requiring decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.	
Class: ACCT 615 Accounting Theory and Practice	Number of Students Reviewed: 25
Methodology and assessment instrument: Students were tasked with responding to a question regarding the change of accounting principle and error correction. The question required the students to (a) assess whether the economic event has been recorded correctly, and (b) if not, record the correct journal entry and calculate the amount of cost of goods sold. Students also had to ensure that the journal entry provided is the correct entry when the periodic inventory system is used. Students responses were tallied. A benchmark of 80% serves as “Meets Expectations.”	
Results:	
Question	Correct
Correctly identified the journal entry provided was for the periodic inventory system?	88%
Proposed correct account titles	96%
Calculated correct COGS amount	64%

Recommendations: Students meet or exceeded expectations on two of the three components of this problem-solving measure but showed some difficulty in calculating the correct COGS amount. Faculty will consider additional class discussion and/or activities to assist students in improving performance in this area.

Implementation date(s): 2018-2019 academic year.

MPM

Program: MPM

Term: Fall 2017

Learning goal and/or objective: Students will be able to identify decisions and/or problems requiring solutions, find and use appropriate information to address the situation, identify alternative solutions, and make decisions.

Class: PM 654 Project Planning

Number of Students Reviewed: 13

Methodology and assessment instrument: The students were tasked in completing an individual assignment which required students to choose whether to use the traditional, waterfall approach to project management or the critical chain approach to project management to move forward with the stadium project presented in “The Sharon Construction Corporation” case. Instructions provided that the students should compare and contrast these two approaches using available resources to support your analysis, to make a decision as to which approach to employ for the stadium project, and to explain the choice. Student responses were tallied by use of an AoL-approved rubric. A benchmark of 80% serves as “Meets Expectations.”

Results:

	Below expectations	Meets expectations	Exceeds expectations
Identifies situation or problem	8%	15%	77%
Relevant information		15%	85%
Analysis of information	8%	8%	84%
Alternate decisions/solutions		15%	85%
Makes a decision/finds a solutions	15%	8%	77%

Recommendations: Students met or exceeded expectations in all dimensions. No action at this time.

Implementation date(s): As per assessment plan.

ME

Program: ME		Term: Fall 2017			
Learning goal and/or objective: Students will work effectively in groups.					
Class: ENT 660 Entrepreneurial Leadership		Number of Students Reviewed: 24			
Methodology and assessment instrument: Students worked all semester as a team on an external strategic analysis project for a new venture. There were six separate deliverables that were required for the project, each a component of a full external analysis. The students individually were responsible for an analysis but had to work with the team to make sure that all of the analyses taken together created a complete and integrated picture of the position the company was seeking in the external environment. The students used a rubric to assess the contributions of other students within the group and the results were tallied.					
Results:					
Dimension	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Participated in all meetings					100%
Work product was consistent with the academic standards as set forth by the Professor					100%
Completed all designated work in a timely manner and by deadlines as set by the Team					100%
Was willing to work outside his/her assigned area of responsibility					100%
Treated others fairly and with dignity					100%
Provided support to other members of the team					100%
Recommendations: None at this time.					
Implementation date(s): Ongoing as per assessment plan.					

MSSM

Program: MSSM		Term: Fall 2017			
Learning goal and/or objective: Students will work effectively in groups.					
Class: PMC 620 Project Schedule, Risk and Contracts		Number of Students Reviewed: 43			
Methodology and assessment instrument: As groups, students were given a matrix of several project categories that needed monitoring across a project. Groups were tasked with deciding on a list of items in each category that needed monitoring, then selecting the three most important items across categories. Each group then had to describe how to quantify and measure those three indices, to decide how often those items needed to be monitored and to determine the justification was for that monitoring. Members of the group completed the AoL group work rubric for the other members of the group and those results were tallied.					
Results:					

	Below expectations	Meets expectations	Exceeds expectations
Contributes		21%	79%
Understands role and responsibility and those of other group members		28%	72%
Understands group goal and function		28%	72%
Assists in making collective decisions	5%	21%	74%
Supports group members			

Recommendations: Students met or exceeded expectations on all dimensions. No action at this time.

Implementation date(s): As per assessment plan.

Program: MSSM **Term:** Fall 2017

Learning goal and/or objective: Students will be knowledgeable of the following functional areas of sport management: marketing, **finance**, administration and governance, and managing projects.

Class: SM 630 Economics and Financial Aspects of Sport **Number of Students Reviewed:** 21

Methodology and assessment instrument: Students were tasked with using Excel and identifying applicable formulas to solve finance problems by use of embedded test questions. The results were then tallied. A benchmark of 80% serves as “Meets Expectations.”

Results:

Question	Correct
What Excel function would you use to determine the answer to the following question: What is the present value (the value in year 0) of a standard annuity that pays \$420 for 4 years at a rate of 4.5%?	57%
What is the accurate timeline for this Excel formula? =PV(8%, 5, -50, 0, 1)	57%
Using cell references, which Excel formula could be entered in cell D2 to find the return on [i.e., future value of] this investment?	67%
Which of the following statements regarding Excel's Net Present Value (NPV) function is true?	95%
Which of the following formulas could be entered into Excel to find the Net Present Value of the contract	57%
Aliyah is attempting to calculate the growth rate of an investment using Excel's rate function. She puts the formula below into Excel, but Excel returns an error. What is the problem with her formula?	100%
Back in the day, a gallon of gas cost \$0.97. Today, a gallon of gas in North Carolina costs about \$2.29 Assuming an annual growth rate of 2.75%, when was 'back in the day'? Write the exact formula you used to put into Excel.	86%
What is the accurate timeline for this Excel formula?	43%

Recommendations: There was a mix of results depending on the questions and the Excel formula required for use. Faculty will identify those areas where student performance was not

satisfactory and will spend more class time discussing those functions and/or develop activities to improve student performance.

Implementation date(s): 2018-2019 academic year

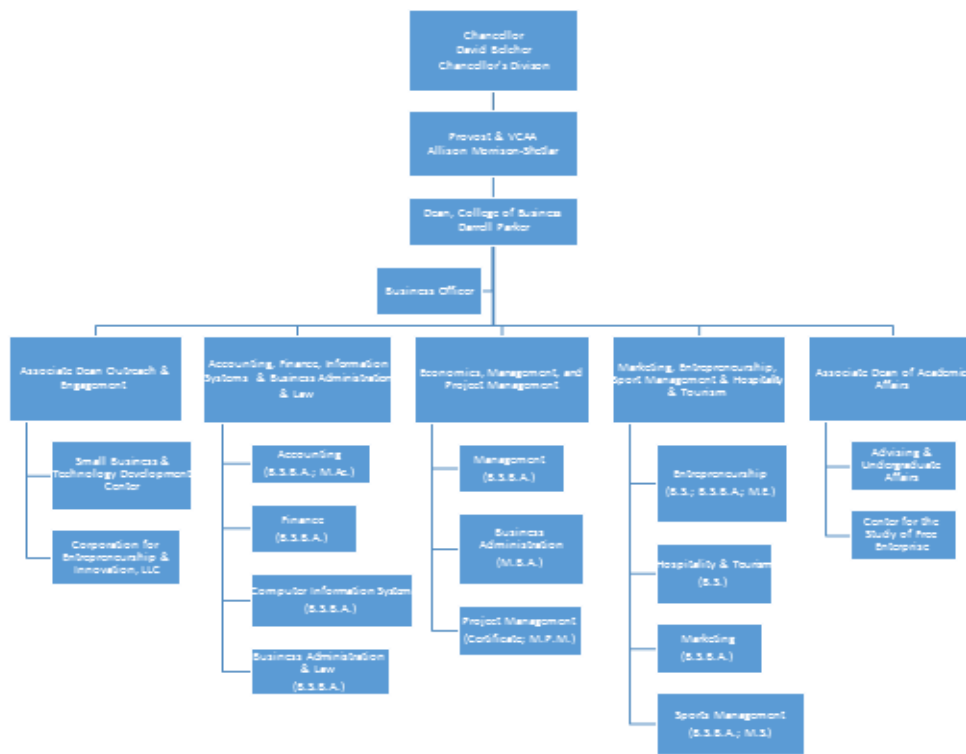
Spring 2018

Appendix C: CSFE Annual Report

Organizational Background:

The Center for the Study of Free Enterprise at Western Carolina University (CSFE at WCU) is a university-wide center whose mission is to provide economics research and thought leadership on issues pertaining to economic development in North Carolina, the region, and beyond, by conducting scholarly inquiry, policy analysis, educational activities, and community outreach on the role of free enterprise in a flourishing society.

The Center was established on December 4, 2015 by a unanimous vote of WCU’s Board of Trustees (BOT), which established CSFE as a university-wide Center, housed in the College of Business, reporting to the University Administration as represented in the following organizational chart.



A brief overview of the Center’s history is:

- Fall 2015 Center proposal is brought forward by Professor Edward Lopez and Dean Darrell Parker. Proposal vetted and discussed by faculty and administration. BOT approves Center and appoints Edward Lopez Director, December 4, 2015.
- Spring 2016 Provost Alison Morrison-Shetlar and Faculty Chair David McCord convene Implementation Advisory Board to recommend organizational structure and charge for CSFE’s ongoing Advisory Board.
- Fall 2016 Provost appoints internal members of ongoing Advisory Board. Gift agreement is signed between WCU and Charles Koch Foundation. First installment of funding received October, 2016.

Spring 2017	Center launches. External members of ongoing Advisory Board are recruited. Center begins operations, funding student-faculty projects and other activities detailed below.
Summer 2017	Student-faculty projects under way, some projects and activities completed, Center annual report is written.
Fall 2017	First organizational meeting of the complete Advisory Board is scheduled. Approval of Center bylaws, budget.
Fall 2017- Spring 2018	First complete academic year of Center operations. Launch programs in all eight categories.

Center Staff:



The Center Director is Edward J. Lopez, Professor of Economics and BB&T Distinguished Professor of Capitalism. Edward joined the WCU faculty in 2012 and teaches classes in public finance, ethics of capitalism, applied business economics, and principles of economics. Edward's research focuses on the economics of ideas, entrepreneurship, and politics. On campus Edward has served as the convener of the Council of Distinguished Professors (2013-2015), chair of the search committee for Gimelstob-Landry Distinguished Professor in Economic Development (2015, 2016), and member of: Dean's Advisory Council (2017-19), Ellinburg Distinguished Professor search (2018), Vice Chancellor of Development & Alumni Affairs search (2016), Vice Chancellor for

Administration & Finance search (2014), University Collegial Review (2014-15), Economics Faculty search (2015-16), School of Economics, Management and Project Management Collegial Review (2015-16, 16-17), Chancellor's Honorary Doctorate selection (2013), and College of Business Curriculum Committee (2012-14). More information is available at faculty.wcu.edu/ejlopez/.

Center Advisory Board:

The Center's Advisory Board consists of six tenured WCU faculty members, five distinguished members of the community from the private and public sectors, and the Center Director as a non-voting ex-officio member.

The Advisory Board's charges are to:

- Advocate for the Center and the University;
- Advise the Director on the Center's strategic plan, budget, and activities;
- Deliver advice on potential future Center initiatives;
- Remain active in Center events, meetings and discussions;
- Provide suggestions as to additional resources that may be able to add value to the Center; and
- Provide input and recommendations on how to keep the Center's programs relevant and innovative.

During the 2017-18 academic year, the Advisory Board membership was as follows:

2017-18 Internal Members:

- Dale Carpenter, Dean College of Education & Allied Professions;
- Heidi Buchanan, Research and Instruction Librarian/Professor;
- Bill Yang, Associate Professor of Electrical Engineering and Chair of the Faculty Senate;
- James Deconinck, Professor of Marketing and Director, School of MESH, College of Business;
- Billy Ogletree, Department Head Comm. Sciences & Disorders;
- Niall Michelson, Professor of Political Science.

2017-18 External Members:

- Ken Torok of Sylva, former President of UPS Asia
- Tony Zande of Cashers, WCU class of 1976
- Phil Walker, former WCU Trustee and UNC Governor
- Georg Vanberg, Professor and Chair of Political Science, Duke University
- Vacant

At the Winter Advisory Board meeting in February 2018, the Board determined that Dale Carpenter, Heidi Buchanan and Billy Ogletree would rotate off. Faculty Senate held elections in April, 2018, and the external vacancy was filled in the summer of 2018, so that the Advisory Board membership coming into the 2018-19 academic year is as follows.

2018-19 Internal Members:

- Laura Wright, Professor of English;
- David McCord, Professor of Psychology and former Faculty Senate Chair;
- Peter Nieckarz, Professor of Sociology;
- Bill Yang, Associate Professor of Electrical Engineering and former Faculty Senate Chair;
- James Deconinck, Professor of Marketing and Director, School of MESH, College of Business;
- Niall Michelson, Professor of Political Science.

2018-19 External Members:

- Ken Torok of Sylva, former President of UPS Asia
- Tony Zande of Cashers, WCU class of 1976
- Phil Walker, former WCU Trustee and UNC Governor
- Georg Vanberg of Durham, Professor and Chair of Political Science, Duke University
- Pam Frey of Sylva, former executive at Wells Fargo

Activities of the Center:

The BOT approved a mission statement and a list of activities & deliverables that together serve as the Center's guide to operations. Pursuant to the BOT's action, CSFE's activities are organized into eight categories:

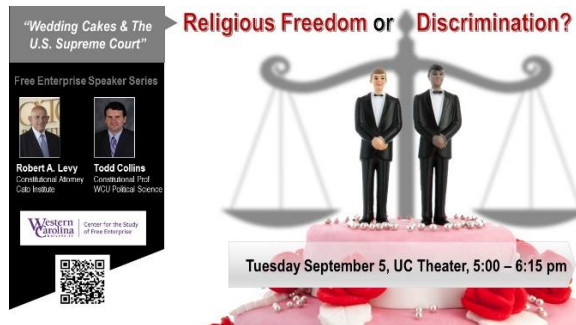
1. Free Enterprise Speaker Series: held three times each semester for the campus and community to explore important issues, hear from renowned experts, and engage in civil, informed, and fruitful discourse.
2. Publish research reports on topics related to economic development.
3. Host research seminars, workshops, and other events for scholars.
4. Host conferences, panel discussions, and other events for the public.
5. Support faculty travel to conferences, public lectures, and other professional development events.
6. Support student and faculty research and engagement projects, including student scholarships, faculty stipends, travel funds, and general support.
7. Provide resources and host events for K-12 teachers and students.
8. Disseminate results of Center activities through digital and print reports.

The rest of this report provides details about CSFE activities in these eight categories.

1. Free Enterprise Speaker Series

Speaker Series: CSFE hosted seven installments of the Free Enterprise Speaker Series during the 2017-18 academic year. Each installment was included on the Degree-Plus calendar.

- 1.1. September 05, 2017: Robert A. Levy (Chair of Cato Institute) and Todd Collins (WCU Professor of Political Science) “Wedding Cakes and the U.S. Supreme Court: Religious Freedom or Discrimination” 173 in attendance.



- 1.2. November 7, 2017: Alistair Williams (Professor Hospitality Management, Johnson & Wales University in Charlotte) “” 112 in attendance.





Alistair Williams, Professor of Hospitality Management at Johnson & Wales University, presenting at Free Enterprise Speaker Series, November 7, 2017

1.3 February 21, 2018: Thomas W. Hazlett (Professor of Economics, Clemson University) “Net Neutrality: What’s the Dispute? What’s the Evidence?” 90 in attendance.



1.4 March 22, 2018: Benjamin Powell (Professor of Economics, Texas Tech University) “Out of Poverty and Into the Workforce: A Case for Free Trade in Labor” 120 in attendance.





Professor Ben Powell of Texas Tech University presents his talk “Immigration: A Case for Free Trade in Labor” at WCU’s University Center Theater, March 22, 2018.

- 1.5 April 16, 2018: Amity Shlaes (Best-selling author, prize-winning journalist, and President of the Calvin Coolidge Foundation) and Roy Cordato (Senior Economist, John Locke Foundation). “Federal Tax Reform: Good Enough, Far Enough, Fair

Enough?” 98 in attendance.

More than a Speaker Series: In addition to the in-person event, each installment was live-streamed on Facebook, and each speaker recorded a 15-minute podcast and wrote a 2,000-word Issue Brief to create lasting audio and written versions of their talks.

2. Publish research reports on topics related to economic development

Issue Briefs: CSFE has commissioned a series of Issue Briefs on topics pertaining to economic development and free enterprise. The goal of CSFE Issue Briefs is to give the general public an educational resource on important issues of the day as well as fundamental concepts related to free enterprise. These are published on the CSFE website and distributed via social media.

Publishing on CSFE’s new website in Fall 2018:

- 2.1. Jody Lipford (Presbyterian College), South Carolina’s V.C. Summer Nuclear Site
- 2.2. Alistair Williams (Johnson & Wales Univ.), Beer, Wine, Spirits Regulation
- 2.3. Phil Magness (Berry College), Education and Inequality
- 2.4. Andrew Hanssen (Clemson), Judicial Elections vs. Appointments
- 2.5. Ben Powell (Texas Tech), Immigration

Forthcoming in AY 2018-19:

- 2.6. Bryan McCannon (West Va. U.), Judicial Elections vs. Appointments
- 2.7. Amity Shlaes (Journalist, Author), Taxation
- 2.8. Tom Hazlett (Clemson), Net Neutrality
- 2.9. Justin Pace (Western Michigan), Eminent Domain
- 2.10. JC Bradbury (Kennesaw State), Film Subsidies
- 2.11. Sean Mulholland & Austin Brown, Hotel occupancy tax rates
- 2.12. Wendy Cagle & Yue Hillon, Raw Materials Producers in WNC

Op-Ed Articles:

Published in Fall 2017:

- 2.13. Edward Lopez, Judicial Selection (published by *Asheville Citizen-Times*, Oct, 2017)

3. Host research seminars, workshops, and other events for scholars

3.1 CoB Brown Bag Seminar:

Organized by Nancy Liddle in the Office of the Dean, the CoB Brown Bag Seminar is an interdisciplinary research seminar held about once a month and attended by CoB faculty.

1. 9/20/17: Drew Carnes, “Workplace Politics to Broken Bones to Social Networks: Research Agenda and Current Projects,” 14 in attendance
2. 11/30/17: Larry Trautman, “Building a Supportive and Nurturing Research/Publishing Community at WCU,” 11 in attendance
3. 12/6/17: Audrey Redford, “The Political Economy of the Drug War,” 13 in attendance
4. 2/21/18: Tom Hazlett, “The Political Spectrum: Thoughts on My Recent Book,” 15 in attendance
5. 3/14/18: Todd Creasy, “Bullying within Project Teams,” 11 in attendance
6. 4/10/18: Jody Lipford, “Government Policy, Asymmetric Information, and Market Forces: The Acclaimed Nuclear Renaissance and South Carolina’s V.C. Summer Nuclear Project,” 10 in attendance

3.2 Scaled-Up Seminar:

Concept: Scaled Up Seminar is an annual event that gathers empirical economists within a two- to five-hour drive of WCU to: 1) provide mutual feedback on current research projects; 2) gain exposure to each other’s research agendas thus sparking collaboration on future research projects; 3) facilitate informal discussion leading to collaboration on research, teaching, and program building; and 4) economize on scheduling demands compared to a series of individual seminars. The inaugural Scale-Up Seminar was held in Asheville on March 17, 2018, and drew 18 participants including WCU faculty members, WCU visiting scholar Jody Lipford, WCU Post-Baccalaureate Fellow Austin Brown, and 12 scholars from other institutions. The 2019 Scaled-Up Seminar is scheduled for February 16 in at the Biltmore Park Instructional Site.



Sean Mulholland presenting his paper on the informal sector, corruption, and income inequality. Scaled-Up Seminar, March 17, 2018.



J.C. Bradbury, Professor of Economics at Kennesaw State University, presenting his paper on film incentives and economic development at Scaled-Up Seminar, March 17, 2018.

Participants:

1	Edward Lopez	Western Carolina
2	Angela Dills	Western Carolina
3	Sean Mulholland	Western Carolina
4	Audrey Redford	Western Carolina
5	Jody Lipford	WCU Visiting Scholar (Presbyterian U.)
6	Austin Brown	WCU Post-Baccalaureate Fellow
7	JC Bradbury	Kennesaw State
8	Peter Calcagno	College of Charleston
9	Joshua Hall	West Virginia
10	Lauren Heller	Berry College
11	Robert Lawson	O'Neil Center at SMU
12	Phillip Magness	Berry College
13	Brian Meehan	Berry College
14	Jenna Robinson	James G. Martin Center
15	Adam Smith	Johnson & Wales-Charlotte
16	Russell Sobel	Citadel
17	Frank Stephenson	Berry College
18	Nikolai Wenzel	Fayetteville State

Agenda:

	Scaled Up Seminar
	Saturday March 17, 2018
	Hyatt Place, 199 Haywood St. Asheville NC 28801
9:15 a.m.	Gather, Coffee & Pastries
9:45 a.m.	Opening and Introductions
10:00-10:45	Paper 1: "Film Subsidies and Economic Development" Presenter: JC Bradbury, Kennesaw State University Discussant: Lauren Heller, Berry College
10:45-11:15	Break

- 11:15-12:00 Paper 2: “Super Bowl Tourism Effects: Evidence from Hotel Occupancy Data”
 Presenter: Frank Stephenson, Berry College (Co-author, Lauren Heller, Berry College)
 Discussant: Joshua Hall, West Virginia University
- 12:00-1:45 Lunch
 Panel Discussion: Regional Academic Networking in the Carolinas and North Georgia
 Jenna Robinson, President, James G. Martin Center for Academic Renewal
 Robert Lawson, O’Neil Center for Global Markets and Freedom at SMU
- 1:45-2:00 Break
- 2:00-3:15 Paper 3: “How Pronounced is the U-Curve? Revisiting Income Inequality in the US, 1917-1945”
 Presenter: Phil Magness, Berry College
 Discussant: Russell Sobel, The Citadel
- Paper 4: “Does the Informal Sector Size Alter the Effect Corruption has on Income Inequality?”
 Presenter: Sean Mulholland, WCU (Co-author, Jamie Bologna Pavlik, Texas Tech University)
 Discussant: Robert Lawson, O’Neil Center at SMU
- 3:15-3:30 Break
- 3:30-4:15 Paper 5: “The Risk of Rent-Seeking” (Co-authors Patrick McLaughlin and Russell Sobel)
 Presenter: Adam Smith, Johnson & Wales University
 Discussant: Audrey Redford / Edward Lopez, Western Carolina University
- 4:15-4:30 Break
- 4:30-5:15 General Discussion / Wrap
- 5:15-8:00 Dinner at 5:45 p.m. at Twisted Laurel, 130 College Street, Asheville

Co-Sponsors:



Classical Liberals in the Carolinas, Inc.
www.classicalliberals.org

Classical Liberals in the Carolinas was organized for the express purpose of bringing together classical liberal scholars in the Carolinas region. Its peer-reviewed journal, *Political Economy in the*

Carolinas, is an interdisciplinary journal broadly focused on government and public policy in the Carolinas.



Center for Public Choice & Market Process at College of Charleston

sb.cofc.edu/centers/publicchoice

The Center for Public Choice and Market Process advances the understanding of the economic, political, and moral foundations of a

free market economy. The Center supports the growth and development of teaching and

research at the College of Charleston School of Business while engaging students and the greater Charleston business community.

4. Host conferences, panel discussions, and other events for the public.

4.1. Federal Tax Reform: Good Enough? Far Enough? Fair Enough?

On April 16, 2018, CSFE held its first ever off-campus Free Enterprise Speaker Series at the Hyatt Place Hotel in downtown Asheville. Speakers Amity Shlaes and Roy Cordato presented a version of their talks that they would later give on campus in Cullowhee that evening.

Although attendance at this initial foray of the Speaker Series into Asheville could have been better, the experience provided useful points for reaching a larger audience in Buncombe County for future events.

4.2. Selecting Judges in North Carolina, May 7, 2018

Selecting Judges In North Carolina: Time For a Change?

Norman Adrian Wiggins School of Law, Campbell University, Raleigh

MAY 7, 2018

NOON	WELCOME Becki Gray Senior Vice President, John Locke Foundation
	INTRODUCTION OF PANELISTS Edward J. Lopez Professor of Economics, BB&T Distinguished Professor of Capitalism, Director, Center for the Study of Free Enterprise, Western Carolina University
12:10PM	PANELIST REMARKS & DISCUSSION Chris Bonneau Associate Professor of Political Science University of Pittsburgh
	Scott Gaylord Professor of Law, Elon University
	Bryan McCannon Assistant Professor of Economics, West Virginia University
	Greg Wallace Professor of Law, Campbell University School of Law

1:00PM | QUESTION AND ANSWER SESSION
1:15PM | ADJOURN

CO-HOSTED BY:



Center for the Study
of Free Enterprise

ADDITIONAL SPONSOR:



WARD AND SMITH, P.A.
ATTORNEYS AT LAW



Becki Gray, Senior Vice President of the John Locke Foundation, introduces CSFE Director Edward Lopez as moderator of the panel discussion on judicial selection, May 7, 2018, Campbell School of Law, Raleigh.

5. Support faculty travel to conferences, public lectures, and other professional development events

1. Audrey Redford, Association of Private Enterprise Education, Las Vegas Nevada, April 2018
2. Will Kapakos, Appalachian Research in Business Symposium, East Tennessee State University, March 2018

6. Support student and faculty research and engagement projects, including student scholarships, faculty stipends, travel funds, and general support

6.1 Student-Faculty and Faculty Research Projects:

Students on these projects have been awarded scholarships, and faculty have been supported with stipends. Each of these studies is targeted for submission to peer-reviewed journals in their respective fields. Complete results on individual studies are available from CSFE and the authors.

Student-Faculty Research Projects

- 6.1.1. Nikolai Wenzel (Distinguished Professor, Fayetteville State University) and Austin Brown (CSFE Post-Baccalaureate Fellow), "Explaining the Magnitude of Campaign Finance in U.S. Federal Elections"

Results presented by Austin Brown at Association of Private Enterprise Education Undergraduate Poster Fair, Las Vegas, Nevada, April 2018

- 6.1.2. Sean Mulholland (Professor of Economics) and Austin Brown (CSFE Post-Baccalaureate Fellow), “Hotel Occupancy Tax Rates”

Preliminary results presented by Sean Mulholland at Association of Private Enterprise Education, Las Vegas, Nevada, April 2018

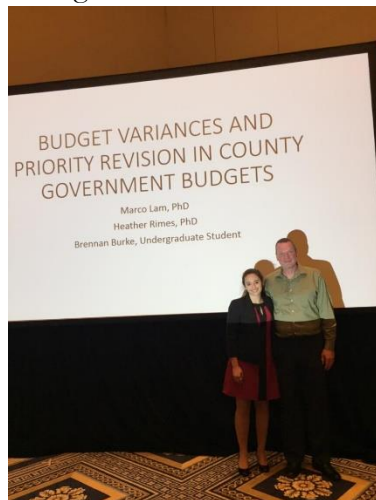
- 6.1.3. Yue Hillon (Associate Professor of Management) and Alana Pierce (WCU student), “A Socio-Economic Approach to Management and Small and Medium Enterprise Development”

Paper submitted and accepted for presentation by Alana Pierce at Academy of Management Annual Meetings, Chicago, IL, August 2018

- 6.1.4. Yue Hillon (Associate Professor of Management) and Christine Madonna (WCU student), “Socio-Economic Approach to Management (SEAM) Applied to Small and Medium Enterprise (SME) Startups”

Paper submitted and accepted for presentation by Christine Madonna at Academy of Management Annual Meetings, Chicago, IL, August 2018

- 6.1.5. Marco Lam (Associate Professor of Accounting) and Brennan Burke (WCU student), “Budget Variances and Priority Revision in County Government Budgets”



Student Brennan Burke and Faculty adviser Marco Lam following their research presentation at the American Accounting Association’s Annual Meeting in Baltimore, MD

Honors College Summer Undergraduate Research Program (SURP)

This year for the first time, CSFE collaborated with the Honors College to support Summer Undergraduate Research Program. Student in this program participate in an intensive schedule beginning in mid-May and culminating in presentations at the SURP Symposium in late July. The CSFE-supported projects are:

- 6.1.6. Charles Fagan (Associate Professor, Political Science & Public Affairs) and Sawyer Hatch, “The Role of Internet Memes as Propaganda in White Nationalist Movements”

- 6.1.7. Jackson Deziel (WCU Assistant Professor Emergency Medical Care Program), Emma Hand, “The Effects of Inadequate Cellular Access on Emergency Medical Service Efficacy in the Rural Setting”
- 6.1.8. JoBeth S. Shafran (WCU Assistant Professor of Political Science & Public Affairs), McKenley Webb, “Democratic and Republican Platforms on Health Care”

Faculty Research Projects

- 6.1.9. Wendy Cagle (Assistant Professor of Entrepreneurship) and Yue Hillon (Associate Professor of Management) “Inventory of Natural Product Producers in WNC” (co-sponsored with Southwestern Commission and Appalachian Regional Commission) *This project surveyed the 14 counties of the WNC region to identify the current state of the region’s natural products industry. Thirty-six senior undergraduate students conducted market research in support of the project. A final report was submitted in July 2018.*

“This report contributes to economic development in the region in two important ways. First, this is a report that we can distribute Economic Development Directors so that they can be more targeted in their economic development efforts going forward. Secondly, this report provides hard data that organizations applying for grant funding to grow this sector can use to demonstrate need and opportunity.” –Russ Harris, Director of Community and Economic Development, Southwestern North Carolina Planning and Economic Development Commission

- 6.1.10. Justin Pace (Assistant Professor, College of Business, Western Michigan University and 2004 WCU alumnus) “A Comparative Case Study Analysis of Eminent Domain in Michigan and North Carolina”

Manuscript under preparation for submission to peer-reviewed journal in the field of law & economics.

- 6.1.11. Phil Magness (Visiting Professor, Berry College) “School Choice, Education Vouchers, and Segregation”

Manuscript under preparation for submission to peer-reviewed journal in the field of economic history.

- 6.1.12. Angela Dills (Distinguished Professor of Economics) “School Choice and Adolescent Mental Health” (Summer CoB Grant)

Manuscript submitted to peer-reviewed journal in August 2018 and scheduled for presentation by Angela Dills at the Southern Economic Association annual meetings, Washington, DC, November 2018.

- 6.1.13. Yue Hillon (Associate Professor of Management) “Kurt Lewin’s Version of Action Research” (Summer CoB Grant)

Results presented by Yue Hillon at the Academy of Management annual meetings, Chicago, IL, August 2018. Under preparation for submission to peer-reviewed journal.

North Carolina Data Dashboard

- 6.1.14. In summer 2017, Professor of Economics Angela Dills, who is WCU’s Gimmelstob-Landry Distinguished Professor of Economic Development, began to spearhead a new project that has become known as the North Carolina Data Dashboard.

The vision for the NC Data Dashboard (NCDD) is to provide a one-stop, multi-purpose, open-access website for anyone who wants to learn about the current state

and recent trends in the WNC Economy. Target audiences include economic development authorities, prospective businesses and professionals considering locating in WNC, policymakers, journalists, students, analysts, and the general public. The site provides information about labor markets, product markets, real estate, and demographics such as workforce composition. It is searchable by state, region, MSA, county, and zip code. It generates tables and charts as selected by users. It is expandable to include additional data series and real-time updates to existing series.

During Fall 2017, Professor Dills partnered with CSFE to propose the Dashboard concept to WCU leadership. Provost Alison Morrison-Shetlar and then-Chancellor David Belcher expressed full support for the NCDD, and development immediately got underway.

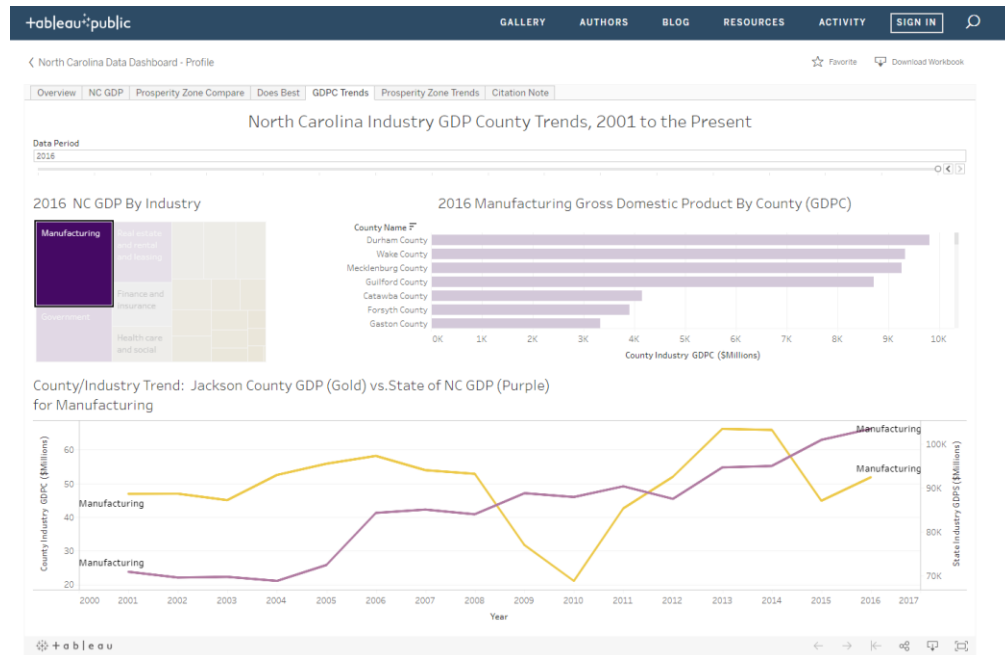
The Center contracted with an outside data architect, Bradley Bergh, who designed a system for warehousing data from public and proprietary sources. In partnership with Amelia Bryan of WCU's Marketing Division and Johnny Lail of WCU's Office of Institutional Planning and Effectiveness, the team including Mr. Bergh designed a system for migrating the warehoused data into a front-end interface using Tableau. Five student workers have been hired to implement these plans while gaining valuable career-building experience: Mitchell Roberts, Sean Duffy, Daniel Hartness, Matthew Garcia, and Tyler Tarbet. In Spring of 2018 the Dashboard was gradually installed in a prominent location on WCU's main website.

In May 2018, the Dashboard was presented in soft-launch. The Center then orchestrated a public launch over the summer of 2018. The public launch was anchored by numerous public presentations by Professor Dills, a radio/video interview with she and Director López on the regional NPR affiliate, Blue Ridge Public Radio, and numerous newspaper stories driven by a campus press release. The database supporting the NCDD currently features up to 12,000 data series and up to 12 million individual data points.



Students Mitchell Roberts and Tyler Tarbet present the NC Data Dashboard alongside Professor Angela Dills to the WCU Board of Regents, June 1, 2018.

An example of the Dashboard’s output and a small selection of media mentions appear below. The full site is available at www.ncdatadashboard.org. Current plans are to hone the user experience, maintain existing data series, and further develop the site by adding additional data, including the WNC Natural Products Survey (another project of the Center discussed in item 6.1.9 above).



Example of output generated by the North Carolina Data Dashboard, from www.ncdatadashboard.org.

“This new data dashboard will be an essential addition to the resources that WCU has at the ready through its role as a regional comprehensive university. This open-access website will strengthen our existing partnerships and foster new relationships with a variety of community groups, including economic development authorities, prospective businesses, policymakers, media and the general public. At the same time, it provides unique tools for WCU students and faculty in their educational and research pursuits.”

--Alison Morrison-Shetlar, Acting Chancellor, June 2018.

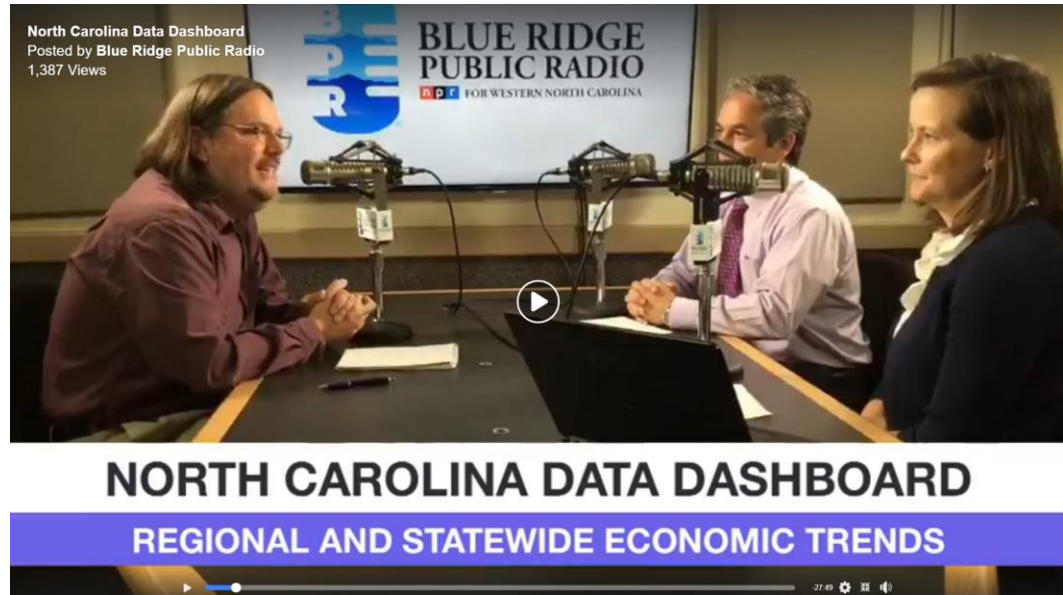
“The new economic data dashboard fills a growing need for data that’s available in an easy-to-use format. With this dashboard, Western North Carolinians from all walks of life – from small business owners and entrepreneurs, to economic developers, to laypeople who are curious about the WNC economic engine – will have access to vital information about their economy and their communities.”

--Angela Dills, Professor of Economics and Gimelstob-Landry Distinguished Professor of Regional Economic Development

“There’s a lot of money that goes into this data. But the missing pieces getting it out the door, that’s where something like [the dashboard] is really valued... “There’s a void, and they’re the people that

can fill that. They [academia] should be the ones to fill that role, if it's not going to be the state or local agencies.”

--Tom Tveidt of Syneva Economics, quoted in Cory Vaillancourt, “WCU unveils new economic tool,” Smoky Mountain News, June 13, 2018. Available at <https://www.smokymountainnews.com/news/item/24971-wcu-unveils-new-economic-tool>



Angela Dills and Edward Lopez interviewing with Matt Bush on Blue Ridge Public Radio, June 4, 2018. Available at <https://www.facebook.com/blueridgepublic/videos/2111218962455483/>

The NCDD is jointly sponsored by the Gimelstob-Landry Distinguished Professorship in Regional Economic Development and the Center for the Study of Free Enterprise, with continuing support provided by WCU’s Office of the Provost.

Post-Baccalaureate Fellows Program:

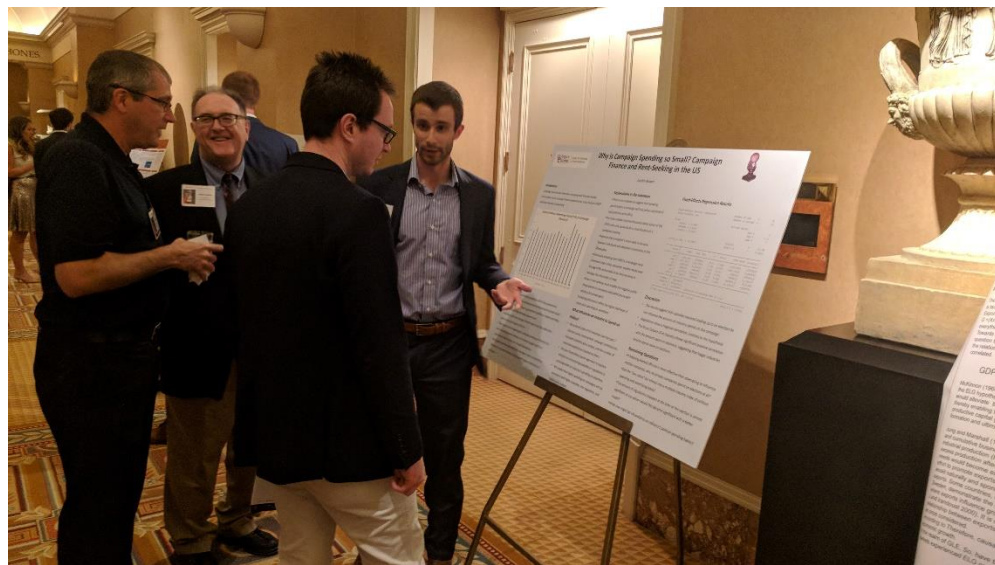
6.1.15. In the Fall of 2017 CSFE launched the entirely new Post-Baccalaureate Fellows Program. The vision of this program is to build a bridge for WCU students who may have graduated with less than ideal preparation for doctoral studies to nonetheless get admitted with funding at highly ranked Ph.D. programs. The Fellowship is designed to offer students who discover their interest in a career as a teacher-scholar only late in their undergraduate years at WCU, or for students whose undergraduate curriculum did not adequately prepare them for doctoral studies in their field of choice.

Post-Bacc Fellows spend 5-10 months in daily interaction with a cross disciplinary faculty, learning research methods most relevant to their career plans, and working on research projects with their faculty mentors. A student seeking to apply for economics Ph.D. programs studies econometrics and co-authors an empirical research paper with an economics faculty member. A student in strategic

management would do the equivalent in that discipline. And so on across the disciplines.

The inaugural Post-Baccalaureate Fellow for the 2017-18 year was Austin Brown. A 2016 graduate of WCU in Special Studies, Austin came to the Center seeking advice about applying for graduate schools in economics. Out of these discussions emerged the concept for this Fellowship.

Austin spend the academic year working with Professors Sean Mulholland and Edward Lopez of WCU, as well as Nikolai Wenzel, Hackley Endowed Professor of Entrepreneurship at Fayetteville State University. These faculty coached Austin in the development of hard research skills and data analysis, while working with him on two co-authored research projects (items 6.1.1 and 6.1.2. above). He submitted applications to eight graduate programs and presented his research at the Association of Private Enterprise Education poster fair in April 2018. He received competing offers from doctoral programs, and accepted admission to the Ph.D. program in Entrepreneurship at Baylor University with a full scholarship. He begins his doctoral studies in September 2018.



Post-Baccalaureate Fellow Austin Brown presents preliminary findings of his research on campaign finance at the 2018 meetings of the Association of Private Enterprise Education, April 2, 2018, in Las Vegas.

Having experienced success with the pilot version of this Program, the Center solicited applications for the following academic year. For 2018-19, three recent WCU graduates will participate as CSFE Post-Baccalaureate Fellows. We look forward to reporting on these student success stories in our next annual report.

6.2. Student-Faculty Engagement Projects:

6.2.1. EPIC Initiative: Making Ideas Happen

EPIC Innovation was established by Yue Hillon and Wendy Cagle with an initial grant from the Center for the Study of Free Enterprise (CSFE) of \$5,000 in 2016.

Their greatest interest is to help student entrepreneurs of all majors achieve their dreams by coaching and connecting them with developmental experiences and resources. EPIC stands for “Elevating Potential through Imagination and Collaboration”. In the Fall of 2017, the students decided to include Innovation in the name with a tag line of “making ideas happen” to inspire student entrepreneurship at WCU.

A summary of the organizations success since inception includes three student pitch competitions (Catamount version of Shark Tank) and 2 entrepreneurship trade shows. There has been twenty-two student entrepreneurs participate in these events mentored by nineteen professors and introduced to various local business owners who served as mentors and judges for the competitions.



EPIC students and faculty judges after the Fall pitch competition.



EPIC students after the Spring trade show held at the Fountain on WCU campus.

The full report of EPIC activities provides details of the Fall pitch competition, the Spring trade show, various training events, and roundtable meetings with successful entrepreneurs from the WNC region. Copies of the report are available from CSFE or Professors Hillon and Cagle.

6.2.2 Phi Beta Lambda (PBL)



national officer elections, special-interest sessions, an awards ceremony, and social activities. Each state may enter their top three winners from the State Leadership Conference in each competitive event.

The National Leadership Conference (NLC) is the annual professional business conference for students in post-secondary education who are members of Phi Beta Lambda organization. The conference brings together students from across the nation competing for the top positions in their business-related competitions. The conference includes general sessions, business meetings, competitive events,

The conference fosters effective leadership skills and gives the student the opportunity to network with business professionals from across the nation. Past conferences have brought together 225,000+ students and business professionals. The conference culminates at the Saturday Night Awards Ceremony. The students come prepared to walk across the stage as one of America's top students in their event category. Those students are among our nation's best and brightest!



Phi Beta Lambda Students Brianna Weaver, Jonathan Holden, Townsend Lenihan, Audrey Mullins, and Lindsey Elias, before their trip to the National Leadership Conference in Baltimore, Md., June 23-26.

“Our group from Western Carolina University joined thousands of other students from across the nation to compete in various business events. North Carolina’s delegation, which was the largest in the country, wore ribbons stating “Just proud to be here!” which, in retrospect, was accurate when considering only the top two or three places in each event from each state qualify to compete at nationals. My studies of entrepreneurship and innovation leadership at WCU allowed me to win 1st place at our State Leadership Conference in Charlotte and 3rd in Baltimore at NLC for Entrepreneurship Concepts.”

—Jonathan Holden, Senior double-majoring in Entrepreneurship and Finance

“I went on-stage in representation of North Carolina ... giving a very brief 30-second speech on North Carolina's recent success. Though extremely short, this speech highlighted North Carolina's nation-leading growth and size, successful chartering of a chapter in India, election of National Professional Division Secretary/Treasurer Shannon McConnell (who is also affiliated with Western Carolina University's chapter of PBL and accompanied us to this NLC), our statewide partnership with the Food Lion Feeds "Put Hunger Out of Business" Program, along with other achievements.”

–Townsend Lenihan, Sophomore double-majoring in Entrepreneurship and Marketing

“My favorite workshop taught me about how education isn't one of the most important things that employers look for in a potential new employee. Most employers want someone who can communicate, think critically, and problem-solve. It's these extra skills that students should focus on in addition to their studies so that they're ready for employment after graduation.”

–Audrey Mullins, Senior majoring in Accounting with Finance Minor

“One huge highlight of the conference experience was that I was selected to sing the National Anthem for the Opening Ceremony in front of the entirety conference attendees. I was singing in front of my largest crowd to date, over 4000 people. Overall this was a great and impactful experience that I look forward to my continued involvement with WCU PBL. I know this organization is developing future leaders and I am going to be one of those!!”

–Brianna Weaver, Sophomore majoring in Business Law



Jonathan Holden and Townsend Lenihan holding the awards they earned at Phi Beta Lambda National Leadership Conference in Baltimore, Md., June 23-26.

7. Provide resources and host events for K-12 teachers and students

CSFE had a highly successful first year of supporting economics and financial literacy educators. The vision for these programs is to provide K12 educators in WNC with the opportunity to expand their understanding of economics, and to get excited about creative and innovative ways to incorporate their expanded understanding into the classroom.

Having established formal affiliations as a Higher Education Partner of the NC Council on Economic Education (NCCEE) and the National Council on Economic Education, and having contracted with Briton Bennett as Project Leader on Economics Education, CSFE became ready to plan and implement programs for educators. On April 23, 2018, we held our first ever teacher-training workshop. Jointly sponsored with NCCEE, the aim was deepen understanding of economics and introduce free lesson plans, materials, and other resources for use in their classrooms. The agenda featured guest speakers and facilitators from Wells Fargo, the Federal Reserve Bank of Richmond, Champion Credit Union, NCCEE, and WCU alike.

AGENDA

Teaching Financial Literacy Like a Pro!

April 23, 2018

Hilton Biltmore Park, Asheville, NC

8:30-8:40 am **Welcome**

Speakers: Briton Bennett, CSFE and Sandy Wheat, NCCEE

8:40-9:00 am **Activity: What do you hope to learn?**

9:00-10:30 am **Invest in What's Next, Life After High School + Resource Demo**

Speaker: Yolanda Ferguson, Federal Reserve Bank of Richmond, Charlotte Branch

10:30 – 10:45 am **Break**

10:45 – 11:30 am **Small Group Activity**

11:30 – 1:00 pm **Personal Finance Panel: QA With the Experts** (Panelists will speak beginning at 11:45)

Speakers: Lori Chappell, Champion Credit Union; Scott Burgess, Wells Fargo; Clay Dangerfield, State Farm Insurance; Moderated by Briton Bennett

1:00 – 1:15 pm **Break**

1:15-2:30 pm **NextGen Personal + Econ Ed Link**

Speaker: Sandy Wheat, NCCEE

2:30-3:00 **Resource Demo + Refreshments**

3:00 – 3:30 **Group Activity and Closing**

Our goal was to have 25 teachers attend. By defraying the cost of substitutes teachers and negotiating cut-rate hotel costs for teachers traveling from outside the WNC region, our turnout was excellent. A total of 26 teachers registered, and 23 of these attended the two-third say workshop. By designing the day around hands-on, active participation and turnkey resources that could be directly applied to the classroom, our participant responses exceeded expectations. “This was the best workshop I’ve been to in the last 4 years,” said one attendee. All 23 attendees completed an exit survey, and the respondents said:

- 95% were planning to save / invest more for the future
- 76% were planning to create or use a spending plan (budget)
- 85% were planning to pay off / pay down credit card debt
- 100% were planning to use the resources presented in the workshop in their own classrooms
- 100% felt the workshop made them better prepared to teach personal finance

- And 100% said they would attend this workshop, or another one like it, again in the future.

Similar programs are in development for the Spring 2019.



CSFE Project Leader for Economics Education, and 2016 WCU graduate, Briton Bennett facilitates the opening session of “Teach Financial Literacy Like a Pro!”, April 23, 2018



Teachers engage in hands-on, active participation at “Teach Financial Literacy Like a Pro!”, April 23, 2018

8. Disseminate results of Center activities through digital and print reports

In summer 2017 with the assistance of WCU’s Marketing Division, CSFE built a webpage that featured coming events, a call for project ideas, and an About section. While fulfilling the Center’s basic needs, it soon became apparent that a more scalable and dynamic solution was needed. In September 2018, CSFE will launch a brand new site with a modern look-n-feel and full functionality across the Center’s various audiences. The contracted web developer, Tucker Horne, is a 2012 WCU graduate in Communications who now operated a successful marketing firm in the Charlotte area. With the screenshot below, we are pleased to show a sneak preview of the forthcoming site.

[See Our Projects and Publications](#)



For Students

CSFE offers scholarships, fellowships, post-baccalaureate opportunities, and educational lectures for students

[Scholarships and Fellowships >>](#)

[Learn Economics >>](#)



For Faculty

Access information, tools, and classroom materials / lesson plans designed for educational professionals of all levels.

[Economics Education Resources >>](#)

[Submit an Idea for Funding >>](#)



For the Community

CSFE offers grants to individuals hoping to advance economic understanding through peer-reviewed research and public promotion.

[Current Work and Publications >>](#)

[Upcoming Events >>](#)

The latest from the Director's Blog

Thoughts from our Founding Director, Dr. Edward Lopez, and other invited contributors.

CSFE's Podcast

Interesting discussions from subject matter experts, listen to the latest in the CSFE podcast series.

The new site will be the flagship of the Center's comprehensive digital profile. Users will be able to seamlessly link to the Center's archive of Issue Briefs and other publications, videos on YouTube, podcasts on SoundCloud, posts on Facebook and Instagram, Tweets and more.

End of Activities Report