College of Business

AACSB International Maintenance of Accreditation

Annual Report

Academic Year 2013-14

The Year in Review: Highlights

The College of Business received several accolades in 2013-14. Based on surveys of 19,000 students in business programs around the world, the **Princeton Review** listed the College in the 2014 edition of its guidebook, *The Best 295 Business Schools*. **GetEducated.com** ranked the undergraduate degree program in entrepreneurship second in affordability following a national survey. **Top 10 Online Colleges** ranked the College of Business seventh for affordable online graduate programs, acknowledging its nationally recognized Master of Project Management and its Master of Entrepreneurship. The College's online business graduate programs were ranked 82 in **US News and World Report**. This year the College was accredited by the *Asian Association of Schools of Business International*, a professional standard setting body working in the public interest, engaged in the accreditation of degree granting Schools, Colleges and Departments of Business of higher education in Asia and beyond.

Mediation Team Members

Students netted several accomplishments this year as the college continued its focus on engaged learning. A team of sport management students placed third nationally in an undergraduate research competition sponsored by the College Sport Research Institute and held at the University of South Carolina, missing first place by less than one point. The annual Mountain Heritage Day 5K foot race, a part of the Mountain Heritage Day festival, was planned by students in WCU's event management course. After more than a decade of fundraising, including this annual event, the Sport Management Student Association reached the $10,000 mark, which was enough to endow and award a scholarship for the first time in 2014. Members of Western Carolina University's Campus Mediation Society won six trophies, including two first-place prizes, at the regional mediation tournament held at Brenau University. Members of the mediation team subsequently collected three top trophies at the International Intercollegiate Mediation Tournament held at Drake Law School in Des Moines, Iowa, competing against teams from 41 other colleges and universities from around the world, including schools from Canada and India. MBA student Jennifer Speier, received the Graduate Student Research and Creative Projects Award. She worked with Dr. Ed Wright on the development of a business plan for a regional diabetes center, which was used in a grant application. Over the summers of 2013 and 2014 students in the MBA program assisted a total of eleven regional businesses to increase export sales by conducting global marketing research and crafting strategies for market penetration, projects; their work was supported by a grant from the North Carolina Small Business and Technology Development Center (SBTDC). Close to 250 seniors in the BSBA capstone course worked with SBTDC clients to improve the profitability or sustainability of their businesses, as well.

Dr. Morse speaks at Tourism Works for Western North Carolina conference

This spring the college hosted a sold-out inaugural *Tourism Works for Western North Carolina* conference at the North Carolina Center for the Advancement of Teaching, drawing more than 130 people from around the region. Students provided data illustrating the impact of the travel and tourism industry on the economy to representatives from 26

Western North Carolina counties. Sponsored by Duke Power Company, the Nantahala Outdoor Center and Blue Ridge National Heritage Area, the event was organized by Dr. Steve Morse. Dr. Morse, whose study on the economic effect of the 16-day federal government shutdown on tourism and in Smoky Mountain National Park was cited by CNN Money last fall, also led a workshop for tourism officials from Armenia, Georgia, Kazakhstan and Ukraine this year. In an effort to increase students awareness of international business issues Dr. David Tyler led a summer travel course to the United Kingdom to study sport management and Dr. Scott Rader led a group of students to Japan to study marketing topics. Dignitaries from Hannam University in Korea visited with Dean Parker and Dr. Steve Ha this spring to discuss a partnership, as well.

In other faculty notes, Dr. Edward Lopez, the BB&T Professor of Capitalism received the Distinguished Scholar Award from the Association of Private Enterprise Education, recognizing, his significant contribution to the research and literature of free market economics over a sustained period of years. Dr. Lopez also was named the permanent executive director of The Public Choice Society, now headquartered at WCU. Computer Information Systems Professor Dr. William Perry cleared his FBI records check and was appointed as a member of the Infragard, a public/private non-profit organization that facilitates information sharing and intelligence between businesses, academic institutions, state and local law enforcement agencies and other participants dedicated to preventing hostile acts against the United States. Business Law Professor Janet Ford received the University's Excellence in Teaching Liberal Studies Award.

This year seventy–four scholarships totaling $170,000 were awarded to students at the College's annual awards ceremony, with ten students receiving BB&T awards to defray the costs of attending conferences and workshops over the summer. Dr. Leroy Kauffman was named the College's Undergraduate Professor of Excellence, Dr. Bob Lahm received the Creative and Innovative Teaching Award, Dr. Hollye Moss was the Graduate Faculty Teaching Award recipient and Dr. Barbara Jo White was honored with the Excellence in Research Award. Several professors integrated Bloomberg BusinessWeek into their courses this academic year, using the publication's articles as seeds for broader discussions. Bloomberg established a new teaching award for faculty who creatively integrate the materials into the classroom environment with Professors Mary Beth DeConinck, Melissa English and Paul Johnson being recognized this year. Six faculty members also received BB&T grants for the study of leadership, ethics and capitalism.

The College continued its robust co-curricular speaker series programs. *Insights and Reflections* brought to campus T.J. Eaves, former WCU student body president and current UNC Chapel Hill Law School student, Michael McLamb, of Edward Jones, and Ed Buckbee, Space Camp Founder. The new *Women in Business* speaker series included Wendy Banks, CEO of

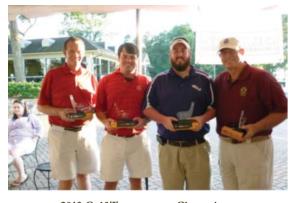*Joan MacNeill speaks with students in the Wells Fargo Auditorium*

Carolina Management Team, Joan MacNeill, UNC Board of Governors member and Sheryl Rudd, owner of Heinzelmmanchen Brewery. The *Free Enterprise Speaker* series brought several speakers to campus this year including Robert A. Levy, a constitutional lawyer and Jeffrey Tucker, a Distinguished Fellow of the Foundation for Economic Education, in addition to several authors who discussed their books: Christopher Coyne, Professor of Economics at George Mason University, author of *Doing Bad*

by Doing Good: Why Humanitarian Action Fails; Virginia Postrel, author of *The Power of Glamour*; and Benjamin Powell, author of *Out of Poverty: Sweatshops in the Global Economy*. The *Leadership Speaker Series* at Biltmore Park hosted several speakers, as well. Students were invited to hear Suzanne DeFerie, CEO of Asheville Savings Bank, Major General Richard Devereaux of the US Air Force, Terry O'Keefe, Asheville Citizen-Times columnist, George Briggs, executive director of the NC Arboretum, Jack Cecil, CEO of Biltmore Farms, David Gantt, attorney and county commissioner and Kitty Price, marketing director of Highland Brewing Company. Additionally, Business Law Professor Dr. Lorrie Willey, Director of the College's Assurance of Learning Program, organized several *Assurance of Learning* workshops this year, covering such topics as Effective Oral Presentations, Writing an Essay and Plagiarism, along with an Algebra Refresher module. As a testament to her outstanding efforts, Dr. Willey was invited by AACSB to make a presentation for one of its seminars on Assurance of Learning in New Orleans this spring.

In other college news, Isothermal's President Walter Dalton signed articulation agreements involving the College of Business programs and Isothermal at the National Association for Community College Entrepreneurship annual conference in Charlotte on Oct. 14, 2014. The agreement is the largest of its size and scope between a North Carolina community college and a member institution of the University of North Carolina system, creating 56 pathways for ICC students to transfer to WCU and earn a Bachelor of Science degree in business administration. Western Carolina University awarded an honorary doctor of business degree to

2013 Golf Tournament Champions

David A. Woodcock Jr., a resident of Flat Rock who has built an illustrious career as an entrepreneur over the last six decades. Mr. Woodcock developed a relationship with the College of Business, served on two college boards, and provided valuable counsel to many students. The annual golf tournament last August was a success again, raising more than $14,000 in support of the college. An alumni reception kicked off the event this year at Rock Barn Golf & Spa with a performance by Jamie Tate.

The College expanded its presence in Biltmore Park as well. It began offering a year-long hybrid Certified Financial Planning Certificate program at the facility. In the fall the College welcomed twenty-four more health care providers as it opened the second cohort of the Mission Health Innovation Program, a graduate certificate program concentrating on creativity and innovative processes. A proposal also was submitted to UNC General Administration for a BSBA distance degree in Business Administration and Law after receiving campus approval.

Administratively, 2013-14 brought some changes to the structure of operations. The College consolidated administrative offices into a new one-stop *Student Support Services* space this year and created a new position to assist with advising and recruiting, as well. Discussion on a proposed restructuring of departments commenced, and will continue in 2014-15. Finally, a faculty task force evaluated developing a consistent collegial review document across the College.

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.

2013-14 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 SD 1) *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.*				
Undergraduate Enrollment 1303 • (~12%↑) **Graduate Enrollment 240** • (~9%↑)		**Undergraduate Degrees 234 (Same) Graduate Degrees 95**		
Goal 1 – Review and strengthen as needed the College's admission, retention, and graduation requirements for all students.				

Action Item 1 – Monitor overload requests to determine the work demands of students making the request	2013-15	Department Heads	Overloads scrutinized as presented in preparation for *Finish in Four* university initiative	N/A
Action Item 2 – Annually review metrics developed for Program Prioritization on a departmental basis for compliance with university and general administration expectations	2013-18	Dean, Associate deans, DHs	Completed	N/A
Action Item 3 – Provide necessary forms and standardized planning sheets in the College Support Services Office	2013 and ongoing	Associate Dean for Academic Affairs, Department Heads	Completed summer 2013 with ongoing updates	N/A
Goal 2 – Improve the recruiting process with an emphasis on increasing the quality and diversity of our student body.				
Action Item 1 – Further develop relationships with community college to facilitate transfers	2013-15	CoB Advising Center	Isothermal agreement signed creating 56 pathways for completion	N/A
Action Item 2 – Develop CoB recruitment materials and processes in new advising office	2013-15	CoB Advising Center	Articulation agreement templates developed	State funds
Goal 3 – Improve retention and graduation rates.				
Action Item – Strategically analyze enrollment capacity,	2013-14	Faculty, DHs Associate Deans	BLAW BSBA approved for distance education	N/A

course scheduling and yield management			distribution	
Goal 4 – Continuously improve the student body perspective on cultural enrichment, globalization and sustainability.				
Action Item 1 – Explore options for international internships	2013-14	Associate Deans, DHs, International programs office	Three international internships; New exchange agreement signed with Germany university which has internship as part of curriculum; Student in Avans program completed internship requirement for dual degree	N/A
Action Item 2 – Explore opportunities for enhancing international aspects of the curriculum	2013-14	Curriculum committees	Sport Management summer travel course to the UK; Marketing travel course to Japan; Dean Parker & Dr. Steve Ha met with dignitaries from Hannam University in Korea, to discuss the partnership; Dr. Morse led workshop for tourism officials from Armenia, Georgia, Ukraine & Kazakhstan	N/A
Goal 5 – Develop a professional *Business Ready* 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- Review Community Ethics reporting process with faculty	2013-14	Faculty and administrators	Discussed at faculty meeting/AoL programming	N/A
Action Item 2 – Assign specific career planning and employment preparation tasks to CoB advising center	2013-14	Dean, Associate Deans and DHs	Ongoing with transition	N/A
Action Item 3 – Maintain and expand co-curricular activities	2013-14	Faculty and Support staff	Insights & Reflections Speaker Series; Free Enterprise Speaker Series; Initiation of Women in Business Speaker Series; Beta Alpha Psi chapter visited 3 CPA firms in Charlotte; Mediation team places in regional and national competitions	N/A

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 2: Innovative Curriculum *Develop and deliver Business Ready® career focused undergraduate business programs and strategically-focused graduate business programs consistent with a changing global business environment.*				
Assurance of Learning Metrics •				
Goal 1 – Maintain continuous curriculum assessment by the appropriate committees and departments.				
Action Item – 1 Continue progress made by Director of Assessment & AoL committee on	2013-15	AoL Committee, Faculty, Director of Assessment	Ongoing	N/A

assessment measures				
Action Item – 2 Send AoL committee members to AACSB training seminars	2013-15	AoL Committee, Faculty, Director of Assessment	Director of assessment led AACSB seminar; Other members attended seminars	State funds

Goal 2 – Ensure curriculum improvement and implementation as identified by the assessment.

Action Item 1- Continue progress made by Director of Assessment and AoL committee on feedback loop	2013-14	AoL Committee, Faculty, Director of Assessment	Faculty meeting to generate suggestions to improve student writing 1-24-14; *Grammerly*® purchased; WSJ program purchased	State funds
Action Item 2 –Secure subscription to Bloomberg Business Week and their classroom program	2013-14	AoL Director, Capstone instructors	Several faculty incorporated Bloomberg; three awards given	State funds
Action Item 3- Maintain communication with faculty through AoL newsletter and workshops	2013-15	AoL Committee, Faculty, Director of Assessment	3 newsletters sent; 49 workshops held	State funds

Goal 3 – Update the curriculum based on a scan of the changing global environment.

Action Item 1– Review Co-op designation for international possibilities	2013-15	CoB UG Curriculum Committee, Associate Dean for Academic Affairs	Internship and Co-op courses reviewed by Curriculum Committee; Transition of all but two disciplines to Career Services formats	N/A
Action Item 2- Review transfer equivalencies for NCCC	2013-15	Associate Dean for Academic Affairs, DHs	HT discipline faculty met with NCCC reps;	N/A

| | | | Accounting & SCC faculty hosted meeting for community college acct faculty; Equivalency sheet for CoB core with NCCC developed | |
| Action Item 3 – Provide support and opportunities for student study abroad | 2013-18 | Dean, Associate Deans | $ 3000 provided for students; 3 students traveled | travel support from non-state funds |

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 3: External Engagement (2020 SD 3) *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.*				
# Consulting Hours SBTDC • 9,615 hrs (~450%↑) **# Partnership Companies** • 66 (~200%↑)			**Communication Metrics - Circulation list** ~ 400	
Goal 1 – Enhance engagement efforts.				
Action Item 1 – Engage students with local or regional businesses to support the University's mission to support the economic transformation of the region	2013-18	Faculty/ Administrators	9,615 hours logged with SBTDC; MGT 404 students worked with clients of SBTDC & business incubator at AB Tech to improve the profitability or sustainability of clients; PM 660 students worked 697 hours creating project manuals for their employers.	State and non-state funds
Action Item 2 – Engage faculty with local or regional businesses to	2013-18	Faculty/ Administrators	MBA students assisted 11 regional	State and non-state

			businesses to increase export sales with a grant from the SBTDC; inaugural *Tourism Works for Western North Carolina* conference held, drawing more than 130 people from around the region.	funds
support the University's mission to support the economic transformation of the region				
Action Item 3 – Explore establishing more partnerships with companies for graduate education opportunities	2013-15	Graduate Program Directors, Faculty, Dean's office	Second cohort of the graduate certificate on creativity & innovative processes begun at Mission Health Innovation Program; partnership with Harrah's continues	N/A
Action Item 4 – Review mission statement of Sales Center following 2012-13 program review	2013-14	Faculty, Dean, Associate Dean for Advancement	Reorganized Center Under *Outreach & Engagement*	N/A
Action Item 5 – Secure industry specific data to support economic data reporting	2013-14	Dean, Associate Dean for Advancement, & HT Director	Obtained data on HT & Tourism industry from Smith Research	Private donation

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<tr><td colspan="5" style="background-color:#c4a050;">Goal 2 – Improve communication.</td></tr>
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Action Item 1 – Inform university PR office about items in CoB newsletters for release to wider audience	2013 and ongoing	Dean's office support staff	Completed and ongoing	N/A
Action Item 2 – Maintain working relationships with advisory boards and	2013 and ongoing	Dean, Associate Dean for Advancement, Dean's office	Annual Golf Tournament added alumni reception; 2	Non-state funds

support alumni events		support staff	meetings with college board; meetings with discipline boards	

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.*				
Metrics: **Headcount** • (~4%↑) **Faculty T/TT:47 FT: 8 Adjunct: 15** **Staff 7** **Faculty FTE 59.5** • (~2.5%↑)		%AQ 90% %PQ 10%		
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	MBA Director, Associate Dean-advancement, Director of Assessment & faculty	11 Teaching workshops held; 7 research seminars held	State & non-state funds
Action Item 2 – Define 4 categories of qualified faculty under AACSB revised guidelines	2013-14	Faculty and administrators	First draft circulated to faculty for consideration	N/A
Action Item 3- Review equity gaps according to university policy	Ongoing	Administrators	Made progress to adjusted salary gaps that posed equity and retention issues	N/A
Action Item 4- Examine CRDs for internal consitency	2013-14	Faculty	Faculty task force worked on feasibility of establishing consistent CRDs	N/A
Goal 2 –Provide faculty with resources and opportunities to expand scholarly activities into all realms of the Boyer model.				

Action Item 1 – Explore & implement options for faculty development and research support at the college level rather than at departmental level to maximize support options	2011-2013	Dean, Assoc. Deans & DHs	Consolidation of budget for travel completed; process initiated to appropriate funds	State funds
Action Item 2 – Review criteria of summer research support grants to reflect the 4 AACSB categories of qualified faculty	ongoing	Department Heads, Dean, Associate Deans	Awarded 4 summer research grants totally $20,000; review ongoing for 2014-15	State funds
Action Item 3 – Explore joint research symposium with ETSU, EKU, App St for summer research support recipients	2013-14	Faculty & Support Staff	Inaugural Appalachian Research conference held in conjunction with Appalachian State University, East Tennessee State University, and Eastern Kentucky University	State and non-state funds
Action Item 4 – Develop criteria for Bloomberg award	2013-14	AoL committee	Criteria developed and 3 awards made	Private funds

Goal 3 – Continuously improve staff skills and capabilities.

Action Item – Develop clear functional, not departmental, assignments for support staff to streamline efficiency and train staff appropriately	2013-14	DHs, Dean, Associate Deans	Reorganization of staff functions completed; Support Services office created	N/A

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO:	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 5: Sustainable Infrastructure (2020 SD5) *Facilities, technology and infrastructure are sustainable and support strategic priorities.*				

Metric:

Expenditures on facilities, technology, and infrastructure $104,000 •

Goal 1 –Create an objective, transparent process for allocating resource support for both academic and non-academic programs in the College.

Action Item 1– Explore feasibility of consolidating budget requests for travel and supplies into college rather than departmental funds	2013-14	Dean, DHs, Associate Deans	Budget consolidated; Process established for disbursement	N/A
Action Item 2– Review departmental and administrative structure	2013-15	Faculty, Dean, DHs, Associate Deans	Task force appointed on reorganization; Faculty vote taken	N/A

Goal 2 – Continuously improve physical facilities.

Action Item 1– Refresh and update new CoB Support Services Office	2013	Dean, DHs, Support Staff	Signage and office furniture updated	State funds

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 thin client technology	2013-16	Dean	Expanded use of virtualization in labs; Ongoing	State funds

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 8,436,100 •** (~6%↑)		**Endowment 7,287,815 •** (~45%↑) **Scholarships awarded $115,435 •** (~60%↑)		
Goal 1 – Enhance advancement				

Action Item 1 – Work with new University Marketing Director to advance College of Business undergraduate and graduate degree programs	2013-15	Associate Dean for Advancement, Administrative Support Staff	Pilot new website development 2014-15	State Funds
Action Item 2 – Work with new Executive Director of Millennial Initiatives to advance College of Business undergraduate and graduate degree programs	2013-15	Associate Dean for Advancement, Administrative Support Staff	Ongoing	State Funds

Goal 2 – Align development and fundraising efforts in support of the overall Strategic Plan

Action Item 1 –Work with University Advancement to raise funds for Chancellor's Regional Networking Con'f	2013-15	Dean, Associate Dean for Advancement, Strategic Planning Committee	Completed; $20,000	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 – Raise funds to provide scholarship and program support for recruitment and retention of quality students at the undergraduate and graduate level	2013-15	Associate Dean for Advancement	Funds increased and ongoing	Non-state funds

Priorities for the Next Academic Year

SPC will meet August 14, 2014 to review these priorities and plan's action items for submission to faculty.

Assurance of Learning (AoL) Annual Report
2013-2014

Assurance of Learning (AoL) is a faculty-driven process in the College of Business. The responsibilities for this comprehensive process are assigned to the Assurance of Learning Committee (AoLC), a committee comprised of a faculty chair, five at-large members, and four graduate program directors. The at-large members are selected to ensure cross-sectional representation of disciplines and programs and assume primary responsibility for overseeing the AoL process in the undergraduate business programs, both B.S. and B.S.B.A. The four graduate program directors provide AoL oversight for their respective programs.

In consultation with faculty, the AoLC develops and maintains plans to assess, at least twice in a five-year cycle, student performance in relation to each established learning goal and objective. Program goals and objectives are measured using a variety of techniques: case studies, projects, presentations, embedded test questions, and/or course assignments. The measurement process is just one of the many dynamic activities of the AoLC, College faculty and staff.

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.

In Fall 2012, the faculty revised the BSBA core and MBA curricula effective that term. As a result of those changes, commencing in the 2012-2013 academic year, the AoLC and College of Business (CoB) faculty engaged in activities to review and update all program learning goals (Appendix A). By the end of Spring 2013, the learning goals and objectives were established but the new assessment plans and curriculum maps were still under development.

As a result, some of the AoLC's initial tasks for the 2013-2014 academic year were to complete curriculum maps (some were still pending as of the end of the 2012-2013 year) and to develop assessment plans for all CoB programs The AoLC worked with department heads, program directors and faculty to complete those tasks. In the continuing effort to streamline processes and reduce redundancies in assessment processes, curriculum maps for all the BSBA disciplines were also developed. The result is that the CoB now has in place curriculum maps for all CoB programs and BSBA disciplines and assessment plans, developed through 2020, for all programs (Appendices B and C). In order to allow faculty to revisit both curriculum maps and assessment plans, AoL faculty forums were scheduled for Fall 2014.

The AoLC continued to disseminate information regarding the work of the College and AoLC regarding assurance of learning activities to the College community. In Fall 2013 and Spring 2014, issues of the AoLC newsletter, "Assurance of Learning News," were disseminated to the College (Appendix D). The AoLC also continued to provide short articles on assurance of

learning activities for the College's newsletter as a means of providing the College, and those outside of the College, continuous updates on the work the of the AoLC.

Moreover, the AoL office space continues to serve as the CoB assurance of learning headquarters. Hard copies of reports, raw data, and AoL materials are maintained in this office area. With the assistance graduate assistants assigned to the Director of Assessment, the office continues to serve as the AoL base.

The Cob shared H drive continues to be the archive for all AoL documents regarding AoLC activity, reports, data collection, newsletters, etc. . However, for ease of access to all in the CoB, the AoLC continues to maintain the College of Business Assurance of Learning Blackboard site. Accessible by all College of Business faculty and staff via the use of passwords, AoL data, rubrics and information are maintained for easy access and dissemination. The site is updated throughout each semester to maintain it currency.

The AoLC sponsored faculty and student workshops, debuted in Spring 2013, continue and are becoming a component of the CoB's learning environment. For the 2013-2014, thirteen AoL Student Workshops served 458 students; eleven AoL Faculty Workshops served 47 members of the College of Business faculty.

Members of the University community, such as the Math Tutoring Center, the Writing and Leaning Commons (WaLC), and Student Community Ethics, as well as experts within the College of Business, serve as workshop facilitators. Their contributions make the workshops a success. Special note of thanks is extended to College of Business faculty, Dr. Bob Lahm, Dr. Barbara Jo White, and Dr. Lorrie Willey for their facilitation of workshops. AoLC members hosted student workshops and they too deserve thanks: Dr. Steve Ha, Dr. Paul Johnson, Dr. Debra Burke, Dr. Steve Miller, Dr. Grace Allen.

Sign-in sheets were collected at all activities to track attendance. Faculty is encouraged to announce the workshops to their students and to identify any topics they felt were needed for future workshops. Posters announcing the workshops for students abound in the College. The following table reflects the workshop and attendance with the more detailed flyer below. It is the plan of the AoLC to continue these activities in a continuing effort to enhance the culture of teaching and learning at the College. Workshops are scheduled for Fall 2014 for both students and faculty.

Student Workshops Fall 2013	Faculty Workshops Fall 2013
Algebra Refreshers (2) 43	Blackboard Question and Answer 4
Business Research Skills 22	Blackboard Starter 3

Internships 12	Ethics Reporting 4
Effective oral presentations 139	Online course design 7
Plagiarism 53	Poll Everywhere 3
Testing Tips 31	Fast and Easy Teaching Tips 6

Student Workshops *Spring 2014*	*Faculty Workshops* *Spring 2014*
Algebra Refreshers (2) 28	Bloomberg in the Classroom 7
Effective oral presentations 103	Teaching Large(r) Classes 8
Plagiarism 9	Proctoring Online Exams 3
AoL Student Forum 6	SoTL and AoL 3
Writing an Essay 12	Wall Street Journal in the Classroom 6

In an effort to bring valuable student workshops to distance students and to those who cannot physically attend the workshops, the AoLC initiated a protocol for the filming student workshops and then streaming the videos on the College of Business website. Chair Lorrie Willey completed three hours of OU training, the WCU web hosting system, to create the needed web page and for now she maintains the site. Administrative assistant Sharron Crain coordinates the filming of the events and the conversion of the tape for streaming. The program of filming has extended beyond AoL Workshops to encompass other CoB events, such as *Insights and Reflections* speakers and other special guests. Moreover, this development of this program also necessitated the development of a consent and copyright waiver that is now used by the College to ensure the respect of the rights of our guests. Although still in its infancy, the web site has 5 streaming videos posted. Filming is scheduled to continue indefinitely. The videos are publicly accessible.

The AoLC also began the collection of "indirect measures." The AoLC addressed the need to collect data from external constituents who/which served as indirect measures of CoB student performance. In order to put the process in motion, the AoLC decided to begin with the undergraduate programs in identifying sources of the data and to begin the collection process this academic year. The BSBA indirect measure is the written feedback received from Small

Business Technology Development Center (SBTDC) clients who work with teams of students in the BSBA capstone. The BSE students are judged by external constituent reviewers in ENT 450 and 475. In the BSHTM program, student internships include an external evaluation of student performance that serves as indirect measure of student performance. The collection for the BSBA and BSE has begun, with reports included with the summaries below, and the BSHTM faculty has been asked to provide copies of internship feedback whenever a student completes an internship. Once this system for undergraduate programs is finalized, the AoLC will work with graduate programs to identify sources of indirect measures. Fall 2013 was the first MGT 404 BSBA indirect measure. SBTDC clients were overwhelmingly pleased with the work of their student team(s) and the program. Client evaluations will continue to be collected for measure.

While the formalized collection of assessment data from outside CoB constituents is new, the use of external reviewers, judges, or evaluators is not. As noted above, several undergraduate programs already incorporate such expertise in the classroom. Professor Ken Flynt, for example, uses outside evaluations, in this case bankers with many years of expertise, to evaluate the performance of his students FIN 440 Bank Practice and Policy. These reviewers provide feedback and real-world suggestions to the students.

Indirect measurement is not limited to student performance. Dr. Hollye Moss submitted her online QA 305 Decision Making II course for review under the Blackboard Exemplary Course Program (http://www.blackboard.com/Community/Catalyst-Awards/Exemplary-Course-Program.aspx). Her course was reviewed by outside reviewers using a standardized assessment instrument and the results were an acclaimed of "Exemplary." Dr. Moss gives credit to the ad hoc CoB "Online teaching study group" for suggestions to improve her online course.

Bringing AoL to CoB students has also been a theme of the AoLC this academic year. Student involvement is essential for the success of AoL and for student learning and achievement To bring the word to the students two new initiatives were undertaken: an AoL Student Forum included as an annual workshop and a volunteer based "Bringing AoL to the Classroom. " The AoLC will request ten minutes of class time of CoB faculty to bring copies of learning goals and objectives for the students and to briefly let the students know about the COB's AoL efforts. AoLC members approved of the program and will volunteer to "go to class." Faculty will receive information about the program and the request for class time early Fall 2014.

The AoLC was also instrumental in the development of a new faculty teaching award. As a result of the faculty desire to increase students' reading skills and to provide them with currency in the fields, the CoB subscribed to Bloomberg Businessweek this year (Appendix E). Graduate students and students in undergraduate capstone courses received subscriptions but all faculty has access to the materials to use in the classroom. To encourage faculty to use the materials and to recognize outstanding achievement of those who do, the Committee developed the criteria for a *Bloomberg Businessweek Faculty Teaching Award*. The AoLC did so and developed a rubric and scale for the award and then arranged for the CoB Scholarships and Award Committee to receive applications and make award recipient selections. The *Bloomberg Businessweek Faculty Teaching Award*, available to all faculty, consisted this year of three $1000 awards made to those demonstrating creativity and innovation in the use of Bloomberg Businessweek in the classroom. The award announcements were made April 26, 2014, by AoL Chair Lorrie Willey at the CoB

Scholarships and Awards Ceremony to winners Paul Johnson, Mary Beth Deconinck and Melissa English.

Lorrie Willey AoL Chair also served as a facilitator of a session at the AACSB International Assessment Conference in New Orleans Louisiana in March 2014. Selected as a "conference faculty," Willey's presentation "Measures and Beyond: Creating a Learning Culture" focused on the work of the College and the AoLC to streamline measurement processes and develop programs to enhance teaching and learning (Appendix F). Professor Barbara Jo White also attended the conference

The AoLC also began a conversation regarding the importance of academic integrity within the College environment and will consider initiatives in support of academic integrity. While the conversation still continues, the AoLC did host two student plagiarism workshops and a faculty workshop as to the nature of academic integrity violations and consequences and advising faculty as to the advising process. The AoLC will continue this work into the 2014-2015 year.

The development of a business knowledge capstone assessment is also under development. The Early in the year, AoLC discussed the possibility of creating a comprehensive assessment for program capstones that would include questions faculty deem significant for student learning in each class represented in program cores. Acknowledging that the development of capstone assessments for all programs is a long-term project, the AoLC decided that the process would begin with the BSBA core and its capstone, MGT 404. Each class within the BSBA core will provide 5 questions for the comprehensive assessment. Requests for questions were at the beginning of spring term and while many disciplines have already responded, the compilation is not complete. The AoLC will continue this work into the 2014-2015 year.

The annual AoL special event this year was held April 24, 2014, 5-6:30pm at the NCAT facility across the street from campus. This year the CoB and AoLC hosted an "AoL Happy Hour." Invitations to the event were sent out in early April to members of the AoLC, faculty involved this year in data collection, and to all those who helped the AoLC by facilitating workshops.

Closing the Loop
Through activities such as student workshops and the use of Bloomberg Businessweek, the CoB continues to address methods to provide students with the support needed to enhance learning skills and meet learning goals. The assessment measures in the classroom for all College programs continue and the results of the measures serve as importance guidance regarding student performance and success. These assessment activities year provided faculty with the opportunity to reflect on and consider student performance in relation to approved learning goals and objectives as they relate to specific measurable tasks.

The most significant matter for the faculty this academic year was the faculty response to low written communication assessment results in the undergraduate programs. The measures were taken in Fall 2013 and the reports finalized in Spring 2014. At that time, it became clear that there were issues with student writing. Although it is possible that the prompt used for the measure was not as accurate as might have been preferred, the fact that undergraduate students across programs did poorly was significant. While the AoLC will often work with faculty on implementing minor adjustments to address assessment reports, the issue of student writing is a

more pervasive concern. To bring the matter to the faculty, the AoL Chair, Lorrie Willey, was placed on the agenda for a faculty meeting in January 2014 At the meeting, faculty worked in groups to consider possible actions to help students improve their writing, reported the group suggestions to the faculty present and then narrowed down the suggestions to identify top faculty choices. The AoLC then began the work of looking into the suggestions, gathering information and reporting back to the faculty.

The faculty's initial suggestions were as follows:

GA copy editor
Writing resource center
Send data to English department
Find out what ENG 1010 and 201 cover
Identify 2 or 3 issues to focus on
Find out about a reading comprehension class
Business communication class
Can we use CC? Do faculty use CC?
      Give CC grades
Have guest speakers emphasize the importance of writing
Be certified into CoB with writing standards as a component
Rigorous business writing course
Writing manual for students
Use models, templates, prototypes, examples
Consistent evaluation across courses
Simpler writing rubric
Consistent message that writing is important
Multiple assessment in classes and write overs; 30 one page not one 30 page
WaLC requirement embedded in class
Require more reading of quality works
Judicial Affairs Support
Mentors loop back
100/200 level business writing course
      Students must make at least a C
      Students could CLEP out of the class
Extra points for using writing center
Use of Grammarly or some other software
Smaller class sizes and more writing assignments
Outsource grading to grad students
Technical writing part of papers
One page COB grammar sheet to be used across CoB classes
Better use of writing center (technical writing)
Examples of "A" work shown to students before starting assignments
Pair a writing class with a content class
Rewrite until correct
Clear statement of expectations
Commit university resources to struggling students

Common rubric across courses
Bring back business communications
Promote the love of reading
Don't give PowerPoints so students will read
Use writing assistants/fellows
Smaller classes so more time to grade and mentor writing
University writing diagnostic test tied to English remedial classes
Guided writing to help organizational problems
Satellite writing center in the CoB staffed with Gas
Extra credit for excellent writing
Wall Street Journal subscription used in class or other, more difficult reading assignments

These suggestions were then narrowed down:

Course back in core
      with diagnostic CLEP
      with proficiency standard
      or designated writing-intense class within the CoB with smaller size
      business writing class
           required grade of "C" or better
           ability to test out
           standardized exam
CoB (Satellite) Writing Center
      Generally more use of writing helpers
One sheet grammar page used by all faculty with all writing assignments
Set college-wide standard and apply early
      Standardize expectations and evaluations
Examples of good writing
Grammar Software, ie, Grammarly
Provide adequate support
Consistent message is critical to success
More and higher level reading

Members of the AoLC met with Chesney Reich, Director of the Writing and Learning Commons and with Associate Provost Dr. Davis to discuss CoB concerns regarding student writing. The WaLC can provide some assistance with student writing and suggested that students use the writing tutors to help proof writing assignments. However, the WaLC does not place grammar as a priority when reviewing student writing and the CoB faculty feels that grammar is a major contributor to the students' ability to communicate in writing. However, Lorrie Willey will be working with writing fellows in the Fall 2014 BSBA core class, LAW 230, and report to the AoLC regarding that process.

This meeting also influenced the re-instatement of the University-wide "CC" notation on grades. This notation was used in the past to help identify students with writing issues and with the receipt of two "CC" notes, a student is required to take a remedial ENG 300 class. That WCU program to assist students who need additional time to develop writing skills had not been

followed for several years but is now back in place. CoB faculty will be reminded of this option for Fall 2014.

Members of the AoLC also searched online for one-page grammar sheets that could be provided to students. Two web sources were identified as having possibilities: "Ten Words You Need to Stop Misspelling" at http://theoatmeal.com/comics/misspelling and "How to Use an Apostrophe" at http://theoatmeal.com/comics/apostrophe. While not definitive, the links could prove helpful and will be disseminated to faculty late summer with a suggestion for use in Fall 2014.

To improve student reading, the faculty took a look at the digital Wall Street Journal service. Mary Rose Cutler, of the WSJ, visited the CoB and demonstrated the service and tools available. Faculty attending the workshop felt that the service would be helpful to students, not just to use as reading assignments, but also to enhance currency in the field. The CoB has purchased the service for the 2014-2015 academic year and the AoLC will work with faculty to utilize the tool and will also attempt to determine its effectiveness.

AoLC member Steve Ha agreed to pilot a test of the *Grammarly* software online application. This test was combined with his AoL measure for Spring 2014, written communication in ECON 232. That measure was modified to make this test possible, with the measure looking particularly at student grammar. Ha submitted student work to *Grammarly* and provided the PDF reports on each student submission. Furthermore, Ha reported to the AoLC the method he used and that his, and the student response, to the online application was positive. Ease of use, detailed reports and details regarding grammatical errors and corrections were clear and useful. As a result of this report, the AoLC made a strong recommendation to CoB administration that the CoB purchase a College of Business-wide license for the application for the 2014-2915. That recommendation was accepted and the CoB is purchasing the license for the College. Faculty will be advised of this new tool in late summer in preparation for Fall 2014.

While the faculty's work on the writing assessment concerns was most significant, there were other actions taken as a result of measures to improve student learning and performance. For the BSBA and BSE program measures in ethics and finance knowledge, students had difficulties with the multiple choice questions and with the open ended question in understanding the ethical issues posed in situations involving principal and agent scenarios. It is unclear whether the agency relationship was the cause of the difficulties or the ethical issues presented. The measure also indicated that the student knowledge of the obligations of the agency relationship in finance was poor.

LAW 230 is a lower level class in which students are introduced to agency law and business ethics. Finance faculty will meet with business law faulty to discuss ways by which the agency law and ethics coverage could include finance examples. Moreover, finance faculty will discuss the inclusion of additional class coverage on these topics. Faculty will also consider whether another instrument for the measure might be more appropriate. BSHTM students did much better in their ethics measure with all the students meeting or exceeding in response to the embedded test questions, no specific recommendations are made at this time. However, faculty will continue to discuss ethics with students and stress the importance of ethical conduct in the workplace. Spring 2014 measures of ethics in an accounting class demonstrated a student

weakness in understanding ethics and the application of ethical principles. With several measures supporting this result, the AoLC will organize faculty discussions on how to improve ethical knowledge and how to handle ethics in the BSBA. Open forums will be help in the 2014-2015 year, starting in Fall 2014.

Overall, BSBA, BSE and BSHTM students are doing very well in the oral communication measures. While the students met or exceeded expectations in all dimensions, they still show some weakness in using gestures and concluding their presentations. Faculty will continue to require the students to attend the AoL Student Workshop on Oral Presentations and will ask the workshop facilitator to send additional time addressing the use of gestures and concluding presentations during that workshop. Faculty will also continue to review the rubric in class and specifically address the use of gestures and means of concluding a presentation.

BSBA students did fairly well in measures regarding knowledge of accounting and economics, although certain areas of weakness were identified. Faculty will review the testing instrument to ensure it is appropriate for the measures and will also develop the means to increase class time or assignments in the identified areas.

MBA students continue to meet or exceed expectations in all areas of measurement. In the ethics measure, though, while overall in most dimensions students met or exceeded expectations, the assessment indicated that students had some difficulty in the analysis of alternatives and consequences and in choosing an action. When assigning tasks that will be assessed using the ethics rubric, faculty recommended that the rubric be reviewed with the class prior to use with emphasis placed on the need for students to analyze alternatives and chose an action. Moreover, there is some concern that the prompt may not have been effective for this measure and the faculty will discuss alternative forms of measurement for the ethics and application learning goal. In a Spring 2014, two ethics measures were conducted that demonstrated that overall students have a handle on ethical principles and applications; however, one measure, conducted in the MBA 621 class, indicates that the students had some difficulty in selecting an appropriate action based on presented alternatives. Faculty will stress the importance of making final decisions when dealing with ethical concerns in the workplace.

In a problem solving/decision making measure, MBA students met or exceed expectations is all dimensions measured. However, some weakness was demonstrated in some students' ability to identity alternate decisions/solutions and to make decisions. While no changes to the class or program will be made at this time, when using the rubric to assess student performance, the faculty will review the rubric will students and stress the importance of being able to identify alternate decisions and or solutions and to make decisions. In a Spring 2014 measure, a need for some assistance for students to work through analysis of information was identified. Faculty will begin to develop a demonstration of a "step by step" analysis in an attempt to clarify the process for students.

A MBA writing measure in Spring 2014, identified the need for increased emphasis on identifying sources by use of citations. The MBA "Bootcamp" will now provide additional instruction on proper citation. The writing prompt itself will also be reviewed to ensure that the instrument is appropriate for use in AoL measures.

In Spring 2014, the first comprehensive MBA knowledge assessment was conducted by use of a comprehensive test on all subjects studied (with the exception of economics which will be included in future tests). The results of that assessment showed many areas of knowledge where students scored below expectations. Of course, the instrument being newly developed is a concern so it was decided that another cohort would be tested using the same instrument in Fall 2014, and the data reviewed. Once complete, the test and the data will be reviewed by the MBA faculty and decisions made as to the appropriate actions regarding the instrument and program.

MAc students met or exceeded each dimension of the group work rubric used for a Fall 2013 measure. Faculty will continue to use group assignments to enhance the development of skills. Faculty and the AoL Committee will continue to discuss other means by which group measures could be completed but for now, no changes to the class or program are needed.

MAc students demonstrated some difficulties with their knowledge of financial accounting in a measure taken in Fall 2014. While overall students demonstrated an acceptable knowledge of the subject matter, the percentage of those that did not does indicate that additional learning associated with the topic could be beneficial. To assist students in improving their performance in this area, faculty recommends that two steps be taken:
1. There will be an essay and multiple choice quiz on concept and knowledge issues
2. Each student will then be required to demonstrate an appropriate level of knowledge related to lessee and lessor accounting separately prior to exam time.

In a problem solving and decision making measure, MAc faculty acted swiftly to help students understanding of the material. In the measure, students demonstrated some weakness in their ability to identify relevant information and to analyze the information. Those students who fell consistently short of expectations were required to perform additional work and study on leases. Once prepared, each of these students was tested again on the topic and met or exceeded expectations.
To assist students in improving their performance in this area, faculty recommends that two steps be taken:
1. There will be an essay and multiple choice quiz on concept and knowledge issues
2. Each student will then be required to demonstrate an appropriate level of problem solving and analysis ability related to lessee and lessor accounting separately prior to exam time.

ME students met or an exceeded expectation in all dimensions measured in oral communications so no action was recommended by the ME faculty at this time. However, the faculty will review the approved AoL oral communication rubric to determine whether that rubric could be used to maintain consistency in AoL measures. Moreover, oral communication will continue to be a component of the class to provide students with the opportunity to enhance their skills.

In an ethics measure, ME students met or exceeded expectations in all dimensions measured. While no changes to the class or program were suggested at this time, faculty, will continue to include discussions of ethics and the application of ethics and will continue to stress the importance of ethical conduct. ME met or exceeded expectations in a writing measure in Spring 2014, but the faculty found some areas of needed improvement and decided that students would

be provided examples of outstanding work for review. The ME faculty also supports the implementation of a grammar checking tool for use by faculty and students.

MPM student knowledge of critical path was measured again this year after some poor results in Spring 2013. This Fall, all students met or exceeded expectations in their knowledge of project network diagram and critical paths. The first measure, taken in another class, showed some weakness in student performance of this task and the current results much superior. Faculty will then continue to address this area of project management knowledge in more than one PM graduate class.

In identifying and understanding the legal aspects of Project Management, students met or exceeded expectations in this area. However, faculty does note that a significant percentage had difficulty with this task. Faculty will discuss the ways in which the legal aspects of project management could be addressed in order to improve student ability in this area.

Measurements will continue in all programs as the College of Business continues its commitment to continuous improvement.

APPENDIX A
Program Learning Goals and Objectives

Undergraduate Programs

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 professional and personal development and assisting students in becoming business leaders and contributing citizens.

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. 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 professional and personal development and assisting students in becoming business leaders and contributing citizens.

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. 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.

6. 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 professional and personal development and assisting students in becoming business leaders and contributing citizens.

College of Business BSHT 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 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.

6. Effective customer service providers.

Graduate Programs

Master of Accountancy (MAcc)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

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

Master of Business Administration (MBA)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

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 Entrepreneurship (ME)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

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 Project Management (MPM)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued professional and personal development and assisting students in becoming business leaders and contributing citizens.

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

APPENDIX B
Curriculum Maps

BSBA

COURSE MAP
BSBA

	ACCT 251	ACCT 252	CIS 251	ECON 231	ECON 232	FIN 305	LAW 230	MKT 201	MGT 300	MGT 404	QA 305
Oral communications							X	X		X	X
Written communications			X	X	X		X	X			
Ethical principles & application		X	X			X	X	X			
Group work			X			X		X	X	X	
Decision making/problem solving	X	X	X	X	X	X	X	X	X		X
Business knowledge	X	X	X	X	X	X	X	X	X	X	X

BSE

COURSE MAP
BSE

	ACCT 251	CIS 251	ECON 231	FIN 305	LAW 230	MKT 201 OR	MKT 206	MGT 300	ENT 201	ENT 250	ENT 301	ENT 325	ENT 350	ENT 401	ENT 450	ENT 475
	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):
Oral communications					X	X			X	X	X			X		X
Written communications		X	X		X	X				X	X	X				X
Ethical principles & application		X		X	X	X				X				X		
Decision making/problem solving	X	X	X	X	X	X		X	X	X	X	X		X		X
Group work		X		X	X			X	X	X	X	X	X	X		X
Business knowledge	X	X	X	X	X	X	X	X		X						
Entrepreneurship knowledge									X	X	X	X	X	X	X	X
Identify business opportunity									X	X	X	X				
Evaluate buisness opportunity									X		X	X		X		X
Implement business opportunity									X				X		X	X

BSHTM

COURSE MAP
BSHTM

	ACCT 251	CIS 251	ECON 231	FIN 305	LAW 230	H 170 OR Q	MKT 201	HT 130	HT 334
	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Term(s):	Fall/Spring	Fall/Spring
Oral communications					X				X
Written communications		X	X		X				X
Ethical principles & application		X		X	X			X	
Group work		X		X					
Decision making/problem solving	X	X	X	X	X	X			
Hospitality & tourism knowledge								X	X
Customer service								X	X

	HT 335	HT 432	HT 436	HT 438	HT 483
	Fall/Spring	Spring	Term(s):	Fall/Spring	Fall/Spring
Oral communications			X		
Written communications		X	X	X	
Ethical principles & application	X			X	
Group work	X			X	
Decision making/problem solving	X	X	X		
Hospitality & tourism knowledge	X	X	X	X	X
Customer service	X	X	X	X	X

MBA

COURSE MAP MBA	MBA 621 Term(s):	MBA 623 Term(s):	MBA 625 Term(s):	MBA 627 Term(s):	MBA 629 Term(s):	MBA 631 Term(s):	MBA 633 Term(s):	MBA 635 Term(s):	MBA 637 Term(s):	MBA 639 Term(s):	MBA 641 Term(s):	MBA 643 Term(s):
Oral communications	X				X	X	X				X	X
Written communications	X				X	X	X					X
Decision making/ problem solving				X								X
Ethics and applications	X											
Group work	X				X	X		X			X	X
Accounting		X							X			
Business law							X					
Ecomonics			X									
Finance									X			
Human resource						X						
Informatin systems										X		
Leadership	X											
Operations								X				
Marketing											X	
Statistics				X								
Strategy												X
Value creation								X				

MAc

Course Map MAc	ACCT 605 Term(s): Fall	ACCT 615 Term(s): Fall	ACCT 616 Term(s): Spring	ACCT 620 Term(s): Fall	ACCT 625 Term(s): Fall	ACCT 640 Term(s): Spring	LAW 640 Term(s): Summer
Oral communications	X		X				
Written communications	X	X			X		X
Decision making/problem solving		X	X	X		X	X
Ethics and applications						X	X
Group work	X				X	X	
Financial accounting		X	X				
Accounting information systems					X		
Taxation				X			
Auditing						X	

ME

COURSE MAP ME	ENT 600 Term(s): Fall	ENT 601 Term(s): Spring	ENT 610 Term(s): Spring	ENT 630 Term(s): Fall	ENT 640 Term(s): Summer	ENT 645 Term(s): Summer	ENT 650 Term(s): Fall	ENT 655 Term(s): Spring	ENT 660 Term(s): Fall	ENT 670 Term(s): Spring
Oral communication	X						X	X	X	X
Written communication			X	X	X	X	X	X	X	X
Ethical principles application	X			X				X		
Group work										X
Decision making/problem solving		X	X		X	X	X		X	X
Planning			X		X		X	X		
Innovation		X						X		
Finance					X		X	X	X	X
Marketing							X	X	X	X
Operations					X		X	X	X	X
Identify opportunities		X					X	X	X	X
Develop opportunities		X	X		X	X	X	X	X	X

MPM

COURSE MAP MPM	PM 650 Fall	PM 652	PM 654 Fall	PM 656 Fall	PM 658	PM 660 Fall
Oral communication						X
Written communication	X	X	X	X	X	X
Ethical principles application						X
Group work	X	X	X	X	X	X
Decision making	X	X	X	X	X	X
Project management	X	X	X	X	X	X
Project management processes	X	X	X	X	X	X
Tools	X	X	X	X	X	
Techniques	X	X	X	X	X	
PMBOK	X	X	X	X	X	X

APPENDIX C
Assessment Plans

BSBA

Learning goals & objectives	2013 – 2014 F	2013 – 2014 S	2014 – 2015 F	2014 – 2015 S	2015 – 2016 F	2015 – 2016 S	2016 – 2017 F	2016 – 2017 S	2017 – 2018 F	2017 – 2018 S	2018 – 2019 F	2018 – 2019 S	2019 – 2020 F	2019 – 2020 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
Business Knowledge	ECON 231 & FIN 305	ECON 232 & ACCT 252	MKT 201		ACCT 251	LAW 230	MGT 300		CIS 251		ECON 231			MGT 404

BSE

Learning goals & objectives	2013–2014 F	2013–2014 S	2014–2015 F	2014–2015 S	2015–2016 F	2015–2016 S	2016–2017 F	2016–2017 S	2017–2018 F	2017–2018 S	2018–2019 F	2018–2019 S	2019–2020 F	2019–2020 S
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		
Group Work			MGT 300					MGT 300						ENT 325
Business Knowledge	ECON 231 & FIN 305		MKT 201		ACCT 251	LAW 230	CIS 251	MGT 300			LAW 230	ECON 231		
Entrepreneurship Knowledge		ENT 250				ENT 325				ENT 450				ENT 475

BSHTM

Learning goals & objectives	2013–2014 F	2013–2014 S	2014–2015 F	2014–2015 S	2015–2016 F	2015–2016 S	2016–2017 F	2016–2017 S	2017–2018 F	2017–2018 S	2018–2019 F	2018–2019 S	2019–2020 F	2019–2020 S
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		ECON 231		
Hospitality & Tourism Knowledge		HT 335			HT 432		HT 334			HT 438		HT 436		
Customer Service		HT 335				HT 432				HT 438				

MBA

Learning goals & objectives	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
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

MAc

Learning goals & objectives	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
Oral Communication	ACCT 605						ACCT 605						ACCT 605	
Written Communication	ACCT 625				ACCT 605						ACCT 625			
Ethics and Application				ACCT 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							ACCT 640		
Accounting Knowledge		ACCT 616	ACCT 625			ACCT 640	ACCT 615			ACCT 616	ACCT 620		ACCT 625	

ME

Learning goals & objectives	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
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						
Group Work			ENT 660						ENT 660				ENT 660	
Entrepreneurship Knowledge		ENT 670	ENT 670					ENT 610					ENT 660	

MPM

		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	Learning goals & objectives	F	S	F	S	F	S	F	S	F	S	F	S	F	S
MPM	**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		
	Group Work			PM 652							PM 658				PM 652
	Business Knowledge	PM 656	PM 650	PM 660		PM 656		PM 660			PM 658		PM 652		

APPENDIX D
Assurance of Learning News

Assurance of Learning News
College of Business
Western Carolina University

Issue 3, Fall 2013

From the Dean

One of the changes to the 2013 AACSB standards is for the first time there is specifically a standard on teaching effectiveness. With our current AOL activities I believe we are better situated than most Universities to document that we are doing the right things. However, one key part of that is documenting not only what we offer but faculty participation and buy in. So please document on your AFEs when you participate in our AOL events. I have copied the new standard 12 below and included some of the specific bullets that are addressed by AOL. (You will also note that there is language about how we evaluate faculty teaching as well. That, of course, means that we have to be sure our DCR documents are well written. So please support that task force in its continued review and improvement of our documents.)

Standard 12

The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

Basis for Judgment
- The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes.
- Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs.
- Faculty and professional staff substantially participate in teaching enhancement activities.
  Guidance for Documentation
  - Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality.
- Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years.
- Document innovative and/or effective teaching practices that have had significant, positive impact on student learning

Bloomberg Businessweek Award

The College recently announced the newly created *Bloomberg Businessweek Faculty Teaching Award*. Available to all faculty, two $1000 awards will be made to those demonstrating creativity and innovation in the use of *Bloomberg Businessweek* in the classroom. The Scholarship and Awards Committee will make the selections based on a rubric developed by the AoL Committee. For more information, see the Teaching Resources folder on the AoL Blackboard site.

Meet the G.A.

This semester the AoL committee has enjoyed the service of MBA Graduate Assistant Jennifer Speier. Jennifer has been working to organize the AoL office (FO 208) and assisting in the compilation of data from last spring's measures for assessment reports. Her design skills have been utilized to develop new reporting templates and curriculum maps. Jennifer's goals are to use her new degree in managing her husband's custom furniture business (www.JohnHunterDesign.com) and pursue a Ph.D. in a business field to enter a career in academia.

Kudos to the AoL Committee

The hard-working AoL Committee, Debra Burke, Bob Mulligan, Bill Richmond, Sue Swanger, Steve Ha, Vital Anantatmula, Paul Johnson, Steve Miller, Sanjay Rajagopal, and Lorrie Willey continue its work in meeting the College's assessment obligations. With curriculum maps just about completed, the Committee is now developing five-year assessment plans for all CoB programs.

Spring 2013 Assessment Summaries

	Measure	Summary
Undergraduate (BSBA, BSE, BSHTM)	Group Work	Students exceeded goals in all areas. Peer review process will be evaluated for other ways to measure individual student work within groups.
	Problem Solving	Students met/exceeded goals in all areas. A more demanding assignment would increase the challenge to students.
	Written Comm.	Students did not perform as well as expected and met roughly 3 of 8 goals. Insufficient data was collected for the BSE program. The assignment will be revisited for accuracy and clarity.
Graduate (MAcc, MBA, ME, MPM)	Oral Comm.	Students met/exceeded all goals; consideration will be given to increasing the standard of "exceeds expectations."
	Written Comm.	Students met/exceeded all goals; consideration will be given to increase challenge of assignment. Insufficient evidence was collected for the MBA program.
	Knowledge	ME & MBA students exceeded all expectations. Some areas of MPM will be revisited in the fall and remeasured at that time.
	Group work	Students exceeded goals in all areas. Peer review process will be evaluated for other ways to measure individual student work within groups.

Measure for Measure

Faculty members across the College are collecting data for this term's assessment measures. Thanks for your work in supporting the commitment to learning.

Faculty	Program	Measures
Anne Downing & Lorrie Willey	BSBA	Oral Communications
Grace Allen & Sanjay Rajagopal	BSBA	Ethics & Application
Steve Miller & Jim Ulmer	BSBA	Business Knowledge
Sandy Grunwell	BSHTM	Ethics & Application
Al Grube	BSSM	Knowledge
Ed Wright	MBA	Ethics & Application
Hollye Moss	MBA	Problem Solving & Decision Making
Jane Livingstone	MAcc	Oral Communication & Group Work
Beth Jones	MAcc	Written Communication
Craig Shoulders	MAcc	Problem Solving & Decision Making
Vittal Anantatmula	MPM	Knowledge & Decision Making
Bob Lahm & Frank Lockwood	ME	Ethics, Oral Communications, Problem Solving & Decision making

Workshop Update

From workshops on developing oral communication skills, avoiding plagiarism and getting the most out of internships, to designing online classes, utilizing fast and easy teaching tips and reporting academic integrity violations, CoB students and faculty have attended AoL events throughout the semester. Spring planning is now under way. If you have a suggestion for a workshop, please contact Lorrie Willey at LWilley@wcu.edu.

Thanks, College of Business, for your support!

Business Ready ®

Assurance of Learning News

College of Business
Western Carolina University

From the Dean

As we move into April the rush to end the academic year gets hectic. With students there is always drama and it is often challenging to keep perspective on all the accomplishments of the year. I am extremely proud of the work done by the College of Business faculty this year.

In the area of assurance of learning we have particular points of pride. Last AACSB visit assessment was a concern. Now I am confident it is an area of strength. Lorrie presented at the Assessment conference and schools are looking to Western for examples of best practice. This could not have happened without the widespread and deep participation of the faculty. I know that your work is not just because of a commitment to advance accreditation. Instead it is a commitment to improve student learning. That is the right reason for our assurance of learning and it means we will really see improvements not only in process but in outcomes. Thank you for all you do for our students.

Fall 2013 Assessment Result Summaries

	Measure	Summary
Undergraduate (BSBA, BSE, BSHTM)	Ethics	BSBA and BSE students did not meet expectations. Their responses to questions involving the application of ethical principles. BSHTM students fared better on their assessment in meeting or exceeding expectations in the areas measured.
	Knowledge of economics & finance	Students studying economics performed well in a measure of their knowledge of market structure. In finance, students had difficulty identifying issues involving agency relationships within the corporate organization.

	Measure	Summary
	Oral comm.	Students are doing well on their presentations although use of gestures and effective conclusions are areas that still improvement.
	BSBA Indirect measure	SBTDC client evaluations of MGT 404 student teams were overwhelming positive.
Graduate (MAcc, MBA, ME, MPM)	Oral Comm.	MAc students met/exceeded expectations in all areas measured.
	Written Comm.	MAc students met/exceeded all dimensions measured.
	Knowledge	MAc students demonstrated acceptable levels of knowledge accounting theory and practice; MPM students demonstrated acceptable levels of knowledge of project network diagram and critical path and the legal aspects of project management.
	Group work	MAc students met/exceeded expectations in the group work measure.
	Problem solving/decision making	MBA students met acceptable standards in this measure. MAc students performed well in most areas measures although there is some room for improvement.
	Ethics	MBA students exceeded expectations in most dimensions measured in the area of ethics but showed some weakness in the ability to choose an action. ME students met or exceeded expectations in all areas measured.

Faculty are currently working on recommendations for improvement in those areas where student performance did not meet expectations.

What's the AoLC working on?

The AoL Committee, Debra Burke, Bob Mulligan, Bill Richmond, Sue Swanger, Steve Ha, Vidal Anantatmula, Paul Johnson, Steve Miller, Sanjay Rajagopal, Mary Beth Deceninck and Lonie Willey continue its work in meeting the College's assurance of learning obligations.
Draft reports for fall 2013 measures are being finalized and assessment points for fall 2014 will be sent to department heads and faculty next week.

The AoLC is also continuing its work the development of a BSBA capstone assessment instrument and on the implementation of faculty suggestions to improve student writing. The Committee will to report back to the faculty on writing improvement recommendations in fall 2014.

Newest collection obligation: Indirect measures

The newest data collection obligation for the College is what the AACSB refers to as an "indirect measure." In addition to our classroom assessments, the AACSB is requesting that colleges collect measurement data from external constituents regarding student performance. To this end, the AoLC worked with CoB undergraduate programs to identify appropriate data for this measure.

Fortunately, College of Business student engagement with the "real world" is robust so it was an easy task to identify sources for these measures. For the BSBA, client evaluations of MGT 404 students will be used, for the BSE judge's evaluations of student teams will be collected and for the BSHTM, internship evaluations will be utilized.
Once this system for undergraduate programs is finalized, the AoLC will work with graduate programs to identify sources of indirect measures.

Willey presents at Assessment Conference

AoL chair, Lonie Willey, attended the 2014 AACSB International Annual Assessment Conference in New Orleans this spring. Selected as a "conference faculty," Willey's presentation "Measures and Beyond: Creating a Learning Culture" focused on the work of the College and the AoLC to streamline measurement processes and develop programs to enhance teaching and learning. Professor Barbara Jo White also attended the conference

which included over 550 participants from 25 countries. Next year's conference will be held in Austin, Texas.

Workshop Update

Workshops are winding down for this term with the AoL Student Forum on April 8 finishing the year's student workshops and Teaching Tips for Large Classes rounding out the AoL Faculty Workshops. Over 150 students and have attended workshops over the spring term. If you have an idea for a student or faculty workshop, please contact Lonie Willey at lwilley@email.wcu.edu.

Measure for Measure

Faculty members across the College are collecting data for this term's assessment measures. Thank you!

Faculty	Program	Measures
Steve Ha	BSBA	Written Communication & Business Knowledge
Beth Jones	BSBA	Ethics & Application and Business Knowledge
Ed Wright and Paul Johnson	BSBA	Indirect measure: clients
Carroll Brown	BSHTM	Written Communication
Steve Morse	BSHTM	Ethics & Application and Knowledge
Bethany Davidson	BSE	Written Communications, Ethics & Application and Knowledge
David Hayes	BSE	Indirect measure: judge evaluations
Lonie Willey	MBA	Written Communication and Ethics & Application
Jon Marvel	MBA	Problem Solving & Decision Making
Rob Wood	MBA	Knowledge
Craig Shoulders	MAc	Knowledge
Yang Fan	MPM	Knowledge & Written Communication
Frank Lockwood	ME	Problem Solving & Decision making, Group Work, Written Communication and Knowledge

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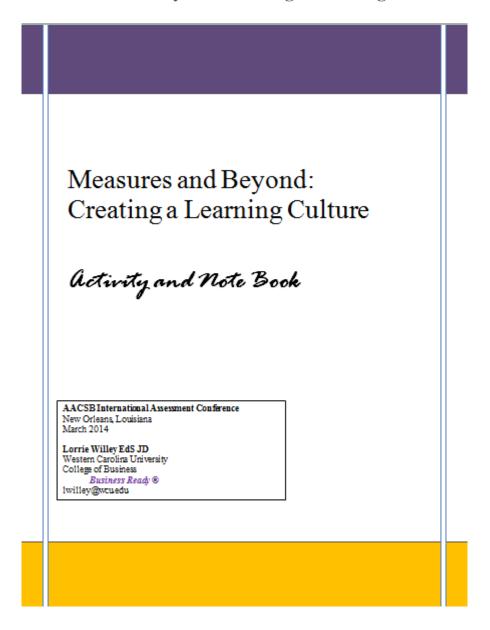
APPENDIX E
Bloomberg Teaching Award

Bloomberg Businessweek Faculty Teaching Award $1000.00	
Classroom activity submitted by:	
On a scale from 1-5, rate the faculty teaching award submission in regard to the following dimensions:	

Dimension	Rating
Creative use of Bloomberg Businessweek materials in the class.	
Level of integration of Bloomberg Businessweek materials into the class.	
Level of integration of CoB program learning goals into the activity. *(oral communication, written communication, ethics and their application, decision making/problem solving, group work, business knowledge)*	
Level of student feedback regarding the activity's effectiveness.	
Total rating points:	

Notes:

Measures and Beyond:
Creating a Learning Culture

Activity and Note Book

AACSB International Assessment Conference
New Orleans, Louisiana
March 2014

Lorrie Willey EdS JD
Western Carolina University
College of Business
Business Ready ®
lwilley@wcu.edu

Copy available in the CoB AoL Office
Forsyth 208

APPENDIX F
2013-2014 Assessment Activities and Results
Undergraduate and Graduate Programs

BSBA Program Assessment
Fall 2013

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: FIN 305	**Number of Students Reviewed:** 70

Methodology and assessment instrument: Students were given a multiple choice test with questions illustrating ethical issues and conduct and an open ended question that was designed with the intent to gauge the student's ability to recognize the ethical course of action in the case of a "real world" moral dilemma.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
69%	22%	9%

Recommendations: Students had difficulties with the multiple choice questions and with the open ended question in understanding the ethical issues posed in situations involving principal and agent scenarios. It is unclear whether the agency relationship was the cause of the difficulties or the ethical issues presented.

LAW 230 is a lower level class in which students are introduced to agency law and business ethics. Finance faculty will meet with business law faulty to discuss ways by which the agency law and ethics coverage could include finance examples. Moreover, finance faculty will discuss the inclusion of additional class coverage on these topics. Faculty will also consider whether another instrument for the measure might be more appropriate.

Implementation date(s): Fall 2014

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

Class: ECON 231	**Number of Students Reviewed:** 95

Methodology and assessment instrument: Students were given a 10 question multiple choice

quiz on market structure and the results of the responses to the quiz questions were tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
15%	30%	44%

Recommendations: 74% of the students scored a 70 or above on the quiz. Since 70% is considered acceptable, no recommendations are made at this time.

Implementation date(s): NA

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: FIN 305	**Number of Students Reviewed:** 67

Methodology and assessment instrument: Students were given a multiple choice test that included questions designed to address the areas of agency relationships and agency costs as related to finance within a corporate organization with emphasis on conflicts of interest and the effect of ownership and compensation on such conflicts.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
69%	22%	6%

Recommendations: Student ability to demonstrate knowledge in this area is weak. Finance faculty with meet with the business law faculty to discuss ways in which agency law can be made more understandable to students.

Since LAW 230 is generally taken prior to FIN 305, the faculty will discuss ways to provide the students with a more in-depth understanding of this area of law. Finance faculty will consider what examples business law faculty could use in LAW 230 that mighty pertain to this area of law as it concerns finance.

Implementation date(s): Fall 2014

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

Class: LAW 230	**Number of Students Reviewed:** 76

Methodology and assessment instrument: Students were asked to select an area of business law on which they were to conduct some research and then make a five to seven minute presentation to the class. An oral communication rubric was used to measure each student's performance

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations

Introductory Statement	0 (0%)	32 (42.1%)	44 (57.9%)
Progression	0 (0%)	38 (50%)	38 (50%)
Conclusion	17 (22.4%)	27 (35.5%)	32 (42.1%)
Projection	0 (0%)	27 (35.5%)	49 (64.5%)
Delivery	1 (1.3%)	32 (42.1%)	43 (56.6%)
Eye Contact	2 (2.6%)	38 (50%)	36 (47.4%)
Gestures	20 (26.3%)	19 (25%)	37 (48.7%)
Pace	2 (2.6%)	27 (35.5%)	47 (61.8%)
Gap fillers	3 (3.9%)	30 (39.5%)	43 (56.6%)
Appearance and demeanor	3 (4.0%)	23 (30.7%)	49 (65.3%)

Recommendations: While the students met or exceeded expectations in all dimensions, they still show some weakness in using gestures and concluding their presentations.

Faculty will continue to require the students to attend the AoL Student Workshop on Oral Presentations and will ask the workshop facilitator to send additional time addressing the use of gestures and concluding presentations during that workshop.

Faculty will also continue to review the rubric in class and specifically address the use of gestures and means of concluding a presentation.

Implementation date(s): Fall 2014

Indirect measure: SBTDC client evaluation of student teams.

Class: MGT 404	**Number of Students Reviewed:** 20 groups

Methodology and assessment instrument: Students are assigned to teams and throughout the semester work with business clients of the Small Business Technology Development Center. At the end of the semester, teams present their work to the client and the client uses a rubric to assess the team's work and the program.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Polite and Professional Communication	0 (0%)	2 (10%)	18 (90%)
Level of Contact	4 (20%)	13 (65%)	3 (15%)
Meaningful and In-depth Content of Report	0 (0%)	7 (35%)	13 (65%)
Meaningful and In-depth Content of Presentation	2 (10%)	6 (30%)	12 (60%)

Changes Based Upon Report	0 (0%)	15 (75%)	5 (25%)	
How Likely to Recommend Project	0 (0%)	4 (20%)	16 (80%)	
Overall Satisfaction	0 (0%)	5 (25%)	15 (75%)	
Satisfaction with Logistics of Program	0 (0%)	5 (25%)	15 (75%)	

Recommendations: SBTDC clients were overwhelmingly pleased with the work of their student team(s) and the program. Client evaluations will continue to be collected for measure.

Implementation date(s): NA

Spring 2014

Learning goal and objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: ACCT 252 Using Accounting Information for Management Decisions	**Number of Students Reviewed:** 72

Methodology and assessment instrument: The final exam administered in the class included five multiple choice questions on ethics. These questions were developed after the class viewing and discussing films on the related topic. Students were advised that a selection of related multiple choice questions would be included on the final exam in the course.

Results:

Question	Percentage correctly answered
People want to be ethical	89%
Fundamental societal construct	75%
Fraud Triangle	46%
US position on ethics	69%
Adam Smith belief	47%

Recommendations:

For approximately two questions, students met or exceed expectations, while in responding to the remaining questions were below expectations. It is particularly disconcerting that the students, now completing their second accounting class missed the question regarding fraud. Accounting faculty will request the AoL Committee for a review of the ethics measure in ACCT 252. If ethics is removed as a measureable component and included in another core class, no action will be needed. If ethics is to remain in ACCT 252, accounting faculty will need to discuss and consider including additional class coverage to ethical principles and their application.

Implementation date(s): Fall 2014 for AoLC action.

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	Number of Students Reviewed: 72

Methodology and assessment instrument: Students completed an exam that included five multiple choice questions selected for providing an overview of what students are expected to know at the conclusion of the course.

Results:

Question topic(s)	Percentage of correct student responses
Cost behavior/flexible budget	92%
Variance analysis	78%
Cost-Volume-Profit analysis	78%
Cost behavior/fixed, variable, mixed	49%
Product costs v. selling & admin expenses, cost per unit	67%

Recommendations: By noting student responses for each question problems areas, specifically cost behavior/fixed, variable, mixed and product costs v. selling &administrative expenses are identified. ACCT 252 faculty will review the results of the comprehensive test and the questions and then discuss the means by which the results for those areas can be enhanced by increased class time or additional assignments related to those topics.

Implementation date(s): 2014-2015

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: ECON 232 Macroeconomics	Number of Students Reviewed: 85

Methodology and assessment instrument: A comprehensive exam was developed to provide an overall knowledge of fundamental macroeconomic topics.

Results: Students met or exceeded expectations in eight subjects out of ten. Overall, students exceeded expectations.

Question	Percentage correct responses
Total Revenue Test	92%
Gross Domestic Product	89%
Real GDP	72%
Economic Recession	85%
Unemployment Rate	78%
Supply of Money	64%
Federal Reserve Ratio	55%
Monetary Policy	42%
Present Value	80%
Marginal Propensity to Consume	35%

Recommendations: By noting student responses for each question problems areas, specifically the supply of money, Federal reserve ratio, monetary policy and marginal propensity to consume, are identified. Macroeconomics faculty will review the results of the comprehensive test and discuss the means by which the results for those areas can be enhanced by increased class time or additional assignments related to those topics.

Implementation date(s): 2014-2015

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

Class: ECON 232 Introductory Macroeconomics & Social Issues

Number of Students Reviewed: 87

Methodology and assessment instrument: A written communication rubric was used to measure student term papers.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Content	17%	58%	25%
Organization	23%	55%	22%
Voice	25%	58%	17%
Conventions	41%	45%	13%
Overall	20%	64%	16%

Recommendations: Students met or exceeded expectations in all dimensions except conventions. This finding conforms to the information from an additional writing measure this term focusing on grammar and the relative low performance indicated in that measure. The AoL Committee will discuss and recommend the use of a grammar checking tool. Moreover, faculty will continue to provide students with opportunities to develop written communication skills. Faculty will be directed to use the AoL approved written communication rubric.

Implementation date(s): 2014-2015

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

Class: ECON 232 Introductory Macroeconomics & Social Issues	**Number of Students Reviewed:** 28

Methodology and assessment instrument: This measure was performed in an effort to determine how well the students' written work demonstrated knowledge of grammar. The College has been involved in discussions related to poor student writing and the possibility of using a tool such as *Grammarly* to improve student writing. In this measure, students completed a writing assignment and then the written work was submitted to the *Grammarly* grammar checker and reports generated for each student.

Results:

Grammarly report scores	**Below 60**	**61-79**	**80-89**	**90-100**
	29%	64%	4%	4%

Recommendations:
While the *Grammarly* grammar checked is not the only means to identify student knowledge of grammar, it certainly is a useful guide. The scores indicate that the students do have some knowledge of grammar but the scores are relatively low. The AoL Committee will discuss recommending using a tool like Grammarly for a year and monitoring its impact to determine the impact on student writing.

Implementation date(s): Fall 2014

Learning goal and/or objective: Indirect measure of student performance by use of external feedback.

Class: MGT 404 Strategic Management	**Number of Students Reviewed:** 35

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)		84%	16%
Meaningful and in-depth report		16%	84%
Meaningful and in-depth presentation		16%	84%
Business changes based on team recommendations		95%	5%
Recommendation to other company or organization			100%
Overall satisfaction with team		21%	79%
Satisfaction with communication with your lead counselor and other SBTDC counselors		21%	79%

Recommendations: Feedback shows exceptional client satisfaction regarding student performance.

Implementation date(s): Continue to assess in accordance with assessment plan.

BSE Program Assessment
Fall 2013

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: FIN 305	**Number of Students Reviewed:** 12

Methodology and assessment instrument: Students were given a multiple choice test with questions illustrating ethical issues and conduct and an open ended question that was designed with the intent to gauge the student's ability to recognize the ethical course of action in the case of a "real world" moral dilemma.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
58%	25%	17%

Recommendations: Students had difficulties with the multiple choice questions and with the open ended question in understanding the ethical issues posed in situations involving principal and agent scenarios. It is unclear whether the agency relationship was the cause of the difficulties or the ethical issues presented.

LAW 230 is a lower level class in which students are introduced to agency law and business ethics.

Finance faculty will meet with business law faulty to discuss ways by which the agency law and ethics coverage could include finance examples. Moreover, finance faculty will discuss the inclusion of additional class coverage on these topics. Faculty will also consider whether another instrument for the measure might be more appropriate.

Entrepreneurship faculty will consider to stress the importance of ethics and ethical conduct in BSE classes.

Implementation date(s): Fall 2014

Learning goal and/or objective: Students will have an in-depth knowledge of entrepreneurship and an understanding of financial accounting, business law, **microeconomics**, finance, information technology, management and marketing.

Class: ECON 231	**Number of Students Reviewed:** 1

Methodology and assessment instrument: Students were given a 10 question quiz on market structure and the results of theirs responses to the quiz questions were tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
0%	0%	100%

Recommendations: While the student assessed did well, 100%, on the quiz there was an insufficient sample from which to draw any conclusions. The faculty and the AoLC will continue to discuss ways that majors can be assessed in common courses with increased participants.

Implementation date(s): 2014-2015 academic year

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

Class: LAW 230	**Number of Students Reviewed:** 11

Methodology and assessment instrument: Students were asked to select an area of business law on which they were to conduct some research and then make a five to seven minute presentation to the class. An oral communication rubric was used to measure each student's performance.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Organization: Introductory Statement	0 (0%)	7 (63.6%)	4 (36.4%)
Organization: Progression	1 (9.1%)	8 (72.%)	2 (18.2%)
Organization: Conclusion	3 (27.3%)	6 (54.5%)	2 (18.2%)

Projection	0 (0%)	5 (45.5%)	6 (54.5%)
Delivery	1 (9.1%)	7 (63.6%)	3 (27.3%)
Eye Contact	1 (9.1%)	6 (54.5%)	4 (36.4%)
Gestures	3 (27.3%)	4 (36.4%)	4 (36.4%)
Pace	1 (9.1%)	5 (45.5%)	5 (45.5%)
Gap fillers ("um", etc.)	1 (9.1%)	7 (63.6%)	3 (27.3%)
Appearance and demeanor	1 (9.1%)	4 (36.4%)	6 (54.5%)

Recommendations: While the students met or exceeded expectations in all dimensions, they still show some weakness in using gestures and concluding their presentations.

Faculty will continue to require the students to attend the AoL Student Workshop on Oral Presentations and will ask the workshop facilitator to send additional time addressing the use of gestures and concluding presentations during that workshop.

Faculty will also continue to review the rubric in class and specifically address the use of gestures and means of concluding a presentation.

Implementation date(s): Fall 2014

Spring 2014

Learning goal and/or objective: Students will speak and **write** effectively.	
Class: ENT 250	**Number of Students Reviewed:** 8
Methodology and assessment instrument: Students are assigned reflective writings after weekly reading assignments. The eleventh week writing assignment was assessed using the AoL written communication rubric.	

Results:

	Below expectations	Meets expectations	Exceeds expectations
Content aligns with assignment requirements	13%	63%	24%
Focus thesis	13%	63%	24%
Focus audience		75%	25%
Organization generally	13%	63%	24%
Support		75%	25%
Sources		75%	25%
Style	37%	37%	24%
Grammar (including spelling, punctuation, word usage)	50%	25%	25%

Recommendations: Students exhibited some room for improvement in the areas of style and grammar. Faculty will provide students with clear expectations as to those requirements and will use examples as a demonstration tool for students. The AoLC is discussing the use of a grammar checking tool that could prove helpful to students in improving their knowledge of grammar.

Implementation date(s): Fall 2014

Learning goal and/or objective: Students will have an in-depth **knowledge of entrepreneurship** and an understanding of financial accounting, business law, microeconomics, finance, information technology, management and marketing.

Class: ENT 250Creativity and Innovation	**Number of Students Reviewed:** 8

Methodology and assessment instrument: Students were given a 20-question midterm examination regarding entrepreneurial knowledge of innovation and creativity. The questions were a mix of short answer, discussion and multiple choice.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
	25%	75%

Recommendations: Since all students met or exceeded expectations on the measure, no action at this time. However, measures of entrepreneurial knowledge will continue and perhaps a more rigorous assessment for measure will be considered at a later date.

Implementation date(s): Continue assessment in accordance with assessment plan.

Learning goal and/or objective: Indirect measure of student performance through the use of external feedback.

Class: ENT 475 Entrepreneurial Consulting	**Number of Students Reviewed:** 24

Methodology and assessment instrument: Students serve on consultant teams working on projects for external entrepreneurs. Several times throughout the semester, these external entrepreneurs receive group presentations from the students regarding the projects and the entrepreneurs provide feedback/critiques of the work. The semester culminates with formalized presentations to these entrepreneurs as well as invited outside business persons, during which, feedback is provided to the student teams.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Voice			100%
Enthusiasm		40%	60%
Eye contact			100%
Notes and cues			100%
Pace		40%	60%
Avoids distracting behavior		20%	80%
Visual aids		40%	60%
Intro of subject		20%	80%
Clarity, accuracy		20%	80%
Summary, conclusion			100%
Overall organization		40%	60%
Transitions		80%	20%

Recommendations: Since the external entrepreneurs rated the students as meeting or exceeding expectations, no action is planned. However, indirect measure of the students will continue in accordance with the assessment plan.

Implementation date(s): Fall 2015

BSHTM Program Assessment
Fall 2013

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: HT 130	**Number of Students Reviewed:** 18

Methodology and assessment instrument: Seven multiple choice questions regarding ethics were embedded in the final exam for the class. The questions were in relation to a chapter in the adopted textbook specifically on "Ethics in Hospitality and Tourism." The results of the student answers as to those questions were then tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
22%	33%	45%

Recommendations: Since all the students met or exceeded expectations (a score 70% or higher) in response to the embedded test questions, no specific recommendations are made at this time. However, faculty will continue to discuss ethics with students and stress the importance of ethical conduct in the workplace.

Implementation: Ongoing

Learning goal and/or objective: 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.

Class: ECON 231	**Number of Students Reviewed:** 4

Methodology and assessment instrument: Students were given a 10 multiple choice question quiz on market structure and the results of the responses to the quiz questions were tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
0%	25%	75%

Recommendations: All the students scored a 70 or above on the quiz, with three scoring over 90%. The results are positive there is a concern that the sample is small. The faculty and the AoLC will continue to discuss ways that majors can be assessed in common courses with increased participants.

Implementation date(s): 2014-2015 academic year

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

Class: LAW 230	**Number of Students Reviewed:** 15

Methodology and assessment instrument: Students were asked to select an area of business law on which they were to conduct some research and then make a five to seven minute presentation to the class. An oral communication rubric was used to measure each student's performance.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Organization: Introductory Statement	1 (6.7%)	8 (53.3%)	6 (40%)
Organization: Progression	0 (0%)	9 (60%)	6 (40%)
Organization: Conclusion	3 (20%)	7 (46.7%)	5 (33.3%)
Projection	0 (0%)	6 (40%)	9 (60%)

Delivery	1 (6.7%)	7 (46.7%)	7 (46.7%)
Eye Contact	2 (13.3%)	7 (46.7%)	6 (40%)
Gestures	7 (46.7%)	3 (20%)	5 (33.3%)
Pace	1 (6.7%)	5 (33.3%)	9 (60%)
Gap fillers ("um", etc.)	0 (0%)	5 (33.3%)	10 (66.7%)
Appearance and demeanor	1 (6.7%)	6 (40%)	8 (53.3%)

Recommendations: While the students met or exceeded expectations in all dimensions, they still show some weakness in using gestures and concluding their presentations.

Faculty will continue to require the students to attend the AoL Student Workshop on Oral Presentations and will ask the workshop facilitator to send additional time addressing the use of gestures and concluding presentations during that workshop.

Faculty will also continue to review the rubric in class and specifically address the use of gestures and means of concluding a presentation.

Implementation date(s): Fall 2014

Spring 2014

Learning goal and/or objective: Students will speak and **write** effectively.	
Class: HT 436 Tourism Planning & Development	**Number of Students Reviewed:** 36
Methodology and assessment instrument: The final exam for this class included a written discussion question asking students to identify forces impacting the future of tourism and how those forces would impact the student's tourism project. The written responses were assessed using the AoL written communication rubric.	

Results:

	Below expectations	Meets expectations	Exceeds expectations
Alignment with requirements	44%	14%	42%
Thesis	14%	44%	42%
Audience	8%	33%	42%
Organization	14%	47%	42%
Support	14%	39%	47%
Sources	11%	50%	36%
Style	17%	53%	31%
Grammar spelling	3%	67%	31%

Recommendations: Students met or exceed expectations in all dimensions except the alignment of the written task to the assignment. Faculty will clarify the written assignment requirements/instructions when first assigning written tasks and will provide students with the rubric used for assessment of writing.

Implementation date(s): Fall 2014

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: HT 432 Hospitality Supervision	**Number of Students Reviewed:** 38

Methodology and assessment instrument: A test in the class included two questions in which the students were asked to identify whistle blowing procedures, the implications for whistle blowers under the Sarbanes-Oxley Act, and the protection given employees under these circumstances. There responses when then scored and tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
22%	53%	25%

Recommendations: Since all the students met or exceeded expectations, no specific recommendations are made at this time. However, faculty will continue to discuss ethics with students and stress the importance of ethical conduct in the workplace.

Implementation date(s): NA

Learning goal and/or objective: Students will have an in-depth knowledge of the hospitality and tourism discipline (Specific measure: calculate and define the three key performance indicators used in the hospitality and tourism industries, focused on hotels and lodging.)

Class: HT 335 Lodging and Resort Management	**Number of students reviewd**: 31

Methodology and assessment instrument: From a set of given data, students were given

problems on a test to calculate each KPI and to define each KPI indicators (KPI) of the lodging industry: 1) Occupancy Rate Percent (Occ Rate), 2) Average Daily Rate (ADR), and 3) Revenue Per Available Room (RevPAR). Answers were aggregated to get total results.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
27%	45%	28%

Recommendations: Since a majority of the students met or exceeded expectations in response to the embedded test questions, no specific recommendations are made at this time. However, faculty will continue to discuss the importance of these three KPI for the hospitality and tourism industries.

Implementation date(s): NA

Learning goal and/or objective: Students will be effective customer service providers.

Class: HT 130 The Hospitality and Tourism Services Industry	**Number of Students Reviewed:** 28

Methodology and assessment instrument: Students were tested on their understanding of customer service by use of four multiple choice questions involving 1) service and moments of truth, 2) service building brand loyalty, 3) word of mouth for customer service, and 4) how customer service differs with intangibles in hospitality and tourism vs. tangible products in the manufacturing industry. Their responses were then tallied.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
12%	59%	29%

Recommendations: Since all the students met or exceeded expectations, no specific recommendations are made at this time. However, faculty will continue to discuss the importance of customer service with students and stress the importance of customer service in differentiating the hospitality and tourism industry.

Implementation date(s): NA

Summer 2014

Learning goal and/or objective: Indirect measure of student performance through the use of external feedback.

Class: HT 483 Internship in Hospitality and Tourism	**Number of Students Reviewed:** 28

Methodology and assessment instrument: At the conclusion of the required internship, intern employees provide feedback on student performance for many dimensions by use of a standardized questionnaire developed by BSHTM faculty.

Results:

	Below	**Meets**	**Exceeds**

	Expectations	Expectations	Expectations
Professional appearance		11%	86%
Professional manner		14%	82%
Positive attitude		4%	96%
Self-confidence		11%	86%
Initiative		21%	75%
Attendance		7%	89%
Desire to learn		7%	89%
Motivation		14%	82%
Dependable/reliable		4%	93%
Resourceful/innovative/creative		14%	82%
Leadership skills		39%	46%
Decision making skills		25%	64%
Good judgment/common sense		11%	86%
Job knowledge		21%	71%
Technical skills		36%	57%
Quantity of work (productivity)		18%	82%
Quality of work		7%	93%
Service orientation- customer/guest		14%	86%
Service orientation – company		4%	93%
Organizational skills		11%	86%
Organizational skills – oral		21%	75%
Organizational skills – written		11%	79%
Receptive to constructive criticism		11%	86%
Cooperative		4%	96%
Emotional stability		N/A	96%
Maturity		18%	79%
Relates well with others		4%	96%
Good listener		4%	93%
Team player		4%	96%
Industrious		14%	82%
Trustworthy		N/A	96%

Sense of humor		N/A	96%
Flexible		7%	89%
Ability to work independently		7%	86%
Ability to work with others		N/A	96%
Considerate toward others		N/A	96%
Potential for development		N/A	93%

Recommendations: Students met or exceeded expectations on all dimensions; no action at this time.
Implementation date(s): Continue indirect measure in accordance with assessment plan.

MBA Program Assessment
Fall 2013

Program: MBA	**Term:** Fall 2013

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the applications of those principles.

Class: MBA 621	**Number of Students Reviewed:** 29/28 (one student did not complete)

Methodology and assessment instrument: A Qualtrics survey with surrogate questions was sent to students to measure the attributes for ethical decision making identified in the rubric. The responses to the survey were then tallied.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Identifies ethical issue	21%	78.6%	0%
Application of principles	23%	23%	53.6%
Analyzes alternatives and consequences (one respondent dropped out)	32.1%	68%	0%
Choose an action (one withdrew)	46.4%	7.1%	46.5%

Recommendations: While overall in most dimensions students met or exceeded expectations, the assessment indicates that students have some difficulty in the analysis of alternatives and consequences and in choosing an action.

When assigning tasks that will be assessed using this rubric, faculty recommend that the rubric be reviewed with the class prior to use with emphasis placed on the need for students to analyze |

alternatives and chose an action.

Moreover, there is some concern that the prompt may not have been effective for this measure and the faculty will discuss alternative forms of measurement for the ethics and application learning goal.

Implementation date(s): Fall 2014

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: MBA 625	**Number of Students Reviewed:** 42

Methodology and assessment instrument: Students were tasked with an assignment that required them to pick a publicly traded company, identify that company's annual sales over the past ten years, and then find, within that ten year period, three variables that the student believed might predict the sales number. They were required to create regression models, run the models using all three independent variables and then determine the best combination of variables to predict sales. Track changes was then used to assess student performance.

Results:

Content Area	Below Expectations	Meets Expectations	Exceeds Expectations
Identifies situation or problem	14.28%	64.29%	21.43%
Relevant information	0%	92.86%	7.14%
Analysis of information	16.67%	54.76%	28.57%
Alternate decisions/solutions	19%	59.52%	21.43%
Makes a decision/finds a solution	21.43%	59.52%	19%

Recommendations: While student met or exceed expectations is all dimensions measured, some weakness was demonstrated in some students' ability to identity alternate decisions/solutions and to make decisions.

While no changes to the class or program will be made at this time, when using the rubric to assess student performance, the faculty will review the rubric will students and stress the importance of being able to identify alternate decisions and or solutions and to make decisions.

Implementation: Ongoing

Learning goal and/or objective: Students will work effectively in groups

Class: ACCT 605	**Number of Students Reviewed:** 18

Methodology and assessment instrument: Each student in the class was assigned to a group and then each group was assigned a project. Once completed the students were asked to use the group work rubric to evaluate the others within the group. Those multiple rubrics for each student were then averaged and tallied.

Results:

Content Area	Below Expectations	Meets Expectations	Exceeds Expectations
Contributes	0%	0%	100%
Understands role	0%	0%	100%
Understands group goal	0%	0%	100%
Assists in collective decisions	0%	5.5%	94.5%
Supports group members	0%	0%	100%

Recommendations: All students meet or exceeded each dimension of the group work rubric. Faculty will continue to use group assignments to enhance the development of skills. Faculty and the AoL Committee will continue to discuss other means by which group measures could be completed but for now, no changes to the class or program are needed.

Implementation: Ongoing

Learning goal and/or objective: Knowledgeable of *financial accounting*, accounting information systems, taxation and auditing.

Class: ACCT 615	**Number of Students Reviewed:** 14

Methodology and assessment instrument: Students were given a written task involving accounting theory and practice. Specifically the prompt involved a lease and students were asked to prepare the journal entries that would be required in the situation and to discuss differences between the journal entries for the lessor and the lessee. A rubric was then used to assess the students' knowledge.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Core Concepts	28%	28%	43%
Answer Questions	28%	28%	43%

Recommendations: Recommendations: While overall students demonstrated an acceptable knowledge of the subject matter, the percentage of those that did not does indicate that additional learning associated with the topic could be beneficial. To assist students in improving their performance in this area, faculty recommends that two steps be taken: 1. There will be an essay and multiple choice quiz on concept and knowledge issues 2. Each student will then be required to demonstrate an appropriate level of knowledge related to lessee and lessor accounting separately prior to exam time.

Implementation: Fall 2014

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

Class: ACCT 605	**Number of Students Reviewed:** 18

Methodology and assessment instrument Each student in the class was assigned to a group and then each group was assigned a project. Once completed the students presented their projects t to the class. Each presenter was assessed using the oral communication rubric.

Results:

Content Area	Below Expectations	Meets Expectations	Exceeds Expectations
Organization	0%	100%	0%
Progression	0%	88.89%	11.11%
Concluding Statement	0%	100%	0%
Projection	0%	33.33%	66.67%
Delivery	5.55%	94.45%	0%
Eye Contact	5.55%	88.89%	5.55%
Gestures	11.11%	83.33%	5.55%
Pace	0%	50%	50%

Gap Fillers	0%	16.67%	83.33%

Recommendations: Students met or exceeded expectations in all measurement dimensions. Faculty will continue to use oral presentations to provide students will the opportunity to improve oral communication skills.

Implementation: Ongoing

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	**Number of Students Reviewed:** 14

Methodology and assessment instrument: Students were given a written prompt involving a lease and were asked to prepare the journal entries that would be required in the situation provided and to discuss differences between the journal entries for the lessor and the lessee. A rubric was then used to assess the students' ability to solve the presented problem.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Identifies Situation or Problem	21%	79%	0%
Relevant Information	43%	21%	36%
Analysis of Information	36%	28%	36%

Recommendations: Students demonstrated some weakness in their ability to identify relevant information and to analyze the information. Those students who fell consistently short of expectations were required to perform additional work and study on leases. Once prepared, each of these students was tested again on the topic and met or exceeded expectations. To assist students in improving their performance in this area, faculty recommends that two steps be taken: 1. There will be an essay and multiple choice quiz on concept and knowledge issues 2. Each student will then be required to demonstrate an appropriate level of problem solving and analysis ability related to lessee and lessor accounting separately prior to exam time.

Implementation: Fall 2014

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

Class: ACCT 625	**Number of Students Reviewed:** 18

Methodology and assessment instrument: The students were given a writing assignment that related to query development for an organizations' database. The students were tasked with reviewing the data and writing a memo in which they made up a scenario for a company which demonstrates management's need to find out more information about its product categories. Students were asked to develop appropriate queries and would be useful to management. The

written communications rubric was then used to assess student performance.

Results:

	Poor	Fair	Good	Excellent
Subject Knowledge	11%	16%	22%	50%
Qualitative Evaluation	5%	5%	22%	66%
Appropriate Conclusion	5%	0%	22%	72%
Organization/ Style	0%	0%	27%	72%
Mechanics	5%	1%	11%	77%

Recommendations: Expectations in writing is that students will perform at the fair, good, or excellent level. For Organization/Style dimension, all students performed up to or exceeding expectations. For the other dimensions, 95% of students performed up to or exceeding expectations. No recommendations are needed at this time. Faculty will continue to use written assignments to provide students opportunities to improve writing skills.

Implementation: Ongoing

Spring 2014

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: MBA 621 Leadership & Ethics	**Number of Students Reviewed:** 23

Methodology and assessment instrument: Students were given a questionnaire that provided a scenario involving an ethical conflict. Students were asked to respond to questions regarding the scenario. The results were tallied.

Results:

	Below expectations	**Meet expectations**	**Exceeds expectations**
Identifies ethical issue		100%	
Applications of principles		100%	
Considers stakeholders		100%	
Analyzes alternatives and consequences		100%	
Choose an actions	13%	30%	56%

Recommendations: The students met or exceeded expectations on all dimensions. However, a noticeable percentage was unable to satisfactorily choose an action. Faculty will stress the importance of making a final decision when dealing with ethics in business settings.

Implementation date(s): 2014-2015

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.

Class: MBA 633 Legal & Regulatory Issues in Business	**Number of Students Reviewed:** 18

Methodology and assessment instrument: After reading the textbook chapter on business ethics, watching videos on the topic and class discussion on the topic, students were assigned a 20-question multiple choice test on the topic. The scores were averaged for the purpose of this measure.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
22%	56%	22%

Recommendations:
While 78% of the students met or exceeded expectations, a significant portion did not. Faculty will review the ethics test questions and edit if necessary but will also consider a greater emphasis on ethics in this class.

Implementation date(s): 2014-2015 to review questions. Continue ethics assessment measure according to assessment plan.

Learning goal and/or objective: Students will be knowledgeable of the subjects in business.

Class: MBA 643 Integrative Strategic Management	**Number of Students Reviewed:** 11

Methodology and assessment instrument: A comprehensive exam was developed by MBA faculty and administered in class. The exam consists of three or four questions from each discipline within the MBA program.

Results: Students met or exceeded expectations in their demonstration of knowledge of the subject in three areas out of ten. See attached for details.

Discipline	Results
Leadership	Exceeds expectations
Statistics	Below expectations
Organizational Behavior	Below expectations
Human Resources	Below expectations
Business Law	Below expectations
Finance	Below expectations
Marketing	Meets expectations
Information Systems	Exceeds expectations
Accounting	Below expectations
Operations	Exceeds expectations

Recommendations: Assess again in another MBA cohort in Fall 2014 to provide additional data. Have faculty review questions and answers to determine appropriateness and edit as necessary. Continue to provide students with opportunities to demonstrate and challenge their knowledge of MBA subjects.

Implementation date(s): Fall 2014 for next measure, Spring 2015 for faculty review.

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

Class: MBA 633	**Number of Students Reviewed:** 16

Methodology and assessment instrument: Students were assigned a 1500-word essay entitled "How _____law impacts operations" and were given the option of filling in the blank with one of the following: contracts, employment and discrimination, or agency. In paper citations and a reference page were required.

Results:

	Below expectations	**Meets expectations**	**Exceeds expectations**
Alignment with assignment	24%	63%	13%
Thesis	44%	50%	6%
Audience	19%	68%	13%
Organization	56%	38%	6%
Support	6%	88%	6%
Sources	81%	19%	
Style	31%	50%	19%
Grammar	62%	31%	6%

Recommendations: Students had difficulty with many aspects of this assignment. Clearly, faculty need to review the prompt and ensure that the students are aware of expectations and clear on instructions. The rubric will be provided to all students and discussed at the time of the assignment along with the requirements for the assignment. The AoL Committee is discussing the use of a grammar checker to assist students with Grammar. The students need additional training on the use of in-paper citations and proper citation form; the MBA Bootcamp program will be reviewed to determine if additional information on citations would be appropriate in that format.

Implementation date(s): Fall 2014

Learning goal and/or objective: Students will be decision makers and problem solvers.

Class: MBA 635 Managing Value-Creating Business Operations	**Number of Students Reviewed:** 24

Methodology and assessment instrument: The students were assigned a prompt that required the analysis of a scenario addressing forecasting for a fictitious business, Cullowhee Tools R Us. Student responses were assessed using the AoL rubric.

Results:

	Below expectations	**Meet expectations**	**Exceeds expectations**
Identifies situations or problem		88%	13%
Relevant information		88%	13%

Analysis of information	25%	63%	13%
Alternate decisions/solutions	4%	67%	29%
Makes a decision/finds a solutions	4%	71%	25%

Recommendations:
Students met or exceeded expectations in all dimensions except in the ability to analyze the information provided. Faculty will work with students in identifying the "step by step" involved in the analysis process. Faculty will consider and research the possibility of providing students with additional readings assignments specifically on the process of analysis.

Implementation date(s): 2014-2015

Learning goal and/or objective: Students will be knowledgeable of **financial accounting**, accounting information systems, taxation and auditing.

Class: ACCT 616 Advanced Accounting Theory & Practice	**Number of Students Reviewed:** 12

Methodology and assessment instrument: Students were assigned a project that involved the translation of financial statements. Specifically, students were prepare a schedule translating the trial balance from British pounds into U.S. dollars and record all journal entries that relate to its investment in the British subsidiary during 2008. Provide the necessary documentation and support for the amounts in the journal entries, including a schedule of the translation adjustment related to the differential. The submitted work was then assessed.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
	33%	67%

Recommendations: Since students met or exceeded expectations, no action is planned at this time. Continue to assess accounting knowledge in accordance with the assessment plan.

Implementation date(s): Fall 2014

MAc Program Assessment
Fall 2013

Learning goal and/or objective: Students will work effectively in groups

Class: ACCT 605	**Number of Students Reviewed:** 18

Methodology and assessment instrument: Each student in the class was assigned to a group and then each group was assigned a project. Once completed the students were asked to use the group work rubric to evaluate the others within the group. Those multiple rubrics for each student were then averaged and tallied.

Results:

Content Area	Below Expectations	Meets Expectations	Exceeds Expectations

	0%	0%	100%
Contributes	0%	0%	100%
Understands role	0%	0%	100%
Understands group goal	0%	0%	100%
Assists in collective decisions	0%	5.5%	94.5%
Supports group members	0%	0%	100%

Recommendations: All students meet or exceeded each dimension of the group work rubric. Faculty will continue to use group assignments to enhance the development of skills. Faculty and the AoL Committee will continue to discuss other means by which group measures could be completed but for now, no changes to the class or program are needed.

Implementation: Ongoing

Learning goal and/or objective: Knowledgeable of *financial accounting*, accounting information systems, taxation and auditing.

Class: ACCT 615	**Number of Students Reviewed:** 14

Methodology and assessment instrument: Students were given a written task involving accounting theory and practice. Specifically the prompt involved a lease and students were asked to prepare the journal entries that would be required in the situation and to discuss differences between the journal entries for the lessor and the lessee. A rubric was then used to assess the students' knowledge.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Core Concepts	28%	28%	43%
Answer Questions	28%	28%	43%

Recommendations: Recommendations: While overall students demonstrated an acceptable knowledge of the subject matter, the percentage of those that did not does indicate that additional learning associated with the topic could be beneficial. To assist students in improving their performance in this area, faculty recommends that two steps be taken: 1. There will be an essay and multiple choice quiz on concept and knowledge issues 2. Each student will then be required to demonstrate an appropriate level of knowledge related to lessee and lessor accounting separately prior to exam time.

Implementation: Fall 2014

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

Class: ACCT 605	Number of Students Reviewed: 18

Methodology and assessment instrument Each student in the class was assigned to a group and then each group was assigned a project. Once completed the students presented their projects t to the class. Each presenter was assessed using the oral communication rubric.

Results:

Content Area	Below Expectations	Meets Expectations	Exceeds Expectations
Organization	0%	100%	0%
Progression	0%	88.89%	11.11%
Concluding Statement	0%	100%	0%
Projection	0%	33.33%	66.67%
Delivery	5.55%	94.45%	0%
Eye Contact	5.55%	88.89%	5.55%
Gestures	11.11%	83.33%	5.55%
Pace	0%	50%	50%
Gap Fillers	0%	16.67%	83.33%

Recommendations: Students met or exceeded expectations in all measurement dimensions. Faculty will continue to use oral presentations to provide students will the opportunity to improve oral communication skills.

Implementation: Ongoing

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	Number of Students Reviewed: 14

Methodology and assessment instrument: Students were given a written prompt involving a lease and were asked to prepare the journal entries that would be required in the situation provided and to discuss differences between the journal entries for the lessor and the lessee. A rubric was then used to assess the students' ability to solve the presented problem.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Identifies Situation or Problem	21%	79%	0%
Relevant Information	43%	21%	36%
Analysis of Information	36%	28%	36%

Recommendations: Students demonstrated some weakness in their ability to identify relevant information and to analyze the information. Those students who fell consistently short of expectations were required to perform additional work and study on leases. Once prepared, each of these students was tested again on the topic and met or exceeded expectations. To assist students in improving their performance in this area, faculty recommends that two steps be taken: 1. There will be an essay and multiple choice quiz on concept and knowledge issues 2. Each student will then be required to demonstrate an appropriate level of problem solving and analysis ability related to lessee and lessor accounting separately prior to exam time.

Implementation: Fall 2014

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

Class: ACCT 625	**Number of Students Reviewed:** 18

Methodology and assessment instrument: The students were given a writing assignment that related to query development for an organizations' database. The students were tasked with reviewing the data and writing a memo in which they made up a scenario for a company which demonstrates management's need to find out more information about its product categories. Students were asked to develop appropriate queries and would be useful to management. The written communications rubric was then used to assess student performance.

Results:

	Poor	Fair	Good	Excellent
Subject Knowledge	11%	16%	22%	50%
Qualitative Evaluation	5%	5%	22%	66%
Appropriate Conclusion	5%	0%	22%	72%
Organization/ Style	0%	0%	27%	72%
Mechanics	5%	1%	11%	77%

Recommendations: Expectations in writing is that students will perform at the fair, good, or excellent level. For Organization/Style dimension, all students performed up to or exceeding expectations. For the other dimensions, 95% of students performed up to or exceeding expectations. No recommendations are needed at this time. Faculty will continue to use written assignments to provide students opportunities to improve writing skills.
Implementation: Ongoing

Spring 2014

Learning goal and/or objective: Students will be knowledgeable of **financial accounting**, accounting information systems, taxation and auditing.	
Class: ACCT 616 Advanced Accounting Theory & Practice	**Number of Students Reviewed:** 12
Methodology and assessment instrument: Students were assigned a project that involved the translation of financial statements. Specifically, students were prepare a schedule translating the trial balance from British pounds into U.S. dollars and record all journal entries that relate to its investment in the British subsidiary during 2008. Provide the necessary documentation and support for the amounts in the journal entries, including a schedule of the translation adjustment related to the differential. The submitted work was then assessed.	

Results:		
Below Expectations	**Meets Expectations**	**Exceeds Expectations**
	33%	67%

Recommendations: Since students met or exceeded expectations, no action is planned at this time. Continue to assess accounting knowledge in accordance with the assessment plan.
Implementation date(s): Fall 2014

ME Program Assessment
Fall 2013

Learning goal and/or objective: Students will be knowledgeable of ethical principles and the application of those principles.	
Class: ENT 630	**Number of Students Reviewed:** 11
Methodology and assessment instrument: Students were given a written assignment that consisted of various stages: identification of some of the ethics policies adopted by businesses, identification of one of many issues on which to base a written analysis of the issues and policy development regarding that issue and then evaluation of a student's performance by use of a rubric.	

Results:			
			Exceeds

Content Area	Below Expectations	Meets Expectations	Expectations
Identifies ethical issue	0%	18.18%	81.81%
Application of principles	0%	36.36%	63.63%
Considers stakeholders	0%	45.45%	54.54%
Analyzes alternatives and consequences	0%	45.45%	54.54%
Chooses an action	0%	27.27%	72.72%

Recommendations: Since all students met or exceeded expectations in all dimensions measured, no changes will be made at this time. Faculty, however, will continue to include discussions of ethics and the application of ethics and will continue to stress the importance of ethical conduct.

Implementation: Ongoing

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

Class: ENT 660	Number of Students Reviewed: 13

Methodology and assessment instrument: Each member of a student team was tasked with taking the role of a Chief Executive Officer and presenting the company overview and strategic position assessment. Student performance was then assessed by use if a rubric developed by the program faculty.

Results:

Content Area	Weak	Needs to Improve	Effective	Very Effective/Strong
Professional Delivery	0% (0/13)	0% (0/13)	23% (3/13)	77% (10/13)

Recommendations: Since students met or an exceeded expectation in all dimensions measured, no action will be taken at this time. However, the faculty will review the approved AoL oral communication rubric to determine whether that rubric could be used to maintain consistency in AoL measures. Moreover, oral communication will continue to be a component of the class to provide students with the opportunity to enhance their skills.

Implementation date(s): Discussion with AoLC regarding rubric in Fall 2014.

Learning goal and/or objective: Students will be decision makers and problem solvers.

Class: ENT 600	**Number of Students Reviewed:** 3
Methodology and assessment instrument: Students submitted and "Executive Briefing" and a rubric was used to assess student performance.	
Results: Insufficient data was collected to determine results regarding the performance of the students in the class. The information that was collected will be filed with this report.	
Recommendations: Plan to re-measure decision making and problem solving to collect sufficient data for reporting purposes.	
Implementation date(s): 2014-2015	

Learning goal and/or objective:
Students will be knowledgeable of entrepreneurial planning, innovation, finance, marketing, and operations and capable of identifying and developing entrepreneurial opportunities.

Class: ENT 660 Entrepreneurial Leadership	**Number of Students Reviewed:** 10

Methodology and assessment instrument: The students in this class end the term with a simulation developed by Marketplace Business Simulations. Students are tested on: marketing, sales, finance, manufacturing, current market leaders, and prediction of future market leaders, competitive tactics, current strengths and weaknesses, future strengths and weaknesses and in-depth knowledge of operations.

Results:

	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
	20%	20%	60%

Recommendations: Most students met or exceeded expectations. Use of the simulation will continue as a measure of knowledge with scores monitored to ensure student performance continues at high levels.

Implementation date(s): 2014-2015

Learning goal and/or objective: Students will *speak* and write effectively			
Class: ENT 660	**Number of Students Reviewed:** 13			

Methodology and assessment instrument:
As of May 1 2014, this information was not provided.

Results:

Content Area	**Weak**	**Needs to Improve**	**Effective**	**Very Effective/Strong**

Professional Delivery	0%	0%	23%	77%

Recommendations: All students meet or exceeded expectations in this measure. In future oral communications measures, the faculty will use the AoL approved rubric with modifications as needed for measure of online oral communications.

Implementation date(s): Fall 2016; the next oral communication measure.

Learning goal and/or objective: Indirect measure of student performance through the use of Marketplace Business Simulations.

Class: ENT 660 Entrepreneurial Leadership	**Number of Students Reviewed:** 10

Methodology and assessment instrument:
The students in this class end the term with a simulation developed by Marketplace Business Simulations. Students are tested on: marketing, sales, finance, manufacturing, current market leaders, and prediction of future market leaders, competitive tactics, current strengths and weaknesses, future strengths and weaknesses and in-depth knowledge of operations. Student grades are computed in comparison to all other students who have taken the test. Scores are compared to the distribution of all prior scores and then position is estimated based on a computation of the number of standard deviations.

Further information can be found at: Marketplace Business Simulations at
http://www.marketplace-simulation.com/index.php
For a listing of all schools using Marketplace Business Simulations see
http://www.marketplace-simulation.com/college/business-schools-using-marketplace.php

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
20%	20%	60%

Recommendations:
Most students met or exceeded expectations. Use of the simulation will continue with scores monitored to ensure student performance continues at high levels. Faculty will continue to discuss other possible methods of indirect measurement.

Implementation date(s): 2014-2015

Spring 2014

Program: ME	**Term:** Spring 2014
Learning goal and/or objective: Students will work effectively in groups.	

Class: ENT 670 Entrepreneurial Strategy	**Number of Students Reviewed:** 11

Methodology and assessment instrument: Students work in groups for assignments throughout the semester, each student serving in the role of group leader at least once and then, for remaining assignments, in the role of group member. Peer evaluation using the group work rubric then took place to assist in the determination of group effectiveness. Students were asked to provide additional comments as needed.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Contribution		18%	82%
Understanding roles		18%	82%
Collective decision making		18%	82%
Support group members		1%	99%

Recommendations: While students met or exceeded expectation on all dimensions of the rubrics, some student comments indicated that scheduling problems adversely impacted group work. The ME will institute the "GoToMeeting" software in the program for student group work assignments and to ease scheduling difficulties. Effectiveness of "GoToMeeting" for group work will be monitored.

Implementation date(s): Fall 2014

Program: ME	**Term:** Spring 2014

Learning goal and/or objective: Students will be knowledgeable of entrepreneurial planning, innovation, finance, marketing, and operations and capable of identifying and developing entrepreneurial opportunities.

Class: ENT 670 Entrepreneurial Strategy	**Number of Students Reviewed:**

Methodology and assessment instrument: Students were assigned the task of determining assumptions regarding a lean startup market and what need or problem the product or service developed by the student addressed. After studying the topic, students wrote a briefing note describing assumptions in the areas of product features, product benefits, intellectual property implications, dependency analysis, the timetable for product readiness for the market and cost of product adoption. The student response were then assessed using a rubric developed by the ME professor.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Assessment of strategy and execution			100%
Assessment of current situation			100%
Lessons learned			100%

Recommendations: All students exceeded expectations. Faculty will review the prompt to determine the level of challenge for graduate students and adjust is needed.

Implementation date(s): Ongoing

Learning goal and/or objective: Students will be decision makers and problem solvers.

Class: ENT 670 Entrepreneurial Strategy	**Number of Students Reviewed:** 11

Methodology and assessment instrument: Students were assigned the task of determining the market in which each would sell a service or product developed as a new venture by the student. Students had to consider and analyze the benefits or detriments of entering an existing market, creating new market segment, or creating a new market. The assignment was titled "Customer Delivery Process-Market Type Assumptions and Competitive Assumptions and Analysis. The students work was assessed using a rubric developed by the ME professor.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Assessment of strategy and execution			100%
Assessment of current situation			100%
Lessons learned			100%

Recommendations: All students exceeded expectations. Faculty will review the prompt to determine the level of challenge for graduate students and adjust is needed. Faculty will use the AoL problem solving/decision making rubric for future measures. Measures of problem solving/decision making will continue in accordance with the assessment plan.

Implementation date(s): 2014-2015

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

Class: ENT 655 Planning a New Venture	**Number of students Reviewed**: 11

Methodology and assessment instrument: Students were assigned the task of writing an executive summary regarding a new venture each student developed. The executive summary was to spark interest in potential investors, contain financial information, include the value proposition and include a description of the market in which the product or service would be sold. Student responses were assessed using the AoL rubric for written communication.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Alignment with assignment /business implication focus		81%	19%
Thesis	NA	NA	NA
Audience		27%	73%
Organization		100%	
Support		55%	45%
Sources		45%	55%
Style		100%	
Grammar		63%	27%

Recommendations: Although all students met or exceeded expectations, there is room for improvement. Students will continue to receive timely feedback on assignments and faculty will make "meet and or exceeds expectations" examples available for student review. The ME faculty support the AoL Committee suggestion for student access to a grammar checker tool.

Implementation date(s): 2014-2015

MPM Program Assessment
Fall 2013

Learning goal and/or objective Knowledgeable of project management, project management processes, tools, techniques and the interpretation of the Project Management Book of Knowledge (PMBOK); project network diagrams and critical paths.

Class: PM 654	**Number of Students Reviewed:** 16

Methodology and assessment instrument: Individual assignment IndA5a was designed for students to create a network diagram, which addresses the logical relationships (interdependencies) among the work packages in the WBS. Students are required to identify the critical path and calculate the total float for each activity. 10 points were assigned to this assignment, in addition, a bonus of 2 points was offered for those who can correctly calculate the free float for each activity.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrate knowledge about Project Network Diagram and Critical Path	3 (18.75%)	10 (62.5%)	3 (18.75%)

Recommendations: Since students met or exceeded expectations in their knowledge of project network diagram and critical paths, no changes to the program are required. This measure, however, represents the second on this topic. The first measure, taken in another class, showed some weakness in student performance of this task and the current results much superior. Faculty will

then continue to address this area of project management knowledge in more than one PM graduate class.
Implementation date(s): Fall 2014

Learning goal and/or objective: Knowledgeable of project management, project management processes, tools, techniques and the interpretation of the Project Management Book of Knowledge (PMBOK); the legal aspects of project management.

Class: PM 656	Number of Students Reviewed: 11

Methodology and assessment instrument: Students were given a midterm exam which included the analysis of analysis of the applicable legal environment (all applicable laws must be considered). Your analysis must include Agency Relationships, Contract Clauses, Intentional Torts, Negligence and, Strict Liability, Federal, State, and Regulatory Compliance (two pages). The students were then assessment on the ability to demonstrate knowledge in that area.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrate knowledge about Legal Aspects of Project Management	3 (27.2%)	4 (36.4%)	4 (36.4%)

Recommendations: Since students met or exceeded expectations in knowledge of the legal aspects of project management. However, faculty do note that a significant percentage had difficulty with this task. Faculty will discuss the ways in which the legal aspects of project management could be addressed in order to improve student ability in this area.

Implementation: Ongoing

Spring 2014

Learning goal and/or objective: Knowledgeable of project management, project management processes, tools, techniques and the interpretation of the Project Management Book of Knowledge (PMBOK).

Class: PM 650 Fundamentals of Project Management	Number of Students Reviewed: 21

Methodology and assessment instrument: Students were assigned a task designed to enhance student understanding of the development and management of a project budget including financial analysis techniques and the application of earned value analysis ion project cost management.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
	80%	20%

Recommendations: Since students met or exceeded expectations, no action planned at this time. Knowledge of project management will continue to be assessed in accordance with the assessment

plan.
Implementation date(s): 2014-2015

Learning goal and/or objective: Students will speak and **write** effectively.	
Class: PM 650 Fundamentals of Project Management	**Number of Students Reviewed:** 21

Methodology and assessment instrument: Students were tested during a final exam on their understanding of project management and its purpose within organizations. Students were asked to respond in writing to questions involving the discussion of interactions and possible conflicts between the project and its performing organization. Student responses were then assessed using the AoL rubric.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
	66%	24%

Recommendations: Since students met or exceeded expectations, no action is planned at this time. Writing assignments will continue to be an integral component of the program and will continue to be assessed in accordance with the assessment plan.
Implementation date(s): 2014-2015