College of Business

AACSB International
Maintenance of Accreditation

Annual Report

Academic Year 2014-15

The Year in Review: Highlights

This year the College of Business streamlined four departments into three schools to increase administrative efficiency, create new collaboration between disciplines and enhance naming opportunities for potential donors. The new model was selected after garnering more support from the college's faculty than for the existing structure or other proposed alternatives. As part of the process, three directors were selected to lead the schools: Hollye Moss, director of the School of Economics, Management and Project Management, A.J. Grube, director of the School of Accounting, Finance, Information Systems and Business Law, and Paul Johnson, director of the School of Entrepreneurship, Hospitality & Tourism, Marketing and Sport Management.

N.C. Sen. Tom Apodaca at LEAD conference

The College also established a new, for-profit limited liability company designed to provide entrepreneurial business, scientific and technical services to spur economic development activity in Western North Carolina. The Pinnacle Enterprise Fund, LLC, a membership based group of investors is designed to provide seed funds to high potential businesses that apply for support in exchange for ownership equity and risk appropriate returns. Consulting and advisory services initially provided by faculty and then through a newly chartered company which will become a member investor. Later, the fund will engage an angel network management firm to oversee its operations, and the new company will provide on-going consulting and advisory services contractually, utilizing WCU faculty and students. Complementary to this initiative, the college was engaged in LEAD conferences in 2014-15 to support the region's business and economic opportunities. Dr. Ed Wright, newly appointed Director of the Center for Entrepreneurship and Innovation, planned and hosted a sold-out LEAD: Innovation Small Business Summit "rocket pitch competition." Steve Morse hosted the LEAD: Tourism Conference on planning for successful festivals and events. Over 175 attendees form Western North Carolina attended the conference sponsored by Harrah's Cherokee Casino Resort, Duke Energy, Blue Ridge National Heritage Area and Nantahala Outdoor Center. The Small Business and Technology Development Center (SBTDC) was recently accredited without conditions for the sixth time in 25 years and continues to provide management counseling and educational services to regional businesses, with business and mentorship connections in 14 counties. Mission Health Management Innovation Graduate Certificate Program continued, resulting ideas for presentations to Mission senior management for possible funding and implementation.

The College was included on the Princeton Review's list of the best schools in the nation at which to earn a master's degree in business administration. Additionally, the Project Management Global Accreditation Center for Project Management Education Programs (GAC) accepted the annual report in support of the continuing GAC accreditation of the College's project management degree program. This year, the college awarded sixty-one scholarships worth over

Students work on "Prison Flip" project

$80,000.00 to deserving students. Also in the spring awards ceremonies, several faculty were recognized: Jayne Zanglein, Creative and Innovative Teaching Award; Grace Allen, Professor of Excellence; Ed Wright, Graduate Faculty Teaching Award and Engagement Award; Robert Mulligan, Excellence in Research Award and BB&T Faculty Research Grant; Ed Lopez, Excellence in Research Award; Debra Burke and David Tyler, Bloomberg Businessweek Teaching Award. The activities this year of several faculty are particularly noteworthy: AJ Grube, Director of the School of AFIB and President of the Southern Conference, is working to update and revise the NCAA's accreditation process as a member of the NCAA Committee on Institutional Performance. Sport Management professor Kadie Otto was featured on an American Public Media podcast, shedding light on academic fraud and college athletics. Project Management professor Vittal Anantatmula worked for 3 months in India training mostly senior project managers and faculty at the L&T Institute of Project Management. In addition to numerous publications, he also led a seminar on Integration of Project Management, Knowledge Management and Innovation for PhD students at Bangkok University and a seminar to IBM executives in Japan. Marketing professor Steve Henson taught international students last summer at Fudan University in Shanghai, China, while Yang Fan, assistant professor of project management, delivered a presentation about analyzing project environment in late May at China's Xi'an University of Technology. Additionally, Dr. Marvel, presented a research paper at the 7th Global Supply Chain Management Conference at Zhenjiang University in China.

HT students analyze data on travel industry trends

The College hosted the second annual Appalachian Research in Business Symposium at Biltmore Park for faculty of Appalachian State University, East Tennessee State University, Eastern Kentucky University, and Western Carolina University to share current research interests and outcomes. The 17th Annual College of Business Golf Classic drew a record breaking crowd to Rock Barn Golf and Spa in Conover, NC. Over 140 people were on the grounds to enjoy food, golf and networking. Students remain engaged in learning and community development as well. Business law students presented a mock trial based on the Ron Rash novel *Serena*. The College's Career Fair on campus and a "Meet the Firms Night" in Asheville, offered students opportunities to meet professionals and interview for career jobs. Also, the Management Club staged a "Professional Wear Fair" event in which they old reasonably priced gently used, donated professional wear to fellow students and donated the proceeds to a local non-profit. Fifty-nine students were awarded scholarships and twelve College of Business students were honored at the inaugural "Chancellor's List" awards.

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 SD1) ***Continuously improve the quality and diversity of our student body through controlled enrollment growth that is consistent with the available resources for high quality program delivery that fulfills the needs of our state and region.***				
UG Enrollment (1308) • (~.34%↑) **Graduate Enrollment (262)** • (~9%↑)			**UG Degrees (327)** • (~40%↑) **Graduate Degrees (111)** • (~17%↑)	
Goal 1 – Review and strengthen as needed the College's admission, retention, and graduation requirements for all students.				

Action Item 1 – Review program performance metrics	2014-16	Department Heads, Associate Deans, Dean	Catalytics – training rolled out to Directors and deans	N/A
Action Item 2 – Develop enrollment plan for majors	2014-16	Department heads, Faculty	Cost enrollment analysis model developed by the leadership group	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	Accounting faculty hosted faculty from 9 community colleges for the 3rd annual Comm. College Account'g Instructors Conference; Plans made for Instant Decision event at select community colleges	N/A
Action Item 2 – Develop CoB recruitment materials and processes in new advising office	2013-15	CoB Advising Center	Developed holistic CoB brochure for dissemination; developed an inquiry log for students who have expressed an interest for follow-up; New director participated in WCU on Tour, visited Blue Ridge Community College; Visited Foothills Center to promote new distance program in BLAW; hosted area high school students during their visit	State funds
Goal 3 – Improve retention and graduation rates.				
Action Item 1 – Facilitate *Finish in Four* initiative	2014-16	Advising Director, Faculty, Department Heads,	Director met with continuing and newly admitted students to discuss components of initiative; put	N/A

		Associate Deans, Dean	information on the monitors in bldg.; made informational flyers on policies available in support center	
Action Item 2 – Review GPA requirements that deviate from university standard	2014-15	Faculty, Curriculum Committees	Sport MGT aligned with other college requirements	N/A
Goal 4 – Continuously improve the student body perspective on cultural enrichment, globalization and sustainability.				
Action Item 1 – Develop exchange relationship or dual degree options with other schools	2014-16	Advising Director, Faculty, Department Heads, Associate Deans, Dean	Initiated new exchange with Dortmund; Met with new IPS director to discuss opportunities for expansion	State funds
Action Item 2 – Review enhancing student success with Avans partnership	2014-16	Advising Director, Faculty, Department Heads, Associate Deans, Dean	Hosted visitor from Avans to review program requirements; Continued counseling for prospective WCU exchange students	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 – Strengthen relationship between CoB advising center and Career Services & One Stop	2014-16	Director of Advising and UG Affairs	CoB director integrated into all advising center meetings & placed on Registrar's advising board; meetings with new Career Services Director	N/A
Action Item 2 – Maintain and expand co-curricular activities	2014-16	Faculty	30+ community leaders part of speaker series for MBA students in Cherokee & Asheville; New	State funds, Discretionary funds

			Linked-In Group for the CEI; Free Enterprise Speaker Series & Insights & Reflections Speaker Series hosted 6 events; 2 Senior finance students qualified for and competed in 2014 National Financial Planning Challenge; 16 HT students earned highest industry certification in hotel business & travel pricing analysis; Sport Management research team placed 9th in the Case Study Competition at the CSRI Conference	
Action Item 3 – Institutionalize Student leadership council for feedback as well as selection of Prof of Excellence	2014-15 ongoing	Dean's Office, Advising Center	Student leaders selected Prof of Excellence Award from list of nominees; planned lunch with the Associate Deans for next year's student leaders for each semester	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	2013-15	AoL Committee, Faculty,	AoL, unveiled new Blackboard site which allows faculty	N/A

Assessment & AoL committee on assessment measures		Director of Assessment	24 hour access to view meetings, workshops, rubrics, reports, etc; reviewed learning objectives for BSBA and added a goal related to globalization	
Action Item 2 – Send AoL committee members to AACSB training seminars	2013-15	AoL Committee, Faculty, Director of Assessment	Faculty presented at on AoL at AACSB meeting in New Orleans	State funds
Goal 2 – Ensure curriculum improvement and implementation as identified by the assessment.				
Action Item 1 – Monitor results with *Grammerly*	2014-16	AoL Committee, Faculty, Director of Assessment	Completed and results disseminated; 1,025 Grammarly accounts opened	State funds
Action Item 2 – Secure subscriptions to Wall Street Journal	2014-15	Dean's Office	CoB students provided with a complimentary subscription to Bloomberg Businessweek & online access to the WSJ	State funds
Action Item 3- Maintain communication with faculty through AoL newsletter and workshops	2013-15	AoL Committee, Faculty, Director of Assessment	Newsletter distributed bi-annually; 9 faculty workshops held serving 39 faculty participants	State funds
Action Item 4 – Encourage *Quality Matters* training	ongoing	Coulter Faculty Commons, Faculty	Six faculty participated in quality matters training	State funds
Goal 3 – Update the curriculum based on a scan of the changing global environment.				
Action Item 1 – Provide support and opportunities for student study abroad in	2013-18	Dean, Associate Deans	College financially supported six students in study abroad and worked to develop new	travel support from non-state funds

conjunction with Provost's initiatives			partnership with Dortmund; supported two faculty led study abroad courses	
Action Item 2 – Propose international sport course	2014-15	Faculty, Curriculum committee	Course proposal passed College curriculum committee and will be considered at the university level next year	NA

COLLEGE OF BUSINESS STRATEGIC PLAN	Planning, Budgeting and Assessment			
	TIMELINE	ASSIGNED TO	ASSESSMENT	FINANCIAL STRATEGIES
Strategic Direction 3: External Engagement (2020 SD3) ***Build and strengthen relationships that facilitate an exchange of knowledge with the business community, professional organizations, and other diverse constituents, in order to support regional economic transformation, community development, and student placement.***				
# Consulting Hours SBTDC • **12, 029.5** (~25%↑) **# Partnership Companies** • **70** (~6%↑)			**Communication Metrics – Circulation list (1100)** • (~175%↑)	
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	MBA students developed export business plans for N.C. companies; CIS faculty & Account'g students volunteered with Good Samaritan Clinic of Jackson County; 230 MGT 404 students worked with regional businesses; Campus Mediation Society students taught peer mediation to local elementary students & interned with Mountain Mediation Services; CEI made plans to offer free entrepreneurship program in Asheville in partnership with Serrus Capital	N/A or state funds

			Partners of Greenville; Entrepreneurship received certificate of recognition for being a "Leading Light" program from service learning; Drs. Lahm & Brown recognized for service learning pedagogy; Dr. Richmond was recognized for his commitment to community service, for his work with the student chapter of Habitat for Humanity; MAcc students volunteered with the Mad City Money program offered to area high school students by OnTrack Financial Services in Asheville	
Action Item 2 – Engage faculty with local or regional businesses to support the University's mission to support the economic transformation of the region	2013-18	Faculty/ Administrators	HT Advisory board meeting Sept. 2014; the LEAD: Tourism Conference held; Dr. Ha elected to the board of trustees of the North Carolina Center for Public Policy Research; Dr. Rader was the keynote speaker at a UNESCO ICT conference in Manila & taught at De La Salle University in the Philippines as a Distinguished Visiting Lecturer Marketing; Drs. Johnson-Busbin & Busbin led a marketing plan for Haywood County, resulting in a	N/A or state funds

			$50,000.00 prize to begin work on a "Prison Flip" project to convert an old prison into a homeless shelter and soup kitchen	
Action Item 3 – Explore establishing more partnerships with companies for graduate education opportunities	2013-15	Graduate Program Directors, Faculty, Dean's office	Several meetings held and avenues explored; new part-time position created instead to assist with enrollment in online programs and search approved	N/A
Goal 2 – Improve communication.				
Action Item 1 – Provide faculty annual summary of curricular changes	2014 and ongoing	Director of Advising and Associate Dean	Completed and placed on the h-drive	N/A
Action Item 4 – Discuss annual AoL report in first curriculum meeting	2014 and ongoing	AoL Director & Curriculum Committees	Discussed in first meeting and results disseminated to faculty	N/A

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 Fulltime** • (~3.5%↑) **Faculty T/TT: 47 FT: 10 (Adjunct: 9)** **Staff 7** **Faculty FTE 61.5** • (~3.3%↑)			**%AQ Scholarly Academic (75%)** **%Q (95.5%)** **(New formula)**	
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	Sponsored Appalachian Research Conference;	State & non-state funds

		Assessment & faculty		
Action Item 2 – Refine 4 categories of qualified faculty under AACSB revised guidelines	2014-15	Faculty and administrators	Faculty Qualifications document passed by faculty & included in AACSB report	N/A
Action Item 3- Examine CRDs for internal consistency and to sync with revised AACSB qualification standards	2014-15	Faculty	Task force reviewed document; document still in revision/review stage	N/A
Goal 2 –Provide faculty with resources and opportunities to expand scholarly activities into all realms of the Boyer model.				
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	Document updated and 4 awards made	State funds
Action Item 2 – Establish Impact & Engagement Award	2014 and ongoing	Faculty, Department Heads, Dean, Associate Deans	Award made	Discretionary Funds
Goal 3 – Continuously improve staff skills and capabilities.				
Action Item 1 – Train relevant faculty and staff in *Curriculog*®	2014-15	Faculty, Admn. Asst., Advisor	System implemented	N/A
Action Item 2 – Send support staff to available workshop and leadership opportunities	Ongoing		7 administrative staff attended 40 trainings during the 2014-15 school year.	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 $75,000 • (↓28%)				
Goal 1 –Create an objective, transparent process for allocating resource support for both academic and non-academic programs in the College.				
Action Item 1 – Continue active participation in university budget hearings	Ongoing	Faculty, Administrators	Participated and maintained budget stability; Funded -----initiatives	N/A
Action Item 2 – Propose corporate structure for alternative financial support	2014-16	Administration, Faculty	Structure proposed and approved;	N/A
Goal 2 – Continuously improve physical facilities.				
Action Item 1– Paint Room 225	2014-15	Physical Plant	Put clocks in lobby instead to track international time zones	State funds
Action Item 2 – Explore feasibility of increasing student awareness of leadership opportunities using bulletin boards	2014-15	Dean's support staff, advisor	Students groups assigned an informational bulletin board and participated each semester in contest	N/A
Goal 3 – Update support technologies compatible with contemporary and emerging global business and education practices.				
Action Item – Explore with university officials as appropriate the feasibility of thin client technology	2013-16	Dean	On IT project list; Ongoing 2015-16	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 $10,304,100** • (~22%↑)			**Endowment $8,200,000** • (~12.5%↑) **Scholarships awarded $112,432** • (~2.6%↓)	
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 Outreach & Engagement, Administrative Support Staff	Relationship established; pilot marketing project for graduate programs; ad buys adjusted based on metrics	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 Outreach & Engagement, Administrative Support Staff	Executive Director assed to CEI advisory board	State Funds
Goal 2 – Align development and fundraising efforts in support of the overall Strategic Plan				
Action Item 1 –Work with University Advancement to prepare for University's capital campaign	2014-20	Dean, Associate Dean for Outreach & Engagement, Strategic Planning Committee	Dean attended several training sessions; search underway for new university business advancement officer	N/A & state funds
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	Ongoing	Associate Dean for Outreach & Engagement	Several scholarships pledged, endowed, increased including Teagarden, Coffee, Swanger, Lynch, Vasquez, Schmudde, Crisp (Dixon Hughes), Jackson Paper, & Wells Fargo Athletic/Business	Non-state funds

Priorities for the Next Academic Year

SPC will meet August 13, 2015 to review these priorities and plan's action items for submission to faculty.

Appendix A: Gender Equity Study Results

Salary equity was addressed first through phase two of the university salary adjustment from HR. For the 2014-15 year salary adjustments for tenure track faculty (excluding administrators, endowed chairs, and phased retirees resulted in a 2.08% average raise for the 24 male faculty and a 2.18% raise for the 13 female faculty. This included the across the board raise, market adjustments, and promotion increases. The percentage increase was modestly higher for female faculty. Unfortunately since they had a smaller base salary the average dollar raise from the university process did not close the gap.

A detailed effort was made to clean the CoB faculty database. Faculty CIP codes were updated to align with their teaching and discipline. Salary analysis was conducted within CIP codes by discipline. Four faculty (two men and two women) received additional salary adjustments from reallocated CoB funds. This increased the raise pool for males by about 12% and females by about 58%.

Although internal and gender equity is a concern, external salary equity measured by the gap to CUPA benchmark salaries is even greater. This is having an impact on faculty turnover. The CoB expects a 30% turnover rate for faculty with salaries below 80% of CUPA. For faculty between 80% and 90% the expected turnover is 10%. For faculty between 90% and 100% of CUPA turnover is expected at 15%. Two of the five faculty at 100% of CUPA have resigned for a turnover of 40% even at the highest level.

Appendix B Reorganization Transmittal

WESTERN CAROLINA UNIVERSITY **AA-10**

TRANSMITTAL FORM FOR APR 26: PROCEDURES ON REORGANIZATION OF ACADEMIC UNITS

INSTRUCTIONS: The principal advocate or representative should complete items 1-3 below and the attached Proposal for Review of a Reorganization Plan. The Proposal should be routed to all involved units using this Transmittal Form to document votes, recommendations and comments. For complete information, reference APR 26: Procedures on Reorganization of Academic Units http://www.wcu.edu/10132.asp.

1	☐ NAME CHANGE (DEPT → COLLEGE → PROVOST → CHANCELLOR)	☒ DEPARTMENT SPLIT, MERGER OR NEW DEPARTMENT OR SCHOOL WITHIN A COLLEGE (INVOLVES ONE COLLEGE) ((DEPT → COLLEGE → PROVOST → CHANCELLOR)	☐ DEPARTMENT TO NEW COLLEGE, COLLEGE SPLIT, COLLEGE MERGER, NEW COLLEGE (INVOLVES MULTIPLE COLLEGES) (DEPT(S) → COLLEGE(S) → FACULTY SENATE → PROVOST → CHANCELLOR)	DATE INITIATED: 8/13/14

2	PRINCIPAL ADVOCATE FOR PROPOSAL (INITIATOR OR REPRESENTATIVE)	NAME Darrell Parker	DEPARTMENT	COLLEGE COB	PHONE NUMBER 227-7401

3 **BRIEF EXPLANATION OF WHY CHANGE IS REQUESTED:**

The rationale for moving from four departments to three schools involves several advantages.

- Administrative Overhead. The smallest department in COB only has ten faculty members. That is not a sustainable structure as the campus addresses budget efficiencies.
- The use of schools instead of departments positions the College well to seem naming opportunities as we enter the next capital campaign. This should not be underestimated. Our menu of naming items will include the College as a whole (fairly expensive), naming Centers (an Excellent value), and naming Schools (less than the College but still a major long term impact level of gift.)
- Administrative efficiency and cost savings. This move will save one month of administrative pay plus a stipend. Also our admin support staff has done an excellent job of working together in the new support services area. However, I know that there is some longing for the cleaner reporting lines and consultation of having the direct link to a department faculty. With the same number of support staff and departments we can retain the efficiencies of collaboration and adjacency while strengthening the departmental ties.
- Faculty Alignment. The proposed model emerged with over 60% support from faculty. That is more than the existing structure or any other proposed alternative.

(All units involved must make a recommendation & comment below. Space is provided for 2 depts. and 2 colleges. Use additional forms as needed if more units.)

List Departments Involved: #1 AFISE #2 BLSM #3GMS #4EHTSM

List Colleges Involved: #1 COB #2 #3 #4

4	DEPARTMENT #1: AFIE	#YES VOTES 10	#NO VOTES 1	RECOMMENDED BY DEPARTMENT #1:	YES ☑	NO ☐

a **DEPARTMENTAL COMMENTS:**

ATTACH A SEPARATE PAGE IF ADDITIONAL SPACE IS NEEDED.
DEPARTMENTAL COMMITTEE SECRETARY'S SIGNATURE: Robert F. Mulligan DATE: 8-15-2014

b **DEPARTMENT HEAD COMMENTS:**

RECOMMENDED BY DEPARTMENT HEAD: YES ☑ NO ☐

Appendix C: AoL Assessment Results

Assurance of Learning (AoL) Annual Report
2014-2015

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

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

Year in review

While the AoLC continues to assign and track the measurement of learning goals and objectives in all CoB programs, several additional activities deserve special note. The AoL Committee welcomed new members Hollye Moss, Management School Director and MBA director, replacing former member Steve Ha and Bob Lahm, ME Director, replacing the former director Bill Richmond. Mary Beth Deconinck also joined the Committee as an at-large member.

In order to facilitate the collection of data from faculty each term and deal with those situations when data is not received in a timely manner, the AoLC established a protocol for the process. After the usual end of the term reminders to measuring faculty have proved unsuccessful, the AoLC Chair will identify the data outstanding, communicate the need for the data to the faculty, set a deadline for receipt of outstanding data. Then, should the deadline pass without receipt of the data, the AoLC Chair will enlist the aid of appropriate school director. If the school director's efforts are not successful, the Chair will notify the Academic Dean and the Dean. The Committee also determined that the failure to conduct an AoL measure as assigned and/or to submit the required data and documentation should be noted on AFEs under service to the College. The AoL chair provides the information to school directors at the close of each academic year.

The AoLC continued to discuss and identify the means by which to collect data for "indirect" measures for CoB programs. In the last academic year, the AoLC focused on undergraduate programs and now has established avenues for the collection of that data: for the BSBA, SBTDC

client feedback from MGT 404; for the BSE, judge evaluations of student work in ENT 450; and for the BSHTM, internship employer evaluations are being used for an indirect measure. This year the AoLC identified some sources of data for indirect measure in the graduate programs: for the MBA, SBTDC client feedback from MBA 643; for the ME, MarketPlace®; for the MAcc CPA passage rates; for the MPM, employer evaluations of project management manuals. The identification of sustainable sources of indirect measures is ongoing.

The MBA faculty developed a comprehensive knowledge assessment tool and has used the 31-question test in three MBA knowledge measures. Faculty are now reviewing the instrument and questions planning to edit as needed to enhance effectiveness. Next round, questions on economics will also be included.

The AoLC worked with faculty to develop a BSBA capstone knowledge assessment instrument in the form of a comprehensive test with five questions from each class within the BSBA core. The questions were submitted by faculty and all faculty have reviewed and commented on the draft questions twice, once in Fall 2014 and once in Spring 2015. The administration of this assessment instrument will be Fall 2015 in MGT 404.

The "AoL to the Classroom" initiative is ongoing. This program was the topic for the College's AACSB International Assessment Conference presentation "Taking it to the Classroom: Increasing Student Involvement in AoL Processes" written by Lorrie Willey and presented by Stephen Miller. The AoLC Chair hosted student forums Spring 2014 and Spring 2015 and made classroom visits, one of which resulted in a student suggestion for an AoL workshop. After the Spring 2015 AoL Student Forum, a student asked if the assessment reports could be made available to students. AoLC Chair took the suggestion to the AoLC and the Committee determined that for now the "*Assurance of Learning News*" newsletter can be made available to students. The AoLC will discuss this again at the first Fall 2015 meeting.

All program learning goals and objectives are now on the reverse side of undergraduate plan sheets, a message to students involved in measures has been created and an AoL a bulletin board developed. After the Spring AoL Student Forum, a student made the suggested that the results of assessments should be made available to students. The AoLC discussed the suggested and decided that a summary of the results could be written and disseminated to students. That will begin in Fall 2015.

The MPM program requested and was given permission to use own oral communication rubric in assessing the online presentations of its students.

Addressing the concern that new members of the college faculty, at any rank, might not be aware of the CoB AoL processes, the AoLC developed a handout explaining basic information like learning goals, curriculum maps and the measurement process. This handout is provided to new/adjunct faculty by the school directors. The AoLC sends the document to school directors each term and the handout is also posted on the College's web site.

The College of Business completed all its assessment obligations for the 2010-2015 assessment cycle and the AoLC, with faculty input, completed assessment plans for the next five year cycle.

Last fall, two faculty forums provided faculty with the opportunity to discuss whether some sort of globalization learning goal should be added to other programs. After reviewing faculty comments, the Committee commented that should the faculty support such a learning goal, that the goal would need to address an exposure to global aspects of business rather than an in-depth knowledge of the topic. The AoLC drafted a suggested learning goal,

"**College of Business BSBA graduates will be:**

5. Aware of the global nature of business.

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

The draft was sent to faculty for review and comment before the April 24, 2015 meeting faculty meeting. At the meeting, faculty voted unanimously in favor of adding that learning goal to the BSBA. In fall 2015, the AoLC will consider measurement placement on the BSBA curriculum map, add the measure to the BSBA assessment plan and also meet again with faculty to consider the inclusion of the learning goal in other College of Business programs.

At the Forums, several faculty asked for a review of the maps, particularly for the BSBA. The Committee reviewed the minutes from the first Forum regarding faculty comments on the BSBA curriculum map, specifically ACCT 252 and the ethics LGO, CIS 251 and the written communication LGO , the low performance on the last two BSBA ethics measures. In Fall 2015, faculty will continue to address concerns regarding assessment reports which indicate weakness in students understanding and application of ethical principles and a faculty discussion on the topic will also be held during a Forum in fall. In addition to the two earlier assessment measures on ethics, the Spring 2015 ethics measure for the BSE also indicated some student weakness in that area. The full faculty will need to vote on any changes to the placement of ethics in the BSBA (or any other program) curriculum map.

The faculty will also need to vote on whether the BSBA curriculum map should include the ethics learning goal as a measurable component in ACCT 252. Accounting faculty have indicated that this class is not be an appropriate location for the measure and that concern was also discussed by faculty during the forums last semester. This will take place in the next academic year.

The AoLC continues to disseminate information to the College community regarding the work of the College and AoLC regarding assurance of learning activities. In Fall 2014 and Spring 2015, issues of the AoLC newsletter, "*Assurance of Learning News*," were emailed to the College (Exhibit D). The AoLC also continues to provide short articles on assurance of learning activities to 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.

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 2014-2015, thirteen AoL Student Workshops served 407 students; 10 AoL Faculty Workshops served 44 members of the College of Business faculty.

Members of the University community, including Dr. Nory Prochaska, director of the Math Tutoring Center, graduate students working with the Writing and Leaning Commons (WaLC), as well as experts within the College of Business, serve as workshop facilitators. Their contributions make the workshops a success.

Sign-in sheets are collected at all activities to track attendance. Faculty are encouraged to announce the workshops to their students, include in class syllabi 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.

Student Workshops Fall 2014	***Faculty Workshops Fall 2014***
Algebra Refreshers (2) 50	Flipped Classes 3
Effective Oral Presentations 104	Faculty Forums (2) 5
You Snooze, You Lose 20	Informal Discussion on Grammarly 4
Write Stuff 24	Making Videos with Panopto 7
Graduate: Presentation Skills and Tips 8	Quality Matters 3
	Wall Street Journal 4

Student Workshops Spring 2015	***Faculty Workshops Spring 2015***
Algebra Refreshers (2) 45	Blackboard Walk In 6

Effective oral presentations 66	The Golden Twenty 4
Resume Writing and Interviewing Tips 13	Meet Raymond Maxwell 8
Beginner's Guide to Voting 14	
Student Forum 16	
APA 47	

The workshops not only deliver quality information to students and faculty, but promote discussion as to other workshops and related activities. After faculty conversation with the new Hunter Library College of Business liaison at the "Meet Raymond Maxwell" workshop, two initiatives emerged. At the suggestion of faculty and with the assistance of the AoLC, Mr. Maxwell will hold "office hours" in the College of Business student lounge once a week, starting Fall 2015, to provide easily accessible library and research assistance to College of Business students. Also, to support the work of faculty in MGT 404, the BSBA capstone, the AoLC will worked with faculty and Mr. Maxwell to develop workshops on business research for the students. The scheduled workshops will be mandatory for MGT 404 students (and optional for all interested students) each term to ensure they have the foundational research skills needed to succeed in the class. MGT 404 professor Yue Hillon is working with AoLC chair Lorrie Willey and research support assistant Yanju Li to develop an additional student workshop on research surveys and interviews.

The AoLC continues to make student workshops available to distance students and to those who cannot physically attend the workshops. Student workshops are filmed by administrative assistant Sharron Crain who also coordinates the conversion of the tape for streaming with the Coulter Faculty Center's John Penley. Lorrie Willey, who has participated in the three-hour web page development OU training, posts the links to the College of Business web site "Speakers, workshops and seminar videos". The program of filming has extended beyond AoL Workshops to encompass other CoB events, such as *Insights and Reflections* speakers and other special guests. The College of Business web page now has sixteen streaming and publicly available videos posted.

Also, the AoLC decided that a student evaluation of the workshops would be helpful and an evaluation instrument was developed this year for use commencing Fall 2015.

The AoLC continues its promotion of the *Bloomberg Business Week Teaching Award* which recognizes faculty using *Bloomberg* materials in the classroom in support of AoL learning goals and objectives. The *Bloomberg Businessweek Faculty Teaching Award*, available to all faculty, consisted this year of $3000.00 available for awards to those demonstrating creativity and innovation in the use of Bloomberg Businessweek in the classroom. The award announcements

were made April 18, 2015 at the CoB Scholarships and Awards Ceremony to winners David Tyler and Debra Burke.

Stephen Miller served as a facilitator of a session at the AACSB International Assessment Conference in Austin Texas in March 2015. Selected as a "conference faculty," Miller presented Lorrie Willey's "Taking it to the Classroom: Increasing Student Involvement in AoL Processes" which focused on the work of the College and the AoLC to enhance the learning environment by increasing student awareness of the work of the faculty and staff in the continual improvement of College programs.

The annual AoL special event this year was held April 22, 2015, 12-1:30pm in the UC Cardinal Room. This year the CoB and AoLC hosted an "AoL Luncheon." Over 45 invitations to the event were sent 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.

The AoLC Lorrie Willey ended the year with the opportunity of meeting with Dean Roger Wiekle, member of the AACSB team visiting the College in Fall 2015 for the College's 5th year maintenance visit. Dean Wiekle provided AoL insights that will prove beneficial as the AoLC continues its preparation for the visit.

Closing Loops

Student writing concerns were of major import to the faculty this year and programs were implemented with the hope that the tools provided would allow students to improve their writing. Last year, then 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. In the 2014-2015 academic years, 1025 *Grammarly* accounts were created.

While the College continues the of *Bloomberg Businessweek* to promote reading and writing, the College also purchased the digital *Wall Street Journal* this year to further support College-wide efforts to improve student skills. In the first year of the subscription, the CoB usage of this services exceeded estimates and expectations with 475 registered users. Deborah Nicoles of the *WSJ* advised the AoLC chair that "For the first year of the program, this is an excellent start."

With assistance of Hollye Moss. College of Business web site writing resources was updated:

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 were in the 2014-2015 academic year to discuss the findings and related concerns and those discussions will continue into Fall 2015 for faculty resolution.

Spring 2014 writing measure in the MBA revealed that students were not sufficiently aware of the nature of plagiarism and rules of citation. To help raise student awareness, the MBA boot camp now includes plagiarism as a component and the topic of plagiarism and citation will also be included in "*MBA Weekly*".

Class assessments also resulted in other faculty action, as follows.

BSBA

Fall measures

While overall students did very well in a marketing knowledge measure, some of the embedded test questions indicated areas of weakness. Faculty will review the questions to ensure that they are worded appropriately and will send some additional class time discussing positioning and market segmentation.

Clients working with MBGT 404 student indicated exceptional client satisfaction regarding student performance. One area that needs some work involves consistent communication between student team and client. Students will be encourage to contact their client regularly and faculty will do what one evaluator articulated "Keep the program going."

Students in did a very good job making "sales pitches" as an oral communications measure in MKT 201. Faculty will continue to provide opportunities for students to develop oral communication skills in the online environment and will continue to explore other options to enhance the online environment for oral presentations. Student will also be encourage to view the videos of the AoL Effective Oral Presentations Workshop offered each term.

Writing skills are still an area of concern for BSBA faculty. While additional assessments should some improvement, there is still work to be done. LAW 230 Faculty will continue to require written assignments in class to allow students the opportunity to develop presentation skills. When possible, the Writing Fellows program will be utilized to assist students with their written assignments and faculty will be encouraged to use that program or other WaLC services.

Spring measure

In LAW 230, embedded test questions were used to assess student knowledge of ethics and their application. Students exceeded expectations in response to the questions. The results indicate that on some level students are knowledgeable of ethical matters but there is concern that the assessment did not sufficiently challenge the students. Faculty will continue to test students as to ethics knowledge but will also discuss the implementation of a class ethics exercise that increases the level of difficulty regarding ethics application.

The STBDC client feedback, collected in MGT 404 used as an indirect measure of BSBA students, continues to indicate exceptional satisfaction with the work of the students.

BSE

Fall measures

While overall students did very well in a marketing knowledge measure, some of the embedded test questions indicated areas of weakness. Faculty will review the questions to ensure that they

are worded appropriately and will send some additional class time discussing positioning and market segmentation.

Students in did a very good job making “sales pitches” as an oral communications measure in MKT 201. Faculty will continue to provide opportunities for students to develop oral communication skills in the online environment and will continue to explore other options to enhance the online environment for oral presentations. Student will also be encourage to view the videos of the AoL Effective Oral Presentations Workshop offered each term.

In the indirect BSE measure taken in ENT 450, The external entrepreneurs rated the students as meeting or exceeding expectations in all dimension except long term viability of the new venture. Faculty will spend time in class discussing the need for the student teams to consider and evaluate the long term viability of the new venture strategy the team develops. The program use of external “judges” and the indirect measure of the students will continue. Moreover, faculty will consider revising the rubric to be sure expectations are appropriate for undergraduates.

Spring measure

In ENT 250, students are assigned the task of writing weekly reviews of assigned reading materials. The level of writing on submitted one of the weekly submitted assignments was assessed using the written communication skills rubric and the results tallied. Organization, style and grammar posed some concerns. Faculty will encourage students to proof read and use the *Grammarly* internet grammar checker as well as discuss with students the need to vary sentences when writing and to not over use the first person. Consideration will also be given to using a more formal writing assignment as the basis of the prompt for the next measure.

In a BSE ethical principles and application measure in ENT 350, student were tasked to answer to an embedded test question, “Explain the importance of creating an ethical environment in your business? Make sure you address the role of "trust" and its impact on the business.” The student’s responses were then assessed based on criteria established by the professor. With some poor student performance, faculty will include a more comprehensive ethics assignment in the class to reinforce the concepts discussed in class.

BSHTM

Fall measures

While overall students did very well in a marketing knowledge measure, some of the embedded test questions indicated areas of weakness. Faculty will review the questions to ensure that they are worded appropriately and will send some additional class time discussing positioning and market segmentation.

Students in did a very good job making “sales pitches” as an oral communications measure in MKT 201. Faculty will continue to provide opportunities for students to develop oral communication skills in the online environment and will continue to explore other options to enhance the online environment for oral presentations. Student will also be encourage to view the videos of the AoL Effective Oral Presentations Workshop offered each term.

At the conclusion of the required BSHTM internship, intern employers provide feedback on student performance for many dimensions by use of a standardized questionnaire developed by

BSHTM faculty. This indirect measure demonstrated that the student interns met or exceeded expectations in all dimensions.

MBA

Fall measures

For a MBA writing measure**, s**tudents viewed the movie "A Civil Action," participated in a class discussion on the movie and then wrote essays based on prompts provided by the instructor. Essays were assessed using the AoL written communication rubric. The results were positive in all areas and faculty will continue to provide writing opportunities for students and assess in accordance with assessment plan.

After the second assessment using the comprehensive exam, MBA faculty will review previous knowledge assessment and the instrument's questions and answers to determine appropriateness and edit as necessary. Economics questions will be added to the instrument. After appropriate edits, the assessment will be made again in Fall 2015. After a review of that data, faculty will discuss appropriate actions as needed to enhance student performance.

For its first indirect measure, MBA **s**tudents worked 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 faculty with feedback regarding the collaborative experience with student teams. Faculty will continue to develop avenues for acquiring and reviewing the evaluation of student performance from outside constituencies

MBA students work well in groups and faculty will continue to provide students with the opportunity to work in groups. While all students met or exceeded expectations, faculty will review and consider alternate means to assess student performance within groups.

Spring measure

While students met or exceeded expectations in an oral communications measure, for the next MBA oral communications measure, the AoL approved rubric will be used to ensure consistency in the measurement of oral communications across programs and classes. Faculty will also consider what additional instruction will be included in the class to help those students with less than exceptional skills improve.

Another knowledge assessment was taken with the use of the comprehensive knowledge instrument, a 31-multiple choice question test. In all areas with the exception of operations, student responses were below expectations. Faculty will now begin the work of reviewing the data and the instrument.

MAcc

Fall measures

MAcc students were assigned the task of completing a test which included embedded questions on internal control theory, applications and internal controls related to IT. The students' responses to these test questions were tallied. While students did well on internal control theory, internal control applications and internal control related to IT identified student difficulties.

In the 2012 internal control measure, when results were also below expectations, faculty recommended that students' knowledge of this topic be measured at the end of the Auditing class the following semester. When this was measured in Spring, 2013, only 16% of students did not meet expectations.

Faculty are of the opinion that seeing this material twice reinforces and enhances student understanding sufficiently, so the recommendation is to continue covering internal control applications in auditing as well as this class. Measures in the Auditing class will continue to be monitored. As to internal control related to IT area faculty recommends that the next time this course is taught more emphasis will be placed on this material and the final exam will include more coverage on internal control related to IT.

While still working to identify various means of data collection for an indirect measure, one identified source is the North Carolina CPA data on passage rates. While limited, the data does provide a glimpse of how MAcc students perform in relation to other North Carolina institutions. The data records student performance two years from graduation and only first attempts taking the exam. Additional information is appended to this report and is available from the MAcc program director.

Spring measure
Students were tasked with answering embedded test questions relating to the understanding and application of the AICPA code of professional conduct and SEC rules related to auditor independence. All met or exceeded expectation in their responses.

ME
Fall measures
ME students were assigned the task of identifying and defining an ethical concern in the workplace, such as conflict of interest, employee conduct outside the workplace and workplace bullying, providing examples of the issues, establishing standards for conduct and then developing a workplace policy concerning that issues. The student work was then assessed using an AoL rubric. Faculty noted that this exercise was an effective method to compel students to consider unethical behavior in work-related situations ad identify the proper course of conduct. Faculty will continue to provide students with opportunities to address ethical concerns.

ME students work well in groups and faculty will continue to provide students with the opportunity to work in groups. While all students met or exceeded expectations, faculty will encourage all students within a team to assist in making decisions and work to support all group members. Faculty will also review and consider alternate means to assess student performance within groups.

Spring measure
A Spring 2015 marketing knowledge measure demonstrated that students met or exceeded expectations in their ability to create marketing presentations but faculty realized students needed additional instructions as to the use of YouTube and other multimedia tools used to create the presentations. It also became clear in that measure that students had some difficulty in the

generation of *pro forma* financials that were required as part of the marketing knowledge prompt. Faculty decided that students would benefit from a more user friendly approach to the task in the first class in which the topic is introduced, ENT 640, which will then provide students with the tools and skills necessary to generate *pro forma* financials for a new venture in later classes.

MPM

Fall measures

In an ethics measure, students were assigned the task of completing a "Software Project Management Ethics," part of a research project at the University of Auckland. The research is attempting to gather information on the attitudes of project managers towards ethics. The results were then assessed using the AoL rubric.

Students had some difficulty in analyzing alternatives and choosing and action. Faculty will provide class materials, in the form of notes or an additional class assignment, to students discussing the process and need for thorough analysis of possible actions and in the necessity of selecting a course of action after that analysis

Embedded test questions were used to measure student knowledge. While students did quite well, the test results indicated that faculty needed to review the areas which posed the most difficulties for students and identify those areas. Faculty will then provide additional course time and/or course materials in regard to those areas identified.

In the oral communications measure, all students meet or exceeded expectations. Faculty will continue to provide opportunities for students to develop oral communication skills and shall use and discuss the rubric with students in a continuing effort to provide students will specifics as to the dimensions of effective oral communications.

Spring measure

Since most of the students met or exceeded expectations in their abilities of problem solving/decision making, no major changes to the program are required. However, faculty notes that one student didn't meet the expectations, and some students had difficulty with this task assigned for this measure: competing an individual assignment (IndA10a) which required students to evaluate project performance and predict its final costs during project implementation phase, including developing network diagram, calculating earned value (EV) of the project, and identifying potential problems in a project.

To enhance learning of the material, the faculty will create a Panopto video to demonstrate how to calculate complicated problems regarding project performance evaluation. In addition, faculty will increase discussion of the ways in which complex EV calculations could be addressed in order to improve student ability in this area.

EXHIBIT 1
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. Aware of the global nature of business.
Students will have an awareness of the global nature of business activities.

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

Bachelor of Science Entrepreneurship (BSE)

The College of Business is committed to providing students the knowledge and life-long learning skills needed for continued 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 BSHTM graduates will be:

1. Effective communicators.

Students will speak and write effectively.

2. Knowledgeable of ethical principles.

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

3. Decision makers and problem solvers.

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

4. Effective group members.

Students will work effectively in groups.

5. 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).

EXHIBIT 2

Curriculum Maps

BSBA

BSBA	ACCT 251	ACCT 252	CIS 251	ECON 231	ECON 232	FIN 305	LAW 230	MKT 201	MGT 300	MGT 404	QA 305
Oral Communication							X	X		X	X
Written Communication			X	X	X		X	X			
Ethics		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

BSE	CIS 251	ECON 231	FIN 305	LAW 230	MKT 201	MKT 206	MGT 300	ENT 201	ENT 250	ENT 301	ENT 325	ENT 350	ENT 401	ENT 450	ENT 475
Oral Communication				X	X			X	X	X	X		X		X
Written Communication	X	X		X	X				X	X	X				X
Ethics	X		X	X	X				X			X			
Group Work	X	X	X	X	X		X	X	X	X	X		X		X
Decision Making/ Problem Solving	X		X		X		X	X	X	X	X	X	X		X
Business Knowledge	X	X	X	X	X	X	X				X				

BSHTM

BSHTM	ACCT 251	CIS 251	ECON 231	FIN 305	LAW 230	MATH 170 / QA 235	MKT 201	HT 130	HT 334	HT 335	HT 432	HT 436	HT 438	HT 483	HT 335
Oral Communication					X				X			X			
Written Communication		X	X		X				X		X	X	X		
Ethic Principles		X		X	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
Customer Service								X	X	X	X	X	X	X	X

MBA

MBA	MBA 621	MBA 623	MBA 625	MBA 627	MBA 629	MBA 631	MBA 633	MBA 635	MBA 637	MBA 639	MBA 641	MBA 643
Oral Communication	X				X	X	X				X	X
Written Communication	X				X	X	X					X
Ethic Principles	X											
Group Work	X				X	X		X			X	X
Decision Making/ Problem Solving				X								X
Business Knowledge												
Accounting		X							X			
Business law							X					
Economics			X									
Finance									X			
Human resource						X						
Information systems										X		
Leadership	X											
Operations								X				
Marketing											X	
Statistics				X								
Strategy												X
Value creation								X				

MAcc

MAcc	ACCT 605	ACCT 615	ACCT 616	ACCT 620	ACCT 625	ACCT 640	LAW 640
Oral Communication	X		X				
Written Communication	X	X			X		X
Ethic Principles						X	X
Group Work	X				X	X	
Decision Making/ Problem Solving		X	X	X		X	X
Business Knowledge							
Accounting information systems					X		
Taxation				X			
Auditing						X	

ME

ME	ENT 600	ENT 601	ENT 610	ENT 630	ENT 640	ENT 645	ENT 650	ENT 655	ENT 660	ENT 670
Oral Communication	X						X	X	X	X
Written Communication			X	X	X	X	X	X	X	X
Ethic Principles	X			X				X		
Group Work									X	
Decision Making/ Problem Solving		X	X		X	X	X		X	X
Business Knowledge										
Planning			X		X		X	X		
Innovation		X						X		
Finance					X		X	X	X	X
Marketing								X	X	X
Operations					X			X	X	X
Identify opportunities		X						X	X	X
Develop opportunities		X	X		X	X		X	X	X

MPM

MPM	PM 650	PM 652	PM 654	PM 656	PM 658	PM 660
Oral Communication						X
Written Communication	X	X	X	X	X	X
Ethic Principles						X
Group Work	X	X	X	X	X	X
Decision Making/ Problem Solving	X	X	X	X	X	X
Business Knowledge						
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

EXHIBIT 3

Assessment Plans

BSBA

BSBA		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
	Oral Communication	LAW 330		MKT 301				MGT 404				LAW 330			MGT 404
	Written Communication		ECON 332				MKT 301				CIS 251				ECON 332
	Ethics and Application	FIN 305	ACCT 352				LAW 330					FIN 305			
	Problem Solving and/or Decision Making					ACCT 251				QA 305			ECON 331		
	Group Work				MGT 300				MGT 300						MGT 404
	Business Knowledge	ECON 331 & FIN 305	ECON 332 & ACCT 352	MKT 301		ACCT 251	LAW 330		MGT 300		CIS 251		ECON 331		MGT 404
	Indirect	MGT 404				MGT 404				MGT 404				MGT 404	

BSE

BSE		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
	Oral Communication	LAW 330		MKT 301				ENT 301				LAW 330			ENT 475
	Written Communication		ENT 350				MKT 301				CIS 251				ENT 325
	Ethics and Application	FIN 305	ENT 350				LAW 330					FIN 305			
	Problem Solving and/or Decision Making					ACCT 251				ENT 401			ECON 331		
	Group Work				MGT 300				MGT 300						ENT 325
	Business Knowledge	ECON 331 & FIN 305		MKT 301		ACCT 251	LAW 330	CIS 251	MGT 300			LAW 330	ECON 331		
	Entrepreneurship Knowledge		ENT 350				ENT 325				ENT 450				ENT 475
	Indirect			ENT 450				ENT 450				ENT 450			

BSHTM

BSHTM		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
	Oral Communication	LAW 330		MKT 301				HT 334				LAW 330			HT 436
	Written Communication		HT 436				MKT 301				CIS 351			HT 432	
	Ethics and Application	HT 130	HT 335				LAW 330					FIN 306			
	Problem Solving and/or Decision Making					ACCT 351				HT 432			ECON 331		
	Group Work				MGT 300				MGT 300						HT 435
	Business Knowledge	ECON 331		MKT 301		ACCT 351	LAW 330		MGT 300		CIS 351		ECON 331		
	Hospitality & Tourism Knowledge		HT 335			HT 432		HT 334			HT 435		HT 436		
	Customer Service		HT 335				HT 432				HT 435				
	Indirect			HT 453 summer Intern-ships				HT 453 summer Intern-ships				HT 453 summer Intern-ships			

MBA

MBA		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
	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 631	MBA 633			MBA 631				MBA 631		MBA 631			
	Problem Solving and/or Decision Making	MBA 637	MBA 635		MBA 643			MBA 637			MBA 643			MBA 637	
	Group Work			MBA 641			MBA 639			MBA 641			MBA 639		
	Business Knowledge		MBA 643			MBA 643			MBA 643			MBA 643			MBA 643
	Indirect					Twice in the assessment cycle						Twice in the assessment cycle			

MAcc

MAcc		2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020	
	Learning goals & objectives	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	
	Indirect					Twice in the assessment cycle						Twice in the assessment cycle			

ME

ME		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
	Oral Communication	ENT 660						ENT 650				ENT 660			
	Written Communication		ENT 655				ENT 655						ENT 655		
	Ethics and Application	ENT 660/ 620		ENT 600						ENT 620				ENT 600	
	Problem Solving and/or Decision Making	ENT 660	ENT 610						ENT 610				ENT 610		
	Group Work			ENT 660						ENT 660				ENT 660	
	Entrepreneurship Knowledge		ENT 670		ENT 670				ENT 610					ENT 660	
	Indirect							ENT 660 Market Place data						ENT 660 Market Place data	

MPM

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

EXHIBIT 4
"2 in 5" Chart

Learning goal/ Objective Program	Oral communications	Written communications	Ethics and application	Problem and/or decision making	Group work	Business knowledge	Indirect measure (once a year)
BSBA	MKT 134 F2010 LAW 230 F2013 MKT 201 F2014	CIS 251 S2013 ECON 232 S2014 LAW 230 F2014	FIN 305 F2013 ACCT 252 S2014 LAW 230 S2015	ACCT 252 F2010 Issue identification, data analysis, summarizing and present finding LAW 230 F2010 Critical thinking traits LAW 230 F2012 Critical thinking QA 305 S2013	MGT 367 S2011 MGT 300 S2013	ACCT 252 F2010 Managerial accounting MKT 201 S2011 Marketing All knowledge ETS Test S2011 MGT 366 Leadership S2011 FIN 305 F2013 ECON 231 F2013 ECON 232 S2014 ACCT 252 S2014 MKT 201 F2014	MGT 404 Client feedback F2013 MGT 404 Client feedback F2014
BSE	MKT 134 F2010 LAW 230 F2013 MKT 201 F2014	ENT 250 S2014 ENT 259 S2015	FIN 305 F2013 ENT 350 (measure was not completed in S2013 as assigned)	LAW 230 F2010 Critical thinking ENT 325 S2013	ENT 450 F2012 MGT 300 S2013	MKT 201 S2011 Marketing ENT 325 F2010 New venture creation ENT 250 F2010 Change forces FIN 305 F2013 ECON 231F2013 LAW 230 F2013 ENT 250 S2014 MKT 201 F2014	ENT 450 Judges' evaluations S2013 ENT 450 Judges' evaluations F2014
BSHTM	MKT 134 F2010 HT 344 F2012 LAW 230 F2013 MKT 201 F2014	CIS 251 S2013 HT 436 S2014	HT 130 F2013 HT 493 S2014	ACCT 252 F2010 Issue identification, data analysis, summarizing and present finding LAW 230 F2010 Critical thinking traits HT 438 Capstone S2013 Problem Solving	HT 436 S2011 MGT 300 S2013	ACCT 252 F2010 Managerial accounting MKT 201 S2011 Marketing ECON 231 F2013 HT 335 S2014 HT 355 S2014 CUSTOMER SERVICE) MKT 201 F2014	HT 483 Summer 2014 reported Fall 2014 S2015 Internships

Learning goal/ Objective Program	Oral communications	Written communications	Ethics and application	Problem and/or decision making	Group work	Business knowledge	Indirect measure (once a year)
MBA	MBA 605 S2011 MBA 643 S2013 MBA 641 S2015	MBA 635 F2012 MBA 631 S2013 Insufficient data collected MBA 633 S2014 MBA 633 F2014	MBA 621 F2013 MBA 631 S2014	MBA 627 F2013 MBA 635 S2014	MBA 610 F2010 MBA 629 F2012 MBA 641 F2014	MBA 604 F2010 Achieve goals MBA 606 Add value S2011 MBA 621 Leadership F2012 MBA 643 S2013 Strategic management MBA 643 S2014 MBA 643 F2014 Comprehensive	MBA 643 Yue Hillon Business client feedback F2014
MAccc	ACCT 605 F2010 ACCT 620 F2013	ACCT 605 F2010 ACCT 625 F2013	ACCT 640 S2013 ACCT 640 S2015	ACCT 640 S2012 ACCT 615 F2013	ACCT 625 F 2012 ACCT 605 F2013	ACCT 616 S2011 Accounting theory ACCT 625 F2012 Accounting information systems ACCT 640 S2013 Auditing ACCT 615 F2013 ACCT 616 S2014 ACCT 625 F2014	2013 CPA pass rate data F2014 S2014 Marketing survey MAcc alumni
ME	ENT 670 S2013 ENT 660 F2013	ENT 670 S2013 ENT 655 S14	ENT 660 & ENT 670 S2011 ENT 660 F2013 ENT 600 F2014	ENT 640 SS2014 ENT 670 S14	ENT 670 S2014 ENT 660 F2014	ENT 655 F2010 Entrepreneurship ENT 655 S2013 ENT 670 F2013 ENT 660 MarketPlace data ENT 670 S2015	F2014 MarketPlace comparative data
MPM	PM 660 F2012 PM 660 F2014	PM 656 S2013 PM 650 S2014	PM 660 F2011 PM 660 SS2012 PM 660 F2012 PM 660 F2014	PM 652 S2012 PM 656 S2015	PM 654 F2011 PM 630 S2013	PM 650 S2013 Foundations of PM PM 654 F2013 Re-measure critical path PM 656 F2013 Legal aspects PM 650 S2014 PM 654 F2014	Student employer feedback on PM Manual Dr. Anantatmula MPM 660 SS2015

Spring term 2015

Summer 2015

EXHIBIT 59

Assurance of Learning News

Assurance of Learning News

College of Business
Western Carolina University

Issue 5, Fall 2014

From the Dean

I [recently] returned from an AACSB accreditation visit. It seems that each group meeting turned into a discussion of assessment and assurance of learning. Repeatedly we asked "What did you learn? What did you do?"

Next year it will be Western's turn. I have every confidence that the work you are doing now will let you answer those questions well. They don't let the dean in the room for the question since curriculum management and assessment belong to the faculty. That is the way it should be and the way it is at Western. Thank you for making assessment one of our strengths.

Spring 2014 Assessment Summaries

	Measure	Summary
Undergraduate (BSBA, BSE, BSHTM)	Ethics	BSBA students demonstrated a need for increased instruction on ethical principles and application. BSHTM students fared better on their measures, meeting or exceeding expectations.
	Knowledge	Students studying economics and accounting performed well in some areas assessed. In economics, the areas of supply of money, Federal reserve ratio, monetary policy and marginal propensity to consume were problematic; in accounting the problematic areas were cost behavior/fixed, variable, mixed and product costs v. selling & administrative. BSE and BSHTM students did well on their knowledge measures.
	Written comm.	Overall students meet expectations in writing measures taken in the BSBA and BSE but showed room for improvement in the areas of style, conventions and grammar. In the BSHTM, students did well overall with some difficulties aligning content to the assignment.
	Indirect measure	SBTDC client evaluations of MGT 404 student teams remain positive as were the comments of the ENT 475 judges.
Graduate (MAc, MBA, ME, MPM	Written comm.	MBA and ME students showed some areas of needed improvement in their writing. MPM students did well on their writing measure.
	Knowledge	The first comprehensive MBA assessment of student knowledge showed some areas of strength and some areas where improvement is needed. MAc students demonstrated a strong understanding of financial accounting; MPM students demonstrated a strong understanding of the financial aspects of project planning.
	Ethics	Overall MBA students have a handle on ethics although there was some weakness in the ability to make decisions based on considered alternatives.
	Problem solving/decision making	MBA students met expectations in this measure although some additional instruction is needed regarding the ability to analyze information. ME students did well on their problem-solving assessment.

Taking AoL to the Classroom

The newest AoLC initiative involves increasing student awareness of the faculty's efforts to continually improve College programs through AoL processes. AoLC members volunteer to visit classes to speak with students, AoL Student Forums are in the works and there is now an AoL bulletin board (second floor Forsyth).

The AoLC is also continuing its work the development of a BSBA capstone assessment and is monitoring the usage of Grammarly and its role in improving student writing.

What's being discussed at the Forums?

Grammarly: While it may have its issues, *Grammarly* is serving as a helpful tool for students in allowing them to check their written work for grammatical errors and then edit based on generated suggestions. Professor English says her students are enthusiastic about using *Grammarly* and other professors agree. To date, 668 accounts have been created at the College.

Curriculum maps: Faculty are discussing the BSBA curriculum maps and considering the writing component now identified in CIS 251 and the ethics component in ACCT 252. Are they the best fit? The discussion continues.

Ethics: Several BSBA measures indicate that students do not have a good handle on ethical principles and application. Are there ways faculty can increase student exposure to ethics and increase their understanding of ethical conduct?

The AoL Committee

Debra Burke, Hollye Moss, Bob Mulligan, Vittal Anantatmula, Susan Swanger, Bill Richmond, Paul Johnson, Mary Beth Deconinck, Sanjay Rajagopal, Lorrie Willey, Chair

Measure for Measure

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

Faculty	Program	Measures
Mary Beth Deconinck, Jim Busbin, Steve Henson, Zahed Subhan	BSBA, BSE & BSHTM	Oral Communication & Knowledge
Lorrie Willey	BSBA	Written Communication
Ed Wright and Yue Hillon	BSBA	Indirect Measure
Steve Warren	MBA	Written Communication
Steve Henson	MBA	Group Work
Yue Hillon	MBA	Knowledge
Beth Jones	MAc	Knowledge
Michael Thomas	MPM	Oral Communication & Ethics
Todd Creasy	MPM	Knowledge
Frank Lockwood	ME	Ethics
Bill Richmond	ME	Group Work & Problem Solving

For Those New to the College

Comments at a recent Faculty Forum provided some important insights for the AoLC: new faculty may not be aware of College AoL processes and the class measures that may be expected of them.

The AoLC discussed the issues and decided that a written flyer with basic information concerning the AoL program be distributed to new faculty. With AoLC approval, Lorrie Willey wrote the flyer and Hollye Moss obtained the cooperation of Department Heads in ensuring new faculty receive the information.

If you are new to the CoB and have any questions about the College's AoL program, please contact Lorrie Willey at lwilley@wcu.edu.

Business Ready ®

Assurance of Learning News

College of Business
Western Carolina University

Issue 6, Spring 2015

From the Dean

Sunday October 4th through Tuesday October 6th! Those are the dates we will have our AACSB visit team on campus. For our Assurance of Learning effort that is a chance to really validate and highlight our accomplishments over the past few years. The report is in draft form and I am very proud of your accomplishments and the strength of the COB.

Five years ago WCU had some concerns about how the team would read the AoL efforts. Those days are long past. Today we have an assessment program that has a growing reputation among business schools. We again were invited to present at the AACSB assessment conference. It is now not uncommon for other schools to look to Western to model accreditation related language and efforts.

Of course part of the reason our assessment is strong is that with Lorrie's leadership we have moved away from assessment for accreditation purposes to assessment for the students in the programs. We improve for the students but document for the third party reviewers. When we start the fall semester we will do some focused preparation for the site visit. The team will likely not talk to me at all about assessment. They want to hear from faculty. A couple of sessions where we can review the best talking points of success and impact will help everyone know the expected topics and why we are such a strong example.

When I visit schools what really impresses me is when faculty are able to tell a couple of different assessment stories. This is particularly true if they can point to something in their discipline that has improved and know enough about some other discipline to point out why they are good too. We will see what can be done to share our success stories so everyone feels confident they can brag about their program and their colleagues anywhere in the College of Business.

Thank you for all you do.

Miller presents in Austin

Stephen Miller, economics professor and SACSCOC director for WCU, presented at the spring AACSB International Assessment Conference in Austin, Texas as an invited conference faculty. "Taking It to the Classroom: Increasing Student Involvement in AoL Processes," written by Lorrie Willey, was the topic of the presentation. Fifty attended the presentation and many commented positively on the CoB AoL activities discussed.

Do you use Grammarly?

The College has committed to continuing free access to the *Grammarly* internet-based grammar checker for the next two years. In the first year of use at the College, 1,025 *Grammarly* accounts were opened. While not a cure all, having students review written assignments using the *Grammarly* tool has proved to be beneficial.

Workshop Count

To date, 378 students have attended *AoL Student Workshops* this academic year. Thank you for encouraging students to attend!

Fall 2014 Assessment Summaries

	Measure	Summary
Undergraduate (BSBA, BSE, BSHTM)	Oral comm.	BSBA, BSE and BSHTM students did very well on their MKT 201 presentations. All students met or exceeded expectations in their sales "pitches."
	Knowledge	BSBA, BSE and BSHTM students studying marketing performed very well in many areas tested. There were some concerns regarding performance in the areas of segmentation and positioning. Faculty are considering ways to improve student understanding of these areas of marketing.
	Written comm.	Overall students meet expectations in writing although the measure taken in LAW 230 demonstrated the need to keep working with students on improving grammar. Faculty in LAW 230 are encouraging students to take advantage of WaLC services and *Grammarly*.
	Indirect measure	SBTDC client evaluations of MGT 404 student teams remain positive as were the comments of the ENT 450 judges.
Graduate (MAcc, MBA, ME, MPM)	Written comm.	MBA students meet or exceeded expectations on a writing task assigned after watching the movie "A Civil Action."
	Knowledge	The second comprehensive MBA assessment of student knowledge showed some areas of strength and some areas where improvement is needed. MAcc students demonstrated some difficulty in knowledge of internal controls as related to IT and the MPM students met expectations in their understanding project management.
	Ethics	MPM students looked at specific ethics issues in the workplace and demonstrated the ability to identify and address workplace ethics concerns.
	Oral comm.	MPM students met or exceeded expectations when making oral presentations in PM 656.
	Group work	MBA and ME students met or exceeded expectations in al dimensions of group work.
	Indirect	MBA students working with a client received high marks for their performance in MBA 643.

The AoL Committee

Debra Burke, Hollye Moss, Bob Mulligan, Vital Anantatmula, Susan Swanger, Bob Lahm, Paul Johnson, Mary Beth Deconinck, Sanjay Rajagopal, Lorrie Willey, Chair

Measure for Measure

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

Faculty	Program	Measures
Lorrie Willey	BSBA	Ethics
Bethany Davidson	BSE	Written communications
Bob Carton	BSE	Ethics
Scott Rader	MBA	Oral communications
Frank Lockwood	ME	Knowledge
Vital Anantatmula	MPM	Decision making
Susan Swanger	MAcc	Ethics

Continuous Improvement

While "continuous improvement" is the theme for AoL, it also applies to making AoL activities transparent for the CoB community. The CoB Assurance of Learning Blackboard site helps the AoLC meet that goal. Learning goals, assessment plans, curriculum maps and guides for faculty can be found there along with AoLC minutes and AoL AACSB semester and annual reports.

EXHIBIT 6

Student Workshop Evaluation Form

AoL Student Workshop Evaluation
Workshop: _____

Please complete the evaluation by checking the appropriate box for each statement.

Statement	Agree	Disagree	Neutral
The workshop started on time.			
The workshop presenter was prepared.			
The workshop provided useful information.			
I will use information presented at the workshop.			
I would recommend attending a workshop to another student.			
I would attend another workshop on another topic.			
The workshop is scheduled at a convenient time.			

Please make any suggestions as to topics on which you would like to attend a workshop.

EXHIBIT 7

Taking It to the Classroom: Increasing Student Involvement in AoL Processes

Activity and Note Book

AACSB International Assessment Conference
Austin Texas
March 2015

Stephen Miller PhD
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EXHIBIT 8

AoL Annual "Thank you" event

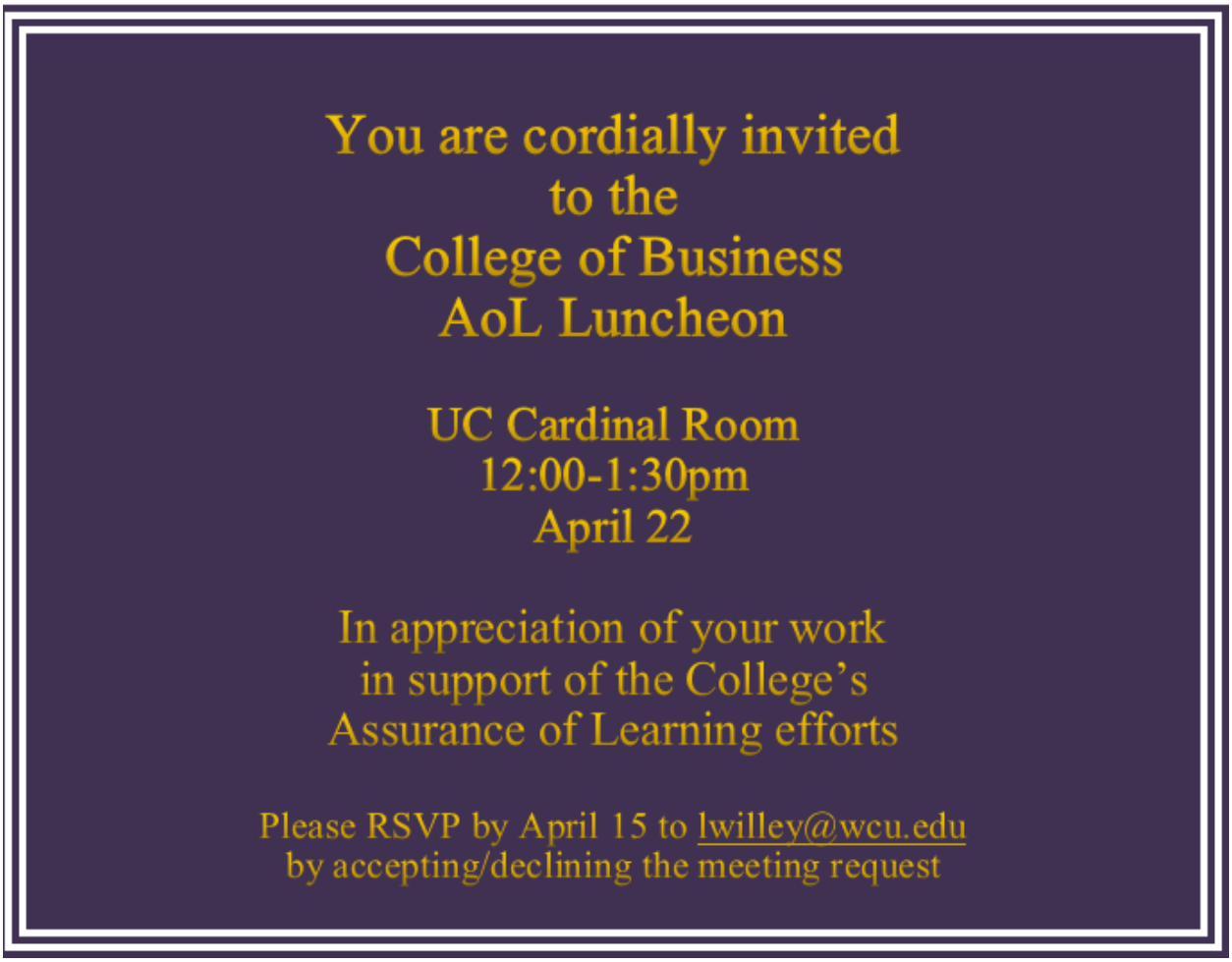


EXHIBIT 9

Assessment Summaries

BSBA

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 quantitative analysis.

Class: MKT 201 Marketing Planning & Strategy	**Number of Students Reviewed:** 129

Methodology and assessment instrument: Students were given a test that included an identified ten questions used for this assessment on marketing topics including concepts such as market segmentation, target markets and product positioning. The results of those test questions were reviewed.

Results:

Question topic	Incorrect	Correct
Target market	.05%	99%
Segmentation	.05%	99%
Positioning	33%	67%
Buyers' needs/Segmentation	1%	99%
Market segmentation	36%	64%
Increasing sales & profits/Segmentation	2%	98%
Psychographic segmentation	0%	100%
Behavioral segmentation	2%	98%
Target market	1%	99%
Product Positioning	1%	99%

Recommendations: While overall students did very well in this measure, questions 3 and 5 were problematic. Faculty will review the questions to ensure that they are worded appropriately and will send some additional class time discussing positioning and market segmentation.

Implementation date(s): Fall 2015

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

Class: MKT 201 Marketing Planning & Strategy	**Number of Students Reviewed:** 15

Methodology and assessment instrument: Students were required to make presentations in relation to a product "pitch" and worked in small groups. Each student participated in the oral presentation and was assessed using the AoL oral communication rubric. Since this class was delivered online, some dimensions of the rubric were incompatible and therefore, a separate report complied.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Organization Introduction		56%	44%
Progression		69%	31%
Conclusion		63%	37%
Projection		13%	87%
Delivery		75%	25%
Pace		19%	81%
Gap fillers		6%	94%

Recommendations: Faculty will continue to provide opportunities for students to develop oral communication skills in the online environment and will continue to explore other options to enhance the online environment for oral presentations. Student will also be encourage to view the videos of the AoL Effective Oral Presentations Workshop offered each term.

Implementation date(s): Ongoing

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

Class: MGT 404 Strategic Management

Number of Students Reviewed: 33

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		12%	88%
Contact with team (by count)	33%	44%	23%
Meaningful and in-depth report			100%
Meaningful and in-depth presentation		33%	67%
Business changes based on team recommendations		100%	
Recommendation to other company or organization			100%
Overall satisfaction with team		12%	88%

Satisfaction with communication with your lead counselor and other SBTDC counselors		22%	78%

Recommendations: Feedback shows exceptional client satisfaction regarding student performance. Students will be encourage to contact their client regularly and faculty will do what one evaluator articulated "Keep the program going."

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

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

Class: LAW 230 The Legal & Ethical Environment of Business

Number of Students Reviewed: 53

Methodology and assessment instrument: Students were assigned a 500-word essay on the topic "My Dream Business and the Best Business Form for the Business." Students submitted both draft and final essays and worked with Writing Fellows, students trained through the Writing and Learning Center to assist students with their writing.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Alignment to assignment	2%	60%	38%
Focus thesis	15%	57%	28%
Focus audience		77%	23%
Organization	42%	40%	18%
Support	17%	59%	25%
Sources	4%	77%	19%
Style	42%	42%	17%
Grammar	51%	38%	11%

Recommendations: Faculty will continue to require written assignments in class to allow students the opportunity to develop presentation skills. When possible, the Writing Fellows program will be utilized to assist students with their written assignments and faculty will be encouraged to use that program or other WaLC services.

Since grammar remains problematic, the College will continue using the Grammarly internet-based grammar checker and faculty will demonstrate the use of that tool in the class.

Implementation date(s): Fall 2015

Spring 2015

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

Class: LAW 230 The Legal and Ethical Environment of Business

Number of Students Reviewed: 90

Methodology and assessment instrument: Students responded to seven embedded questions on ethical principles and applications included in a multi-chapter test. The responses from the seven questions were averaged.

Results: For all seven questions, students met or exceeded expectations. The overall class average for all the questions was 91%.

Recommendations: The results indicate that on some level students are knowledgeable of ethical matters but there is concern that the assessment did not sufficiently challenge the students. Faculty will continue to test students as to ethics knowledge but will also discuss the implementation of a class ethics exercise that increases the level of difficulty regarding ethics application.

Implementation date(s): Fall 2015

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

Class: MGT 404 Strategic Management

Number of Students Reviewed: 56

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)		75%	25%
Meaningful and in-depth report			100%
Meaningful and in-depth presentation		44%	56%
Business changes based on team recommendations	12%	25%	63%
Recommendation to other company or organization		19%	81%
Overall satisfaction with team		31%	69%
Satisfaction with communication with your lead counselor and other SBTDC counselors		6%	94%

Recommendations: Feedback shows exceptional client satisfaction regarding student performance. One evaluator noted of the program, "We feel very lucky to have been part of this" and "[t]his has been an eye opening experience for us."

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

BSE
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 quantitative analysis.

Class: MKT 201 Marketing Planning & Strategy	**Number of Students Reviewed:** 8

Methodology and assessment instrument: Students were given a test that included an identified ten questions used for this assessment on marketing topics including concepts such as market segmentation, target markets and product positioning. The results of those test questions were reviewed.

Results:

Question topic	Incorrect	Correct
Target market		100%
Segmentation		100%
Positioning	62%	
Buyers' needs/Segmentation	13%	
Market segmentation	38%	
Increasing sales & profits/Segmentation	38%	
Psychographic segmentation		100%
Behavioral segmentation	13%	
Target market		100%
Product Positioning		100%

Recommendations: While overall students did very well in this measure, questions 3, 5 and 6 were problematic. Faculty will review the questions to ensure that they are worded appropriately and will send some additional class time discussing positioning and segmentation.

Implementation date(s): Fall 2015

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

Class: ENT 450 New Venture Strategy	**Number of Students Reviewed:** 44

Methodology and assessment instrument: Students are assigned to teams which work on new venture strategies throughout the team using the MarketPlace® simulation. The semester culminates with formalized presentations to invited external entrepreneurs after which the faculty hold a "debriefing" and external entrepreneurs are asked to evaluate student performance by team using a rubric developed by entrepreneurship faculty.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Performance review	20%	70%	10%
Strategy execution		90%	10%
Current situation		90%	10%
Invest in future	30%	70%	
L/T viability	60%	10%	
Lessons learned		100%	
Presentation quality	10%	90%	
Professional delivery	20%	80%	

Recommendations:
The external entrepreneurs rated the students as meeting or exceeding expectations in all dimension except long term viability of the new venture. Faculty will spend time in class discussing the need for the student teams to consider and evaluate the long term viability of the new venture strategy the team develops. The program use of external "judges" and the indirect measure of the students will continue. Moreover, faculty will consider revising the rubric to be sure expectations are appropriate for undergraduates.

Implementation date(s): Ongoing

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

Class: MKT 201 Marketing Planning & Strategy

Number of Students Reviewed: 8

Methodology and assessment instrument: Students were required to make presentations in relation to a product "pitch" and worked in small groups. Each student participated in the oral presentation and was assessed using the AoL oral communication rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Organization Introduction	12%	75%	13%
Progression	14%	86%	
Conclusion	14%	72%	14%
Projection	29%	43%	29%
Delivery	29%	43%	29%
Eye Contact	28%	72%	
Gestures	14%	86%	
Pace	14%	72%	13%
Gap fillers		100%	
Appearance & demeanor		29%	71%

Recommendations: Faculty will continue to provide opportunities for students to develop oral communication skills and shall use and discuss the rubric with students in a continuing

effort to provide students will specifics as to the dimensions of effective oral communications. Students will also be encouraged to attend the AoL Effective Oral Presentations Workshop offered each term.

Implementation date(s): Ongoing

Spring 2015

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

Class: ENT 250 Innovation and Creativity

Number of Students Reviewed: 10

Methodology and assessment instrument: Students are assigned the task of writing weekly reviews of assigned reading materials. The level of writing on submitted one of the weekly submitted assignments was assessed using the AoL approved written communication skills rubric and the results tallied.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Alignment to assignment	30%	60%	10%
Focus thesis	10%	80%	10%
Focus audience	10%	80%	10%
Organization	40%	50%	10%
Support		90%	10%
Sources		100%	
Style	80%	10%	10%
Grammar	40%	60%	

Recommendations: Organization, style and grammar posed some concerns. Faculty will encourage students to proof read and use the *Grammarly* internet grammar checker as well as discuss with students the need to vary sentences when writing and to not over use the first person. Consideration will also be given to using a more formal writing assignment as the basis of the prompt for the next measure.

Implementation date(s): Fall 2015

BSHTM
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 quantitative analysis.

Class: MKT 201 Marketing Planning & Strategy

Number of Students Reviewed: 16

Methodology and assessment instrument: Students were given a test that included an identified ten questions used for this assessment on marketing topics including concepts such as market segmentation, target markets and product positioning. The results of those test questions were reviewed.

Results:

Question topic	Incorrect	Correct
Target market	.05%	99%
Segmentation		100%
Positioning	38%	64%
Buyers' needs/Segmentation		100%
Market segmentation	44%	56%
Increasing sales & profits/Segmentation	.05%	99%
Psychographic segmentation		100%
Behavioral segmentation	.05%	99%
Target market	.05%	99%
Product positioning	.05%	99%

Recommendations: While overall students did very well in this measure, questions 3 and 5 were problematic. Faculty will review the questions to ensure that they are worded appropriately and will send some additional class time discussing positioning and market segmentation.

Implementation date(s): Fall 2015

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

Class: MKT 201 Marketing Planning & Strategy

Number of Students Reviewed: 15

Methodology and assessment instrument: Students were required to make presentations in relation to a product "pitch" and worked in small groups. Each student participated in the oral presentation and was assessed using the AoL oral communication rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Organization Introduction		80%	20%
Progression		87%	13%
Conclusion		73%	27%
Projection		53%	47%
Delivery		47%	53%
Eye Contact		67%	33%
Gestures		80%	20%
Pace		40%	60%
Gap fillers		87%	13%
Appearance & demeanor		40%	60%

Recommendations: Faculty will continue to provide opportunities for students to develop oral communication skills and shall use and discuss the rubric with students in a continuing effort to provide students will specifics as to the dimensions of effective oral communications. Students will also be encouraged to attend the AoL Effective Oral Presentations Workshop offered each term.

Implementation date(s): Ongoing

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 Expectations	Meets Expectations	Exceeds 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
Fall 2014

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

Class: MBA 643 Integrative Strategic Management	**Number of Students Reviewed:** 14

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

Results: Students exceeded expectations in their demonstration of knowledge of the subject in two out of ten areas measured.

Discipline	Results
Leadership	BE
Statistics	EE
Organizational Behavior	BE
Human Resources	BE
Business Law	BE
Finance	BE
Marketing	BE
Information Systems	BE
Accounting	BE
Operations	EE

Recommendations: Faculty will review previous knowledge assessment and the instrument's questions and answers to determine appropriateness and edit as necessary. Economics questions will be added to the instrument. After appropriate edits, the assessment will be made again in Fall 2015. After a review of that data, faculty will discuss appropriate actions as needed to enhance student performance.

Implementation date(s): Ongoing

Learning goal and/or objective: Students will be effective speakers and **writers**.

Class: MBA 633 Legal & Regulatory Issues in Business

Number of Students Reviewed: 39

Methodology and assessment instrument: Students viewed the movie "A Civil Action," participated in a class discussion on the movie and then wrote essays based on prompts provided by the instructor. Essays were assessed using the AoL written communication rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Alignment to assignment		51%	49%
Focus thesis		62%	38%
Focus audience		5%	95%
Organization		64%	36%
Support		2%	98%
Sources			100%
Style		72%	28%
Grammar			100%

Recommendations: Continue providing writing opportunities for students and assess in accordance with assessment plan.

Implementation date(s): Ongoing

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

Class: MBA 641 Marketing Management | **Number of Students Reviewed:** 5

Methodology and assessment instrument: Students, working within a group, were assigned the task of selecting an organization and conducting an in-depth Marketing Audit with the purpose of making recommendations that will improve the organization's performance. Students assessed members of the group using the AoL rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Contributes		20%	80%
Understands role & responsibility & those of other members			100%
Understands group goal and function			100%
Assists in making collective decisions			100%
Supports group members			100%

Recommendations: Faculty will continue to provide students with the opportunity to work in groups. While all students met or exceeded expectations, faculty will review and consider alternate means to assess student performance within groups.

Implementation date(s): Ongoing

Spring 2015

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

Class: MBA 641 Marketing Management | **Number of Students Reviewed:** 23

Methodology and assessment instrument: Students were tasked with making an oral presentation as part of case study analysis. The instructor then used a class specific rubric to evaluate student performance.

Results:

Below expectations	Meets expectations	Above expectations
	43%	57%

While all students met or exceeded expectations, the instructor commented

> It is my assessment that my MBA students overall are lacking some essential skills in oral communications/presentations necessary for a successful business person. If I were to "average" the evaluations, it would be "slightly above average" at 5 out of 7 point scale. Of the students that were outstanding, I believe most of them possess the inherent trait of being a natural speaker. Other students could improve with proper instruction.

Recommendations: For the next MBA oral communications measure, the AoL approved rubric will be used to ensure consistency in the measurement of oral communications across programs and classes. Faculty will also consider what proper instruction will be included in the class to help those students with less than exceptional skills improve.

Implementation date(s): Spring 2016

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

Class: MBA 643 Integrative Strategic Management	**Number of Students Reviewed:** 20

Methodology and assessment instrument: A comprehensive exam was developed by MBA faculty and administered in class. The exam consists of three (four for accounting) questions from each discipline within the MBA program with the exception of economics.

Results: Students met expectations in their demonstration of knowledge of the subject in one out of ten areas measured. (BE=below expectations, ME=meets expectations, EE=exceeds expectations)

Discipline	Results
Leadership	BE
Statistics	BE
Organizational Behavior	BE
Human Resources	BE
Business Law	BE
Finance	BE
Marketing	BE
Information Systems	BE
Accounting	BE
Operations	ME

Recommendations: Faculty are reviewing the comprehensive knowledge assessment and the instrument's questions and answers to determine appropriateness and edit as necessary. Economics questions will be added to the instrument. After appropriate edits of the assessment instrument, the assessment will continue. After a review of that data, faculty will discuss appropriate actions as needed to enhance student performance.

Implementation date(s): Ongoing

MAcc
Fall 2014

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

Class: ACCT 625Advanced Accounting Information Systems

Number of Students Reviewed: 15

Methodology and assessment instrument: Students were assigned the task of completing a test which included embedded questions on internal control theory, applications and internal controls related to IT. The students' responses to these test questions were tallied.

Results:

	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Internal control theory	13%		87%
Internal control applications	60%	27%	13%
Internal control related to IT	53%	40%	7%

Recommendations: While students did well on internal control theory, internal control applications and internal control related to IT identified student difficulties.

In the 2012 internal control measure, when results were also below expectations, faculty recommended that students' knowledge of this topic be measured at the end of the Auditing class the following semester. When this was measured in Spring, 2013, only 16% of students did not meet expectations.

Faculty are of the opinion that seeing this material twice reinforces and enhances student understanding sufficiently, so the recommendation is to continue covering internal control applications in auditing as well as this class. Measures in the Auditing class will continue to be monitored. As to internal control related to IT area faculty recommends that the next time this course is taught more emphasis will be placed on this material and the final exam will include more coverage on internal control related to IT.

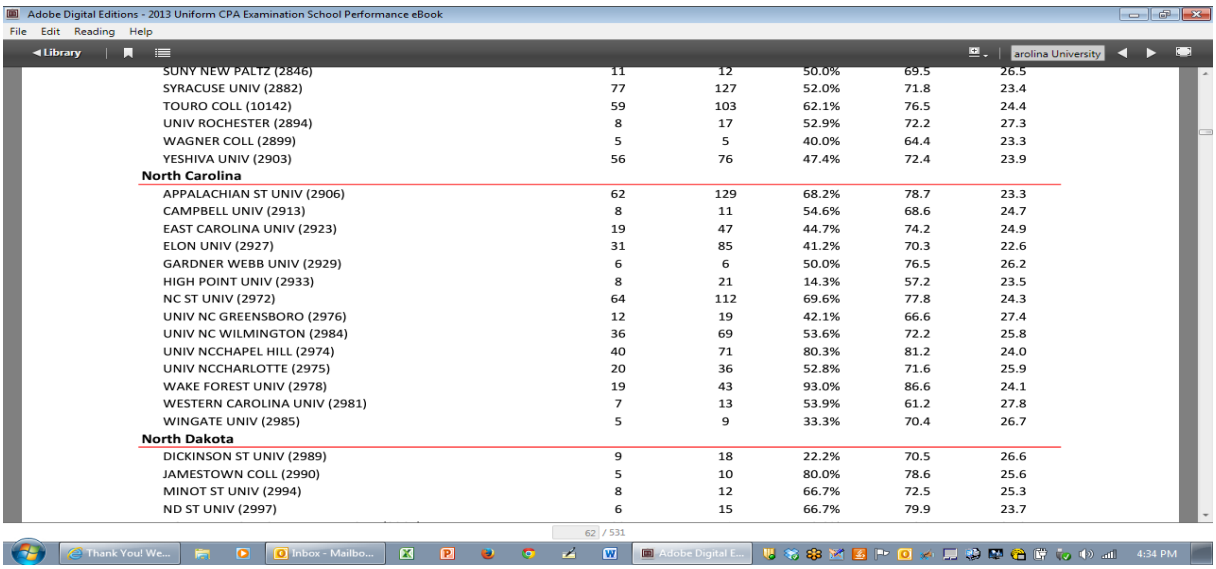
Implementation date(s): Fall 2015

Learning goal and/or objective:
Indirect measure of student performance by external constituents; in this case the CPA exam.

Class: NA	**Number of Students Reviewed:** 7

Methodology and assessment instrument: The MAcc program maintains CPA data on passage rates. While limited, the data does provide a glimpse of how MAcc students perform in relation to other North Carolina institutions. The data records student performance two years from graduation and only first attempts taking the exam. Additional information is appended to this report and is available from the MAcc program director.

Results:
The score of limited number of MAcc students who took this exam are comparable to other NC institutions.



SUNY NEW PALTZ (2846)	11	12	50.0%	69.5	26.5
SYRACUSE UNIV (2882)	77	127	52.0%	71.8	23.4
TOURO COLL (10142)	59	103	62.1%	76.5	24.4
UNIV ROCHESTER (2894)	8	17	52.9%	72.2	27.3
WAGNER COLL (2899)	5	5	40.0%	64.4	23.3
YESHIVA UNIV (2903)	56	76	47.4%	72.4	23.9
North Carolina					
APPALACHIAN ST UNIV (2906)	62	129	68.2%	78.7	23.3
CAMPBELL UNIV (2913)	8	11	54.6%	68.6	24.7
EAST CAROLINA UNIV (2923)	19	47	44.7%	74.2	24.9
ELON UNIV (2927)	31	85	41.2%	70.3	22.6
GARDNER WEBB UNIV (2929)	6	6	50.0%	76.5	26.2
HIGH POINT UNIV (2933)	8	21	14.3%	57.2	23.5
NC ST UNIV (2972)	64	112	69.6%	77.8	24.3
UNIV NC GREENSBORO (2976)	12	19	42.1%	66.6	27.4
UNIV NC WILMINGTON (2984)	36	69	53.6%	72.2	25.8
UNIV NCCHAPEL HILL (2974)	40	71	80.3%	81.2	24.0
UNIV NCCHARLOTTE (2975)	20	36	52.8%	71.6	25.9
WAKE FOREST UNIV (2978)	19	43	93.0%	86.6	24.1
WESTERN CAROLINA UNIV (2981)	7	13	53.9%	61.2	27.8
WINGATE UNIV (2985)	5	9	33.3%	70.4	26.7
North Dakota					
DICKINSON ST UNIV (2989)	9	18	22.2%	70.5	26.6
JAMESTOWN COLL (2990)	5	10	80.0%	78.6	25.6
MINOT ST UNIV (2994)	8	12	66.7%	72.5	25.3
ND ST UNIV (2997)	6	15	66.7%	79.9	23.7

Recommendations: Continue to maintain and monitor CPA passage rate data.

Implementation date(s): Ongoing

Spring 2015

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

Class: ACCT 640 Auditing | **Number of Students Reviewed:** 18

Methodology and assessment instrument: Students were tasked with answering 21 embedded test questions relating to the understanding and application of the AICPA code of professional conduct and SEC rules related to auditor independence. Exam questions were CPA exam-type questions with the intent to try to replicate what students will encounter in their certification exams. With a passing score of 75% for the CPA exam as a benchmark, the MAcc program used, for this measure, the following scale to measure students' proficiency in knowledge content being tested: less than 65% -- below expectations; 66% - 80% -- meets expectations; Greater than 80% -- exceeds expectations.

Results:

Below Expectations	Meets Expectations	Exceeds Expectations
6%	61%	33%

Recommendations: Faculty are pleased with the results and make no recommendations at this time.

Implementation date(s): NA

ME
Fall 2014

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

Class: ENT 630 Entrepreneurial Growth | **Number of Students Reviewed:** 11

Methodology and assessment instrument: The students were assigned the task of identifying and defining an ethical concern in the workplace, such as conflict of interest, employee conduct outside the workplace and workplace bullying, providing examples of the issues, establishing standards for conduct and then developing a workplace policy concerning that issues. The student work was then assessed using an AoL rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Identifies ethical issue			100%
Application of principles		27%	73%
Considers Stakeholders		27%	73%
Analyzes Alternatives and Consequences		18%	82%
Chooses an Action		18%	82%

Recommendations: This exercise was an effective method to compel students to consider unethical behavior in work-related situations ad identify the proper course of conduct. Faculty will continue to provide students with opportunities to address ethical concerns.

Implementation date(s): Ongoing

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

Class: ENT 660 Entrepreneurial Leadership | **Number of Students Reviewed:** 12

Methodology and assessment instrument: Students, working in teams, competed in a simulation of starting a new company in the emerging microcomputer industry. Throughout the semester, the teams got the company off the ground, making the business self-sufficient and earning substantial profits from your operations. Then students were assigned the task of peer evaluations and the results were tallied for each student.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Contributes	14%	14%	83%
Understands role & responsibility & those of other members		8%	92%
Understands group goal and function		8%	92%
Assists in making collective decisions	17%	50%	17%
Supports group members	17%	50%	33%

Recommendations: Faculty will continue to provide students with the opportunity to work in groups. While all students met or exceeded expectations, faculty will encourage all students within a team to assist in making decisions and work to support all group members. Faculty will also review and consider alternate means to assess student performance within groups.

Implementation date(s): Ongoing

Spring 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 670 Entrepreneurial Strategy	**Number of Students Reviewed:** 11

Methodology and assessment instrument: Students were tasked with creating a YouTube video demonstrating knowledge of the application of strategic planning and implementation skills in the area of marketing and then generating pro forma financials needed to start a new venture. Student performance was assessed using a knowledge rubric.

Results:

	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Core concepts: Marketing		45%	55%
Implementation of marketing skills		64%	36%
Core concept: *Pro forma* financials		55%	45%
Implementation by generating pro forma financials	27%	36%	35%

Recommendations: Students met or exceeded expectations in their ability to create marketing presentations but faculty will improve instructions as to the use of YouTube and other multimedia tools to improve the quality of presentations.

Since some weakness was demonstrated in the generation of *pro forma* financials, the faculty will develop a more user friendly approach to the task in the first class in which the topic is introduced, ENT 640, which will then provide students with the tools and skills necessary to generate *pro forma* financials for a new venture in later classes.

Implementation date(s): Spring 2016

MPM
Fall 2014

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

Class: PM 660 Advanced PM Practices

Number of Students Reviewed: 14

Methodology and assessment instrument: Students were assigned the task of preparing a presentations based on a manual developed by the student. Each student made a presentation (20 minutes for presentation and 10 minutes for Q&A) to the professor. The purpose of the presentation was to demonstrate student understanding and to defend the project management processes and procedures defined in the manual. The student was assessed using the MPM Oral Communication Skills rubric.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Organization		15%	85%
Subject Knowledge		15%	85%
Graphics		15%	85%
Virtual Presentation Style		15%	85%

Recommendations: Although all students meet or exceeded expectations, faculty will continue to provide opportunities for students to develop oral communication skills and shall use and discuss the rubric with students in a continuing effort to provide students will specifics as to the dimensions of effective oral communications.

Implementation date(s): Ongoing

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

Class: MPM 660 Advanced Project Management Practices

Number of Students Reviewed: 14

Methodology and assessment instrument: Students were assigned the task of completing a "Software Project Management Ethics," part of a research project at the University of Auckland. The research is attempting to gather information on the attitudes of project managers towards ethics. The results were then assessed using the AoL rubric.

Results:

	Below expectations	Meets expectations	Exceeds expectations
Identifies ethical issue		64%	36%

Application of principles		64%	36%
Considers Stakeholders	28%	36%	36%
Analyzes Alternatives and Consequences	36%	28%	36%
Chooses an Action	36%	28%	36%

Recommendations: Students had some difficulty in analyzing alternatives and choosing and action. Faculty will provide class materials, in the form of notes or an additional class assignment, to students discussing the process and need for thorough analysis of possible actions and in the necessity of selecting a course of action after that analysis.

Implementation date(s): Fall 2015

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

Class: MPM 654 Project Planning	**Number of Students Reviewed:** 10

Methodology and assessment instrument: Embedded test questions were used to determine student knowledge of various areas of project management including planning, identifying stakeholders, communicating plan information to stakeholders, determining project scope, project deliverables, and Work Breakdown Structure.

Results: The mean score for the test was 79.1% with one student exceeding expectations, five students meeting expectations and four student performing below expectations.

Recommendations: The test results will be reviewed and the areas which posed the most difficulties for students will be identified. Faculty will then provide additional course time and/or course materials in regard to those areas identified.

Implementation date(s): Fall 2015

Spring 2015

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

Class: PM 656 Project Plan & Implementation	**Number of Students Reviewed:** 11

Methodology and assessment instrument: Students were assigned the task of competing an individual assignment (IndA10a) which required students to evaluate project performance and predict its final costs during project implementation phase, including developing network diagram, calculating earned value (EV) of the project, and identifying potential problems in a project. Student submission were assessed using the AoL decision making rubric.

Results:

	Below Expectations	Meets Expectations	Exceeds Expectations
Demonstrate ability decision making	8%	55%	36%

Recommendations: Since most of the students met or exceeded expectations in their abilities of problem solving/decision making, no major changes to the program are required. However, faculty notes that one student didn't meet the expectations, and some students had difficulty with this task. To enhance learning of the material, the faculty will create a Panopto video to demonstrate how to calculate complicated problems regarding project performance evaluation. In addition, faculty will increase discussion of the ways in which complex EV calculations could be addressed in order to improve student ability in this area.

Implementation date(s): Fall 2015