Program Improvement Summary Report
Program: School of Business

Academic Affairs
School of Business

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The School of Business continues to measure and make improvements toward achieving the following strategic initiatives: Globalization, Improving Undergraduate Program through revision of admission policy, EQUIS accreditation, Student Engagement, and Innovation and Impact.

Globalization: In-line with the strategic plan’s emphasis on globalizing the School of Business (SB), the administration and faculty will make a concerted effort to A) increase the number of meaningful scholarships to encourage business students to study abroad ($2M endowment); B) to support faculty global scholarly research and presentations at conferences abroad; C) increase the proportion of international students in our programs; D) increase the number of opportunities for international experiential learning opportunities.
A) 21 student travel scholarships awarded totaling $72,622
B) 15 global topic peer reviewed journal articles published, 16 international conference proceedings, 23 teaching abroad or travel study courses
C) Undergraduate programs: 128 outgoing study abroad students representing 7% of students in b-school and 94 incoming foreign students representing 5% of students in b-school. Graduate Programs: MBA program has 6 foreign students representing China, Germany, Italy, Russia and Vietnam and 15% of graduating cohort.
D) The School has 2 additional international internships this year in Ghana.

Admission Policy: The School of Business Committee on Program Excellence worked for over two years on several proposals to revise the admission standards which were not working as intended. There were significant technical and/or academic program impact issues with each proposal. The School of Business faculty discussed the proposals and issues in both departmental meetings and at the School Faculty meetings throughout fall semester. The vote was taken at the December faculty meeting with the following motion passed. The School of Business Admission Standards shall revert to their state prior to the change approved at the 28 February 2006 Faculty Senate Meeting. In particular, the Standards will no longer require a grade of "C-" or better in ACCT 203, ACCT 204, DSCI 232, ECON 200, ECON 201, MATH 104/250, MATH 105/120. Also, the Standards will eliminate the pre-declared major status with the intent of allowing any student to declare a School of Business major whenever they choose. The b-school will continue to monitor and advise academically-at-risk students. No other School at the College of Charleston has separate admission standards from the College which created an additional burden on the Registrar's Office other academic offices across campus. The School's faculty believe the College's admission process has noticeably increased student quality over the past few years so an additional layer of standards are not needed.

EQUIS Accreditation: The initial application process has been submitted.

Engagement, Innovation and Impact are requirements of the recently adopted changes to AACSB Accreditation Standards (April 8, 2013). This is the first year the School has made a concerted effort to track these standards. The Student Success Center at the School of Business has a dedicated director of student engagement who manages the scholarship and awards process as well works with the School's student organizations. Her responsibilities have been expanded to include liaising with the School's development director and Institutional Advancement to increase donor stewardship. Our engagement strategy is to develop opportunities for students to identify as a community of scholars which creates a more meaningful relationship with the donors, their peers and the School.

The Student Success Center implemented a Beta test of several professional development initiatives to include Career Launch and Connect Event this past academic year. The two programs focus on professional development training for the School of Business' student clubs and organizations leadership. The goal was to have 100% participation of club leadership by the end of the academic year. Although we fell short of the goal, student organizations such as the Dean's Student Forum, Schottland Scholars and ENACTUS served as
catalysts in the School’s effort to increase student engagement in the life of the school outside of the classroom.

As a result of the Beta test on Career Launch and Connect Event we are expanding the programs to more student organizations and their leadership. Career Launch: The headshot and business card programs will be expanded to all professional programs in the SB to include student workers, MBA students, Accountancy graduate students, internship participants, Schottland Scholars, and BMW Advantage Program. Additional professional development workshops and speaker events will be held to include the development of a School of Business Reads program featuring top ten business books in critical business skills topics. The Beta test target will be to begin one to three book clubs of five to ten students. Connect Event is expanding through social media marketing. An in-kind gift of technology to the School of Business at the end of spring 2014 has increased the impact of media marketing within the School. Two of the Student Success Center staff members attended a continuing education course on social media marketing to facilitate this expansion. One faculty member included the link in her syllabus spring 2014 semester which was successful in providing students information on speaker events in the School of Business. Communication will be sent to all SB faculty encouraging them to share the links with students as well as providing faculty tracking for class extra credit.

The year School of Business revised the faculty activity reporting template to include reporting of globalization, student engagement, community engagement, innovation in and out of the classroom, and measures of impact. This provides more robust information for the departmental annual report as well as AACSB accreditation reporting. The School’s faculty report significant accomplishments across these measures. November 2014 is the next AACSB continuous improvement visit and we are in the process of completing the report for the team.

Accountancy - MS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Masters in Accountancy Program assessed two learning goals during 2013/2014 academic year. The assessment bearing to Achieving a Broadened Perspective focused on the quantitative assessment of student performance relative to the Portfolio of Readings which represents 25% of the student grade in their first required graduate Accountancy course. The roster of readings represented a diverse body of research on accounting thought, theory and practice largely unique to the graduate curriculum. The expectation was that students achieve no less than 80% (grade of B) on the assessed quality of their Portfolio.

Assessed student performance exceeded expectations with an average overall performance of 84% with all individual assessment dimensions exceeding expectations. The assessment results provide positive feedback that the broad set of readings in ACCT 500- Accounting Theory contribute to the Broadened Perspective goal set for our Accountancy Graduate Students.

The program's second learning goal, Written Communication was the focus of the Fall 2013 learning assessments in the first required seminar course, ACCT 500- Financial Accounting Theory. Students' theses (n=25) were assessed using our standard rubric which measured the structure, quality of sources, analysis, logic/argument and mechanics. The results indicate that the average performance was 88% with students exceeding expectations in all assessed dimensions. Oral communication quality was assessed through the presentation of the student's second thesis in ACCT 599- Contemporary Accounting Issues (n=22). Average overall performance on the oral presentation was 82% with the highest performance in the utilization of audio visuals (91%) followed by knowledge of the topic. There was not an attribute of the assessment where student performance did not exceed expectations overall.

The results of the assessments indicate that the graduate accounting students are exceeding expectations in the Communication goal, both written and oral. This confirms that the two semester thesis system is effective in the development and reinforcement of our students’ communications skills.
Accounting - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Bachelor of Science in Accounting Program assessed two learning goals during 2013/2014 academic year. The Department’s Assurance of Learning Committee is working collaboratively with the individual faculty members teaching the required courses to identify the specific embedded questions and assignments, including any rubrics, for the assessments which are done on a systematic three-year schedule as developed by the Chair in conjunction with the Committee.

During the Fall 2013 semester, specific functional knowledge relating to ACCT 308- Cost Accounting, ACCT 316- Intermediate Accounting I, and ACCT 409- Auditing Theory was assessed through direct measures derived from embedded examination questions and written assignments.

In ACCT 308, Cost Accounting, student learning in five critical knowledge areas was assessed including, Cost-Volume-Profit Analysis, Process Costing, Job Order Costing, Absorption/Variable Costs, and Standard Cost/Budgeting. The sample included 53 students (n=53). The results indicate that only 57% of students met expectations. The strongest area of student performance was Job Costing where 89% of the students met expectations with Standard Cost/Budgeting being their weakest area with 36% meeting expectations. The other areas that were below expectations: CPV Analysis (43% met expectations), Absorption Costing (62%), and Process Costing (64%). Overall, the results indicate that only one of the five knowledge goals is being met in ACCT 308, Cost Accounting. Improvement in student learning is needed in the instruction of CVP Analysis and Standard Costing/Budgeting, Absorption/Variable Costing, and Process Costing. It is suggested that additional time and focus should be placed on the instruction in these weak areas. The ACCT 308 course will be reassessed in the upcoming academic year to determine if the recommendations of additional time and focus results in improvement in student learning in these areas. Further, the Committee recommends improvement in the assessment instrument as there were concerns about the quality of the instruments used in collecting the data.

In ACCT 316, Intermediate Accounting I, five areas of functional knowledge were identified to measure student learning including the Income Statement, Inventory, Capitalization of Interest, Bonds, and Marketable Securities. Overall results indicate that 55% of students failed to meet expectations. Students scored best in their functional knowledge of Marketable Securities (78% met goal) and the worst in capitalization of interest (19% met goal). On their knowledge of inventory 59% met the goal with 44% meeting the goal with bonds, and 74% met the goal for their knowledge of the income statement. The results of the student learning in ACCT 316- Intermediate I support the conclusion that shuffling of faculty from course to course each semester has a negative impact on student learning. The results of the ACCT 316 course are likely a result of Professor Daniels’ having assumed responsibility for the intermediate course as a stop-gap measure pending the hiring of qualified faculty. It is the conclusion of the Executive Committee that the functional knowledge of ACCT 316 be re-evaluated in a future year as dedicated faculty have been hired for the functional areas of the accounting programs.

The functional knowledge of Controls, Substantive Testing, Regulation/Audit Standards, Reporting, and Risk Assessment was tested in ACCT 409 (n=21). The results indicate that overall 96% percent of the students met expectations. The students performed highest in Regulations/Standards (86%) and weakest in Substantive Testing (48%). While the results indicate that the overall learning goals are being met, an important implication is suggested that dedicated faculty for fundamental courses is essential. The fact that Professor Burbage has been a dedicated auditing professor teaching the course regularly for several years indicates that student learning is ensured if individual faculty members are able to take advantage of economies of scope and learning curves by teaching the same course consistently over a period of time. Personnel changes over the past three years in the Department have caused shuffling of faculty into courses that they do not routinely teach and, thus, the learning curve effect may be playing to the detriment of our students. Recently changes in leadership and successful hiring of faculty will allow greater stability in faculty resource deployment where individual faculty will be dedicated to the functional tracks in the Accountancy Graduate Program as well as the Bachelor of Science in Accounting.

The second learning goal assessed was Awareness of Ethical and Social Responsibility The assessment method embedded examination questions and assignments in ACCT 409- Auditing Theory to determine the ability of students to recognize and understand ethical dilemmas and socially responsible behavior relating to accounting professionals. The ACCT 409 instructor used questions from a required case study to evaluate students. The case study covered knowledge in four areas: identifying ethical issues, discussion of alternative courses of action, discussion on the impacts to shareholders, and recommended courses of action. In total, 26 students were assessed (n=26). The results indicate that overall 61% of students met expectations on this learning goal. The weakest measure was the discussion of the impacts to shareholders, where only 31% of the students met expectations. Students’ performance exceeded expectations in the area of identifying recommended courses of action in ethical dilemmas (85% met goal). At 73% meeting goal, student learning was slightly below expectations for identifying ethical issues. The results indicate that improvement is needed in assisting student learning in the area of the impact of ethical issues on stakeholders. It is recommended that additional instructional time and resources be dedicated to that important dimension in the undergraduate auditing course.
Business Administration - BS/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Bachelor of Science in Business Administration Program completed the following assessments during 2013-2014. Assessment on Communication Skills, Intellectual Innovation and Creativity, and Professional Skills in the workplace were accomplished through final evaluations completed by employers in the senior academic credit internships. Assessments were completed for the Quantitative Fluency learning goal through the business statistics course DSCI 232. Global and Civic Responsibility, Synthesis, and Discipline Specific Knowledge learning goal assessments were accomplished through the Glo-Bus simulation completed each semester in the capstone MGMT 408 course. Additional Discipline Specific Knowledge assessment was completed for the MKTG 302 course.

From summer 2013 through spring 2014 there were 71 students completing the senior academic credit internships in the School of Business who were evaluated by employers. This represented 17 percent of the population. (Accounting and hospitality and Tourism Management majors were not included in these numbers because they manage separate internship programs.) Expectations are that 90 percent of the students will meet expectations, exceed expectations or rate superior performance.

Overall Job Performance includes the following performance indicators: Productivity: Meets deadlines; produces work assigned in terms of quality and quantity; Initiative: Is a self-starter; does more than required; approaches assignments as challenging; Stability/Adaptability: Accepts constructive criticism; controls behavior and emotions that could be detrimental to job performance. Works well under pressure; adapts to change and persons of varying personalities; Attitude/Cooperation: Works with enthusiasm and harmony with others; is respected by co-workers; carries share of workload and also recognizes the need for teamwork; Dependability: Conforms to work schedules; no excessive absenteeism, tardiness. Follows through on assignments to completion in a timely manner; Communication: Expresses ideas clearly; presents information clearly both verbally and in writing. Keeps co-workers and supervisors well-informed; is a good listener; takes and follows instructions; and Ambition/Assertiveness: Is self-motivated; asks questions to enhance knowledge; asks for new challenges; desires to get ahead.

Although all indicators exceeded 92 percent, one problem area seems to be dependability where five students were rated below expectations or fail to meet expectations. The internship/faculty coordinator should stress the importance of preparedness and attendance.

Personal Development includes the following indicators: Asks pertinent and purposeful questions; Works to achieve agreed-upon learning objectives; Accepts and applies constructive feedback; Exhibits an appropriate degree of initiative; Initiates/suggests ideas; Demonstrates willingness to learn new tasks; Demonstrates willingness to follow instructions; Supports/contributes to an effective team atmosphere; and Effectively manages/resolves problems and conflicts. All indicators ranked above 96 percent with no clear problem areas.
Problem Solving Skills includes the following indicators: Is knowledgeable of tasks to be performed; Demonstrates appropriate level of creativity; Breaks tasks down into manageable pieces; Applies appropriate analytical skills; Makes decisions, if necessary; and Uses equipment/tools skillfully. All indicators exceeded 98 percent.

Communication Skills include the following indicators: Demonstrates effective verbal communication skills with supervisor; Demonstrates effective verbal communication skills with other associates; Communicates ideas/concepts clearly in writing; and Demonstrates effective listening skills. All indicators ranked above 98 percent. This supports anecdotal and prior data on written communication from Dr. Hodges MGMT 408 capstone where students performed poorly on their first writing assignment in the course but as expectations are communicated in class the written work improved.

Students are performing well where it counts – in an employment setting. Internship data will be provided to the departments for further discussion. Additional evaluation questions will be solicited to more fully assess learning goals. During spring 2014 we added the following question to the final evaluation: 1) Do you plan on hiring your intern for a full-time position in the future? 29% said yes, 11% said no and 60% said not at this time but will give a good recommendation. The 11 percent response requires additional follow-up. The School of Business lost its Director of Professional Development/Experiential Learning line two years ago. Work-ready graduates are an important component of our strategic plan. Additional resources are needed to provide more internship opportunities for our students and to follow-up with employers.

Assessment reflecting the learning goals of Synthesis, Global and Civic Responsibility, and Discipline Specific Knowledge was completed through the Glo-Bus Simulations assigned in Dr. Dehler's MGMT 408 capstone courses each semester. We have data from spring 2008 through spring 2014. This simulation provides students the opportunity to apply the knowledge they have learned in a reality based competitive industry situation. Expectations are that students will score at the 50th percentile (average) or better in each of the indicators. The reported percentile ranking is against all simulation participants worldwide over the past twelve months. Each class section comprises companies made up of teams of three students. Sample size: CoFC 57 students represents 24% of BADM graduates during 2013/2014 academic year. Population Statistics: 28,147 students comprising 8,940 companies in 244 schools and 26 countries.

Assessment Indicators Measured are as follows: Leadership Skills: Assessment of the individual's leadership and independent thinking skills; Collaboration and Teamwork: Assessment of the individual's collaborative skills, teamwork, and ability to work well with others; Financial Analysis: Assessment of the individual's skills in analyzing financial ratios and financial statements; Financial Management: Assessment of the group's ability to apply financial management principles; Operations Management: Assessment of the group's ability to manage production operations and control production costs; Marketing Management: Assessment of the group's ability to effectively market the company's product and control marketing costs; Human Resources Management: Assessment of the group's proficiency in workforce management and controlling labor costs; Strategic Analysis & Planning: Assessment of the group's strategic planning and strategic thinking skills; and Corporate Social Responsibility: Assessment of group's awareness of and commitment to operating the company in a socially responsible manner and being a "model corporate citizen".

The overall average percentile score for 2013/2014 dropped 10 points from 2012/2013. Leadership skills, collaboration & teamwork, financial analysis, operations management, marketing management, and human resources management all fell below the 50% threshold. Three indicators remained above the 50% threshold but fell from 2012/2013 averages. Financial management fell from 59% to 51%, strategic analysis & planning fell from 62% to 60% and corporate social responsibility fell from 71% to 58%. This result is surprising since the prior ETS-Major Field Test assessment results indicate our students have strong social and ethical responsibility awareness. The 2012/2013 total average scores were all above the 55th percentile. Although results tend to vary by year, the prior years of individual indicator scores are also considerably better with the possible exception of operations management and human resource management scores which seem to trend below the 50th percentile. The final report will be shared with all departments to inform future curriculum decisions.

Additional analysis must be completed this summer and fall to determine possible causes for the drop in scores this year. Points to be examined include: Were any changes made to the contribution of the simulation to the course grade; Is there a correlation between the enrolled students' GPA and the average GPA for the major; Is there any anecdotal information which may explain the difference; and Since the School has two new majors (Finance and Marketing) which do not require the MGMT 408 capstone did the absence of these students impact the scores.
Additional faculty members teaching the capstone course MGMT 408 may incorporate this simulation into their future courses. The Department and School will continue to collect the data to examine trends in student learning and application of their knowledge. The ETS-Major Field Test results will be examined to determine if a correlation exists with testing students on their knowledge recall as in the ETS test and their application of the knowledge through the simulation.

The MKTG 302 assessment is a short comprehensive 25 question multiple choice examination as a part of the final examination. The items were selected to evaluate the overall learning goal of the course - To gain factual knowledge (terminology, methods, trends and concepts) of the marketing discipline. To ensure consistent treatment of the assessment tool across sections, the department has required that all MKTG 302 instructors include the comprehensive component of the final in their syllabus description and make the comprehensive element a graded part of their final examination this year. Mean score on 25 questions for 185 students assessed was 75%. This equates very well with the ETS national percentile obtained in 2012 and may form a base line for future comparison. Several items with high miss rates have been identified. The results of the assessment will be disseminated to all instructors prior to the fall semester so that these areas/concepts are may be emphasized in future classes.

Several questions have been identified as problematic or with confusing answers and will be replaced for the next round of assessment. We also continue to seek ways to improve student involvement in this required course. Most faculty are increasing the experiential components of the course and reducing time spent in lecture. The enhancements include class time work on a SWOT and marketing plan, exercises in class and simulations. Simulation - Several faculty use a marketing simulation which has received very positive student feedback. The simulation also provides a vehicle for the development of a marketing plan. The simulation provides the student an opportunity to apply course concepts and better understand the fundamentals of business decisions. The department will discuss the inclusion of the simulation in the course’s common syllabus.

Quantitative fluency was assessed in the DSCI 232- Business Statistics course. Last year, in this course, (using questions from quizzes and exams administered during the spring semester) instructors assessed student knowledge and understanding of a variety of topics covered in the course including the following: graphical descriptive statistics; identification of hypothesis statements in one population hypothesis tests; computing confidence intervals; computing probabilities for standard normal distribution; central limit problems; excel function to compute p-values; simple and multiple linear regression; hypothesis testing of a sample mean; and hypothesis testing of the difference between two sample means.

This year using the same assessment tools, instructors assessed student understanding of the same set of information in an attempt to determine to what extent adjustments made in the course since last year have been effective. The percentage of students that solved the problem perfectly ranges between 45.37% and 61.63%. The highest value is given to the identification of the problem, fundamental in the solution of any problem. Another important factor in this information, it is that only 43% of the sample achieved a perfect (correct) interpretation of the problem. The group has a benchmark that at least 70% of the students would score almost perfect to excellent. The identification of the problem and statement of the hypotheses achieved the benchmark. The other steps are about 10% below the benchmark. Faculty will meet early fall semester to discuss further actions to improve the results.

Leadership Change and Social Responsibility - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Business Administration - MBA

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Since the MBA program inception (2010) and initial ETS Major Field Test assessment was completed in 2011 the MBA cohorts have shown outstanding improvement in Marketing, Finance, Accounting and Strategic Integration. More improvement is indicated for Management. Students' communication skills are good but improvement is expected. Additional written and presentation opportunities are being built into the professional development component of the program. Faculty and staff are also working on additional measures of global and civic engagement to better analyze student learning within that goal.

Professional development skills are being assessed with additional assessment surveys under development. Programmatic changes were made based on prior survey results in an effort to improve graduates work-ready skills.

Economics - BS/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Bachelor of Science in Economics assessed Communication Skills, Synthesis, Quantitative Fluency, Global and Civic Responsibility and Understanding Major Economic Problems this academic year. During the spring 2014 semester, students in the ECON 400 seminar course presented their research papers and were rated on the following oral communication and synthesis of knowledge criteria: Presentation style (40%), knowledge of the topic (50%), and staying within a time limit (10%). All students met proficiency standards. The department will reassess which required course will include the assessment of these goals once the department splits next academic year.

Quantitative Fluency was assessed in ECON 317 – Intermediate Microeconomic Analysis and ECON 318-Intermediate Macroeconomic Analysis. In ECON 317, test questions from the final exam reveal that most students have quantitative fluency. On the final exam, 9 students exceeded expectations with scores above 80/100. The other 4 students met expectations with scores between 70 and 80. The ECON 318 test question changed from 2012/2013 year. Students improved from an average score of 72% in 2012/2013 to 76% this academic year. Students met or exceeded expectations in Quantitative Fluency assessments in both courses.

Questions from the final in the ECON 318- Intermediate Macroeconomic Analysis course were used to assess Global and Civic Responsibility and Understanding Major Economic Problems. Students improved on the Global/Civic Responsibility question 67% compared to 52% last year. However, this is below the meets expectations criteria. The department will discuss the results in the fall and make recommendations for improvement. Students improved in their understanding of major economic problems with a 71% average 2013/2014 compared to the average score of 57% last year. The department will discuss the results of all assessments and reevaluate the assessment tools and courses in the fall.

Finance - BS/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Bachelor of Science in Finance assessed Oral Communication Skills, Quantitative Fluency, Global Civic Responsibility, Intellectual Innovation and Creativity, and Synthesis this year. This is the inaugural year for the major and therefore there is no historical data available.

Students in FINC 418- Valuation were required to effectively Communicate their findings with appropriate business writing and effectively relate quantitative materials in an understandable manner. Utilization of correct grammar and demonstration of a high degree of expositional ability were also evaluated. The students showed proficiency in oral presentations. Over ninety percent received grades above 90. Another eight percent received grades between 80-89 percent. Only 2 students received a grade below 90.
Quantitative Fluency was assessed in both FINC 418 and FINC 303-Corporate Finance. In FINC 418 a valuation problem was used on the final to assess quantitative fluency. The question is 10 points. The average score on the first test question was 6. This did not initially reveal strong proficiency in the application of discounted cash flow valuation. On the second test, the average score was 8.

FINC 303 showed strengths and weaknesses. Our students continue performing well on some calculations. For instance, they score well on Time Value of Money and Capital Budgeting Calculations. The average score for Time Value of Money is 2.80, indicating a performance from Fair to Good. The average score for Capital Budgeting Calculation is 3.40, showing a performance above Good.

Our students show a weak grasp of key concepts, in particular, for those calculations related to bonds. The score on bond valuation is very low, with mean of 2.31 and median of 2. In nature, the bond valuation is an issue of time value of money. However, because the question involves the concepts like coupon payment, yield to maturity, and so on, students seemingly forget these concepts after a while. Similarly related to the concept issues, students’ scores on first two qualitative questions are not high. The non-annual compounding frequency also seems to contribute to the low score on the bond question. Students are seemingly more comfortable with annual compounding. For other compounding frequency, our students make many mistakes whether they use mathematical formulas or financial calculators to solve the problem. On capital structure, with regard to its concept and WACC calculation, the students’ score the average of 2.71 and 2.75, respectively. The scores are significantly improved compared with their last cycle’s values (1.85 and 1.99, respectively). However, they are relatively lower than scores on capital budgeting in the current cycle. The evidence indicates that we need to strengthen teaching in the key concepts.

Suggestions for continuous improvement in Quantitative Fluency includes the following:

1. Continue to emphasize the key concepts in teaching. Continue to train our students to translate a word problem into the correct mathematical form.
2. Strive to improve students’ long term memory on the topics. Our students usually perform better immediately after the content is covered. But after a while, they seemingly will forget the material. How to improve their long term memory on the topics is a question we need to think about in our teaching.
3. The average score on Cost of Capital is relatively low. Our students may know the concept of cost of capital. However, when coming to the computation, it seems that a lot of students still have difficulties. Maybe more clarification on the concept of weighted average will help.
4. Emphasize that the compounding frequency can be annual, or it can be in other frequency such as semi-annual, quarterly, monthly, daily, or continuously. More examples on non-annual compounding can be helpful.

Students were proficient in Global and Civic Responsibility as evidenced by the IFRS assignment in FINC 418 where all 42 students scored above 70 and 35 of 42 scored 90 or higher and in the FINC 303 where 27 of 33 students scored above 70 on the bankruptcy ethics model.

Intellectual Innovation and Creativity was assessed in FINC 418 course. The student is expected to attain 70% or higher on the written portion of the completed business plan and valuation analysis. Essay and advanced level quantitative problems test the students’ knowledge of ratio analysis, cash flow projection, stock/bond valuation, cost of capital calculation, and other financial areas. A total of 33 out of 36 students received a grade of 70 or higher on their final valuation paper.

Synthesis is assessed through the two midterms in FINC 418. The average test score on midterm 1 was 74. A total of 15 out of 42 students scored below a proficiency level of 70. The students, however, improved on midterm 2. A total of 6 out of 36 students scored below the proficiency level. Since 6 students withdrew from the class, a net of 3 students improved their performance during the semester. The high proportion of students who do not meet proficiency by the end of the semester is causing our finance faculty to reassess the course content in the prerequisite courses such as FINC 315- Intermediate Finance.
Real Estate Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
This is the first year of the Real Estate minor, the first year we have done assessment and the first year the two faculty members involved with the program have been full-time faculty at the College of Charleston. In addition, it was a very peculiar semester as we had several snow days and the revised course schedule and exam schedule had the last class of the REAL 410 class, our class for assessment, late in the afternoon the day before their final exam. The class day was critical for covering new material as so many hours were lost earlier in the term and the students had no time to study for their exams. Given these circumstances we feel our students performed well but we are confident they will perform better next year as we work harder to integrate the SLOs in to the class and set up our assessment metrics. In addition, we will have a better idea of how the courses fit together so the students are able to better reach our goals and SLOs. We will use only REAL 410 to complete assessment next year as that is the only required advanced real estate specific course in the minor.

Hospitality and Tourism Management - BS/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Bachelor of Science in Hospitality and Tourism Management assessed Written and Oral Communication Skills, Quantitative Fluency, Intellectual Innovation and Creativity, and Synthesis this year.

Communication Skills: Students' verbal skills were assessed by the instructor and non-verbal skills were assessed by a group of no-less-than three industry professionals. The performance expected for verbal skills was 84% and the result was 88%. The performance expected for non-verbal skills was 79% and the result was 85%. The capstone senior students' average verbal and non-verbal assessment outcomes both exceeded performance expectations. These positive outcomes are theoretically attributed to the continued use of the CoC Writing Lab and required presentation rehearsals. As the pedagogical strategies appear to be working, they will be continued. However, the performance expectation will be raised by five-percent to 88% for verbal communication and 83% for non-verbal communication.

Quantitative fluency performance expectations were met and exceeded. The five-year new business concept pro forma is assessed by the instructor and by industry professionals in accordance with the project rubric in HTMT 488. At least 75% of the students are expected to attain a "B" or 84%. Only four students did not make the stated goal of a 84% grade on the five-year pro forma. Moreover, the class average grade was 91%. This is substantive improvement. Much more emphasis has been given to quantitative fluency across the HTMT curriculum. For example, quantitative assignments have been added to HTMT 210, the HTMT introductory class. Moreover, fiscal issues are now woven into the HTMT 488 class calendar earlier. The combined strategy seems to be working so, at this point, we will retain the status quo.

Innovation and Creativity: The overall creativity of the students' business plan concept will be assessed by industry professionals in accordance with the project rubric in HTMT 488. At least 75% of the students are expected to earn an 80% grade. Although the average grade met the 80% grade goal, 75% of the students did not achieve the desired goal. Instead, most of the students (~80%) received an overall business concept creativity grade of about 78%. The outcome for the students’ intellectual and creative process was just shy of achieving the performance expectation mark. This can be theoretically attributed to a perceived disconnect between an academic environment and the real-world setting. To better align
with a real-world condition, outside industry professionals will be brought into the creative process of the HTMT 488 course earlier in the semester.

Synthesis of the business concept was assessed by the instructor and by industry professionals in the spring semester in accordance with the project rubric HTMT 488. Synthesis is defined as combining ideas to form a working theory or system. The capstone senior business plan project meets this definition and, as such, is an excellent medium to gauge students’ ability to synthesize their core business competencies. This last year, as with the previous year, the students demonstrated significant competency and exceeded performance expectations of 85%. Each year, feedback is given from students, other faculty, and industry professionals about how the capstone project can be improved. Those suggestions are meaningfully integrated into the project rubric, which is likely tied to the positive outcomes. The instructional strategy is working and will be continued.

These positive outcomes are attributed to the diligent hard work of the Department's faculty and extraordinary altruism expressed by the Department's industry partners. Departmental faculty are among the world’s leading hospitality and tourism researchers. This erudite research record makes the Department's faculty more qualified in the classroom by driving new and dynamic ideas and theory. The Department's industry partners hail from a globally recognized leader among tourism destinations. Their front-line expertise combines with faculty research to provide an extraordinary educational setting. The Department plans to continue to build on the research rich and industry relevant pedagogical approach. Consistent with the College of Charleston’s goal, the HTMT Department will continue to make experiential learning a top priority.

International Business - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Bachelor of Science in International Business assessed Oral Communication Skills, Foreign Language and/or Multicultural Skills, Expatriate Experience, Quantitative Fluency, Global Civic Responsibility, Intellectual Innovation and Creativity, and Synthesis this year.

Oral Communication Skills were assessed in MKTG 326 with expectations that 80% of students would meet or exceed expectations. This past year (2014), after revisions (based on professor feedback), 92 percent of the students produced plans that were considered good (grade B or better); over half of the export plans were considered (by the professor) to be of professional quality (A). In instances where students have worked with local firms to develop plans, the firms have reportedly been very impressed with the students’ work. A key indicator of the students’ communications ability is that the SC Department of Commerce and US Commercial Service continue to send firms needing assistance to our classes. The professors use the results for each class to determine 1) weaknesses in students’ understanding/application of material learned in class and 2) in the ability of students to communicate analysis of research and recommended strategy. In years where student performance has been low, the professors have modified lectures and have tried to be more specific in requesting student communication of information.

Foreign Language and/or Multicultural Skills and Expatriate Experience were assessed by auditing 100% of the graduating majors’ degree audits and the results of ETS Major Field Test in Business. All students met this requirement in completing their degree requirements. The International Business Program Goal is for our majors to score in the 90th percentile nationally on the overall score ETS score, and to score at the 80th percentile or higher for each of the nine sub-disciplines. This year the students scored in the 96th percentile nationally overall, and achieved at least the 80th percentile on each of the nine sub-disciplines except for one. This is the highest performance of any cohort since 2002. Additionally, the School of Languages, Cultures and World Affairs (LCWA) requires all foreign language majors to take the ACTFL foreign language proficiency test and it encourages foreign language minors to take the test as well. Based on LCWA reported student test scores, students who minor in a foreign language at the CoC routinely score in the Intermediate-Mid to Intermediate Advanced range of the ACTFL test.

Quantitative Fluency, Global Civic Responsibility, Intellectual Innovation and Creativity, and Synthesis learning goals were assessed by the ETS Major Field Test results noted above and the Business Strategy Simulation Game in the capstone course- INTB 409. teams should meet all of their investor's expectations
(minimum score of 100) and should have an overall score of at least 70. Based on these expectations, all but two of the 12 teams met the game's investor expectations, and all but one of the 12 teams met my expectations by achieving an overall score of at least 70. It should also be noted that one of the teams achieved national (and international) recognition by turning in the world’s best performance during the simulation. Team “A Step Ahead” outperformed approximately 4,000 other teams from 206 universities worldwide and was recognized on the BSG website for its achievement during the week of February 3. All assessment results are discussed by faculty each year and appropriate adjustments to curriculum are made.

Global Logistics and Transportation - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Minor in Global Logistics and Transportation assessed professional skills this year. Assessment was made through the BMW Logistics Advantage Program. Expectations are that 90% of the students will satisfactorily complete their portfolio. At the beginning of the program, students are given a Student Guidebook and asked to compile a portfolio to include workshop materials, completed resume, networking tips, and a completed LinkedIn profile, site visit recaps, etc. The portfolio is meant to serve as a specialized job-seeker’s toolkit for global logistics professionals. Eight of the nine graduating students participated in the program; two failed to complete the requirements and the program did not meet expectations. Of the six who successfully completed the program, three secured jobs well before graduation. The remaining students are still searching, so our assessment of the BMW Logistics Advantage impact is still incomplete. Future plans are to set up a process to track employment of graduates in the industry. This was the first group to participate and faculty will discuss the results and will be making changes to the Program moving forward. The rising seniors are a much larger group, so the results should be much more significant.

Marketing - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

The Bachelor of Science in Marketing Program completed the following assessments during 2013-2014: Assessments were completed for the Quantitative Fluency learning goal through the business statistics course DSCI 232. The Global and Civic Responsibility and Communications Skills learning goals were assessed via a project assignment in the MKTG 326 International Marketing course. Discipline Specific Knowledge assessment was completed for the MKTG 302 course. Quantitative Fluency and Communication Skills were also assessed in MKTG 425, the capstone course for the major.

Assessments reflecting the Global and Civic Responsibility and Communication Skills were completed in required core course MKTG 326 where students are required to create an export plan for either a real or fictitious company. The export plan is designed to demonstrate students’ ability to analyze a country’s business environment and develop an export/marketing plan based on the knowledge gained from the course, lectures, and readings. This past year (2014), after revisions (based on professor feedback), 92 percent of the students produced plans that were considered good (grade B or better); over half of the export plans were considered (by the professor) to be of professional quality (A). In instances where students have worked with local firms to develop plans, the firms have reportedly been very impressed with the students’ work. A key indicator of the students’ communications ability is that the SC Department of Commerce and US Commercial Service continue to send firms needing assistance to our classes. The professors use the results for each class to determine 1) weaknesses in students’ understanding/application of material learned in class and 2) in the ability of students to communicate analysis of research and recommended strategy. In years where student performance has been low, the professors have modified lectures and have tried to be more specific in requesting student communication of information.
The MKTG 302 assessment is a short comprehensive 25 question multiple choice examination as a part of the final examination. The items were selected to evaluate the overall learning goal of the course - To gain factual knowledge (terminology, methods, trends and concepts) of the marketing discipline. To ensure consistent treatment of the assessment tool across sections, the department has required that all MKTG 302 instructors include the comprehensive component of the final in their syllabus description and make the comprehensive element a graded part of their final examination this year. Mean score on 25 questions for 185 students assessed was 75%. This equates very well with the ETS national percentile obtained in 2012 and may form a base line for future comparison. Several items with high miss rates have been identified. The results of the assessment will be disseminated to all instructors prior to the fall semester so that these areas/concepts are may be emphasized in future classes.

Several questions have been identified as problematic or with confusing answers and will be replaced for the next round of assessment. We also continue to seek ways to improve student involvement in this required course. Most faculty are increasing the experiential components of the course and reducing time spent in lecture. The enhancements include class time work on a SWOT and marketing plan, exercises in class and simulations. Simulation - Several faculty use a marketing simulation which has received very positive student feedback. The simulation also provides a vehicle for the development of a marketing plan. The simulation provides the student an opportunity to apply course concepts and better understand the fundamentals of business decisions. The department will discuss the inclusion of the simulation in the course’s common syllabus.

Quantitative fluency was assessed in the DSCI 232- Business Statistics course. Last year, in this course, (using questions from quizzes and exams administered during the spring semester) instructors assessed student knowledge and understanding of a variety of topics covered in the course including the following: graphical descriptive statistics; identification of hypothesis statements in one population hypothesis tests; computing confidence intervals; computing probabilities for standard normal distribution; central limit problems; excel function to compute p-values; simple and multiple linear regression; hypothesis testing of a sample mean; and hypothesis testing of the difference between two sample means.

This year using the same assessment tools, instructors assessed student understanding of the same set of information in an attempt to determine to what extent adjustments made in the course since last year have been effective. The percentage of students that solved the problem perfectly ranges between 45.37% and 61.63%. The highest value is given to the identification of the problem, fundamental in the solution of any problem. Another important factor in this information, it is that only 43% of the sample achieved a perfect (correct) interpretation of the problem. The group has a benchmark that at least 70% of the students would score almost perfect to excellent. The identification of the problem and statement of the hypotheses achieved the benchmark. The other steps are about 10% below the benchmark. Faculty will meet early fall semester to discuss further actions to improve the results.

In the Spring 2014 semester, students taking the MKTG425 (Marketing Management) course were required to write a marketing plan, based on a Marketing simulation game. We used a business plan rubric to assess the MKTG425 students. Some of the criteria and the corresponding assessments in the rubric are as follows:

1. Firm performance review: Most students appeared to have done quite well on this criterion. They were able to provide good analysis and review of firm performance.
2. Assessment of current situation: Students seemed to have done well to provide candid assessment of strengths, weaknesses, and competition.
3. Strategic thinking: Students seemed to have done an acceptable job to demonstrate sound business strategic thinking. In the future, students need improvement on this criterion.
4. Assessment of risk: This is one area that students performed inadequately. Students fell short of presenting a comprehensive assessment of risked faced by firms. Significant improvement on this criterion is needed in the future.
5. Assessment of return: This is another area that students didn’t perform well. The concept of return on investment (marketing expenditures) needs to be emphasized in the future.
6. Quantitative data: Students seemed to have made some improvement on this criterion. There was some evidence of improved data analytical skills. However, the readily available data and formula as provided by the simulation game might have contributed to the improved analytical skills. Therefore, data analytical skills still need to receive considerable attention in future semesters.
7. Writing skills: This is one major area of weakness in terms of the quality of written papers. A few issues such as grammatical errors and organizational flaws were evident. Writing skills of students need to improve significantly in the future.

Discipline Specific Knowledge

Quantitative fluency was assessed in the DSCI 232- Business Statistics course. Last year, in this course, (using questions from quizzes and exams administered during the spring semester) instructors assessed student knowledge and understanding of a variety of topics covered in the course including the following: graphical descriptive statistics; identification of hypothesis statements in one population hypothesis tests; computing confidence intervals; computing probabilities for standard normal distribution; central limit problems; excel function to compute p-values; simple and multiple linear regression; hypothesis testing of a sample mean; and hypothesis testing of the difference between two sample means.

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Academic Affairs Program(s) Assessment Report
Program: Business Administration - MBA

Academic Affairs
School of Business
Business Administration - MBA

Program Name: MBA
Program Type: Graduate Degree
Start: 7/1/2013
End: 6/30/2014
Program Assessment Coordinator: Director (Kindley, James)
Administrative Unit Director receiving assessment updates: Dean (Shao, Alan T.)
Program follows specialized accreditation standards: AACSB
Name of accrediting organization: AACSB
Date of last program review for the accrediting organization: 2009/2010* The MBA was not in existence when the SB had their last visit
Date of next program review: 2014/15

Program/Department Mission Statement
To assist our students, consistent with the School of Business mission below, in achieving purpose in their lives.

Unit or School Mission
The School of Business serves our state, region and the global business world by educating socially responsible graduates through practical undergraduate, graduate and professional programs and by advancing the development of our community of scholars in their intellectual pursuits.

We fulfill this Mission by:

- Engaging diverse students in personalized educational experiences that encourage a global mindset, inspire creativity and innovation, and develop leadership skills in preparation for business challenges and opportunities.
- Building a globally oriented faculty who’s teaching, research, and service influence students, the business community, and other constituents.

Comments and Attachments
It is important to note that since this is the first cohort of students in the MBA program the assessment data will be used as a baseline. Assessment is ongoing and will be used to inform curriculum decisions in the program.

- ORAL PRESENTATION RUBRIC FOR MBAD 502
- Written Communication Rubric for MBAD 502

Related Items
There are no related items.

1: Communication Skills

Program Goal or SLO
Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Assessment Method / Performance Expected
communication skills will be emphasized from pre-term through completion of degree. Faculty will give assignments requiring written and oral presentations and evaluate them as part of their courses. Pre-term work includes instruction in communication and special assignments evaluated during the pre-term.

All students are expected to show proficiency in communication measured by the faculty against commonly accepted standards, including grammar, spelling, and punctuation as well as perceived effectiveness.

Capstone course final examination- direct assessment.
A case exam write-up in the final course is required to complete the program. The case provides a comprehensive review of the student’s
mastery of the overall curriculum, including writing and communication skills.

**Assessment Results**
papers, projects, presentations

<table>
<thead>
<tr>
<th></th>
<th>Meeting Expectations</th>
<th>Exceeding Expectations</th>
<th>Not Meeting Expectations</th>
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**Comprehensive Exam Criteria**
End of program skills assessment - direct assessment, but scores are mostly subjective

Quantitative Analysis – this includes basic financial analysis, operations evaluations, and risk assessments. The student is expected to be competent in all areas of quantitative decision making required in most types of enterprises. Total Points Available 20 Median Score 11

Qualitative analysis – this includes a demonstration of critical and creative thinking that encompasses the various stakeholder interest groups in an enterprise. Competition, collaborators, contextual issues, and company capabilities also are expected to be considered by the student. Students should express an understanding of the organization's strategy and, if called for, articulate a new one. Students should demonstrate understanding of management and leadership skills appropriate for resolving the case challenge. Total Points Available 20 Median Score 12

Consideration of options – students are expected to examine options available to the protagonist in the case quantitatively and qualitatively as above. Students should express a sophisticated understanding that "right" answers rarely exist for business challenges. Total Points Available 10 Median Score 6

Quality of recommendations – students should provide recommendations and a plan of implementation to resolve the case challenge. Total Points Available 15 Median Score 9

Creativity – students are expected to think beyond the obvious in deriving options and an action plan. Total Points Available 10 Median Score 6

Quality of presentation – grammar, spelling, punctuation, writing skills, persuasion skills, presentation skills. The write-up should meet professional guidelines. Total Points Available 15 Median Score 9

Overall – this is a summary score. Total Points Available 10 Median Score 7

this represents an improvement over 2013 of about 15%

**Use of Results**
emphasis as needed by faculty and supporting staff for continual improvement

Personal development seminars are being added to MBA activities that concentrate on effective communications - written and oral

**Budget Changes**
some increase in the budget of $1000-5000 may be needed to pay instructors

Comments and Attachments

Related Items
2: Develop nationally recognized graduate programs.

2: Global and Civic Responsibility

Program Goal or SLO
GLOBAL AND CIVIC RESPONSIBILITY: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.

Assessment Method / Performance Expected
Face to face survey of students and instructors after study abroad trip.

Assessment Results
The survey indicated students and instructors were not fully prepared to meet the cultural challenges and did not have an understanding of the business climate in Brazil. The MBA Program has traveled to a different country each year and therefore not undertaken adequate preparation to enhance student learning on the trip. The 2014/15 MBA cohort will return to Brazil this year (December 2014) using the survey results to improve the learning experience for the students.

Use of Results
MBAs will return to Brazil for the international immersion business trip in December, 2014. The class of 2014 went to Brazil in December, 2013. This year’s trip is being modified based on student and instructor feedback. Several of the site visits and executive interactions were highly informative and productive. Those that were less so, will be replaced by other site visits. The trip’s value will be further enhanced by some instructional sessions about Brazil, its economy, its government, its history, and certain key business that we will visit, such as Petro Bras. Students will be required to do extensive preparation for each visit, including a list of questions they may want to ask presenters. We will also take advantage of certain contacts at Brazil’s major universities to provide students with peer exchanges.

Budget Changes
None.

Comments and Attachments

Related Items
2: Develop nationally recognized graduate programs.

3: Problem Solving

Program Goal or SLO
PROBLEM SOLVING: Students demonstrate critical thinking skills in identifying and evaluating problems and opportunities related to financial and managerial accounting and apply analytical techniques to formulate creative solutions to complex real-world cases.

Assessment Method / Performance Expected
Quantitative and critical thinking skills measured by ETS Major Field Test.

Assessment Results
Sample size: 26 of 28 students in class of 2013 took the test - 93%
Population Statistics: Number of Examinees: 41,181 301 schools US only
Assessment Indicators Measured:
Marketing – assessment of knowledge of marketing fundamentals, strategy, and tactics. SB MBAs mean percent correct of 67 was higher than 89% of population.
Management – assessment of leadership and management skills. SB MBAs mean percent correct of 62 was higher than 57% of population.
Finance – assessment of individual’s skills in analyzing financial rations and financial statements and their business purpose. SB MBAs mean percent correct of 56 was higher than 98% of population.
Accounting – assessment of understanding of financial management and control and accounting principles. SB MBAs mean percent correct of 60 was higher than 93% of the population.
Strategic Integration – assessment of the individual’s strategic planning and strategic thinking skills. SM MBAs mean percent correct of 61 was higher than 90% of population.
The scores above are considerably higher than in 2011 and 2012.
The MBA program is lagging in Management.

The test’s uses the mean to measure results. The class of 2013 had several exceptional students in it, including one who scored in the top 1% and six who were in the top 10%.

The School’s MBA cohort results have improved every year. Full comparative results of ETS data from the 2011 inception of MBA program is included as an attachment below.

**Use of Results**
Identification of additional assessment methods needed for continuous improvement

faculty to pursue additional skills training in areas identified above for improvement

**Budget Changes**
none

**Comments and Attachments**
- MBA ETS Major Field Test Results

**Related Items**
2: Develop nationally recognized graduate programs.

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4: Synthesis

**Program Goal or SLO**
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

**Assessment Method / Performance Expected**
The MBA program uses the ETS Major Field Test for MBAs to help measure our students along several functional business dimensions and compare them to MBAs from over 300 schools in the US. The ETS test for MBAs has been used since the beginning of the program.

**Assessment Results**
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Population Statistics: Number of Examinees: 41,181 301 schools US only

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The School’s MBA cohort results have improved every year. Full comparative results of ETS data from the 2011 inception of MBA program is included as an attachment below.

**Use of Results**
The MBA program will continue to put emphasis on recruiting top-quality students.

Modifications will be made to the management curricula to improve in areas the test indicates weaknesses.

**Budget Changes**
none

**Comments and Attachments**
5: Professional Development

Program Goal or SLO
Students develop a broadened perspective of an industry. The outcomes include a broader network of professional contacts, advanced career knowledge, additional professional experiential opportunities, and increased effectiveness of professional communication.

Assessment Method / Performance Expected
Survey of Mentees attached below.

Assessment Results
The MBA mentor program allows students the opportunity to learn about the way business is practiced today, under the guidance of a seasoned professional. Last year, 24 students participated in the mentoring program, an increase of 54% from the 2011-2012 year.

Of our 24 mentees, 13 completed evaluations of their mentoring experience.

85% of respondents indicated their mentor experience was "very successful" or "successful."
92% of respondents indicated their mentor had strongly helped them clarify their professional career direction.
85% of respondents strongly agreed they were more confident about job searching and interviewing because of their mentoring relationship.
92% of respondents strongly agreed their mentor had increased their professional network.

Use of Results
Results are used to improve mentor/mentee training event and kickoff. Additional Program improvements to "Mind Your Business Fridays" professional development opportunities are made based on these results. This program has become more than just a speaker series. It has evolved into a workshop series.

Budget Changes
As the program evolves increased funding will be required.

Comments and Attachments

Related Items

2: Develop nationally recognized graduate programs.

5: Enhance co-curricular and extracurricular programs for the holistic education of students.

8: Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Since the MBA program inception (2010) and initial ETS Major Field Test assessment was completed in 2011 the MBA cohorts have shown outstanding improvement in Marketing, Finance, Accounting and Strategic Integration. More improvement is indicated for Management. Students' communication skills are good but improvement is expected. Additional written and presentation opportunities are being built into the professional development component of the program. Faculty and staff are also working on additional measures of global and civic engagement to better analyze student learning within that goal.

Professional development skills are being assessed with additional assessment surveys under development. Programmatic changes were made based on prior survey results in an effort to improve graduates work-ready skills.

Related Items
There are no related items.