Assessment Report Summary
Program: School of Business

College of Charleston

Academic Affairs

School of Business

Assessment Report Summary - School of Business

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The School of Business revised many of its outcomes measures this year to more closely align with measures used to provide evidence for AACSB accreditation's standards fostering Engagement, Innovation, and Impact. The five outcomes measured and tracked by the School are: 1) Globalization; 2) Students Engagement; 3) Community Engagement - faculty; 4) Innovation; 5) Impact; and 6) Faculty Research. All of the School's assessment is aligned with the strategic plan and mission of the School and ultimately the College. The outcomes also evidence in support of SACSCOC institutional effectiveness standards.

Globalization is one of the hallmarks of the School. The School employs 22 foreign faculty on its roster, increasing from 17 in 2009. The number of scholarly publications has grown from 7 in 2010-11 to 33 in 2015-16 with 28 percent of faculty contributing scholarship on this topic. Fewer faculty taught abroad this year than last year and the number of travel study courses has remained constant at 10 from last year to this year. Approximately 3 percent of the School's declare majors are international students. This is significantly below the target of 15 percent. Dean Shao is working closely with institutions in China to promote more exchange opportunities. Foreign students studying abroad at the School of Business has remained stable at around 90+ per year. Recent budget cuts have impacted and will continue to impact globalization. There are few support services available to recruit and retain foreign students. Likewise, travel funding and research support has been cut.

Student engagement is one of the three tenants supporting both AACSB and SACSCOC accreditation standards. A modest increase in independent study, bachelor essay, and academic-credit internship courses was in evidence over last year across the School. More emphasis is being made to encourage students to complete an internship in their senior year. The Board of Governors advisory board and faculty have been working together since January 2016 to facilitate greater opportunities to develop "ready-to-work" graduates through improvements and changes to the Student Success Center's mission, operations, and resources. The Senior Exit Surveys given to graduating seniors the week of graduation was revised. The report will be reviewed by faculty in the fall. Preliminary results indicate more effort is required to encourage students to participate in the survey. The Student Success Center's assistant director of student engagement continues to foster growth and quality engagement opportunities for students through the Dean's Student Forum (student liaisons to the Dean) who are increasingly active in the life of the School. The group is organized as a consulting firm providing students real-life experiences of project management. This organization system has been adopted across most of the School's student clubs. Metrics to measure the impact of student engagement are baseline measures this year. The MBA program has implemented a satisfaction value survey to measure the impact of speaker events. This is a new measure that provides data on the value of the speaking engagement. 70 percent of the cohort this year found high and very high value in the speakers. The National Survey of Student Engagement (NSSE) was administered to freshmen and seniors spring 2016. The School of Business made a concerted effort to increase the School's participation on this survey. Results will not be available
until fall 2016 at which time faculty will review the results and make recommendations.

Community engagement metrics track faculty consulting, classroom speakers, executive education efforts (Global Logistics Professional Program (GLAT) and Certified Global Business Professional (CGBP) certification training, and advisory board activity. 36 percent of faculty reported 72 consulting and community engagement events during 2015-16. The School entertained 173 speakers in the undergraduate and graduate classrooms. Executive education programs had GLAT – 11 participants and CGBP – 24 participants. The School’s advisory board (Board of Governors- BOG) has as one of its priorities a goal of increasing executive education and is currently working on a job description for a new director of executive education. The BOG is also working closely with faculty to take the Student Success Center to the next level with a holistic and improved career services focus which is integrated into the academic life of the school. The third priority of the BOG is funding and building a new building for the growing School. The success of the BOG in addition to the success of the Hospitality and Tourism Management Advisory Board and Accounting Advisory Board has created an incentive for all major programs to create functioning advisory boards. All majors should have functioning boards by December 2016.

Innovation measures are all new baseline measures. Baseline evidence shows that 11 articles fostering innovation representing 14 contributing faculty N=72 full-time faculty (19.4%) were published or accepted in 2015-16; 19 new programs/courses/projects were undertaken; and 1 new innovative project was undertaken by a student organization. The School's faculty continue to incorporate innovative teaching and learning opportunities both in the classroom and extra-curricular activities for students. To continue on this trajectory takes time and funding. As of April 13, 2016 the Business School had 2,310 declared majors and average class sizes in the b-school are 31 students compared to the College average of 24 students. Rising class sizes impedes the ability to offer innovative learning opportunities for two reasons: 1) more students means less ability to offer course releases to faculty for development of new innovative programs and courses; 2) it becomes more difficult to manage innovative projects across large number of students with large class sizes. Fund raising and development efforts are a priority for the School to maintain and grow innovative programs and courses.

Impact measures are also all new baseline measures. Faculty research metrics (106 scholarly publications/acceptances in 2015-16) have been measured for many years and the School is meeting targets as set forth in AACSBS standards. Faculty are required to publish two peer reviewed journal articles in five years and one peer reviewed journal article in three years and at least one qualifying scholarly activity as outlined in the SB FAM each year to maintain SA status. PA status requires on peer reviewed journal article every five years and at least two professional activities and one scholarly activity each year. SP required one peer reviewed journal every five years and at least two scholarly activities each year. IP requires at least two professional activities each year. The AACSBS standards for faculty sufficiency requirements are:

Scholarly Academic Total : 40 percent minimum of total faculty by discipline and School
Scholarly Academic + Practicing Academic + Scholarly Practitioner Total: 60 percent minimum of total faculty by discipline and School
Scholarly Academic + Practicing Academic + Scholarly Practitioner + Instructional Practitioner Total: 90 percent minimum of total faculty by discipline and School.

Faculty show a great degree of impact in scholarship and grants. Five papers representing 8 faculty received award recognition. Twelve publications representing 10 faculty were published in leading journals. Twenty-one faculty serve as editors/reviewers. Seven faculty secured 20 competitive grants totaling $1,043,981. The School needs to implement a better process to capture scholarship citations and track graduates employment and post undergraduate education. Additionally, scholarly publication in ranked journals require access to databases, conferences, and networking which requires viable travel and research budgets. The current operating budget has been cut by $50,000 with another budget cut pending for next academic year. Additionally, the School typically receives
between $90,000 and $100,000 from the summer school revenue sharing which will be eliminated next year. These cuts will impact faculty research, intellectual contributions, and conference presentation travel.

Accounting - BS

Assessment Report Summary- Accounting BS

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The assessments indicate that the undergraduate accounting program is performing better than in the past with respect to the ethical awareness learning goal. The improvement is likely due to the fact that students are apprised of the ethical dimensions required in their work products.

Student learning appears to be within the acceptable parameters overall for the technology learning goal, although the results indicate that more needs to be done in the data analysis and manipulation relating to Excel. Overall, students performed above expectations for the Access applications.

The assessment data relating to written communications indicates that undergraduate accounting students are performing above expectations.

Business Administration - BS/Minor

Assessment Report Summary- Business Administration BS/Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Business administration majors appear to be meeting most performance targets across the outcomes. For the outcome ORAL AND WRITTEN SKILLS, Only one section of MGMT 408 reported that the performance target of 80% was not met or exceeded. One section had only 45% of its students obtain the grade of B- or higher. The School’s “capstone course faculty” will be working in the 2016-2017 Academic Year to develop more common rubrics to use not only in the Oral and Communication Skills assessment but also to assist in other goal assessments. Faculty will, in fact, be moving to collapse our two departmental capstone courses (MGMT 408 and INTB 409) into one capstone with common rubrics. While noting that students very nicely exceeded the performance target across all but one of the sections with almost 260 students, we are concerned about our consistency across courses delivered as well as more effective/efficient allocation of our faculty.
The results for the GLOBAL AND CIVIC RESPONSIBILITY outcome indicate in-course measures were quite high for global and civic responsibility, but ETS measures were low. Faculty will be examining the rubric for this measure as well as beginning an examination at the school level of possible reasons behind the disparity in scores across the various majors.

SYNTHESIS outcome results should have better coordinated performance targets across courses used for measurement (for example, use of a B- versus a C). Faculty also will examine the discrepancy in scores across disciplines for this goal (for example 100% of students in MKTG 302 met the target of a C or higher while 66% of students obtained the target grade of B- or higher in MGMT 301 and 82%-99% of students in MGMT 408 met or exceeded the target of B- or higher).

While our students met the targeted performance for the INTELLECTUAL INNOVATION AND CREATIVITY outcome, faculty again do need to address the common rubric goals. Faculty will continue this assessment and monitor our students’ performance on this goal over future years.

Whereas the test questions used for the QUANTITATIVE FLUENCY outcome have changed every year, the faculty now plan to keep using similar questions with different numbers so that the data can be analyzed year to year. The faculty will meet at the beginning of fall semester to see how feasible it is to collect data in both fall and spring. In class, the faculty will emphasize students' understanding of how to interpret coefficients of a regression model when the units are different as they seem to understand better when they don’t have to make unit conversions. Faculty will also design more homework exercises where students need to know the difference between coefficient of correlation and coefficient of determination, and how to interpret both.

Assessment results for the DISCIPLINE SPECIFIC KNOWLEDGE – GENERAL BUSINESS COURSES outcome indicates business administration majors often scored higher than National Institutions on the ETS components, but scored much lower than the School of Business overall and across other majors. Faculty will begin to closely examine the significant differences in performance results across discipline specific measures among the School’s majors in an effort to determine underlying causes and corrective measures to improve student learning in the general business administration major.

Entrpreneurship Minor

Assessment Report Summary- Entrepreneurship Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Our introductory course, ENTR 200, became the prerequisite for all entrepreneurship courses this year, but we will have one more year of waiving ENTR 200 for students who entered the program prior to the change. The program was revised to encourage a wider variety of liberal arts students (not just business majors) to consider an entrepreneurship minor to augment their chosen major. Faculty restructured assessment outcomes/measures to better assess student learning after these course changes were made.
Faculty are satisfied with the class performance of entrepreneurship students. To ensure continuous improvement in student learning, trend data is being established through the assessment process so that faculty can determine where programatic changes will improve students learning.

Leadership Change and Social Responsibility - Minor

Assessment Report Summary - Leadership, Change, and Social Responsibility Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Several improvements have been made after several assessment cycles:

1. Better communication between faculty teaching in the program.
2. Rubrics are used more consistently to grade essays and case analysis.

Several improvements still need to be made:

1. Improve content around leadership theory. The assessments suggest that students are gaining practical knowledge, but student understanding of leadership theory needs to be strengthened.
2. Align multiple sections of the same course. Specifically, MGMT 345 has two sections. There were differences in outcomes for the two sections. It could be that 1 course (section 01) is smaller, thus other highly-subjective assessments also occurred to measure performance. It could be that the populations are different, in that Section 01 is on a satellite campus and caters to a non-traditional population, whereas Section 02 caters to traditional undergraduate students. Either way, more needs to occur to understand these differences and align the sections.

Carter Real Estate Center

Assessment Report Summary - Carter Real Estate Center

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The Center needs to continue to promote the real estate minor and concentration. Although the
numbers are increasing the growth has slowed so the outcome of a continuous 20% growth may be unrealistic. The Academic internships are gaining traction and in two terms the goal was met. The Center needs to promote internship opportunities for the fall as well as the spring and summer. If there was a better system to track the unpaid internships, the number of internships completed by our real estate students might have been significantly greater. This will be a priority for the upcoming year to track the nonacademic internships better.

It is clear that the Center needs to do a better job of tracking its events with the Real Estate Club, the USGBC (U.S. Green Building Council) student chapter as well as the events that the Center sponsors on its own. In addition, the students and faculty are regularly invited to participate in professional events and the Center needs to do a much better job of tracking this engagement as well as it provides opportunities for two of our the outcomes, experiential learning and professional development. This will also be a priority for the Center next year.

As far as research, the center is doing a good job getting faculty to work with real estate data and to present their work. The Center should continue to support this and also do a better job of tracking faculty and their involvement in real estate and real estate related work.

Center for Entrepreneurship

Assessment Report Summary - Center for Entrepreneurship

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
As this is the baseline year, there is no assessment data from last year.

The Center needs to continue to promote ICAT. The applications were very strong for the spring semester, so there is strong support from the student population. The Center does have issues recruiting computer science students due to their intrinsic computer science workload, so this will be a high priority for the 2016-17 academic year. To help recruit CS students, we are collaborating with the Chair of the Computer Science department, Sebastian Van Delden, to operate ICAT teams in conjunction with CSCI 462, their industry projects class. The recruitment of CSCI 462 students will provide ICAT with experienced software programmers allowing the execution of higher quality software projects.

The experiential activities were strongly supported by the students and the community. However, the Center needs to carefully calibrate the activities for the 2016-17 academic year as the Center has limited administrative support. The success of the Celebrating Women Entrepreneurs event highlighted the necessity of diverse programming and the importance of inclusion. Consequently, the Center will engage in a complementary event in the Spring of 2017 that will promote Women Entrepreneurs. This will take the form of a panel of women entrepreneurs in the Wells Fargo auditorium. The Center's pitch programs were highly successful and remain a priority for
experiential education.

The mentorship program has proven to be highly successful with strong support from Boeing and other community partners. The Center's four entrepreneurs-in-residence had a significant impact on The School's student community. The Center is grateful for the great support from all of the community partners.

Center for Public Choice and Market Process

Assessment Report Summary- Center for Public Choice and Market Process

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

This has been a pivotal year for our program. In the fall, the Provost and the President recognized us a "Center of Excellence," allowing us to become the "Center for Public Choice & Market Process". With this change, the Center grew in several areas and improved existing programs. We organized sixteen major events this year that involved over 1,000 participants. Support for the Center allowed the structure to grow to six Faculty Research Fellows, six Market Process Scholars, two student interns, in addition to the program coordinator, and me. We extended our partnership with the Institute for Humane Studies (IHS). We also formally acknowledged John Cerasuolo as our Business Advisor. Our research focus on political economy supports six research fellows in areas of economics, political science, and philosophy. Our faculty published articles on topics covering the responsiveness of female politicians to crisis, teaching public choice, and regulation of the casino industry.

This year we expanded our Market Process Scholars mentoring program to a cohort of six students who were assigned to a faculty mentor. The activities included sessions on etiquette, personality assessments, and two trips (the International Students for Liberty Conference (ISFLC) in Washington, D.C. and Denver, Colorado to visit businesses and non-profit organizations). Our senior scholars, Frankie Zeager and Schylar Brock, joined me in attending the Association of Private Enterprise Education Meetings participating in the undergraduate research poster session. In addition, we added a professional development program with two new interns in events and accounting.

The BB&T Free Market Process Speaker Series hosted four distinguished speakers from academia. Dr. Randy Simmons, Utah State University and Strata Policy; Dr. Michael Munger, Duke University; Dr. Sean Mulholland, Stonehill College; and Dr. Carl Schramm, Syracuse University
Our eighth annual Adam Smith Week program included a diverse set of topics that included literature, foreign policy, entrepreneurship, and democracy and voting. We hosted eight events and co-sponsored events with the Center for Entrepreneurship, the Bastiat Society, and Young Americans for Liberty. Three of our alumni returned to discuss with students what they are doing with their degree in economics. It was the largest Adam Smith Week with over 600 students, faculty, and community members attending all of our events. Our featured speakers included: Dr. Michelle Vachris, Christophe Newport; Dr. Christopher Coyne, George Mason University; Dr. Carl Schramm, Syracuse University; and Dr. Alex Tabarrok, George Mason University.

The College of Charleston recognized the efforts of the Center in promoting diverse ideas on the campus by awarding me with School of Business Faculty of the Year Excel Award. In addition, the School of Business acknowledged the service leadership associated with running the Center by awarding me the Howard Rudd Distinguished Faculty Award.

In addition, to continuing to receive support from BB&T Charitable Foundation, the Charles Koch Foundation, and Apgar Family Foundation, we were fortunate to have two new foundations support the Center with gifts of $25,000 each. Alumni and individual donors also contributed to our mission this year.

The success of the Center for Public Choice & Market Process depends on the support of foundations and private individuals who share its commitment to advancing the understanding and appreciation of free minds and free society. Not only do we appreciate those with positions within the Center, we are extremely thankful for the continued support of the colleagues in the Department of Economics, the School of Business, and within the business community. We are deeply grateful to all who support our venture.

Economics - BS/Minor

Assessment Report Summary- Economics BS/Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

All of the assessment measures used for this year are new to the Economics program, so we do not have sufficient data to do any sort of comparison. However, it is the general sense of the faculty in the program that our students consistently have difficulty with quantitative analysis. To address this weakness, four years ago higher level math classes were added to the Economics major. Although this change has strengthened the math backgrounds of Economics majors, the majority of students taking economics are non-majors, and so the enhanced math requirements did not impact them. Going forward, the department is discussing adding a basic math requirement to ECON 200 and 201 (currently those classes have no math pre-requisite). The department also voted to substantially increase the math prerequisites for many upper level courses: MATH 104/250 (Probability and Statistics) will now be a required course for ECON 304, 305, 306, 317, 318, and 360; MATH 105/120 (Calculus) will now be a required course for ECON 303 and 350.
Finance - BS/Minor

Assessment Report Summary- Finance BS/Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Summary of Findings

FINC 303 is a required class by all School of Business majors and, as such, is assessed as part of the overall business school curriculum as well as specifically for finance. In relation to the School of Business objectives, FINC 303 serves to help assess whether students reach a level of high proficiency in the area of quantitative fluency. Results indicate a need to continue to improve levels of “good” or “excellent” responses in all areas. While the median value in each assessed course objective is “good,” we find a range of 51-66% of respondents to rate as “good” or better, whereas we would ideally like this value to be in excess of 70%. It is worth noting however that we currently do not distinguish finance majors from the overall pool, thus these values are presumably biased downwards by the inclusion of majors other than finance.

In FINC 313, we assess both Quantitative Fluency and Global and Civic Responsibility. Collectively, the results suggest students have a good understanding of regulatory changes on bank, investment bank, and other firms operational and market performance. Over 90 percent of the class scored the highest ranking. Finance majors perform the best on the quantitative analysis objective meeting or exceeding the stated goal to have 70% of students achieve a “good or better” score on each item. Outreach will continue to encourage students to participate in additional study sessions to achieve better understanding and grasp of the financial analysis tools.

In FINC 315, we assess both Quantitative Fluency and Synthesis. Collectively, the results suggest that students obtain a strong grasp of the fundamental principles of corporate finance, but still have room for improvement in concepts related to capital budgeting. A stated goal of the assessment is to have 70% of students achieve a “good or better” score on each item. From the summary statistics above, we can see that this is the case in all but Item 4, which would indicate that improvement is certainly merited in the course objective of working knowledge of capital budgeting decisions.

In FINC 389, we assess both Quantitative Fluency and Synthesis. Collectively, the results suggest that students have a strong grasp of the financial modeling, but still have room for improvement in writing user defined functions and using sensitivity analysis tools in Excel. A stated goal of the assessment is to have 70% of students achieve a “good or better” score on each item. From the summary statistics above, we can see that this is the case in all but Items 1 and 4, which would indicate that improvement is certainly merited in the course objective of writing user defined functions and using sensitivity analysis tools.

In FINC 400, we assess Communication Skills, Intellectual Innovation and Creativity, Quantitative Fluency, and Synthesis. The only troubling area that shows itself is in the advanced areas of Intellectual Innovation and Creativity and Synthesis (Assessment Item 6). Collectively, the results suggest that students obtain a strong grasp of the fundamental principles of investments, but still have room for improvement in the more applicable areas of the course, where academic
knowledge intersects with practical implementation. A stated goal of the assessment is to have 70% of students achieve a “good or better” score on each item. From the summary statistics above, we can see that this is the case in all but Items 2 and 6, which would indicate that improvement is certainly merited in the course objective of asset valuation and the SB objectives of Intellectual Innovation and Creativity and Synthesis.

In FINC 418, we assess Communication Skills, Intellectual Innovation and Creativity, Quantitative Fluency, and Synthesis. The only troubling area shows itself in the area of understanding the assumptions of valuation models. Collectively, the results suggest that students communicate well and will graduate with a strong understanding of the principals of financial statement analysis and valuation. A stated goal of the assessment is to have 70% of students achieve a “good or better” score on each item. Based on the assessment, students recorded an average grade of “good or better” in nearly all categories, with the exception being the specific area of understanding the assumptions that go into financial models of valuation. This would suggest that improvement is merited in this specific area and in the overall larger area of quantitative fluency.

The results of the ETS Major Field Test in Business for finance majors are baseline results since this is the first time the test has been administered in the program. The results support the course embedded assessments completed this past academic year. Early fall 2016, the department will discuss the ETS Major Field Test Item Information Report which provides a question by question analysis of the cohort’s performance on the test to determine where the faculty can strengthen and improve the curriculum. Finance faculty will also review the ETS Item Information Report finance questions for the other business school programs to determine areas where FINC 303 – Business Finance curriculum can be strengthened and improved.

Observations and Suggestions for Continuous Improvement:
- Finance faculty are pleased to see that nearly all assessment items and associated objectives report that more than 70% of all students have a “good” or better understanding of the concept.
- Overall, each core school of business objective appears largely appears to be appropriately covered and understood by students graduating with a degree in finance. There appears to be no area where our students consistently fall short of the desired assessment levels.
- Areas of specific concern and areas for improvement include: capital budgeting decisions, user defined functions and sensitivity analysis in financial systems, asset valuation, and financial modelling input and assumptions.
- The areas that we must continue to focus on in relation to the School of Business objectives are a continuing improvement in Quantitative Fluency, Intellectual Innovation and Creativity, and Synthesis.

Suggestions for elevating the levels of the lagging variables include:
1. A more concentrated focus on the specific course objective areas of concern. Each instructor of record has been now made aware of these shortcomings and can work to address the issues.
2. A more concentrated focus on the application aspects of each required course, since the areas that we can most improve are related to the practical applications of Intellectual Innovation and Creativity and Synthesis. This will also serve to better prepare our students for careers in the industry.

Professors Taking Part in this Cycle of Assessment
Jocelyn Evans, Daniel Huerta-Sanchez, Hao-Chen Liu, James Malm, Mark Pyles, Marcia Snyder, and Weishen Wang
Real Estate Minor

Assessment Report Summary- Real Estate Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
As this is the first time these questions have been used consistently, there is no previous data.

For all three learning outcomes, there is room for improvement. The students are meeting the outcome for quantitative analysis so limited revisions are needed to the course for that learning outcome. However, in the areas of communication and synthesis all of the students are not excelling so the course needs to be revised to accommodate this. Communication skills will be stressed earlier in the semester as these are important skills not only in the classroom but also for the students success in their careers. Students will be given an earlier assignment to practice writing up and analyzing some of their findings. With this earlier assignment they will gain much feedback so that the students should perform better on their final project and final exam.

In the area of synthesis, other disciplines (economics, markets, legal, finance) and their importance for making real estate financing decisions will be highlighted earlier in the term and in more detail so students are better able to "connect the dots" and use the skills they have learned in other classes to apply to this advanced real estate course. Again, the goal will be to provide them with practice earlier in the term so that at the end they will better be able to show their ability to pull from other disciplines to make better and more informed financial decisions.

Global Business Resource Center

Assessment Report Summary- Global Business Resource Center

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).
The Global Business Resource Center met most of its targets in 2015-2016. In January, 2016, however, the GBRC lost one of its full time administrative staff who was responsible for many of the outreach and internship activities. The Director of the GBRC and Global Studies Coordinator were able to take over some of the work, however, the outcomes and measures seem overly ambitious (the lost position equates to 44% time and effort) for 2016-2017 and, consequently, some of the outreach goals may have to be revised.
Study abroad (SA) numbers are not yet available from the Center of International Education (CIE). Last year, the School saw a 10 percent decline in numbers due to fewer SB faculty members offering summer programs. The addition of a Spring Break program in Canada will likely result in better numbers for this year. One of the measures of outcome two was the Study Abroad Exchange Survey that the CIE produces. This eight page survey is filled with data much of it useful but not relevant specifically to the GBRC. Due to the timing of the CIE data reporting which is not under control of the GBRC, the International Business committee is developing its own measures and tracking of School of Business study abroad numbers and satisfaction. It is anticipated that 100 percent of School of Business students studying abroad will be surveyed with a response rate of 70 percent.

Student engagement with the international trade community continues to be good. The GBRC is a member of the SC District Export Council, the World Trade Center Charleston, the SC International Trade Coalition and the Charleston Women in International Trade and, consequently, it has monthly contact with many in the community. This year, 296 students attended lectures, workshops or seminars put on by international business professionals. An additional 19 students participated in the mentoring program. Finally, under GBRC supervision, 9 students worked with the WTC and CBRI to produce 12 export plans for local companies (another 19 worked on 4 for the US Department of Commerce). This year, due to a change in administration, assessment (satisfaction surveys) was lower than anticipated (the surveys were only administered to 60 percent of the attendees) and, although the responses met the targets, there is a need to improve the measure. The GBRC and the SC International Trade Coalition have collaborated on the development of a common satisfaction survey which will be administered and tracked at all future events.

The GBRC exceeded expectations in terms of outreach. This was largely due to a new partnership with the Customs Broker and Freight Forwarder Association which organized several well-attended seminars for working professionals. The continued success of our outreach program can be attributed to the SC International Trade Coalition. The Coalition is comprised of all the major and minor state and quasi-state agencies that deal with international trade. For the past 15 years, the SCITC has held a yearly retreat and monthly conference calls so that members can coordinate and partner on events. The added benefit is that very few events compete for attendees. Most recently, the US Department of Commerce recognized the SCITC as a model for other states international trade education agencies.
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The HTMT program has shown significant growth over the past few years. In 2007 and again in 2011, the program scored the weakest scores in the School of Business on the ETS test almost especially across the quantitative metrics. The assessment results lead to several changes in the curriculum. The first change was to incorporate quantitative content into all HTMT courses. Second, we developed a First Year Experience course which combined the introduction class with MATH 104 (business statistics). The purpose of the class was to integrate quantitative fluency at the earliest possible point in the program. This message would then be reinforced throughout the curriculum. Finally, the Department added two new courses to the program: 1) Tourism and technology; and 2) Revenue Management. Both of these courses have a heavy quantitative component to them. The results of these changes along with further reinforcement of key concepts in the capstone class lead to HTMT students achieving significantly higher ETS scores on quantitative metrics. In terms of employment, we have had greater success placing students into management in training and revenue analyst roles upon graduation. Some companies that we have placed students in includes Marriott, IHG, Four Seasons, Destination Hotels along with several property management companies. One of the comments we get regularly from industry partners is that our students balance of service and business operations knowledge sets our students apart within the marketplace.

International Business - BS/Global Trade Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

This year the International Business program failed, for the first time ever, to meet some of its assessment goals.

The Communication Skills outcome measures indicated student performance on the written assignment (export plan) has been variable. In order to improve student performance, the rubric was revised with more detail and reference given to whether the best information could be found.

On the Core Business Discipline measure, the assessments were inconsistent. IB student scores dropped significantly on the ETS measure. Previously, IB students have scored in the 90th plus percentile. This year, they scored in the 66th percentile. The IB committee will examine why these score dropped through analysis of the ETS Item Information reports over the past three testing periods. Students scored much better on the case analysis and computer simulation (86th
percentile nationally. On the export plan, the assessment goal was just met with 75% scoring 75% or higher. Again, the IB committee will meet to see if we can determine why there was a drop in student performance on these measures.

The Ethics and Problem Solving goals were also inconsistent. On the Legal Issues and Social Issues sub-score of the ETS exam, IB students scored in the 58% percentile and, therefore, did not meet the goal. A review of this questions items, however, showed that only two of the questions addressed this issue, therefore, we will be looking for a better measure in Fall 2017. On the measure assessing whether students were able to identify civic social responsibility or irresponsibility, students score in the 93rd percentile.

Marketing - BS

Assessment Report Summary- Marketing BS/Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The School of Business started the marketing major only two years ago and this is a first assessment report for the Marketing major. Students evaluated generally were comprised of a combination of Marketing Majors and BSBA majors with Marketing concentration, as well as business students taking MKTG302 as a business requirement.

Overall, the assessment of the Marketing major has provided evidence that the Marketing students have performed well based on the six assessment outcomes, although a number of weakness areas need to be addressed and improved in marketing courses and future curriculum changes.

As the assessment results show, students’ application of marketing constructs meets and exceeds the department goals. Students have performed at the threshold level for their understanding of the operative environment and competitive advantage. Attention should be given to reinforcing the elements of the operational environment and the development of competitive advantage. Students have demonstrated well-rounded knowledge in formulating marketing strategy and managing marketing mix. On the other hand, basic business concepts from a variety of business disciplines need to be reinforced through the marketing curriculum. To this end, marketing faculty are presently putting together a new required course proposal within the business model strategy to reinforce these elements.

Although in general most students have done well in written and oral communication skills, there
is evidence of weakness in students' writing skills that needs to be addressed and improved. Marketing faculty across all courses will continue to stress the importance of proof-reading assignments for spelling and grammar mistakes as the ability to create professional, well written communication is an important skill employers look for in potential new hires.

Office of Economic Analysis

Assessment Report Summary - Office of Economic Analysis

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The primary mission of the Office of Economic Analysis is outreach by providing objective economic commentary. In FY16 the director was quoted 15 times in the media and interviewed 5 times on radio and television. In addition presentations were made to 9 professional and civic groups with an estimated 885 attendees. The Office continued to participate in generating forecasts for the Charleston Metro Chamber of Commerce Outlook Conference and the SC Board of Economic Advisors.

Office of Tourism Analysis

Assessment Report Summary- Office of Tourism Analysis

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

In the academic year of 2015-2016, the OTA successfully improved its goals on industrial projects/reports (12 projects/reports and a consistent budget), and student training (9-10 students trained and a 7.6/10 rating on contribution to their college career. While the OTA did meet the media coverage goal of 7 mentions, the office would like to continue to improve on it by reaching out more to the media outlets in the next year and making the OTA more visible.

Student Success Center

Assessment Report Summary - Student Success Center
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Since December 2015 a Student Success Center advisory committee made up of faculty and business leaders from the School’s Board of Governors (advisory committee to the Dean made up of business executives) has been working to reorganize the center to focus on career development in addition to academic development. The Student Success Center prepares students to be nationally competitive job candidates upon graduation. This involves four separate processes – academic advising, student engagement, career development, and placement.

The Center began a reorganization process in summer 2011. This process codified the processes of academic advising, internships, scholarships, professional development, and created a student engagement coordinator. The Center's staff have tracked metrics to indicate staffing needs and improve student engagement and retention. Given resource constraints the Center recognizes that data metrics were imperfect but did use data collected each semester to make changes to the processes to provide greater benefit to students. The evidence showing how the scholarship application process was adapted to capture and accommodate various student populations (freshmen, travel-study) is an example of this.

The Center lost its professional development/internship director in 2013 and the line was not replaced because of budget constraints. Career development and placement efforts were minimally addressed in the School but primarily shifted to the College’s Career Center. The Center has no dedicated budget and relies on the Dean’s Excellence fund and operations budget for support. The School of Business Board of Governors worked to change this with a fundraising campaign to raise $1 million with $800,000 raised to date. Work on the job description for the Center’s director is underway.

The Student Success Center assessment strategy is driven by three core principles. First, the unit of analysis must be the individual student. The question should not be “how many appointments has staff member 1 seen,” but rather “how many ‘touches’ have been made by any staff to a particular student’s career?” Currently there is no way to track individual student progression and touch points. The attempt to use the Appointment Manager software did not provide the level of data needed to create the positive student impact desired.

Second, the strategy recognizes that not all students progress through their academic career activities in the same order. An entering first-year student may not even know where the School of Business is located, whereas an entering transfer student may already have taken some of the core courses elsewhere. The first of these has an entire four years to plan and grow, the latter must squeeze accomplishments into a much more limited time frame. The Center tracks student engagement outreach efforts but the tracking is labor intensive and not providing the level of data needed.

Third, the strategy requires a proactive approach: dealing with “walk-ins” will always be part of the Center’s business model, but the best results will be achieved when some form of customer relationship management (CRM) system is in place that will allow staff of the center to identify both those students who are excelling (to provide them with “trophy”s of encouragement) and
those who are having academic or career problems (the discovery of and reaction to "red flags").

It is also apparent from the initial data on corporate engagement that more focus is needed to identify and engage top companies who have hired our graduates in the past as well as develop new placement opportunities for the School's graduates. The assessment methods identified and proposed for 2016-17 academic year derive from these recognized needs and strategies.

Supply Chain Management - BS

Assessment Report Summary - Supply Chain Management BS

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

2015/2015 is the first year of the Supply Chain Management major. In the following summary, the results and analyses are made by SLO:

Competency: Quantitative Ability

SLO1: Students will demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.

- DSCI 232 students reached the benchmark, except for a question related to interpreting coefficients in a regression model using multiple units, where unit conversion was required. As part of the actions to improve for next year, faculty would like to increase the sample size (currently 58.17%) for the next assessment cycle of the course (Spring 2017). Additionally, the department will continue to fund the Student Instructor program with collaboration from the center for student learning. This provides students the opportunity to have additional practice time, guided by a trained student. Finally, faculty plan to keep the same questions for next year to measure any improvements before they can decide on assessing different types of problems. The faculty will design more homework exercises where students need to practice on unit conversions to correctly interpret coefficients in a regression model.

- Faculty will meet at the beginning of the fall semester to analyze how feasible it is to collect data in both fall and spring semesters for DSCI 232. However, the current cycle of assessment seems to have a better acceptance:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 320, SCIM371, SCIM373, TRAN312, MKTG333</td>
<td>DSCI232, DSCI304, SCIM366, SCIM424</td>
</tr>
</tbody>
</table>

- The results of the ETS major field standardize test in business are very positive, even when we cannot compare it to previous years because it was the first time administered in the program. Every fall, the department will discuss the item report where faculty can analyze the students' performance on different areas in business, not just quantitative analysis, and will create plans of improvement.
Competency: Supply Chain proficiency

SLO2: Students will demonstrate proficiency in the core areas of the supply chain management discipline within a global context.

- The two courses chosen to measure this outcome correspond to the "demonstrate" level, according to the curriculum map. The students are attaining the desired level of achievement in this student learning outcome. However, faculty would like to measure this outcome in the "introduce" levels to compare with the "demonstrate" levels. This is the action suggested for next year.

Competency: Technical Aptitude

SLO3: Students will demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.

- The students are attaining the desired level of achievement in this student learning outcome. The results show that the tools selected for assessment were probably very simple and a higher level of exercises must be selected for the next year's assessment. SUM and IF were evaluated at a very basic level, probably giving students a lot of guidance for solving the problems. It is suggested that next year the faculty work on the prompts so that they do not guide the student so much into solving the problems.

Competency: Communication Proficiency

SLO4: Students will demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects.

- The students are attaining the desired level of achievement in this student learning outcome.
- In SCIM 371, the faculty is happy with the overall scores. However, in order to promote continuous improvement, the faculty would like students to improve their scores in the "delivery" dimension of the rubric. Therefore, class time will be dedicated to use supporting materials for their presentations. The faculty will also create a video to help students to improve their literature review skills.
- In SCIM 424, the faculty is very pleased with the results, since it is the very first time the course is taught. Combining the students' performance in both written and oral communications, the faculty feels that students are lacking literature review skills (also identified in SCIM 371). The faculty will bring the issue to the department in the fall and a plan will be created to improve this skill.
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The results of our assessment indicate that some curricular changes in TRAN 312 are required to reinforce knowledge retention as evidenced by the poor exam results this cycle. Moving forward, additional weekly homework will be assigned to include end-of-chapter questions from the textbook, short case analyses, and pop-quizzes. In addition, the exams will be reviewed to identify questions that are problematic for a large numbers of students. The objective will be to reinforce lecture coverage where necessary and/or modify questions to better reflect the material being tested.