School of Business

Assessment Summary Report - 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 has five outcomes that are tracked to assure continuous improvement. These include: Globalizing the School of Business, Student Engagement, Community Engagement, Innovation, and Faculty Research.

Two of the five globalization measures targets were not met. Globally focused research was low this year with only six faculty members reporting publications. Although this is low the School does average 16 papers per year based on the past five years of data. The target was met for global conferences and presentations (12) but did not exceed the prior year which was an all-time high of 19. The target was also met for faculty teaching abroad.

Foreign students enrolled in the School's undergraduate and graduate programs remains stable at approximately three percent for undergraduate and four percent for graduate programs. The 15 percent target is based on the School's desire to apply for EFMD-Equis accreditation which encourages a high degree of internationalization. The 25 percent increase target for foreign students studying abroad at the School of Business is unrealistic and will be changed next assessment period. The School also met the target and exceeded the prior year of offering study abroad opportunities for its students.

Funding is the primary reason the School is not meeting globalization targets. Faculty require more travel funds for overseas conferences than domestic ones. They also need funding to develop more study abroad courses and opportunities for students. Outreach and development of collaborative agreements with foreign institutions requires time, money, and travel. The Board of Trustees has approved increased student fees for business students beginning fall 2017. Part of the monies from these fees will be used toward improving globalization at the business school.

The School revised several student engagement measures to facilitate data gathering. Although the target was met for bachelors' essays and independent studies, academic credit internships declines by 10 percent from last year. Anecdotal evidence indicates students are completing internships, however, academic internships required enrollment/payment for the academic course. More emphasis will be put on academic internships and accounting for non-academic credit internships. Each major now has an advisory board which will help securing more internship opportunities for the School's students. Additionally, focus and new 2017-18 School of Business program student fee dollars will be used in part to create more internship opportunities for students. Beginning this year the School is capturing club data through the annual reporting process which will make data tracking easier to accomplish than it has been in the past.

Community engagement is a high priority within the School. The School continues to improve engagement opportunities. Faculty actively engages with the community through opening their classrooms to outside speakers and through their service within the greater community. Programs are identifying additional ways to engage the community through student projects as well as developing business advisory boards.

The School promotes innovation in the programs and coursework. Innovation focused faculty research declined from last 2015-16. Since these are newly revised measures additional cycles of assessment are needed to provide recommendations for change or improvement. The new School of Business fees will support innovation across programs as well as new innovative programs.

The School tracks this data to maintain AACSB faculty sufficiency requirements which the School is meeting overall. When faculty do not meet these requirements Chairs counsel faculty during annual performance evaluations. Faculty not meeting requirements after a one year period lose their research course release.
Accounting - BS

Assessment Report Summary - Accounting B.S.

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 - BS/Minor

Assessment Summary Report - Business Administration B.S./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. An overall observation is that many of the measures are extracted from MGMT 408, the BSBA capstone course, which suffers from little coordination across sections. In the 2017-2018 academic year, the MGMT 408 faculty is attempting to coordinate through the use of the BSG simulation, which provides standard measures for outcomes 3, 4, and 5 of the learning goals. Therefore, we expect this coming year to provide more meaningful data with respect to better understanding the strengths and weaknesses of our students and programs.

For the outcome ORAL AND WRITTEN SKILLS, the School’s “capstone course faculty” will be working to create a formative measure at a 300 level course so as to measure performance progress. We expect this measure to become available in the 2018-2019 AY.

The results for the GLOBAL AND CIVIC RESPONSIBILITY was not measured in MGMT 302 and MGMT 408 this year, while we are still expecting the ETS results. With the switch to the BSG simulation in MGMT 408, we should have a comparable measure for this outcome in future years.

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 95% of students in MKTG 302 met the target of a C or higher while 62% of students obtained the target grade of B- or higher in MGMT 301 and 92%–95% 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. In addition, the Faculty is rethinking the usefulness of this outcome as it is difficult to measure in comparable assignments across sections.

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. 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 will be measured through ETS components. 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.

Entrepreneurship Minor

Assessment Summary Report - 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): for three of the four outcomes, the 2016-2017 data showed improvement from the prior assessment. For the fourth outcome (actually the third listed, learning effective business planning) the results from the Spring Semester of 2917 were below those for Fall Semester of 2016. The objective of that particular course, ENTR 321, is to model the construction of business plans in the “real world.” In that real world, aspiring entrepreneurs are invited to present their business plans to investors on a particular date. The same is true for the class. Also in the real world, although advisors and mentors are available to provide help to an entrepreneurial team, the team itself is completely responsible for (a) gathering sufficient data to justify claims made in the plan, (b) an error-free written document, (c) financial estimates that are both data based and correctly presented. The course is designed to show students how to do all of these things, but importantly to rely on the personal initiative of individuals and teams to get the job done. When such individual initiative is lacking, performance suffer. It is worth noting that although the overall class average in the Spring was lower than it had been in the
Leadership Change and Social Responsibility - Minor

Assessment Summary Report - 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):

Following the 2014-2015 assessment cycle, goals were set to have better and more consistent communication between faculty teaching in the program, and use rubrics more consistently to grade essays and case analysis. There is more consistent communication across faculty in the program, and assessments occur that clearly cover the four learning goals.

Following the 2015-2016, it was recognized that there were specific differences in the sections of MGMT 345. Efforts were made to align quizzes and case analysis, but differences still remained in the 2016-2017 assessment. In several areas, the goals stayed the same though the rubrics and assignments became more stringent, thus student performance fell short of the original performance targets.

For 2017-2018, it has been confirmed:

1. The two professors will use the same textbook in Spring 2018.
2. The two professors will ask one question that overlaps for the essay portion of the exam in Fall 2017 and Spring 2018.
3. The two professors will use a common case across sections and a common rubric.

In addition, adjustments are being made in the 2017-2018 assessment goals for performance targets. Specifically, for Goal 2 Measure 1 (MGMT 345), a common case and rubric will be used across both sections. The new grading rubric makes the assignment more difficult. At one time, the case analysis was a mere summary of the problem with little emphasis on solution, integration of theory, grammar, spelling, and citation. Now, the assignment requires students to integrate theory in order to offer a complex solution to the problem while using accurate grammar, spelling, and citation. As a result, expectations for student performance will be lowered to 70% of students achieving an 80% or higher on the case analysis.

Likewise for Goal 4 Measure 1, the essay requirements have increased over time. At one time, the essays were focused on specific course content. At this time, the essay responses require a complex integration of multiple sources to answer the questions. As a result, expectations for student performance will be lowered to 60% of students achieving an 80% of higher on the case analysis.

Carter Real Estate Center

Assessment Summary Report - 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 now needs to shift gears and focus its efforts on promoting the commercial real estate finance major. It will continue to support the minor and concentration. The academic internships continue to gain traction although as noted in the report there was only one in the Fall. The Center needs to continue 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 real estate students might have been significantly greater. With the new team in place in the Academic Success Center, the CREC is planning to work closely with this group to promote both for credit and non credit internships. With the new Center Coordinator on board, this will be a priority for the upcoming year to find, promote and then 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 Summary Report - 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):

**Center for Public Choice and Market Process**

**Assessment Summary Report - 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):

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 seven Faculty Research Fellows, seven 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). Our research focus on political economy supports seven research fellows in areas of economics, political science, and philosophy. Our faculty published articles on topics covering gambling, female migration across countries, and formal and informal institutions affecting U.S. deficit and debt.

This year we expanded our Market Process Scholars mentoring program to a cohort of seven 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 Phoenix, AZ to visit businesses and non-profit organizations). One of our senior scholars, David Ahnen, participated in the William V. Moore undergraduate research conference and won second place for best presentation. In addition, we continued our professional development program with two internships in accounting.

The BB&T Free Market Process Speaker Series hosted three distinguished speakers from academia. Dr. Bryan Caplan, George Mason University; Dr. Alex Padilla, Metropolitan State University of Denver, and Dr. Dwight Lee, Southern Methodist University.

Our ninth annual Adam Smith Week program was our most successful ever. We were honored to host the 2002 Nobel Prize winning economist Dr. Vernon Smith. We hosted ten events and co-sponsored events with Institute for Humane Studies and the Bastiat Society. Four 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 nearly 800 students, faculty, and community members attending all of our events. Our featured speakers included: Candace Smith, Candace Smith Etiquette; Dr. Vernon Smith and Dr. Bart Wilson, Chapman University; Dr. Calvin Blackwell, College of Charleston; Dr. Vegil Storr; George Mason University; Dr. Sahar Akhtar, University of Virginia; and Dr. Dwight Lee, Southern Methodist University.

The fall semester found me on sabbatical to pursue my research and work on development opportunities for the Center for Public Choice & Market Process. While I was away Dr. Beatriz Maldonado did a great job of running the Center. She helped organize the Weekend Exploring Liberty, BB&T Speaker Series, the Economics Book Colloquium, and oversee our Market Process Scholars Workshops. I was excited to return to the Center in the spring semester.

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.

**Real Estate Minor**

**Assessment Summary Report - 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):
It is clear that the real estate courses can be improved. This upcoming year, the new commercial real estate finance major is being offered and this new major allows for an improved sequencing of the required courses. There will be one introductory course (REAL 310), two intermediate courses (REAL: 376 and REAL 390) and two advance courses (REAL 410 and REAL 490). The learning outcomes will be introduced in REAL 310 and REAL 376 and then reinforced in REAL 390 and fully demonstrated in REAL 410 and REAL 490.

The real estate faculty are also considering a curriculum revision to make REAL 410 more quantitative and have REAL 390 (the tools based course) as a prerequisite so the teacher can go more in-depth with the quantitative analysis in REAL 410. Communication and Synthesis will be focused on in all five classes but live projects in both REAL 376 and REAL 490 will allow these learning outcomes to be more consistently assessed.

Economics - BS/Minor

Assessment Summary Report - Economics B.S./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):
Overall, the assessment results from this year are mixed. In some areas the Department met goals, while in others it failed to meet goals. Some results improved from last year, while others stayed the same or fell.

The Department has chosen two strategies to address the weaknesses identified. First, to help improve student performance in the introductory economics courses, the Department added a mathematics prerequisite. This prerequisite should help address some of the weaknesses students have with graphs, which is directly assessed in Measure 1.1, and should also strengthen students’ mathematical background generally, making their overall learning experience more beneficial and raising scores on Measure 1.2 as well.

The second strategy the Department has chosen is to expand the number of students assessed for Measures 3 and 4. The small number of students used for assessment has led to wide variation in the measured results - assessing more courses/students should lower this variation and make long term trends more clear.

Finance - BS/Minor

Assessment Report Summary - Finance B.S./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
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. We would ideally like a minimum of 70% of students assessing as “good” or “excellent.” We do find we have exceeded the range in two of the assessed areas, but fall short in the others. However, we have noted improvement in most categories and all are within reasonable distance of the goal (a minimum of 56% of respondents to rate as “good” or “excellent”). 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.

Summary: We document improving trends in the assessment results, but in the area of quantitative fluency, we need to continue to improve to reach desired assessment levels.
FINC 313
FINC 313 is a class that is required for all FINC majors in completion of their degree. In FINC 313, we assess global and civic responsibility and quantitative fluency. Students performed extremely well in the areas of global and civic responsibility, as demonstrated by high levels of competency in understanding regulatory changes on bank, investment, and other firm operational and market value performance. The results pertaining to quantitative fluency are more mixed. 61% of students were assessed as either “good” or “excellent” in the area of bank financial performance, which falls short of our ideal value in excess of 70%. More so, in the heavily quantitative section of duration and GAP analysis, several students fell into the unacceptable range.

Summary: Continued improvement is needed in the area of quantitative fluency, however, students assess very well in the area of global and civic responsibility.
FINC 315
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 and discounted cash flow valuation, which suggests students perform more proficiently in quantitative fluency, but less so in synthesis of previously learned materials. It is certainly worth noting that 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 goal was achieved in 3 out of 5 items. Results indicate that improvement is certainly merited in the course objective of working knowledge of free cash flow and firm valuation and on Working knowledge of capital budgeting decisions.

Summary: Continued improvement is needed in the areas of quantitative fluency and (more so) synthesis.

FINC 389
In FINC 389, we assess both quantitative fluency and synthesis. Collectively, the results suggest that students have a strong grasp of the financial modeling. In fact, all but two of the eight assessment areas reach the desired result of more than 70% of the students assessing as “good” or “excellent.” There still remains room for improvement in writing user defined functions using option pricing models in excel. Most areas of assessment are trending upwards in relation to the previous year; however, the usage of option pricing models in excel trends slightly downward. This later issue could be symptomatic of either quantitative fluency issues or synthesis issues related to translating optional pricing theory into practice.

Summary: The assessment results remain strong in most areas and only slightly below desired standards in select few others – indicating relatively high levels of quantitative fluency and synthesis.

FINC 400
In FINC 400, we assess communication skills, intellectual innovation and creativity, quantitative fluency, and synthesis. Last year, the only troubling area that shows itself is in the advanced areas of Intellectual Innovation and Creativity and Synthesis. After careful consideration was paid to that concept this current year, we are pleased to see those results improve – although not universally to the point that we can definitively say the problem is “solved.” In addition, there is still need for improvement in assessment areas related to quantitative fluency (specifically valuation), and synthesis (portfolio creation and performance).

Summary: Students generally assess very well in the areas of quantitative fluency, communication, and intellectual innovation and creativity. There remains room for improvement in certain discipline specific areas related to quantitative fluency and synthesis.

FINC 418
In FINC 418, we assess communication skills, intellectual innovation and creativity, quantitative fluency, and synthesis. In the area of communication, students need improvement in the areas of synthesis related to using existing knowledge of financial statement analyses in identifying questions. It is suggested that students gain more experience over their academic career with oral presentations related to financial concepts. This is also seen in the area of quantitative fluency.

Summary: Students assess well in the area of communication, save when they are required to synthesize existing materials into their understanding and presentation of materials. Careful attentions should be paid throughout to quantitatively fluency of financial statement analysis and how best to demonstrate mastery of these issues.

Observations and Suggestions for Continuous Improvement
• Finance faculty are pleased to see that most 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.
• The nature of the FINC major is that quantitatively fluency is the most impactful School of Business objective that relates to the skills and knowledge bases that our graduates need to obtain. Judging by the overall results, the FINC faculty should be relatively pleased with the level of quantitative fluency displayed by our students throughout. However, there still remains need for improvement in some discipline specific areas – and those need to be addressed in each relatively course.
• Beyond quantitative fluency, the areas that we must continue to focus on in relation to the School of Business objectives are intellectual innovation and creativity and synthesis. FINC is largely an end-game discipline and – as such – it is critical that students understand the underlying concepts in the business world (economics, accounting, statistics, etc) and how to apply them in an intellectually flexible manner.

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
Tenured, Tenure Track, and Senior Instructor: Jocelyn Evans, Daniel Huerta-Sanchez, James Malm, Mark Pyles, Marcia Snyder, and Weishen Wang

Global Business Resource Center

Assessment Summary Report - 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):

2016-2017 was a challenging year. The GBRC first lost the Associate Director line and then the Director went on FMLA with very limited duties (the director did continue working with the external agencies). In Spring, the Director came down with malaria and malaria related sepsis (workman’s comp) and was unable to return full time to work until mid March. Consequently, many assessment initiatives put forth in the June 2016 report were unable to be implemented.

Despite the set backs, the GBRC continued to operate with its partners in offering a number of trade education workshops and seminars. In fact, it was an outstanding year with the GBRC receiving the Customs and Freight Forwarders Educator of the Year Award. The Director was appointed by the US Commerce Secretary to be on the SC District Export Council. The Director was also invited to the WTC’s Leaders of (SC) Global Commerce reception (hosted by Harry and Reba Huge and Anita Zucker). We believe this demonstrates that the GBRC remains a key player in the international trade education.

Another surprise was that the GBRC was also able to engage many more students in real world projects (in some years as few as 18-20 were able to work on real projects). Both the WTC and Clinical Biological Institute have continued the export plan partnership hosting 3-4 students each semester. This Spring, D Desplaces recruited 5 companies for his INTB 303 class (28 students participated) and the Department of Commerce asked R Mueller if her classes (66 students) could work on export plans for SC companies. This is a tremendous improvement of previous years’ numbers.

Losing the Associate Director position has greatly limited the amount of work that we can do. With the Director being was on FMLA, many of new assessment initiatives were not implemented. The GBRC did work on these in the Spring and they are ready for 2017-2018.

Hospitality and Tourism Management - BS/Minor

Assessment Summary Report - Hospitality and Tourism Management B.S./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 Department of Hospitality and Tourism Management conducted a review of its program using a triangulation approach. First, the Department examined the result contained with this report which gauged student success in relation to information retention and application. Second, the Department conducted an internal analysis of strengths and weaknesses. This was followed by conducting a bench-marking study with peer institutions. Each of these studies were designed to assess the Department’s performance in relation to the Five School of Business goals (Communication, Quantitative Fluency, Global Civic Responsibility, Intellectual Innovation and Creativity as well as Synthesis). As a result of this analysis, the Department determined that our core strengths are in the Communications, Intellectual Innovation and Creativity as well as the Synthesis goals. There were weaknesses identified in Global Civic Responsibility and Quantitative Fluency goals.

In terms of the Departmental strengths, as a result of several initiatives we have built a program that enhances Communication, Intellectual Innovation and Creativity. The Communications goal was enhanced by creating a First Year Experience Learning Community that attached the HTMT 210 Principals and Practices in Hospitality and Tourism Management and combined it with ENGL 110 Introduction to Academic Writing. Further, the Department has stressed business writing skills throughout the curriculum as well as having an emphasis on developing skills in the areas of sales. This emphasis has led to the students consistently demonstrating excellent oral presentation and relationship management skills. The sales orientation that has been enhanced in the HTMT 352 Service Operation Management course combined with consistent teaching of HTMT 353 Hospitality Sales and Negotiations and HTMT 355 Negotiations: Principles and Practices has shown to develop significant Communication skills within our student population. In the Departments’ bench-marking review it was found that our sales emphasis presents our students a major competitive advantage post-graduation.

One of the benefits that has arisen from the addition of the MBA concentration in Revenue Management is that the Departments’ ability to teach Intellectual Innovation and Creativity as well as Synthesis has been enhanced. The lessons learned developing and managing the MBA concentration has filtered into the undergraduate curriculum where revenue management practices are now being taught in the HTMT 210 class. We have also been developing a HTMT 360 Revenue Management course which has helped as well. Further, the HTMT 488 Strategic Hospitality and Tourism Management course has been enhanced and the business plan competition
which derives from it. In examining the quality of the business plans, there has been a consistent development of Intellectual Innovation and Creativity as well as Synthesis skills. IN 2018, this will be pushed further with the introduction of the Hospitality Innovation Fellows which will allow two groups to pursue their business plans post-graduation.

The primary area of weakness relates to the Global Civic Responsibility goal. This is due to a number of factors. The first, is that our HT MT 380 Managing Global Tourism class has not been able to be offered to a desired level due to funding and staffing shortages. Also, the Department, which has traditionally offered many study abroad opportunities for students, has found conducting those classes increasingly difficult to operate. There were significant challenges for faculty due to administration and resource issues for the design and implementation of study abroad. We still offered three study abroad options in 2017 and will offer another three in 2018. We have also enhanced our students’ ability to go on study abroad with the formation of the Kalata Scholarship which will fund two in-state students to be able to go on study abroad in 2018. Further in 2017 the Department worked with Hong Kong Poly to work out an exchange program but was unable to do so due to a disagreement on contractual language. The development of bilateral agreements in recent years has become increasingly difficult to negotiate. In order to adjust, we have worked to be the host of the 2017 International Society of Travel and Tourism Educators Annual Conference. For that, we will be implementing a class to design and implement the conference. This will allow students to be exposed to guess from around the globe in a meaningful way. It is the hope of the Department that our ability to host such an event will open up opportunities to host other international conferences.

While the Hospitality students’ demonstrated good progress in Quantitative Fluency in relation to accounting and finance, the students did not perform well in relation to statistics. This has been an ongoing issue for the Department as there is no course within our curriculum that specifically addresses statistical analysis. Once again however, in examining the competencies that have been developed in the implementation of the MBA concentration in Revenue Management, there is an opportunity there. The Department is working on a proposal to develop a pair of courses in Hospitality Analytics. The purpose of these courses will be to translate the lessons developed at the MBA level and bring them into the undergraduate curriculum. The courses would specifically address all of the Quantitative Fluency areas in a manner that is applied to the major which should assist with retention.

Overall, the Department of Hospitality and Tourism Management has had a successful 2017 with progress made in several key areas of emphasis. Through this process we have learned that we are excellent in building skills around sales, operations and analytics using experiential learning techniques as a catalyst for this development. We believe that this assessment process is pushing the department to add further enhancement to the program is desired and as evidenced throughout this report will be adding tools to not only enhance areas of strength but to address areas of weakness.

**International Business - BS/Global Trade Minor**

**Assessment Summary Report - International Business B.S.**

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 IB major continues to be one of the strongest majors in the SB, both in terms of numbers of majors and in terms of ETS scores although in both areas it has declined. Its ETS scores have traditionally been lower than ACCT; the newer FINC major also has higher ETS scores. A review of the sub-scores show that these majors do exceptionally well in their own subfields while the other majors (including IB) traditionally score lower on the ACCT and FINC sub-scores. IB students need more review and/or practice of ACCT and FINC.

The INTB major is a difficult major. Students must complete the general education requirements, the SB core, INTB courses (21 hours) and minor in foreign language or area studies; students also must complete a study abroad. Given all the requirements, there are few chances for students to choose ‘free’ electives. This makes the major less attractive to some students.

Additionally, the CoFSC began offering the lucrative “International Scholars” scholarship to 10 exceptional students (annually). This scholarship is for International Studies majors only. Consequently, the INTB is losing some of its best prospects (even though a review of curriculum shows our students require more ‘international’ courses and experiences).

The INTB major continues to enhance foreign language and area studies majors/minor enrollments. Noticeably, the minors that are most popular are International Studies and GLAT. It is believed these majors are popular because they are more flexible or require fewer additional courses. Given the importance of the IB major, LCWA has added French for Business (BLFR) and Spanish for Business (BLSP). The average Minor g.p.a. of IB Majors has improved over last year, especially in SPAN.
This year was also a good year for engaging IB students in the international business community. This year we had a number of students interning for international businesses either domestically or overseas. Three classes (a total of 94 students) also developed 13 Export Assessment/Export Plans for SC businesses.

Normally, an assessment of the IB program also includes an analysis of overseas study. We would like to see an increase in longer term study abroad. We are also interested in seeing the number of students who opt for independent study programs. We believe that many of these independent programs are not academically rigorous. Furthermore, independent programs take a lot of time to manage and, finally, the CoC receives no tuition dollars from these programs despite their being a resource hog. Unfortunately, the Center for International Education has been short-staffed and has (as of Oct 1), not provided study abroad statistics.

Marketing - BS

Assessment Summary Report - Marketing B.S./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):

Students evaluated in this report were generally 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 results of the Marketing major suggest that the Marketing students have performed well based on the five assessment outcomes, although a number of weakness areas need to be addressed and improved in marketing courses and possible 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. Integration of other business disciplines, such as accounting, economics, finance, and decision science, into the marketing decision making should be more emphasized in marketing curriculum.

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. In addition, quantitative and analytical skills need to be reinforced through the marketing curriculum. The results indicate considerable weakness in these areas.

Office of Economic Analysis

Assessment Summary Report - 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 Office of Economic Analysis and its Director continued the mission of public outreach. The Director participated in 4 radio and television broadcasts, including the acclaimed Annual wrap up and forecast on the Carolina Business Review. In addition the Director was cited at least 12 times in the press. He made 9 presentations to various community and professional groups. The Office continues to interact with the Metro Chamber of Commerce and the S.C. Board of Economic Advisors in developing their annual forecasts. The Office responds to these requests on demand as feasible and will continue to do so.

Office of Tourism Analysis

Assessment Summary Report - 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 2016-2017 academic year, the OTA proved to be successful even without a full-time director. The OTA surpassed its goals on industrial projects/reports (21 projects/reports and over 20 new inquires) and media coverage (15 mentions). The targets were met for student employment and training (8 students trained and an 8.5/10 rating on contribution to their college career). Under the direction of
Student Success Center

Assessment Summary Report - 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): 

Supply Chain Management - BS

Assessment Summary Report - Supply Chain Management B.S./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):

Global Logistics and Transportation - Minor

Assessment Summary Report - Global Logistics and Transportation 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):

Overall, the students in the GLAT minor/concentration are performing within the established parameters. The one area of concern is Professional Development. Some students who start the BMW Logistics Advantage Program do not finish it. As the purpose of this opportunity is to help the students defray the costs of the Rotterdam, I believe that part of the exercise is to know what needs to be done and do it. I don’t feel compelled to push them along. That said, I will offer a mid-term counseling session to check on their progress. Tracking post-graduation employment is more problematic. If a student does not have a job upon graduation, the chances are slim we will hear from them once they do secure a position. Throughout their final semester, I will emphasize the importance of staying in touch regarding job information. Admittedly, this year was a bit of an aberration because so many of the students completed the minor/concentration before they finished their major. Should any of those students graduating in December do so with employment, I will add them back to the data, which will hopefully improve the assessment results.