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).

As an institution accredited through AACSB International, the School of Business continues to support a process of continuous improvement of its programs. This process reflects the alignment of its programs to the missions of the School of Business and the College as well as the School’s strategic plan. Since the School’s last continuous improvement review in fall 2014, the School has focused its strategic outcomes around the AACSB core values of engagement, innovation, and impact. The School’s outcomes include: globalization, student engagement, community engagement, innovation, and faculty research.

The globalization outcome has a number of measures spanning faculty and student research, student and community engagement, and experiential opportunities for the School’s students to study abroad as well as foreign students to study here. Detailed data is included in the attachment found in the Global outcome section.

Over the past five years, on average faculty have published 17.4 global topic journal articles per year. 2016-17 was the only year the School did not meet its target of 10-15 articles. Furthermore, over the past two academic years the percentage of total faculty publishing global topic articles has declined. In 2017-18 faculty increased participation in global conferences and presentations because more travel money was available through fundraising. Additionally, reported in the data is the number of faculty mentored student independent studies and Bachelor’s essays with global topics which has almost doubled over prior years. This data provides evidence of student interest in global events/topics.

The assessment data relating to faculty research relies heavily on the Faculty Activity System and departmental annual reports to compile data. This is a time consuming effort. The school is working with Digital Measures and the Provost’s Office to help streamline data entry for faculty so that data is reported and coded in a more accurate and timely manner.

The School continues to support study abroad programs for its students and has increased the number of study abroad travel scholarships available. Additional programming and outreach to students should increase participation in these programs. We are also seeing more students focusing on overseas internships which is good, however, expanding that effort is difficult because of Visa work restrictions in other countries. The School also expects to see more faculty-led study abroad programs initiated since part of the School of Business student fees is designated toward increasing these programs through travel scholarships and program development funding. This is the first year fees were available and one new program – travel to Ghana- was initiated this year. Additional programs in the works include travel study to Mexico and South Korea.

The number of foreign students studying at the College is highly dependent upon outreach and to some extent the national political environment. The School’s undergraduate foreign student enrollments have remained fairly stable since 2012 with numbers ranging from 51 to 57 which is about 2.5 percent to 2.99 percent of total School of Business enrollment. Foreign enrollment at the College as a whole has remained between 2 - 2.6 percent but did drop below two percent after the 2016 federal election. Additionally, several of the School’s service learning travel courses were cancelled because of the State Department’s level 4 travel advisories.

Faculty are working to develop new connections to foreign universities through various course offerings. Although this is not one of the measures noted in the assessment of the School’s global outreach, the Assistant Dean does track this information each year and may use it as a future measure if changes occur more often. This academic year 2017-18, the School added two partnerships, the Dublin (Ireland) Institute of Technology and the University of Applied Science in Worms Germany. Additional funds from the School's student fees will be allocated toward scholarships for study abroad programs and fees from the Dean’s excellence fund is supplementing faculty travel to develop new foreign university connections and course opportunities.

Student engagement reflects the “common purpose of preparing students for meaningful professional, societal, and personal lives.” (AACSB Business Standards, revised 2018, p 2) A quality business education will be achieved when there is a balance of meaningful academic and professional engagement in context with the School’s mission.

Bachelor essays and independent studies have remained stable increasing slightly (83) in 2017-18 from 77 in 2016-17. There is a concerted effort to increase the number of academic credit internships at the School. The total number of internships each year have fluctuated from a low of 209 in 2014-15 to high of 245 in 2015-16 with a drop to 216 in 2016-17 and a small increase to 221 in 2017-18.

Each of the department areas was asked to create an advisory board of business executives to assist with philanthropy and internship
development. Hospitality tourism management has always had an advisory board and is successful to the point internships are a degree requirement for the major, minor and concentration. Marketing and finance/real estate have increased internships with the help of their boards/groups.

The additional complication with academic credit internships is that students must pay tuition for the course. If the internship is during the regular semester there is essentially no additional cost to students paying full-time tuition. However, during the summer students are paying by the credit hour. This can make the course expensive, especially if the internships are not paid and the students must also pay living expenses if the internship is not located in their hometown. A College-wide discussion of possible remedies is probably required given that the marginal cost of each student is a few hundred dollars paid to faculty and administrators with no on-site classroom activity occurring.

A new measure will be added next year which will track the number of bachelor’s essays, independent studies, academic credit internships, study abroad, and travel study courses taken by each graduate. Analysis of the data relative to other factors will be made to attempt at quantifying the impact of these engagement components on overall learning.

Student club membership (and therefore club events) is highly dependent upon student leadership. As an example the American Marketing Association CoC chapter had weak leadership 2015-2017 but with new leadership in fall 2017 the group has increased membership from 10 in 2016-17 to 30 in 2017-18 and events/projects from 4 in 2016-17 to 50 in 2017-18. Likewise, Enactus had strong membership (over 20) in 2015-16 and when the seniors graduated spring 2016 membership declined in 2016-17 to 20 and interest waned more in 2017-18 when membership declined to 5. The club will be disbanded and more effort will be focused on a newly formed group Honors E-LLC which embraces the direction and focus of the School’s mission aimed at impact innovation.

The School’s faculty are more engaged than ever with students whether with one-to-one projects, classroom innovations, or event programming as supported in the attached document in the outcome section. School wide events and programming have increased from 91 events and approximately 5, 674 participants in 2015-16 to 138 events and approximately 8,587 participants in 2017-18.

The MBA program continues to provide excellent extracurricular activities which balances classroom knowledge and skill building with executive networking, career development, and personal development. Tracking was streamlined this year and additional career and professional development opportunities were implemented based on feedback from the prior year.

Community engagement is measured through the faculty outreach to the business community which serves to facilitate the development of meaningful programs and experiences for students. The associated School of Business outcome of Community Engagement between faculty and the community is a crucial facet of maintaining the level of student engagement the School has created. The support of the business community is necessary to develop the innovative programming and experiential learning opportunities necessary to meet the School’s mission and strategic goals.

The level of community engagement by faculty continues to increase each year. The School expects a high level of community engagement through the Offices of Economic Analysis and Tourism Analysis, and the Global Business Resource Center because these units were specifically formed to engage with the community. The numbers of regionally, nationally, and internationally renowned speakers and events being sponsored by the business school has substantially increased across the School’s Centers of Excellence as well as degree programs. Details are included in the supporting documents attached in the community engagement outcome section.

Some of this increase in community engagement is a result of departments and programs being encouraged to formalize advisory boards with business leaders in the disciplines. The strategic alignment of this outreach has provided the programs with access to more speakers, mentors for students, and internship opportunities.

Additionally, staff support in these programs has been critical to the development and organization of events. The importance of adequate staffing has been evident when there has been turnover or elimination of positions. In 2017-18, the Global Business Resource Center Director was on family medical leave, there was no associate director, and the study abroad coordinator left for another position. As a consequence, fewer events were held and the NASBITE Certification classes were not heavily promoted as in past years resulting in fewer attendees 13 in 2017-18 versus 30 in 2016-17. The Carter Real Estate Center has also struggled with staff turnover because of no permanent staff line.

The Center for Public Choice and Market Process has also struggled with staffing but did resolve the issue by sharing a staff member with the Office of Tourism Analysis. Also, the Hospitality and Tourism (HTM) department has created a practicum events management course in which students take the lead in the organization and running of HTM events.

School of Business is planning to expand the School’s marketing team to include an event planner for school functions. The position will be supported through revenue generated from the MBA program.

In support of the School’s mission to prepare students with the knowledge, skills, and experiences for their future careers, faculty are including more business leader speakers, service learning activities, and workshop components into classes to actively engage students. Thus, the increase of faculty engagement in the community has helped to facilitate the further development of new and innovative programs and courses. There were 19 innovative programs/courses reported in 2015-16 which increased to 34 in 2016-17 and 50 in 2017-18. Faculty research fostering innovation has increased from 11 publications from 19.44 percent of the faculty in 2015-
16 to 31 publications from 40 percent of the faculty in 2017-18. Additionally, the College's Teaching and Learning Technology Faculty Services professionals have provided technical support and best practices guidance as more of the School's faculty seek new ways to deliver courses and programs.

The School of Business student fees are being used to purchase new technology to enhance student learning. The Bloomberg Trading Lab and Certiport Microsoft skills certification are two new programs that will be rolled out in 2018-19. The technology provides additional opportunities to innovate courses.

An increase in summer support for development of programs, courses, and research may increase the number of innovative programs, courses, and research.

Faculty are meeting and exceeding research objectives as set. The measures for these objectives need to be improved to provide better on-going data to make sure the School's requirement of one peer reviewed journal article in three years and two peer reviewed journal articles in five years is on track to meet AACSB research standards. To accomplish this, the Assistant Dean and Associate Chair of Management are working with Digital Measures and the Provost's Office to improve and streamline Faculty Activity System reporting so the School has access to better data. Additionally, the School has added three new measures to provide an indication of impact which include the number of research awards, grant awards, and media citations. Finally, Department Chairs and the Dean's Office are working together to develop rubrics to define explicit measures for quality research, quality teaching, and quality service.

The School is embedding measures throughout the programs to ascertain the impact of these outcomes on the students, community, and academy.

**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 Functional Knowledge areas of Financial Accounting, Taxation, and Auditing were the focus of assessment in 2017-2018. Overall, it appears that the results support that significant progress is being made in improving student learning as an effect of the curriculum revisions implemented beginning in 2016. Certainly, as the narrative that follows confirms, further improvements are needed in a number of areas that will be the focus of faculty discussions about pedagogy and approach.

In Fall 2014, the faculty approved a number of curriculum changes aimed at improving student learning. At the heart of the curriculum changes was the implementation of a three course series for intermediate accounting. The consensus of the accounting faculty was that the volume and complexity of the material in the existing two intermediate courses (ACCT 316 and ACCT 317) was too much for students to learn effectively. A third intermediate accounting course (ACCT 418) was introduced into the undergraduate program with the hope that better student learning outcomes would follow.

Curriculum changes were approved by the faculty and the College’s Faculty Senate in Spring 2015. The third intermediate course (ACCT 418) was offered for the first time in Spring 2016. All curriculum changes for the undergraduate and graduate program were fully implemented by Fall 2016, although a teach out plan for students affected was put in place until June 30, 2017 with approval of the Office of Academic Affairs.

The undergraduate learning goal of Functional Knowledge of Financial Accounting was assessed in Spring 2018 in the three sequence intermediate courses (ACCT 316, ACCT 317, ACCT 418). The Aol Committee believed that viable results could be obtained by Spring 2018 to ascertain if the curriculum changes had improved student learning in this area.

In the first intermediate accounting course (ACCT 316), three areas of student learning were assessed including issues related to the balance sheet, retained earnings, and income statement. The assessments were made through the use of multiple choice exam questions given throughout the semester. While the overall average across the three areas was above the minimum of 79%, the breakdown of the results provides information on future areas to improve upon.

I. Balance Sheet (Overall Average= 78%; n=33)
   - Current Assets- 61%
   - Accrued Liabilities- 61%
   - Balance Sheet- 73%
   - Current Ratio- 100%
   - Quick Ratio- 94%

II. Retained Earnings (Overall Average=92%; n=33)
   - Dividends- 96%
   - R/E- general- 94%
   - R/E- general- 92%
III. Income Statement (Overall Average=67%; n=33)
Gross Profit- 100%
Operating Income- 91%
Income from Cont. Op.- 48%
I/S Format- 52%
EPS- 45%

Student learning appears to be strongest on the test items related to retained earnings. While the overall average for balance sheet items was 78%, students performed poorly at 61% on issues relating to current assets and accrued liabilities. Improvements in pedagogical approach appear needed in the income statement category where students fell far below the expectations in knowledge relating to income from continuing operations, income statement format, and EPS.

Although above the minimum overall, the results indicate that areas of concern that should be monitored. The AoL Committee recommends retesting these topics in the first intermediate course during the upcoming 2018-2019 academic year.

Second Intermediate Accounting Course (ACCT 317)
Three areas of functional knowledge were tested in the second intermediate accounting course in Spring 2018 including: (1) inventory cost flow assumptions, (2) acquisitions and disposal of assets, and (3) depreciation.

Using multiple choice exam questions, the average results across the three areas was 76%. Although above the 75% overall minimum, the results provide information on areas for future improvement.

1. Inventory Cost Flow Assumptions and Valuation- 77% (n=47)
2. Acquisition and Disposal of Assets- 60% (n=47)
3. Depreciation- 87% (n=47)

The data suggests that improvements in teaching acquisition and disposal of assets are needed. Pedagogical strategies should be employed to yield better learning results. In addition the AoL Committee recommends that the number of test items for each category be increased to a minimum of five to improve the validity of the data.

Third Intermediate Accounting Course (ACCT 418)
In the third intermediate accounting course (ACCT 418), functional knowledge of (1) leases (operating vs. capital), (2) EPS (basic and fully diluted), and (3) cash flow statement were assessed through the use of multiple choice exam questions.

The overall weighted performance across the three areas was 70%, which is below the minimum acceptable of 75%. The data indicates that improvement in student learning relative to leases and EPS are needed.

1. Leases (capital vs. operating)- 67% (n=28)
2. EPS (basic and fully diluted)- 67% (n=14)
3. Cash Flow Statement- 79% (n=14)

In addition to suggesting pedagogical changes to address improvements in student learning for leases and EPS, the AoL Committee recommends that the number of required test items if using multiple choice questions be increased to a minimum of five on each measurement.

During the 2018-2019 academic year, assessments will be made in each of the three intermediate accounting courses relative to student learning for each of the foregoing subject areas.

Functional Knowledge- Taxation
The results of the direct assessment of student learning in the taxation area generally support that students are performing about the minimum expectation of 75%.

Data collected using multiple choice exam questions in Fall 2017 and Spring 2018 from students enrolled in the undergraduate federal taxation course (ACCT 341) resulted in the following assessments relating to five objectives:

1. Individual taxation (exemptions, divorce issues, and filing status):
   Fall 2017: 64% (n=30) Spring 2018: 74% (n=30) Weighted Avg. = 69%

2. Investments/production of income issues (including personal residence)
   Fall 2017: 72% (n=30) Spring 2018: 77% (n=30) Weighted Avg. = 75%

3. Trade or business income (including deductions)
   Fall 2017: 82% (n=30) Spring 2018: 90% Weighted Avg. = 86%
4. Loss limitations (including sale of assets used in a trade or business)
Fall 2017: 71% (n=30) Spring 2018: 82% Weighted Avg. = 77%

5. Basis issues (assets purchased, inherited, sold, related party sales, and gifts)
Fall 2017: 82% (n=30) Spring 2018: 87% Weighted Avg. = 85%

The average for all observations for the Functional Knowledge of Taxation for the year is 78.4% which is above the 75% minimum. The results, overall, are an improvement over past results. Recommendations for pedagogical improvements for teaching Objective 1 (individual taxation) will be made as it appears that area needs some improvement.

Functional Knowledge- Auditing
Four areas of Functional Knowledge were assessed in Spring 2018, including (1) role of the independent auditor, (2) statistical sampling, (3) auditing techniques- cash and accounts receivable, and (4) audit opinions. Examination questions were used to assess each area except for auditing of accounts receivable which employed a short case assignment.

Student learning in each of the dimensions tested was above the 75% minimum:

1. Role of the Independent Auditor- 88% (n=41)
2. Statistical Sampling- 88% (n=41)
3. Auditing Techniques: Cash- 86% (n=41); A/R- 82% (n=34)
4. Audit Opinions- 89% (n=41)

The results suggest that student learning with respect to Functional Knowledge of Auditing is 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):

One of the key changes that has taken place in the assessment of the BSBA is the rethinking the measures and increased coordination within courses across instructors. This has been a very positive step as it has forced some thoughtful conversations across instructors on the best way to capture how our students are progressing, and to do so in a most effective and efficient manner. For instance, in recent years this has led to a more rigorous and planned administration of the ETS test, and the adoption of the BSG simulation across all sections of MGMT 408.

A corollary to this change is that these new measures provide little longitudinal perspective to students’ performance. That is, with new measures being implemented and some being discontinued, it is becoming difficult to assess the year-to-year change in students’ performance. Nevertheless, this too is sparking meaningful conversations across faculty as we attempt to implement follow up measures (e.g. showing improvement from MGMT301 to MGMT408 for example).

A last consideration at this point is that faculty, students, and the school are all investing significant resources in the assessment process. From increased management of the ETS test to students needing to purchase the MGMT 408 simulation (approx. $45/student) and faculty discussions and course modifications, there is increase buy-in on the process altogether and increase care for attaining the set performance targets.

Entrepreneurship 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):

Overall only 1 of the 10 measures was not met. For that one measure, #1 for Business Planning, there was an improvement from last year. In addition, the second measure for Business Planning improved from not met to being met. For 6 of the 10 measures, there were improvements over last year.

Changes in measures for outcomes 2 and 4 are based on pedagogy, best practices and innovation, rather than data about how some students do compared to others. Similar rationale exists for the other outcomes. Measures will vary from semester to semester and year to year. That has more to do with the class - students, room, timing. A class at 4:00 in the afternoon will generally have lower scores than a class around noon. The interaction among the class has a big impact, especially in entrepreneurship where there is much more active learning taking place and much more interaction between students. Students one semester could be quite collegial, and then have a toxic student the next semester, that brings a lot of the interaction down.
In addition, at least in some of the classes, we are constantly pushing innovation. With that, as we teach our students, there will be things that just don’t work. We cannot improve without trying different things. If we are driven by how many percentage points our students have improved from one year to the next, we get into the problem that faces much of the K-12 education system in trying to teach to the test to get higher test scores. The direct, verbal and written feedback we get from students has an order of magnitude greater impact on how we adjust and make changes than scores do.

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):

Overall, our assessment effort has improved with better aligned measures and strengthened assessments.

Last year, the target for Goal 2 Measure 1 (Communication, MGMT 345) was lowered in the 2017-18 academic year to accommodate a more challenging assignment. The performance target was met and will be increased next year. A objective measure for performance will also be used (e.g. Turnitin.com's grammar score).

Similarly, targets were adjusted down for Goal 4 Measure 1 (Synthesis, MGMT 345) in conjunction with a shift in assessment from essays focused on specific course content to essays requiring complex integration of multiple sources. This year's results exceeded the target, so the target will be increased from 60% to 70% of students receiving an 80% or better next year.

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 Carter Real Estate Center continues to get more organized every year. It has helped significantly to have a Center Coordinator and full time Director for the entire year and most of the performance goals were met this year. The biggest focus for next year will be to create a better system for marketing our events and encouraging students to become active members of the club and attend the events. In addition, the Fall field trip to New York City is already being planned and should create a “buzz” in the Fall to encourage students to consider the CREF major as well as become an active member of the Club.

The Center plans to continue to have jointly sponsored programming with the professionals as well as other areas on the College campus including HTMT, Entrepreneurship, and the Sustainability Literacy initiative that is part of the College's Quality Enhancement Plan. This Fall, the FYE course will include a module where industry professionals assist in teaching Urban Plan, a teaching tool developed by the Urban Land Institute. This will tie the Center more closely with this organization. In addition, the Center is working on programming with both CREW and CID that will also bring the professionals in more to work with the students. The Success Center is planning an association fair and all of the real estate related professional associations will be encouraged to attend. All of this will help build the reputation of the Center within the real estate professional community and expose the students to industry professionals.

Faculty are also gaining traction and are becoming active researchers in the real estate area. The Center provided some travel support this year for faculty to attend real estate conferences and this support will continue. Next year the Center has also agreed to help purchase some housing data that can be used by the faculty as well as the students. This will help the Center build its reputation in terms of research.

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):

The Center for Entrepreneurship strives to support College of Charleston students across all disciplines in the development of an entrepreneurial mindset through experiential activities. The emphasis on an entrepreneurial mindset is important as most jobs of the future require creative solutions to deal with problems and issues in a world of uncertainty.

To help the development of an entrepreneurial mindset, we have focused on three types of experiential activities. First, students in our ICAT program design minimum viable prototypes (MVPs) that address a SDG (sustainable development goal). Our students satisfied our assessment goals of 80% of the students creating an MVP and all student teams performed above 80% in their final presentations.
on demo day. We have closed the loop by moving the mission of our program to impact entrepreneurship and judging student teams on the double bottom lines of both impact and profit. Wisdom Mothers, the winning team on the impact side from the previous academic year was invited to present at the SDG media at the United Nations in New York on September 19, 2017.

A second area of focus for the Center for Entrepreneurship is student experiential activities. Overall, the Center grew our experiential activities. Our DEMOS student elevator pitch competitions were successful in meeting their stated metrics. However, attendance was slightly down for the overall Global Entrepreneurship Week program. To close the loop, we have appointed Dr. David Desplaces as faculty coordinator for Global Entrepreneurship Week and our Board of Advisors have helped provide funding of up to $1,000 to host activities during Global Entrepreneurship Week. Attendance was also slightly down for the Tommy Baker Hour. We believe this reflects its timing proximate to Impact Day.

Finally, our mentor program met expectations as we supplied 26 mentors for ICAT students and had four entrepreneurs in residence. For the upcoming academic year, we have introduced a specialized mentor program called the Stuart Williams Impact Scholars based on Impact Entrepreneurship. We are recruited 6 exceptional students in our new Stuart Williams Impact Scholars (from 87 applications).

Overall, the Center for Entrepreneurship has met our assessment goals for the past academic year and continues to close the loop and learn from our assessments. This assessment process has helped not only improve past Center product offerings, but also helps in the creation of new programs focused on the development of an entrepreneurial mindset by our students.

**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):

It is hard to believe that the Center for Public Choice & Market Process is in its tenth year, one of our most successful and best-organized years. We hosted eight areas of major programming for a total of 27 individual events, including four co-sponsored events, for more than 1,000 guests. Our research focus on political economy remains strong with eight affiliated Faculty Research Fellows including our new research director Dr. Beatriz Maldonado. This year we also had two student interns, a new program coordinator, and program assistant.

Six of our Market Process Scholars traveled to Indianapolis to kick off the year and assisted with the Center as Charleston was host to the 2018 Public Choice Society Meetings in the spring. The BB&T Free Market Process Speaker Series hosted six distinguished speakers from the non-profits and academia. We continue our partnership with the Institute for Humane Studies (IHS), receiving support for our weekend events.

Our tenth annual Adam Smith Week program took on the theme of Mainline Economics highlighting the work of six Nobel Laureates whose work is in the tradition of Adam Smith.

In addition, students, faculty, and community members experienced topics on Environmental Markets and Equality (both of which are consistent with the College of Charleston’s Quality Enhancement Plan on Sustainability), new frontiers on money, U.S. Chinese relations, and the commemoration of the 100th anniversary of the Russian Revolution.

In addition to receiving support from BB&T Charitable Foundation and the Charles Koch Foundation, we were fortunate to have the John William Pope Foundation and the Woodford Foundation for a Limited Government renew their support to the Center. Joining them are alumni and individual donors who support our mission.

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 the College and business community. We are deeply grateful to all who support our venture.

[2017-2018 Annual Report](#)

**Commercial Real Estate Finance - BS/Minor**

**Assessment Report Summary - Commercial Real Estate 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):
Overall Assessment: Overall, the students are doing well although there is need for some improvement. In most of the classes, faculty plan to spend a bit more time in class making sure the students are well prepared for their final presentations or their exam. For communication and synthesis, students will complete drafts and faculty will provide comments. For the quantitative analysis more practice problems and feedback will be provided.

While preparing for these assessment results, the Real Estate faculty met and realized that our current assessment plan was inadequate to fully evaluate student performance. As a result of extensive discussion between the faculty and support staff, there will be extensive revision of the assessment protocols for the Real Estate Major beginning in the fall of 2018.

Oral communications and synthesis will be assessed in REAL 376 using their final project presentations and reports. Written communication will be assessed in REAL 410. Quantitative fluency will be assessed in REAL 410 and REAL 390. Synthesis will also be assessed in REAL 490 with their final project. By assessing each of these learning goals across multiple classes, the faculty hope to gain better insight into achievement of our students as they progress through the curriculum.

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):

On August 30, the Department of Economics met to discuss this year’s assessment results and create next year’s assessment plan.

One conclusion of the meeting was that on most measures, the Department of Economics is meeting our goals. Only on Measure 1.1 has performance consistently been below our target. In the past, the Department has increased the mathematics requirement necessary to take the class in which this goal is assessed. Although we have seen some improvement on this measure, performance is still below our target. The cause of this lingering weakness is unclear - the math requirement may take another year or two to make its full effect evident, or it may be relatively weaker students admitted to the College in the last several years, or an issue in how and to what depth the material is presented. One hypothesis is that the question used to address this measure may be too narrow. To address this hypothesis, the Department proposes to add an assessment (the scores on the ETS Business Test) to help better diagnose potential causes of the problem.

The School of Business has been assessing most graduating seniors with the ETS Business Test. This test includes a number of questions on basic economics. ETS reports results at the question level, allowing the Department to more precisely measure content area strengths and weaknesses.

In general, the Department recognized that we have reasonably accurate data for only the last three years, and that it is important to continue collecting that data. By adding the results of the ETS Business test, we are increasing the amount and quality of data that we are collecting, which will hopefully point to more specific improvements. In addition to the ETS test, we added an assessment for Measure 4.2 in an attempt to collect more data in an area in which we have historically conducted relatively few observations.

Another conclusion that was reached regarding the need and desirability of measured outcomes of our graduates. The Department would like to have more precise information regarding the employment of graduates, as well as the types of jobs and salaries of those alumni. The Department hopes that the College will employ more resources to provide more data in this area.

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):

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 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 quantitative fluency is the most impactful School of Business objective that relates to the skill sets 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. There also remains a need to improve the communication assessment levels of our students, particularly related to presenting complicated quantitative notions.

This is the first year the School of Business has administered the ETS test in both fall and spring semesters. Each semester's scores have been reported but for this analysis we compare the 2017-18 academic year with other years. The number of students testing in the fall semesters is significantly lower than spring because most students take their capstone course in the spring. Other than a few
minor shortfalls in the management, information systems and legal and social environment assessment indicators this academic year, finance students continue to score well above the School of Business and national average across the board. This is an indication that finance majors are retaining knowledge and skills learned across the business core discipline courses.

Department chairs in the School of Business met to review the ETS Major Field Test data on August 14, 2018. There are indications that there were more students during spring semester who did not take the test seriously in that they completed a two hour test in 10 to 20 minutes than in prior years. With the help of data analysts at ETS we hope to be able to receive test time data from the company to further analyze this trend. We will further analyze transcript tracking data to determine if there is any correlation between core courses taken online versus face to face with the assessment indicator scores. This semester we will also begin publicizing the ETS MFT results and its importance to our programs on our video screens in the Beatty Center. Departments have been given the ETS item information reports for the current test to identify student weaknesses in the individual core courses so that faculty can modify the courses or additional tutoring can be made available.

Suggestions for elevating the levels of the lagging variables include:

1. A more concentrated focus on the specific course objective in areas of concern. Each instructor of record has been now made aware of these shortcomings and can work to address the issues through changes to their course delivery.

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.

3. Additional communication emphasis, particularly in embedding presentation requirements throughout the curriculum (not just at the end), along with additional written requirements, will help improve the well roundedness of our graduates and help focus on our competitive advantage as producers of financial talent.

4. Finance is one of the core quantitative assessment indicator disciplines that had falling scores across many majors. More tutors will be hired for fall semester to help students having difficulty.

Additionally, as of April 19, 2018 there were 284 declared finance majors and 77 declared finance concentrations/minors in the School of Business. The major has continued to grow from its beginning in fall 2015. On average finance faculty teach 33 students per class. Data indicates that it is important for not only the finance program but also the other major programs in the School that roster finance faculty instead of adjuncts teach the FINC 303 Business Finance class required by all of the School’s majors (except economics). This restricts the department’s ability to offer electives and make curriculum changes to the program to support continuous improvement and maintain currency in the discipline.

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 (GBRC) was established as an umbrella organization to oversee and better coordinate the School of Business’ global trade education efforts. The SB is a key provider of international business education and human resource development in SC and the US Southeast. In addition to providing support for one of the country’s largest undergraduate international business program, the GBRC provides multiple outreach activities for the global trade community. It is the region’s sole provider of no-cost trade services for small businesses and the first trade organization in the state to offer the nationally accredited Certified Global Business Professional (CGBP™) certification training program. The Center also offers specialized international trade seminars, workshops, and lectures throughout the year. This past year, it hosted 8 speakers, 2 CGBP workshops, and co-hosted the German Business Summit. In all, 321 attended the speaker events and another 324 (150 community members) attended the German Business Summit. Surveys show high satisfaction with the events.

The GBRC works closely with the SC Department of Commerce and is a Preferred Partner with the US Commercial Service. The GBRC also has representation on the SC District Export Council, the SC International Trade Coalition, the Charleston Research Development Authority’s Global Fluency Steering Committee, and the Charleston Women in International Trade. Surveys sent to partners show high satisfaction with the GBRC efforts.

Importantly, the GBRC provides the primary means of administrative support of all School of Business global business education efforts (the Center individually advises over 800 students annually) and supports SB faculty in promoting and recruiting for overseas travel programs. In 2017---2018, over 350 studied abroad (including MBA and MSc Accounting students) which represents 36 percent of all CoC students studying abroad. A key factor of success is SB faculty support for international education efforts. Not only have faculty been responsible for organizing and promoting bi---lateral exchanges, six organized their own overseas courses. In addition to sending students abroad, the SB hosted 30 incoming foreign exchange students. Response rates for student satisfaction with the
GBRC student advising was low; never-the-less the results show that the Global Studies Coordinator is doing a good job as the vast majority are very satisfied. Students do indicate that the study abroad process needs to be made more clear. We will work on that this year (we have hired a new Coordinator).

The GBRC continues to face challenges as it permanently lost the full-time Associate Director position that coordinated outreach efforts, developed and supervised interns, and organized the Mentoring Program, and Meet the Firm Speaker Series. In February 2018, the Global Studies Coordinator took a new job and, for four months, the Director of the GBRC had to assume these duties as well. The GBRC has asked for a part–time Associate Director to help restructure some of the student engagement programs like the mentoring program and internship programs. The new Associate Director will start in Fall 2018 and will be charged with developing outreach programs and internships.

**Hospitality and Tourism Management - BS/Minor**

**Assessment Report Summary - Hospitality and Tourism Management 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 Department of Hospitality and Tourism Management conducted a review of its program using a triangulation approach. First, the Department examined the results contained within 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 was 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 was a weakness identified in Global Civic Responsibility. The Department is now examining making significant curriculum changes to reflect the results of this assessment.

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

**Assessment Report Summary - 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):

Despite personnel challenges, AY 2017—2018 was a successful year for the IB major and international business education. In Fall 2017, Schools.com ranked the undergraduate business program #2 nationally. The Institute of International Education ranked the CoFC #3 in students sent abroad (the SB and INTB contributes significantly to these numbers). Eight students received full tuition scholarships (or more) to Linngan University’s MSc programs; two professors were also awarded Fulbright scholarships. The University of Linnan (Hong Kong) awarded 7 SB students scholarships (minimum full tuition) to complete an MSc in Organizational Behavior and Human Resource Management. INTB majors continue to be the largest percentage (26%) of Global Scholars.

The program successfully supervised or secured students in international business internships (6 abroad), and 8 students worked with Project Okurase an NGO in Ghana. In addition, interns continue to be selected to work with Dr Jacob Minder at the Clinical Biological Research (an organization that assists Israeli start-ups). Dr David Desplaces also had his 17 INTB 313 students work on export feasibility plans for local business interested in exporting to Africa.

The GBRC continues to build its reputation nationally. It is the only University that has representation on many of the state’s international trade education committees and it is also one of only a few organizations that has a formalized Memorandum of Understanding with the US Department of Commerce recognizing it as a Preferred Trade Education Partner and the GBRC Director is on the South Carolina District Export Council (DEC) whose members are appointed by the US Secretary of Commerce and is instrumental in effecting trade policy. This relationship with the community is vital to the success of the INTB program. This year, the GBRC continued to serve on the steering committee of the Brookings Institute Charleston Metro Export Initiative that is an initiative that is actively promoting international business in SC. Since Summer 2017, the GBRC has been working with the Charleston Business Research Authority’s (CBRA) Global Fluency steering committee. CBRA in developing programs and promotions that will help foreign nationals navigate a range of ex—patrot personnel challenges. The GBRC is an active participant (and only university) that is a member of the SC International Trade Coalition, the major international trade education of SC. The GBRC also partners with Charleston Women in International Trade to identify mentors, internships and jobs. INTB students are not performing as well as in the past. ETS scores continue to lag behind previous years when INTB students would consistently score in the 90th percentile. The performance on other assessment measures, such as the export plan, have not improved significantly despite efforts to give more guidance and support. This year, the IB committee will look at reasons why performance has declined and see what measures can be taken to improve next year.

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**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):
Students evaluated in this report 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 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 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 Office of Economic Analysis and its Director continued the mission of public outreach. In 2016-2017 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 continued in 2017-2018 to interact with the Metro Chamber of Commerce and the S.C. Board of Economic Advisors in developing their annual forecasts. The Director participated in 3 radio interviews and was cited 10 times in the press. The Director continued his participation as a panelist on the Carolina Business Review annual wrap up and forecast, which is broadcast widely in North and South Carolina. The Office responds to these requests on demand as feasible and will continue to do so.

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 2017-18 academic year, the OTA continued building upon its previous success. It’s worth noting that the prior OTA Director left the institution in the summer of 2016, the OTA had no full-time Director in 2016-17, and then had a new Director in 2017-18. Regardless of this turnover, the OTA continues to surpass its targets related to industrial projects/reports (20 projects/reports and over 17 new inquiries), media coverage (29 mentions), and student employment (6 students employed and a 9.5/10 rating on contribution to their college career). Under the continued guidance of the current Director, the OTA intends to continue to improve visibility and industry outreach in the coming year.

Student Success Center

Assessment Report Summary - SB 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):

The School of Business Student Success Center (SSC) facilitates student academic and career success by providing a comprehensive array of programs, resources, and services that advance academic goal-setting, cultivate a relevant skillset, and strengthen career and professional competence. The Student Success Center has an emphasis on academic achievement and professional development combined with strong partnership with School of Business faculty and solid employer relations. The Center guides students as they progress through their college years with focused academic advising, quality internships, career and professional development, connections with alumni and business professionals, and meaningful engagement in activities that enhance the student experience.

The 2017-18 academic year has been about positioning the Student Success Center for a strong future with a focus on five enabling priorities that were developed in response to the prior year’s assessment cycle results:

- Planning, Prioritizing and Executing: Managing the organization with common strategic focus and strategic goals for each focus area within the Center
- Organization: Creating a flexible organizational model that supports the services and experiences the Student Success Center offers
- Technology: Installing scalable infrastructure to meet the future needs of students
- Key Processes: Determining how to work together with staff, faculty, and departments in the School of Business and across campus more effectively and efficiently
- PR, Communications, and Marketing: Showcasing the value of Student Success Center services, programs and events to increase Center usage

Our key themes were formulated for the 2017-18 academic year and beyond:

- A culture of student success
- Clear vision and goals
- Strong leadership over all areas
- Focus on collaboration and partnerships
- Strong assessment practices
- Continuous improvement
- An intuitive/proactive model (go after students, don’t wait for them to land on your doorstep)
- Solid training for professional staff/advisors (includes cross-training)

And the Keys to Success were created with a focus on:

- Being a well-recognized resource for students with a customer service focus
- Serving as a resource for faculty with collaboration and support in mind
- Strategic priorities by area
- Creating a culture of collaboration and connections
- Following NACE Professional Standards
- Preparing students to be top notch candidates in the working world and to be successful following graduation

An innovative, well-resourced office designed to successfully prepare students for the world of work in a comprehensive way
- Transparency and communication in all we do
- Graduates equipped with the work place competencies and the ability to articulate those in job interviews and in networking settings
- Soft Skill development: Written communication, interpersonal skills, problem solving skills, technical skills, teamwork skills
- Strive to teach the mindset and skills required for lifetime employability in a very dynamic and ever-changing world not just a focus on first destination results

2017-18 saw a shift in staffing priorities from academic advising, student engagement, development/ fundraising, and credited internships to priority areas expanding to include academic advising, credit & noncredit internships, employer relations, career development, professional development, student recruitment, faculty relations, metrics/data/reporting, alumni & business professional involvement, scholarships, and student engagement. These staffing changes were constructed with the Compliance Assist measures in mind. Two offsite, full-day staff retreats were held focusing on a stakeholder analysis, an analysis of current services, brainstorming session on desired services and outcomes, and a gap analysis. The Center’s staff was reorganized to use it for industry specific networking events & Directors overseeing career and professional development and Hayden Smith as Student Engagement Coordinator overseeing student clubs and programs with the added responsibility of student recruitment.

Relationship building with faculty and staff in the School of Business as well as across campus created a wealth of opportunities including numerous class visits, mandatory and extra credit resume reviews, as well as collaborative events and programs. This effort was vital for each of the four outcomes.

In relation to the outcome areas of academic advising and career development and career enrichment, the Center launched the new Student Success Center Instagram to help with outreach to students on Student Success Center programs, events and workshops (current followers: 172). In addition, multiple screens, kiosks and the stock ticker are managed by the Center. A new approach was taken with the digital screens to improve the delivery of messaging. The Center also invested in a quality 4-sided branded tent that creates a visual point of contact and has been used in the Beauty atrium as well as in outdoor settings. In addition, we are now utilizing an 18 foot School of Business feather banner and table coverings branded for every department.

The Center has implemented the CareerLeader assessment tool because it focuses solely on careers in business. CareerLeader is the world-leading business career self-assessment program. It provides a robust analysis of a student’s interests, skills and motivators.

CareerLeader provides actionable information to identify the career paths and work cultures that will best suit the student. The assessment is completed on their own and then an appointment is made with the Center to help them analyze their results. The Student Success Center also contributed to an eight part series on Monster.com focused on job search for seniors.

Increasing career opportunities for students is a top priority. We were thrilled this year to implement Handshake in March 2018 which will open up a world of opportunities for our students. Handshake lets universities and employers connect with a single click, leading to more diverse, high-quality networking opportunities for students and employers. Because Handshake now connects over 250,000 unique employers from every industry and region, most schools see a 2-3x increase in relevant job opportunities within the first 6 months of switching to Handshake.

Students, staff and employers can quickly access any part of Handshake from a browser or mobile device, and see content tailored their individual needs. This helps drive an average 50% increase in student engagement over the course of the first year.

The Center has started an employer relations strategy that focuses on helping each employer develop a recruiting strategy to maximize the company’s impact and connection with students. The Center utilized a recruiting calendar for employers; developed a handbook for small companies and startups on how to properly employ a School of Business intern; implemented messaging for employers related to their targeted needs; improved the employer’s School of Business experience with the purchase of a coffee maker for employers, a branded box for each visiting employer with snacks, pens and information on the School; and welcome signage as they enter the building.

With the goal of reaching the student where they are, several technological initiatives came to fruition in 2017-18 including:

- HigherEd Global Talent Network – targeted towards international students looking for placements back at home and local students that want to explore an international experience.
- Brazen Online Networking Platform - utilizing this tool, the Center can expand our employer outreach to businesses that are not able to travel to Charleston allowing them to interact with our students for internships and employment. It will also allow our students to expand their professional networks with alumni and business professionals outside of the greater Charleston region through networking events. It could also be used by any department wishing to use it for industry specific networking event or career fair.
- Big Interview - employers seeking CoC Business students are using video interviews more and more to save recruiting time and costs during the hiring process. Big Interview helps students find out exactly what interviewers are looking for and learn how to anticipate and properly answer the toughest questions in an online video format.

Zoom - the use of a webinar service will allow us to expand our services to a 24/7 model where students can access information anytime, day or night on their schedule. Live webinars will be available for students to do from the comfort of their dorm room or apartment. These webinars will also be taped and available on demand. Alumni and industry professionals from all over the country and world, as well as, SSC professional staff will be able to be part of the webinar series as presenters.

NEW PROGRAMS
In order reach our outcome goals, we put programs in place to capitalize on the opportunity to utilize the skills and experience of our School of Business alumni & business professional community. Four new programs have been created. An alumni oyster roast and LowCountry boil was held in March as a launch party to introduce the programs and garner involvement from local alumni. The new programs that will be administered by the Center include:

SB Alumni Ambassadors - School of Business Alumni Ambassadors will serve as an Ambassador for Business students and alumni relocating to their area, as well as, students doing internships in their city. They will play an important role in making School of Business students and fellow alumni feel welcome and helping them navigate their new surroundings. 

Mock Interview Program - Volunteer Mock Interview Programmers will help prepare students to be their very best in an interview situation. Students will have the opportunity to be part of a simulated interview experience for in-person, phone, Skype and group interviews. The in-person sessions will be video recorded so that the student can review the interview and feedback. Each interview will consist of a 20-minute interview followed by a 10-minute feedback session.

Job Search Cohort Mentors - Students tend to struggle when it comes to knowing where to start and where to go with their job search. These small job search cohorts of 8-12 students will serve as a support group to assist students in the job search process. They will be guided by mentors and career development staff.

SB Career Coach Program - Career Coaches have the opportunity to interact in a very personal and positive way in the career choices of today’s business students and the issues they confront. Many of today’s students do not have positive role models to help shape their career choices during their formative years. Coaches will have the opportunity to interact and guide students to success.

NEW STUDENT ORIENTATION

Getting information to our students early in their college career is vital to achieving our outcomes. The SSC manages new student orientation for the School of Business. 745 Freshmen & Transfer students came through 11 sessions of the School of Business New Student Orientation hosted by the Student Success Center.

EVENTS & PROGRAMS

We also worked to extend our reach in order to achieve our outcomes. This year saw the creation of the new School of Business Student Ambassador program. Student Ambassadors are a group of current School of Business Students who assist with special events, serve as tour guides for the School, and promote the School of Business programs and events. Student Ambassadors are trained to be well versed in all School of Business offerings and opportunities.

Students selected for the Charleston Bridge Program spend the fall semester of their first year of college as Trident Tech students who live and take classes on the CoC campus. If students meet academic targets by the end of the fall semester, they are admitted to the College for the spring semester as full-time students. The Student Success Center hosted a Transfer and Bridge Student Open House. This event introduced our areas of expertise with staffed tables and handouts geared toward any new students with little or no knowledge of the School of Business. The advising table had information about each major, minor or concentration, how to plan a semester-by-semester graduation plan to stay on track for graduation within 4 years. The engagement table had information on clubs, the suit valet, and scholarships available. The internship table had information on credited internships and non-credit internships. The career coaching table had resume examples, School of Business portfolios, business card information, career aptitude testing information, and services that help students navigate the transition from the classroom to the boardroom.

Started this year with direction from the Student Success Center, The Women in Business Club encourages and empowers female students in the School of Business by promoting leadership, philanthropy, and relationships in order to achieve their career goals. The club provides a basis for women to network within their desired field of interest and voice their opinion within the business community.

STEP and SNAP – Each semester the Center attends Re-Admit Orientation. The Center’s Academic Advisor attends to field questions from SB students and provides advising materials to help ensure their success in the School of Business. The Center’s Academic Advisor then serves as their advisor for the first re-admitted semester to help with degree planning and keeping on track with GPA and course selection.

Majors and Minors Fair - With a record number of attendees this year, the Center was excited to participate in the 2017 Major and Minors Fair. This event is very successful in introducing students to programs of study the School of Business offers by providing materials including major and minor critical path sheets, information on clubs, study abroad programs, and professional development opportunities.

Faculty and staff working the event had a set of job interview questions. If answered correctly, students were entered into a drawing for a School of Business T-shirt. If they answered incorrectly, they were given the correct answer and learned how to improve their answer. Those students were then entered into the drawing. The table included School of Business pens, frisbees and stress ball giveaways. Students voted for the “Best Table Display”, out of 40 departments, the School of Business won 2nd place.

StrengthsFinder Workshop Sponsored by Target - Sponsored through funding from Target, the SSC hosted a workshop focused on identifying and using strengths for professional and personal growth.

Activities supported the focus including mock-interview examples of how to use knowledge of personal strengths not only during an interview, but throughout one’s professional career. Students who attended received a copy of StrengthsFinder 2.0, and a professional leather portfolio for use in job interviews.

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):

The Department of Supply Chain and Information Management conducted a meeting to discuss assessment results from the ETS exam. Two of the areas that we are responsible for are: quantitative analysis and management information systems (MIS). The quantitative analysis area show very strong results. However, as part of closing the loop in this year, we are changing a pre-requisite for DSCI 232. We have found that students are not prepared enough with MATH 104, and further discussions with the Math Department show this course as one designed for students who will never take Statistics again. Therefore, the suggested pre-requisite is Math 250. The Department moved forward and started the curriculum change. In terms of the MIS, there was extensive discussion.

First, the decrease of International Business Majors is not impacted by our Department, they are the one major that do not take DSCI 320. On the other hand, the Department identified that 4 sections taught each semester for the past 2 years, did not have a textbook that was approved to cover the minimum requirements in the area. This is a big discovery, and the Department is taking steps to make sure that every course is in compliance with coverage of standard material.
Global Logistics and Transportation - Minor

Assessment Report Summary - 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):

Assessment results show that, overall, the courses comprising the GLAT minor are meeting or exceeding stated objectives. The one area of concern is student performance on the exams in TRAN 312. I plan to revise them for Spring 19 which will hopefully result in improved student performance.

Another issue is our inability to accurately track employment status. For reasons cited elsewhere, we often don't know their job status immediately after graduation. As I believe this is not just a GLAT issue, I plan to discuss the issue with the Student Success Center as I think they are working on a plan to improve graduate tracking at the School level.

Information Management - Minor

Assessment Report Summary - Information Management 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 Results

Students in the one course reporting, DSCI 323 Computer-Based Decision Modeling, far exceeded the baseline set, given the data reported by the instructor. For the other measures, there was no data reported by the instructors upon which to base results.

As of the time of this report there were five minors in Information Management. All of the five IM Minors have an earned GPA>2.0, so all are passing the minor. The lowest GPA is 2.4. The average GPA of the IM Minors is 3.42. Two of the minors have 4.0 GPAs. Given that the GPA data includes prerequisite courses success for courses that lacked data in the assessment plan, the students in the IM Minor are succeeding. That said, more data must be collected in the next cycle to confirm what is clearly a strong academic trend in the success of students in the IM minor.

Improvements planned for the next evaluation cycle

1) Coordination improvement: Because this assessment plan is dependent on one or more instructors upon which the assessment officer depends and across two semesters for data collection, a planning meeting and follow-up communication must happen in early September in Fall 2018.

2) Data collection opportunity improvement: Because the plan includes only required IM minor courses, the courses must be scheduled to be taught at least one time per year starting in 2018-2019.

Improvements already accomplished during the evaluation period

1) Cognos Report training (user-level) was received by IM minor supervisor, Chris Starr, to obtain regular reports on IM minor student course work taken and needed for better course scheduling.

2) EMAIL communication was established with all IM Minor students in early Spring 2018.

3) Meetings with the IM Minor students were conducted in Spring 2018 to get their input on ways to improve communication and outcomes.

4) A new course offering pattern was established and given to the SCIM department chair. Follow up request were made in April 2018 to ensure that ENM 390 become a regular course in every academic year.

5) Chris Starr attended an assessment training session in the Office of Institutional Effectiveness and Strategic Planning in April 2018