

**INSTITUTIONAL EFFECTIVENESS REPORT
ACADEMIC YEAR 2013-2014
SCHOOL OF BUSINESS INCLUDING COMPUTER SCIENCE**

**M. BARRY O'BRIEN
DEAN, SCHOOL OF BUSINESS**

**DR. CHARLES CARPENTER
COORDINATOR OF IE AND ASSISTANT TO THE DEAN**

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SCHOOL OF BUSINESS VISION AND MISSION

VISION

The School of Business at Francis Marion University strives to provide the highest quality baccalaureate and master's degree business programs offered at a small comprehensive university in the southeastern United States.

MISSION

The School of Business at Francis Marion University strives to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. Our business curriculum is strengthened by a strong liberal arts focus within the broader university.

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area they teach. Our small classroom environment promotes interaction among students and faculty. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in accounting, business economics, finance, general business, management, management information systems, or marketing, to achieve a Bachelor of Business Administration degree. Other School of Business students major in economics and achieve a Bachelor of Arts or Bachelor of Science degree. Our graduate student work to achieve a Master of Business Administration degree. Through the Center of Entrepreneurship, the School works with area for-profit and not-for-profit firms and integrates those experiences into our business classes. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

EXECUTIVE SUMMARY

Consistent with our mission, the FMU School of Business focuses on Innovation, Impact, and Engagement to drive our Continuous Improvement and deliver successful outcomes. Many of the individual strategies and outcomes below are indicators of all three drivers: Innovation, Impact, and Engagement.

- The 172 Intellectual Contributions produced by our 30 faculty members in seven disciplines reflect our commitment to teaching and learning scholarship as well as integrated/applied research.
- Consistent with the focus on teaching in our mission, at least two faculty members have written and published case studies in peer-reviewed journals.
- Four members of the business faculty have completed three major economic impact studies; the most recent study leading to the largest, mixed use redevelopment project in downtown Florence.
- Dr. Fred David continues to teach the capstone undergraduate and MBA Strategic Management classes using the 15th Edition of his best-selling textbooks. Dr. David's books are published in six languages and are the best-selling strategy textbooks in Asia and second in Europe.
- The dean and business faculty serve on the boards of several corporate and community boards to include First Reliance Bank, McLeod Hospital Internal Review Board, South Carolina Export Consortium, ECI-Finding New Markets, Florence Little Theater, Sisters of the Holy Cross Investment Advisory Committee (Chair) and General Committee on Finance, and the Air Force Association.
- Growth and Expansion of the FMU Center for Entrepreneurship and Donald E. Kelley Small Business Institute to include support for Downtown Florence Redevelopment and the Florence Downtown Business Incubator.
- In 2014, three business faculty taught courses and provided workshops at universities in Europe, Asia, and Mexico, enhancing global awareness among our students and better preparing faculty to discuss the global business environment.
- Undergraduate and MBA students in the capstone courses in marketing developed and presented two marketing strategies to senior leadership at some of the largest for profit, nonprofit, and governmental organizations in the Pee Dee region of South Carolina.
- Undergraduate students enrolled in our nonprofit management courses have raised more than \$5,000 this year for nonprofit organizations in the Pee Dee.
- Business faculty regularly provide training to management personnel at regional businesses such as Honda of South Carolina, McCall Farms, and other enterprises throughout the Pee Dee region.
- Growth and Development of FMU's Internal Revenue Service Volunteer Income Tax Assistance Program (VITA) has proven to be quite popular among the underserved population in Florence County, SC. Approximately twenty senior students majoring in accounting participate in VITA each spring, and prepared 119 tax returns this tax season.
- SOB faculty development of the FMU Physicians Leadership Program for the McLeod Hospital System. This Leadership Program will be offered for the first time in Spring 2015.

- As a premier chapter of Beta Gamma Sigma (BGS), we sent more students to the BGS Student Leadership Conferences than any of our peer, competitor, and aspirant Schools of Business this year.
- Nationally, FMU business students have attended investment conferences in New York and Ohio this year. In addition, approximately ten to twelve students participated in the South Carolina Bankers Association annual meeting in Columbia, SC.
- Faculty accompany students annually to the South Carolina Banking Institute Program in Columbia, South Carolina.
- The School of Business remains the campus leader in sending students to study abroad at our exchange universities.
- The School of Business offers a one-of-a-kind Dual Degree Program with the France Business School (AACSB-Accredited) whereby FMU business students study for one year in Poitiers, France and earn a Bachelor of Arts degree from the France Business School upon completion of their BBA at FMU.
- Strong growth in internship programs in accounting and management provide meaningful training opportunities and the critical experience that enhance job search efforts.
- Increased cooperation with the Francis Marion University Office of Career Placement has resulted in a larger percentage of graduates finding desirable jobs and/or placement in graduate programs.
- Increased financial support for faculty research and development has resulted in more scholarly output.
- The annual Homecoming School of Business Leadership Breakfast not only honors an SOB alum that has had a highly significant impact in the business world, it brings faculty and alumni together for a great networking and fundraising event.
- Launch of the completely redesigned hybrid MBA Program with substantial changes in the curriculum, delivery method, and Assurance of Learning.
- Inclusion of five School of Business production/operations research courses as requirements for the new Bachelor of Science Program in Industrial Engineering. Having engineering students enrolled in these business courses with our business students creates a synergy that strengthens the learning experience for all students.
- Creation of two new tracks in the Management Major – one track in Human Resource Management and the other track in Supply Chain Management has resulted in opportunities for management majors to specialize in these areas.
- Business and economics faculty have offered three honors courses so that business students have a better opportunity to graduate with university honors.
- To address the needs of the entering, underprepared freshmen planning to major in business administration, the faculty has developed and offered a University Life 100 course to enhance these students' opportunity for success.

SITUATIONAL ANALYSIS

The School of Business provides **transformative** opportunities for business student through the provision of programs designed to fit largely first generation college students, enhancing the economic vitality of the region. Issues of difficult economic restructuring, pockets of low educational achievement, poverty, and unemployment have shaped the vision and mission of the university and the School of Business. The opportunities to facilitate access, and create value for its students, and the region, are significant. As both the traditional college bound population in the region grows and the existing adult population seeks to enhance their skills, the school is well positioned as the leader in our region, and a catalyst for economic growth.

Table 1 shows Number of Graduates by Major for academic year 2013-2014

Number of Graduates by Major			
Major	Total Required Hours	Program Length (# of semesters)	2013-2014
Undergraduate			
BBA-Accounting	129	8	21
BBA-Business Economics	120	8	3
BA & BS-Economics	120	8	6
BBA-Finance	123	8	23
BBA-General Business	120	8	8
BBA-Management	120	8	30
BBA-Management Info Systems	123	8	10
BBA-Marketing	120	8	21
Total Undergraduate			122
Graduate			
MBA	36	6	12
Total			134

The foundation of the School of Business is our faculty. Twenty-three of our twenty-five full time faculty hold Ph.Ds. The SOB employs only four adjunct faculty each year. All take an active part in the **transformative** effect on the lives of their students. They motivate students to achieve academic success, promote interactions between local businesses and the SOB through internships and dialogue, and prepare them for employment opportunities.

These challenges serve as opportunities for the School of Business to focus on providing a high quality and truly **transformative** business education.

STRATEGIC MANAGEMENT AND INNOVATION

As part of the School of Business strategic planning process, the School of Business vision and mission statements have been revised and updated as needed. These changes reflect, and are consistent with, the changes to the university's mission statement, and clarify the type of teaching, research, and service activities in which the faculty engage. The centerpiece of our mission is to provide **transformative** learning opportunities for students from a range of backgrounds to prepare them to be globally competitive men and women.

Strategic planning for the School of Business follows directly from our vision, mission and learning objectives while regarding our students, faculty and the community's economic and industrial stakeholders. The SOB Strategic Planning Committee is charged with carrying out the activities that result in the formation of the SOB strategic plan. The strategic plan is addressed annually and has evolved with many previous weaknesses becoming key strengths. In 2008, under the leadership of Dr. Fred David, who has a leading strategic management textbook that is used in the capstone course at hundreds of universities throughout the world, the School of Business engaged in a major revision of its strategic plan.

As part of the School of Business Peer Competitor Analysis, we include Augusta State University, California State University-Bakersfield, Columbus State University, Colorado State University-Pueblo, Clarion University, Eastern Kentucky University, Henderson State University, Lamar University and The University of Texas of the Permian Basin. We developed this list of peers based on over twenty attributes such as size, student body characteristics, program, funding, and accreditation status. While these universities are considered our peers, we do not compete with them for students.

INNOVATIVE ACTIONS, STRATEGIES, AND PROGRAMS

Action: Continuous improvement in providing high-quality learning opportunities with emphasis upon the development of students who think logically, communicate effectively, think creatively, develop a global perspective, and follow high ethical standards.

Action Items

1. Continue assessing all goals, using information for improvement in student learning.
 - a. Make use of data acquired through the Assurance of Learning Program.
 - b. Monitor local businesses and professional groups for trends in the field.
 - c. Review peer, competitor, and aspirant schools' programs (benchmarking).
 - d. Consider feasibility of additional tracks within the majors.
2. Increase work experience and improve the transition from college to work.
 - a. Expand internship opportunities so that all qualified seniors can enroll in BUS 475, the three semester hour Internship in Business course, and other paid internships.
 - b. Provide networking opportunities for business students through the Young Professionals Florence organization, a 1,300 member group of local, working business persons.
 - c. Establish a mentoring program with experienced executives in the area.
 - d. Increase non-traditional learning opportunities via plant visits and speakers.

- e. Develop a co-op program where students can work in a company for an entire semester.
3. Continue to stay current in technology to support teaching.
 - a. Develop hybrid and online learning courses at the undergraduate level, with a goal of developing an online BBA in addition to our traditional programs.
4. Maintain a critical mass of Scholarly Academic (SA) faculty in each discipline.
 - a. Seek summer research support for junior faculty.
 - b. Seek sabbatical opportunities for senior faculty.
 - c. Provide workshops, “brown bag” lunches, and other opportunities to foster research assistance and collaboration.

STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

FMU generously funds opportunities for business students to participate in experiential learning opportunities. Such real-life experiences better prepare our students for their roles as employees and citizens. These learning activities engage students in the real world experience being studied and serve to enhance students’ awareness of their own values and the values of others. Business faculty can apply for grants of up to \$5,000 per semester through the university’s Ready to Experience Applied Learning (REAL) Program. Some of these experiential learning activities include:

- Using REAL funding, the SOB sends four to six students to the Beta Gamma Sigma Student Leadership Forum each year. We believe more FMU business students have attended these leadership retreats than any other university. Indicative of the socioeconomic background of FMU students, oftentimes these trips are the first time our students have ever flown. Students are required to submit a reflective essay on their experience upon returning to campus.
- Again, using REAL grants, FMU business students participate in the Redefining Investment Strategy Education (RISE) conference in Dayton, Ohio. Some years our students attend investment conferences in New York. All student expenses are paid by the REAL grants.
- Senior Accounting students enrolled in the Federal Taxation II course participate in the Internal Revenue Service Volunteer Income Tax Assistance (VITA) Program. From February until April 15, approximately twenty students, under faculty supervision, prepare and submit federal and state income tax returns. This service is free to the public. Our program has been singled out by the IRS as an exemplary VITA Program.
- Students enrolled in the capstone undergraduate and graduate marketing courses present innovative marketing plans to regional business and government agencies. Top company executives and administrators attend the students’ presentations and are given written reports. The dean often attends these presentations. All presentations are videotaped and evaluated as part of our Assurance of Learning program.
- Students in our nonprofit management courses are involved in a service learning project. Some of these projects involve our students raising money for philanthropic, nonprofit organizations.
- Annually, SOB faculty accompany students to the South Carolina Banking Institute Program in Columbia, South Carolina. This program focuses on job placement in the banking industry.
- Students in upper level business courses in accounting, human resource management, and supply chain management frequently visit and tour local and regional businesses.

- Students in the capstone Strategic Management course participate in the Society for the Advancement of Management (SAM) Case Study competitions in Las Vegas and Washington, D.C. with excellent results.
- Graduate students present and co-author papers with faculty at regional conferences and coauthor case studies.
- Freshmen business majors that qualify for the FMU Honors Program participate in a one-day job shadowing experience. Then, they must present a PowerPoint presentation to the class on their experience.

ASSESSMENT

The AOL program initiated and will continue to stimulate actions for continuous improvement. Importantly, the faculty recognizes the value of the process for continuous improvement for all our programs: MBA, BBA, BS/BA, and CS Programs.

The components of the FMU School of Business Assurance of Learning Program are:

- Assessment Process: Goals, Learning Outcomes, Measurement, Actions
- School of Business Faculty Involvement and Actions
- School of Business Faculty Committees
- Administrative Financial Support
- Communication
- Continuous Improvement Actions

The FMU faculty identified four principles which guide the AOL program development in our MBA, BBA, BS/BA, and CS programs. The following principles continue to form the basis for our assessment programs:

Principle 1: Student learning is critical to the successful completion of our mission. Our Assurance of Learning Program provides the process for achieving our mission. As the FMU and SOB missions indicate, student learning is the priority. Consequently, faculty must provide evidence of high quality teaching for both promotion and tenure.

Principle 2: Student learning is integrated throughout our curriculum. All of our faculty recognize and accept their role in impacting each student's learning outcomes.

Principle 3: Process for measurement and evaluation of student learning. An on-going integrated process is necessary to insure student learning. The Assurance of Learning Program involves numerous parties with specific responsibilities but all involved in a cycle of planning, evaluation and decision making.

Principle 4: The key to meeting the needs of our students and our business community is continuous improvement leading to genuinely transformative learning experiences. The business environment requires students who are prepared to successfully compete and contribute to organizations.

The needed professional skills and competencies are changing as our business community changes. Students are entering our programs with different learning styles, experiences, and demands. To successfully contribute to the business environment, our faculty must provide skillful and productive graduates. As detailed in the 2009-2014 Strategic Plan, a key objective is the continuous improvement in high-quality learning opportunities, with an emphasis on the development of students who think logically, communicate effectively, think creatively, develop a global perspective, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. In this way, our AOL Program drives the sought-after transformation in our business students.

ASSURANCE OF LEARNING PROGRAM: BBA

Responsibility for the Assurance of Learning Program: BBA is with the BBA Assurance of Learning Committee. Six faculty members comprise this committee.

Principle 1: Student learning is critical to the successful completion of our mission.

Learning Goals: BBA

The initial BBA learning goals developed and accepted by the BBA faculty have been maintained. BBA faculty discussions indicate that these goals are appropriate and represent the needs of our student, the needs of our community, our missions and our objectives.

Principle 2: Student learning is integrated throughout our curriculum.

Integration of Goals: BBA

Goal integration throughout the curriculum is the responsibility of the BBA faculty.

Principle 3: Process for measurement and evaluation of student learning is an integrated process.

BBA AOL Process

The BBA AOL committee is composed of a director with five faculty members. The AOL measurement process continues to utilize direct and indirect measures including rubrics, ETS exams, embedded questions, and surveys. Indirect measurements including student self-assessment surveys, feedback from employers and graduates and from internship evaluations have continued. All data are evaluated and summarized by the Assurance of Learning Committee. The committee reports the information to the Dean, to the Curriculum Committee, and to the School of Business faculty. A critical component of the measurement process has continued since 2007 and is the use of the ETS exam. The ETS exam is administered during each semester in the capstone course; Business 458. All students are required to take the exam.

Principle 4: The key to meeting the needs of our students and our business community is continuous improvement leading to genuinely transformative learning experiences.

ASSURANCE OF LEARNING PROGRAM: MBA

Responsibility for the Assurance of Learning Program: MBA is with the MBA Committee. The MBA Director and five MBA faculty members comprise this committee.

Principle 1: Student learning is critical to the successful completion of our mission.

Learning Goals: MBA

The FMU MBA faculty recognizes that the mission’s emphasis upon student learning provides a foundation for our learning goals. The learning goals for the MBA program were derived from the FMU Mission and the School of Business Mission prior to 2009. The learning goals are the culmination of faculty effort to integrate the internal expectations of the faculty with external demands of the business environment. The faculty considered that the MBA graduate should be able to demonstrate a broad range of management knowledge, skills and abilities which will enable the individual to contribute significantly to the needs of the ever-changing business and not-for-profit organizations. The six learning objectives are characterized as knowledge, global, analytical, communication, creativity and ethics.

Principle 2: Student learning is integrated throughout our curriculum.

Integration of Goals: MBA

The MBA faculty considers it their responsibility to integrate these goals throughout the curriculum. The integration of the goals is assessed by faculty self-reports and student surveys on an annual basis.

Principle 3: Process for measurement and evaluation of student learning.

MBA AOL Process

The 2009 Five Year Maintenance Report reported several strategic actions for consideration for the measurement and assessment of student learning. These actions were implemented, resulting in the development of a Dean’s Exit Survey, the additional recording of oral presentations for assessment, and the development of a rubric for ethics. During the development of these assessment instruments, concerns about all rubrics and the assessment process was identified. Various assessment elements were also changed to reflect the faculty’s concern about information validity. The MBA Director is responsible for collecting the data and the data is provided to the MBA committee. A critical component of the measurement process has continued since 2007 and involves activities in the capstone course. This course requires students to present a three-year strategic plan for a company. An executive from the company attends the thirty minute Strategic Plan Presentation. The student must communicate the plan and respond to questions and concerns from the other students, the professor, and most importantly, the executive. The Assurance of Learning Program: MBA continued the use of the ETS exam, which began in Fall 2005. The ETS exam is administered during the fall semester in the capstone course; Management 745 Strategic Planning. All students are required to take the exam.

Principle 4: The key to meeting the needs of our students and our business community is continuous improvement leading to genuinely transformative learning experiences.

Table 2 shows MBA ETS and National ETS Results for academic year 2013-2014.

Table 2: FMU MBA ETS Results				
	2013	2013	2014	2014
	FMU	National	FMU	National
Marketing	62	58.2	67	57.4
Management	62	59.3	68	58.7
Finance	37	43.4	51	44.4
Managerial Accounting	48	49.0	51	46.6

Strategic Integration	52	52.2	60	51.7
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Table 3 shows Undergraduate ETS and National ETS Results for academic year 2013-2014.

	2013	2013	2014	2014
	FMU	National	FMU	National
Accounting	41	43.8	39	42
Economics	43	44.2	43	40.0
Management	54	57.0	54	56
Quantitative Business Analysis	43	40.5	38	37
Finance	40	42.6	44	43
Marketing	54	55.0	56	56
Legal and Social Environment	55	55.5	55	61
International Issues	49	52.8	48	50
Information Systems	48	48.4	47	41

Table 4 shows the Summary of Intellectual Contributions of FMU School of Business Faculty

Faculty Aggregate and summarize data to reflect the organizational structure of the school’s faculty (e.g., departments, research groups). Do not list by individual faculty member	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Faculty Producing ICs*
Accounting		7	5	2		5					5	100%
Computer Science	2	2	7	2		4			1		5	
Economics	4	9	4	4		4		1	4		7	100%
Finance	5	6	5	3		5			2		6	100%
Management	4	26	19	6		15		2	4	7	17	100%
Management Information Systems	1	2	13	2		4			1	1	8	100%
Marketing	3	8	6	5		5	1		1	1	4	100%
Total	19	60	59	24		42	1	2	7	16	52	

	<ul style="list-style-type: none"> • Encourage faculty to provide feedback of written learning opportunities to students with focus upon depth, clarity and organization. • Follow up on the assessment activities undertaken by the Eng 305 faculty.
Prior semesters indicate a satisfactory percent of our students meet expectations for ethical issues, but less than 30% exceed expectations. (Ethics)	<ul style="list-style-type: none"> • Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication. • Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.
Trend analysis for the last 5 years indicates our students had been below the national average on global issues, until this year. (Global)	<ul style="list-style-type: none"> • Add one study abroad business course every summer for academic credit. • Increase students from international exchange universities studying business and economics at FMU. • Encourage faculty to have executives with international experience interact with students • Continue support for faculty to advise students to take the international courses in management, marketing or economics as an elective business course. • Encourage faculty to emphasize international perspectives in courses, as relevant to the context.
Creativity Scores are Average (Creativity)	<ul style="list-style-type: none"> • Provide a series of workshops concerning the best teaching methods for achieving our learning outcomes with special focus upon ethics, creativity and communication. • Encourage faculty to continue integrating experiential learning into the classroom and applying for QEP grants.
The length of MBA program, including the minimum 18 hours of prerequisites, is a competitive concern.	<ul style="list-style-type: none"> • Implement change in number of Pre-MBA courses from 18 hours to 6 and incorporating the material into existing core courses beginning summer 2010.
Low level of promotion and advertising of the MBA program a competitive concern.	<ul style="list-style-type: none"> • Our MBA program continues to produce a high quality product, though few in the region know about the program. Supports the proposals now submitted to university leadership, and if approved, implement it promptly. • Additionally, study the possibility of online education --- with the potential for portions of a course, or an entire course to be taught online, which issue is in response to competitive concerns.
Move Computer Science department to the College of Liberal Arts and create independent Department	<ul style="list-style-type: none"> • Request approval to hire a Department Chair when funds become available. • Submit a recommendation for the department to seek Computer Science accreditation.

Maintain PhD faculty teaching Computer Science courses at greater than 25%	<ul style="list-style-type: none"> • Maintain the current level of PhDs in CS. • When funds become available, hire a department chair, also expected to hold the PhD in CS.
Provide students with more experience in problem solving	<ul style="list-style-type: none"> • In 2007-2008 CS students participated in two Extreme Programming Competitions. In 2008-2009 CS students participated in two additional Extreme Programming Competitions and an additional CS conference. Continue this important aspect of the program.
CS computer networking lab	<ul style="list-style-type: none"> • Plan developed by CS faculty including cost and space requirements proposed to the Provost in 2008. Plan on hold pending space, revisit in coming year. Continue to seek out space on campus for the CS program.

MBA GOALS FALL 2013 – SPRING 2014

Learning Goal: Knowledge and understanding of the core subjects in business ---accounting, economics, finance, management, marketing, and strategic integration.

Learning Outcomes:

- *Students will demonstrate knowledge of the core subjects in business*

Learning Goal: Analytical and conceptual skills to analyze and solve managerial problems within the context of a strategic plan that integrates all aspects of business

Learning Outcomes:

- *Students will demonstrate conceptual and analytical skills to solve managerial problems*
- *Students will demonstrate the integration of all aspects of business*

Benchmark:

80% of the students will *demonstrate conceptual and analytical skills to solve managerial problems*

80% of graduating MBAs will consider that their conceptual and analytical skills are significantly improved

Assessment Method:

Direct Method: Rubric analysis of student submission to executives in marketing course currently titled MBA 725

Indirect Method: Survey of Seniors (4 students responded)

Results

n= 10 (100% of class enrollment)

Rubric: 5 met expectations, 5 exceeded expectations
Survey: 100% of students responded that skill had improved.

Benchmark met. 100% of students met or exceeded expectations. The analyses indicate that our MBA students do seem to identify the problem correctly. The percent of students who are performing at the “exceed expectations” is acceptable. However just 50% exceeded expectations. Faculty should continue including the application of real world projects/cases/assignments in the curriculum where appropriate. The faculty is encouraged to modify the curriculum to encourage improvement in decision making skills.

Learning Goal: The ability to communicate business issues in both oral and written form to appropriate audiences

Learning Outcome: Students will effectively communicate orally and in writing.

Benchmark:

80% of the students will communicate effectively while interacting with the audience
80% of the students will communicate effectively in writing to appropriate audience

Assessment Method:

- Direct Method: Rubric analysis of student submissions – written and oral presentations to executives in marketing course currently titled MBA 725
- Indirect Method: Survey of Seniors (only 4 seniors responded to the survey for Spring 2013)

Fall 2013- Spring 2014 Results
N=10 (100% of class enrollment)

Written

Rubric: 3 met expectations, 7 exceeded expectations
Survey: Two of four students reported improvement.

Benchmark met. 100% of students met or exceeded expectations by rubric. But, not by the self-reported assessment.

Oral

Rubric: 5 met expectations, 4 exceeded expectations, 1 did not meet expectations

Survey: Three of four students reported improvement.

Benchmark met. More than 80% of students met or exceeded expectations for oral and written communication.

Overall, the trend for the past two years is that 80% students meet expectations concerning oral communication. The percentage of students who exceed expectations on the various criteria needs to be

improved. And, even a small percent “does not meet expectations” is not acceptable. Areas which need to be improved include eye contact, elocution, mannerisms, and the use of notes.

All MBA faculty are requested to continue to include oral presentations into the curriculum here appropriate.

Learning Goal: Creativity and adaptability in developing response to regional and national business problems.

Learning Outcome: Students will demonstrate the utilization of creativity in the solving of managerial problems

Assessment Method:

- Direct Method: Rubric analysis of student submissions – written and oral presentations to executives in marketing course currently titled MBA 725
- Indirect Method: Survey of Seniors (only 4 seniors responded to the survey for Spring 2013 and did not respond to this question) Results are attached.

Fall 2013- Spring 2014 Results

N= 9 students

Rubric: 3 students met expectations, 1 exceeded expectations

Benchmark met. 100% of students met or exceeded expectations

Conclusion: Faculty are requested to include the application of real world projects/cases/assignments in the classes and to request creative solutions. The faculty is encouraged to modify the curriculum to encourage more creativity assignments.

Learning Goal: Our students will have an understanding of ethical perspectives and be guided by high ethical standards.

Learning Outcome: Students will demonstrate understanding of ethical issues, stakeholders and implications of decisions.

Assessment Method:

- Direct Method: Rubric analysis of student submissions in marketing course currently titled MBA 725
- Indirect Method: Survey of Seniors (only 4 seniors responded to the survey for Spring 2013 and did not respond to this question)

Fall 2013- Spring 2014 Results

N= 9 students

Rubric: 3 students met expectations, 1 exceeded expectations

Survey: 75% of the students reported less than significant improvement in skill.

Benchmark met. 100% of students met or exceeded expectations. However, the self-reported does not indicate 80% of students responding improvement.

The prior semesters indicate that a satisfactory percent of our students meet expectations for

demonstrating understanding of ethical issues, stakeholders and implications of decisions. However, the percentage of students who exceed expectations is not at an acceptable rate.

The percent of students who exceeded expectations indicates that more focus upon ethical perspectives should occur in the program. The faculty is encouraged to modify the curriculum to encourage more ethical discussions.

Learning Goal: Comprehension of the effects of global influences on business

Learning Outcome: Students will demonstrate understanding of global issues

Assessment Method:

- Direct Method: Rubric analysis of student submissions in marketing course currently titled MBA 725
- Indirect Method: Survey of Seniors (only 4 seniors responded to the survey for Spring 2013 and did not respond to this question) Results are attached

Fall 2013- Spring 2014 Results

N= 9 students

Rubric: 3 students met expectations, 1 exceeded expectations

Benchmark met. 100% of students met or exceeded expectations. The percent of students who exceeded expectations indicates that more focus upon global perspectives should occur in the program. The prior semesters indicate a concern that students should have a greater knowledge of the global environment, and for demonstrating understanding of global issues. The faculty is encouraged to modify the curriculum to encourage more global discussions.

ACTIONS TAKEN IN 2013-2014

1. To address the students' performance concerning ethics, conceptual analysis, global awareness, and creativity which were identified by the School of Business faculty due to the AOL assessment process for the BBA and MBA, two services were purchased: *The Wall Street Journal: Journal in Education* and the *IBISWorld* service.
 - a. *The Wall Street Journal: Journal in Education* service encourages faculty to require readings concerning ethics, global and other current issues due to ease of connecting to the resource. Hence, it allows for greater integration of the goals but it also provides an additional means for students to become aware of current events. The student has free access to the Wall Street Journal. With our mission to provide transformative learning opportunities, the faculty believes this component of our program will be beneficial. If we can make reading of the Wall Street Journal a habit for our students we can truly transform them.
 - b. Faculty concern about the ability of the students to use analytical and conceptual skills to analyze and solve managerial problems led to the investigation of the resources which were available for students. After considerable research, the faculty requested *IBISWorld* and the administration funded the research tool. This service allows students to assess information about 700+ industries. The faculty will incorporate activities in the courses to utilize this research tool with the goal of improving our students' analytical and conceptual skills.
2. To assist faculty in the use of assessment tools and more innovative teaching methods workshops were provided concerning Course-Smart and Connects Homework Manager and the use of *Applia* software.