

VALDOSTA STATE UNIVERSITY
LANGDALE
COLLEGE *of* BUSINESS



Innovation
Engagement
Impact



CONTENTS

I. Engagement, Innovation, and Impact	1
A. Engagement.....	1
B. Innovation	2
C. Impact.....	3
II. Situational Analysis	4
A. Factors Shaping Our Mission and Operations	4
<i>Background.....</i>	<i>4</i>
<i>Organizational Structure</i>	<i>5</i>
<i>Service Region and University Enrollment Trends.....</i>	<i>5</i>
<i>Langdale College Enrollment Trends.....</i>	<i>6</i>
B. Relative Advantages.....	7
<i>New Facilities and Renovation of Existing Facilities.....</i>	<i>7</i>
<i>External Funds and Scholarships</i>	<i>7</i>
<i>Limited Number of Competitors.....</i>	<i>7</i>
<i>Student Organizations.....</i>	<i>7</i>
<i>Stable Faculty with Strong Community Ties.....</i>	<i>7</i>
<i>WebMBA Consortium</i>	<i>8</i>
C. Relative Disadvantages	8
<i>Faculty Sufficiency.....</i>	<i>8</i>
<i>Distance from a Large Metropolitan Area</i>	<i>8</i>
D. Challenges	8
<i>Salary Competitiveness and Compression.....</i>	<i>8</i>
<i>Turnover in Upper Administration</i>	<i>8</i>
E. Opportunities.....	9
<i>Moody Air Force Base.....</i>	<i>9</i>
<i>AACSB Accounting Accreditation.....</i>	<i>9</i>
<i>Curriculum Expansion</i>	<i>9</i>
F. Programs Included in Review and Number of Graduates	9
III. Update on Previous Team Review	10

IV.	Strategic Management and Innovation.....	11
A.	Mission and Summary of Strategic Plan.....	11
	<i>LCOBA Mission</i>	<i>11</i>
	<i>LCOBA Strategic Goals (2015 – 2019)</i>	<i>11</i>
B.	Strategic Management Planning Process and Outcomes	12
	<i>Planning Process, Inputs, and Feedback.....</i>	<i>13</i>
	<i>LCOBA Centers</i>	<i>13</i>
	<i>LCOBA Advisory Boards</i>	<i>14</i>
	<i>LCOBA Structural Reorganization.....</i>	<i>14</i>
	<i>Key Achievements and Accomplished Outcomes by Goal.....</i>	<i>14</i>
C.	Intellectual Contributions, Impact, and Alignment with Mission.....	16
	<i>Intellectual Contributions</i>	<i>16</i>
	<i>Support for Intellectual Contributions.....</i>	<i>16</i>
	<i>Substantial Cross-Section of Intellectual Contributions by Major.....</i>	<i>17</i>
	<i>Student Engagement and Impact</i>	<i>17</i>
D.	Financial Strategies.....	17
	<i>State Personnel Services and Operating/Travel Budgets</i>	<i>18</i>
	<i>External Support</i>	<i>18</i>
	<i>Strategic Action Plans: Costs, Timing, and Funding Sources.....</i>	<i>19</i>
E.	New Degree Programs, Majors, and Minors	21
V.	Participants	23
A.	Student Enrollment and Support.....	23
	<i>Student Enrollment Trends</i>	<i>23</i>
	<i>University Student Support</i>	<i>24</i>
	<i>Langdale College of Business Student Support</i>	<i>25</i>
B.	Faculty Management and Support	28
	<i>Faculty Trends</i>	<i>28</i>
	<i>Faculty Management</i>	<i>28</i>
	<i>Faculty Support.....</i>	<i>30</i>
C.	Professional Staff Sufficiency and Deployment.....	30
VI.	Learning and Teaching.....	32
A.	Curricula Management and Development.....	32
B.	Langdale College	32

<i>Department of Accounting</i>	33
<i>Department of Economics and Finance</i>	33
<i>Department of Management and Healthcare Administration</i>	34
<i>Department of Marketing and International Business</i>	34
<i>Master of Accountancy (MAcc)</i>	35
<i>Master of Business Administration (MBA)</i>	35
<i>Georgia WebMBA</i>	35
<i>Honors Program</i>	36
C. Learning Goals for Degree Programs and Assessment	36
<i>Process and Reporting</i>	36
<i>BBA Learning Goals</i>	37
<i>Closing the loop: Background</i>	37
<i>Closing the loop: Knowledge goal assessment results lead to changes in ECON 2106</i>	38
<i>Closing the loop: Global goal assessment results lead to international select option...</i>	38
<i>Closing the loop: Teamwork goal assessment results lead to business analytics course</i>	39
<i>Closing the loop: Summary</i>	40
<i>Master of Accountancy (MAcc) learning goals and results</i>	40
<i>MBA learning goals and results</i>	40
VII. Academic and Professional Engagement	41
A. Student Academic and Professional Engagement	41
<i>Academic and Professional Engagement related to course work:</i>	41
<i>Academic and Professional Engagement of the various Student Organizations</i>	42
B. Faculty Qualifications and Engagement	45
C. Faculty Engagement Examples:	46
VIII. Other Materials	47
A. Best Practices	47
B. New Faculty Biographies	48

I. Engagement, Innovation, and Impact

The Langdale College of Business (the College) Mission Statement states that “we enrich lives for the benefit of all.” Included in that mission statement is a set a values that champion experiential learning, practical research, and global engagement; and within each of those values, we also demonstrate engagement, innovation, and impact. To that end, the following report explores each of those elements in detail, but the College provides an initial overview of how our mission corresponds with those elements.

A. Engagement

The College seeks to expand the outreach of our students, faculty, and staff into the broader communities of the larger university campus, the community in which the university is an integral partner, the communities from which our students arrive and to which they will return, and ultimately the global community. What follows is just part of our story as it relates to engagement.

- **Small Business Development Center (SBDC).** The Center is a program of the Georgia SBDC Network and the College in partnership with the U.S. Small Business Administration. It is designed to provide resources and practical research for regional entrepreneurial efforts and to assist in regional economic development. The SBDC partnership also allows for multiple experiential learning opportunities for students and faculty, both of whom collaborate with the SBDC and its clients on business plan review and formation, financial analysis, marketing plan development, and industry research within the region.
- **Center for Economic and Business Research (CBER).** The Center supports regional economic development and promotes activities that strengthen the competitive positions of regional businesses. CBER provides a broad range of consulting services, training programs, and public service activities to the 41 South Georgia counties of our service area. The Center provides *Lowndes County by the Numbers*, *Quarterly Cost-of-Living Index*, and the *South Georgia Economic Outlook*.
 - *Lowndes County by the Numbers* identifies the peer and aspirant communities for Lowndes County and compares economic indicators that measure the strengths and opportunities for this community.
 - *Quarterly Cost-of-Living Index (COLI)* measures regional price differences in consumer goods and services for professional and managerial households. These data aid businesses and consumers in salary and relocation decisions.
 - *South Georgia Economic Outlook* is a quarterly publication that reports the economic conditions and events that influence the South Georgia business environment.
- **South Georgia Community Banking Symposium.** Expanding upon the element of global engagement, the



College and the Georgia Bankers Association host the Annual South Georgia Community Bank Symposium. Over 80 regional community bankers have attended the educational symposium for three of the past five years. This event features industry-leading speakers from beyond the region who focus on the many challenges and innovative opportunities for the financial services sector. In other words, part of global engagement is bringing the globe to the region.

B. Innovation

The College has been innovative in its approach to all facets of our school, delivering cutting edge educational environments that extend beyond the classroom, the online environment, and even the school itself. Through the adoption of innovative teaching methods, research applications, and even curriculum development, the College continues to seek ways to improve the experience for all stakeholders.

- **Experiential Learning Requirements.** After a review of the senior core curriculum, the College implemented a new, required, zero-credit-hour course designed to promote experiential learning opportunities for our students. This course requires students to have either an internship, study abroad experience, or 150 hours of servant leadership activities during their undergraduate programs. Each of these opportunities allows students to take the skills learned in the classroom and use them to engage within the community, perform practical research in a hands-on setting, and/or learn more by doing within a “real-world” environment.
- **Integrating Software:** System Analysis and Program Development (SAP) is the market leader in the Enterprise Resource Planning (ERP) market servicing. The innovative use of this software in the classroom allows business students to use SAP software during ERP simulations. Students demonstrate the interconnecting nature of business processes by following a standardized business process through its entire life cycle. Students who successfully complete three courses, with at least 30 percent SAP content, taught by advanced SAP-trained faculty receive a SAP University Alliances Student Recognition Award thereby impacting student employment opportunities on a global scale.
- **Financial Trading Center (FTC).** The Center provides for a student-managed portfolio that allows students to experience the responsibility that comes with managing real money (over \$125,000) and to develop the organizational skills required to function as a team. Our VSU Investment Team competes at UGA and participates nationally at the GAME Forum in New York City. An FTC Advisory Board meets with the student team twice annually and provides continued financial support, portfolio advice, internships, and job opportunities.



C. Impact

The implementation of our values within various activities and endeavors also has an impact that extends far beyond delivering a classroom education to business students. The various opportunities provided by the College are felt internationally and provide compelling stories that students carry with them into their careers and beyond.

- **International Media Exposure.** Dr. Elvan Aktas, Professor of Finance and a Turkish national, had a live weekly TV show on SamanyoluHaberTV (a nationally broadcast news channel), and bi-weekly columns on their website (approximately 300,000 hits daily). He has written more than 30 articles on the financial and economic conditions of Turkey. He currently has a live weekly TV show on CanErzincanTV and is writing columns for an online news outlet. With the current climate in Turkey, Dr. Aktas' engagement provides much needed information and stability to individuals within his home nation.



- **Student Impact.** Langdale College students are making a significant impact in practical research while, at the same time, our student organizations have received national recognition for their outstanding achievements.
 - Faculty have co-authored and published 14 peer-reviewed journal articles with students (graduate and undergraduate).
 - The ENACTUS team raised over \$190,000 and built their own Skills Success Center in a low-income housing development. They staff the Center after school four days a week to mentor and tutor at-risk children. Teachers report a demonstrated increase in science and math performance.
 - The Institute for Health Improvement (IHI), student organization in healthcare administration, partnered with South Georgia Partnership for Health (SGPH) to help raise over \$12,000 for a medical/dental clinic that provides free care to the working uninsured. The IHI was awarded the 2015-2016 VSU Community Service Project of the Year.
 - Marketing research students have created over 60 marketing plans with regional businesses during the past five years. Many of these plans have been implemented and have had a significant impact on sales.
- **Alumni Success.** Many Langdale College alumni have achieved distinction in their careers.
 - Stuart Parker is the CEO of USAA, one of America's leading financial companies serving military families since 1922. USAA offers a comprehensive range of financial services and planning.



- Patrick Faber recently was elected the Deputy Prime Minister of Belize.
- Downing Barber, entrepreneur, founded Barberito's restaurant chain and has more than 50 locations.
- Gary Slayton is the International Marketing Director for ASICS, a major athletic gear international company.

The College is proud of the opportunities it provides to students, faculty, staff, and the global community. These opportunities support our mission and engage our values in the pursuit of engagement, innovation, and impact. Though this is a summary of our story, it tells a compelling tale of the investment in the future of all stakeholders in the College, the University, the region, and even constituents who live beyond the region of South Georgia. These stories are expanded in the pages that follow.

II. Situational Analysis

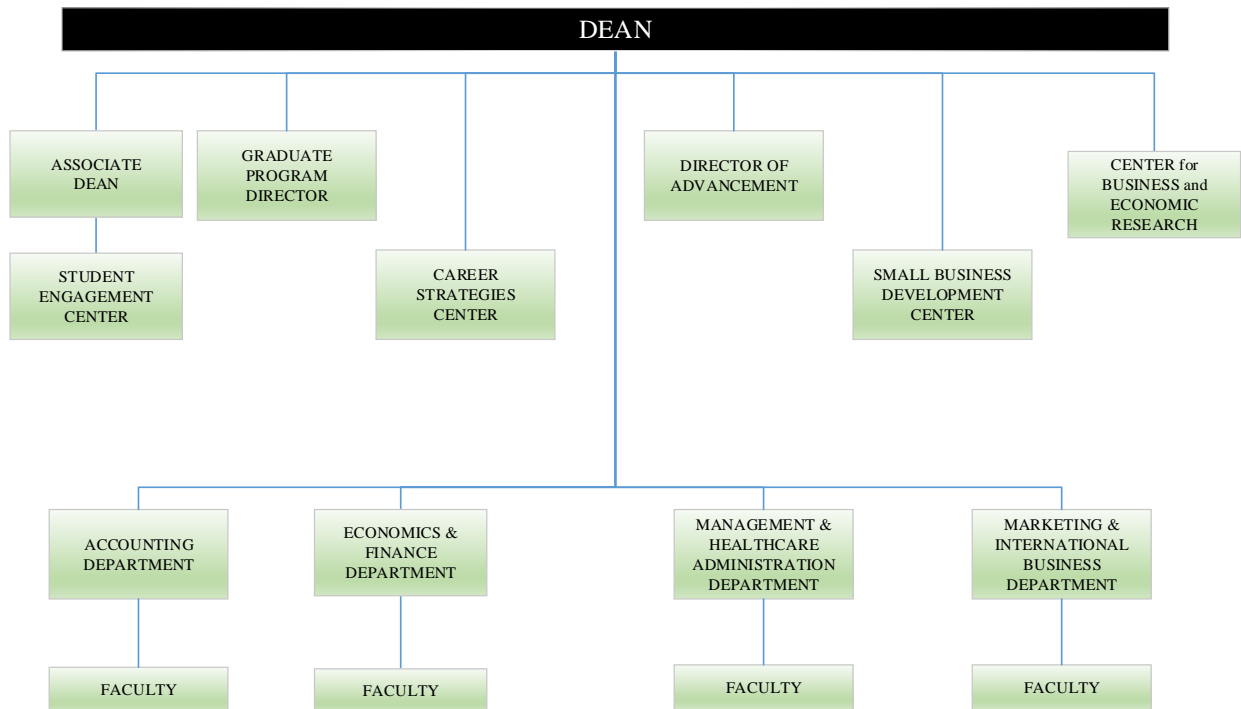
A. Factors Shaping Our Mission and Operations

Background

South Georgia State Normal College opened as a two-year women's college in 1913. In 1993, it received its third name change, becoming Valdosta State University, one of two regional universities in the University System of Georgia. In 2013, VSU was designated a comprehensive university. Today, VSU has six colleges serving 11,541 (undergraduates 9,303, graduates 2,238) students by offering Associate degrees in two fields, Bachelor's degrees in 55 majors, Master's degrees in 35 majors, Educational Specialist degrees in six majors, a Doctorate of Speech-Language Pathology, a Doctor of Education in three majors, and a Doctor of Public Administration.

The Division of Business Administration was established in 1971 and renamed the School of Business Administration in 1973. The School of Business Administration became the College of Business Administration in 1994 and was renamed the Harley Langdale, Jr. College of Business Administration in 2000. AACSB first accredited VSU's BBA program in 1981 and the MBA program in 1997.

Organizational Structure



Service Region and University Enrollment Trends

Valdosta, a city of 56,595 (2014 Census Bureau), located 18 miles from Florida, is a business, medical, and shopping hub for its adjacent South Georgia and North Florida counties. In 2000, Valdosta/Lowndes County was officially designated as the Valdosta Metropolitan Statistical Area (MSA). In 2014, the Census Bureau estimated the 2014 MSA population to be 143,317. VSU's "service region" is no longer just South Georgia. Students represent the majority of the 153 Georgia counties and 58 countries. For a number of years, the percentage of students from the Atlanta MSA had increased to the point that VSU had more new freshmen from the Atlanta MSA than from its traditional service region. However, over the past five years, the number of students enrolling from the Atlanta MSA has declined 26.1%. In addition, the number of individuals between the ages of 18-24, traditional college-age students, in the Valdosta MSA declined by 12.3%.

In Fall 2015, VSU was designated an excess capacity institution thereby allowing VSU to offer Georgia in-state tuition to all residents of Florida, Alabama, and South Carolina. Enrollment for out-of-state students has increased by over 13%. Extensive marketing efforts are proving productive, and enrollment of out-of-state students is expected to continue to increase.

VSU and Langdale College Enrollments

Term Year	VSU Freshmen Enrollment	Total VSU Undergraduate Enrollment	VSU Graduate Enrollment	Total VSU Enrollment	Langdale College Enrollment
Spring 2012	2,463	10,028	2,249	12,277	1,290
Spring 2013	2,141	9,562	2,198	11,760	1,234
Spring 2014	1,886	9,156	2,109	11,265	1,288
Spring 2015	1,746	8,695	2,224	10,919	1,403
Spring 2016	1,542	8,235	2,480	10,715	1,444

During the past five years, from Spring 2012 to Spring 2016, there was a 17.9% decrease in VSU undergraduate enrollment, a 10.3% increase in VSU graduate enrollment, and a 12.7% decrease in total VSU enrollment.

Langdale College Enrollment Trends

While the university’s overall enrollment has declined, Langdale College enrollment has increased over 11.9%. Business enrollment as a percentage of total VSU enrollment has increased from 10.5% to 13.5% since Spring 2012. This has presented both challenges and opportunities. Over the past ten years, student credit hour production has increased from 10,286 to 14,157, an increase of 37.6%. Average freshman/sophomore class size has expanded from 31 to 52 (67.7% increase) and average junior/senior class size has expanded from 26 to 35 (34.6% increase). Over the past five years, this trend in credit hour production is even more pronounced. Current enrollment (Fall 2016) has surpassed 1,600 students and credit hour production has grown to over 16,000. Average class size has fluctuated in lower division classes due to recent increase in online course offerings in the lower division classes where class size is limited to approximately 35 students.

Langdale College Undergraduate Credit Hours and Class Size

Langdale College	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Student Credit Hours	11,968	11,654	12,278	13,573	14,157
Average Freshman/Sophomore Class Size	57.2	50.0	45.9	57.9	52.1
Average Junior/Senior Class Size	25.1	22.0	22.6	26.4	35.4

This significant increase in business college enrollment and credit hour production may be attributable to a national trend of increasing business enrollment, an extensive marketing campaign, an expansion in degrees and minors offered, and a greater number of online offerings.

B. Relative Advantages

New Facilities and Renovation of Existing Facilities

In 2014 the new Health Sciences and Business Administration (HSBA) building opened, a \$35 million 135,000 square-foot multi-purpose facility. HSBA contains eight tiered, shared classrooms and an auditorium that seats 260 individuals. The Langdale College occupies the third floor while sharing occupancy of Pound and Thaxton Halls. Langdale College has expanded current programs and developed new programs, including those related to healthcare. The new Financial Trading Center has become a major icon of the business school and has been a focus for recruiting and retention. The Student Engagement Center (newly renovated) not only is an advising center but also has expanded services to include career preparation, counseling services, student study rooms, and an employer interview room.

External Funds and Scholarships

Naming opportunities in our new HSBA building have significantly expanded our discretionary funds as well as student scholarships. In addition, VSU has undertaken its first ever capital campaign and has raised over \$47.7 million of its \$53 million goal. The Langdale College's \$13 million Foundation accounts provide funding for student organizations, faculty research and travel, recruiting and retention of faculty, faculty and staff development, and sponsoring university and community events.

Limited Number of Competitors

There are no AACSB accredited business colleges in Georgia within 150 miles of Valdosta.

Student Organizations

The Langdale College of Business student organizations are recognized both regionally and nationally. The College invests over \$75,000 of Foundation funds each year in our student organizations. Beta Gamma Sigma has attained Highest Honors designation the past three years. Beta Alpha Psi (BAP) chapter was recognized as a Gold Chapter in 2013 and 2014, the highest achievement in BAP attained by less than 3% of all chapters. BAP also has been distinguished as a Superior Chapter since its inception. The IMA student chapter received the Gold Chapter award the past three years. The ENACTUS team has placed in the top four in the nation five times. The Investment Team competes each year at the G.A.M.E. Forum in New York with a portfolio of over \$125,000.

Stable Faculty with Strong Community Ties

The College has 42 full-time faculty of which 38 have terminal degrees (90%). Twenty-nine faculty have tenure, and 31 faculty have been at the Langdale College for five or more years. (See **Appendix A, B, & C** for faculty details.) The faculty turnover rate is less than 5% per year. Faculty are well-integrated into economic development groups, civic organizations, and non-profit institutions. They make significant contributions and have a substantial impact in the community.

WebMBA Consortium

The WebMBA consortium is comprised of six AACSB-accredited Georgia universities. The program is recognized as one of the best nationally. It is ranked 11th in the 2016 Best Value Online Colleges for Business Degrees by OnlineU for its quality and affordability. It is also ranked #1 in student satisfaction by GetEducated. CEO Magazine ranked the Georgia WebMBA 12th in Global Online MBA programs. Online MBA Report ranked the program 8th in online MBA programs in the South.

C. Relative Disadvantages

Faculty Sufficiency

Growth in the number of full-time faculty has not kept pace with the growth in business college student credit hour production and enrollment. Although the number of faculty has grown 10%, the number of business majors, credit hour production, and average class size have all grown at a much faster pace. The credit hour production per full-time faculty member for the academic year has grown by 25% to 642 SCH in AY 2016. Student demand has been met by moving offerings to larger class sizes, by adding a few adjunct instructors in lower level courses, and by increasing the number of course preparations per faculty.

	AY 12	AY 13	AY 14	AY 15	AY 16
Full-Time Faculty	38	41	43	43	42
SCH per Faculty	514	512	556	603	642

Distance from a Large Metropolitan Area

The rising cost of post-secondary education has incentivized parents and students to decide to remain at home or closer to home. This is evidenced by the number of students enrolling at VSU from the Atlanta MSA has declined by 26.1%. The economics of higher education has and will continue to change. Non-proximity to a large metropolitan area has a significant impact on enrollment and growth.

D. Challenges

Salary Competitiveness and Compression

Salary compression continues to be problematic. An accounting professor and an international business professor left due to salary compression. In addition, an accounting faculty member retired. The university salary offerings are based on College and University Professional Association (CUPA) and not on the public AACSB-accredited salary scale. As the market for business faculty becomes even tighter, it will be crucial to be able to hire in a competitive salary range to maintain excellence.

Turnover in Upper Administration

Since 2008, VSU has had five presidents/interim presidents and six provosts/interim provosts. Turnover in the vice-president and dean ranks has been just as dramatic. This

instability has hampered the University's ability to sustain consistent policies and procedures which, in turn, has impacted growth and constructive change.

E. Opportunities

Moody Air Force Base

Moody Air Force Base is located in South Georgia, just six miles north of Valdosta. The 23rd Wing is the home of the world famous "Flying Tigers", Combat Search and Rescue, and Security Forces warriors. Moody Air Force Base is one of the top three employers in South Georgia and has a major economic impact on the region. To facilitate delivery of programs to personnel and serve the educational needs of our military, online programs have been developed – an undergraduate BBA in Management and an MBA with a concentration in Healthcare Administration. This new initiative reflects the ongoing educational commitment of VSU and the College to our local community.

AACSB Accounting Accreditation

On June 7, 2016, the AACSB Accounting Accreditation Committee (AAC) voted to accept the LCOBA Initial Self Evaluation Report. This is evidence of the high quality of our accounting programs (BBA and MAcc) and accounting faculty. The AACSB Accounting accreditation will improve our ability to recruit and retain high quality students and faculty.

Curriculum Expansion

Several opportunities exist to support the regional economy and to expand educational opportunities for non-traditional students. There are more than six Regional Distribution Centers (RDCs) in Valdosta and surrounding counties. A needs assessment has indicated a significant need for a logistics/supply chain management program. The College has a prospectus at the Board of Regents for such a program. The RDCs are willing to financially support the new major, offer internships, and participate on a new board. This furthers the mission of the College by providing engaged education for regional economic development. The University is performing a needs assessment for augmenting our existing majors by offering all BBA majors online. Students who successfully complete three courses, each with at least 30 percent SAP content, taught by advanced SAP-trained and engaged faculty receive a SAP University Alliances Student Recognition Award (SRA). Certificates in several areas are being examined to meet the needs of our regional labor force and businesses.

F. Programs Included in Review and Number of Graduates

All degree programs within the College are included in the accreditation review. These programs consist of the BBA degree in seven majors (Accounting, Economics, Finance, Healthcare Administration, International Business, Management, and Marketing), an MBA degree (started in 1993), an online WebMBA degree program (begun in 2000; offered in collaboration with five other AACSB-accredited business schools in Georgia), and a Master of Accountancy (MAcc) degree (reactivated in 2010).

The table below presents information about degrees awarded by the College from Fall 2015 to Spring 2016. The International Business and the Healthcare Administration majors are relatively new and given the number of current enrolled majors, the number of future graduates will be comparable to other BBA majors.

Fall 2015– Spring 2016 Langdale College Graduates by Degree Program and Major

Degree Programs and Majors			
BBA Degrees	Graduates	Master’s Degrees	Graduates
Accounting	53	MBA (includes WebMBA)	15
Economics	10	MAcc	7
Finance	43		
Healthcare Administration	22		
International Business	18		
Management	56		
Marketing	53		
Total BBA	255	Total Master’s	22
Grand Total = 277			

III. Update on Previous Team Review

The 2012 Team Visit Report mentioned only one area that needed to be addressed prior to the next maintenance review:

- A statement clearly defining the criteria used to determine how faculty members are classified as participating or supporting needs to be developed and added to the Langdale College of Business Faculty Policies Manual.

The following statements were added to the new 2016 *Faculty Handbook*, page 5 (**Appendix D**):

Participating and Supporting Faculty:

- a) Participating Faculty Members: Participating faculty members may be lecturers, senior lecturers, instructors, assistant professors, associate professors, or full professors. They teach, serve on LCOBA and VSU committees, attend faculty meetings, and have full voting rights with regard to policy decisions. With rare exceptions (i.e., one-year appointments), they are expected to do research, perform service, and attain or maintain SA, PA, SP, or IP Qualification.
- b) Supporting Faculty Members: Faculty not classified as Participating will be classified as Supporting. Their only responsibilities are teaching classes and maintaining office hours. Research and service activities are not required, nor are they required to participate in faculty meetings or LCOBA decision making.

IV. Strategic Management and Innovation

A. Mission and Summary of Strategic Plan

The mission statement began its latest evolution during the spring of 2014. Diverse representatives from the Business Student Advisory Council, the Business Advisory Board, the executive committee, and each major were tasked with creating a mission statement that encapsulates the dynamic changes occurring within both business and society and the impact of LCOBA education therein (see **Appendix E**). The committee reviewed, discussed, and revised the mission statement over several months, but ultimately, the committee decided, that unlike 2006 and 2010 when the mission statement was amended, a complete rewrite was needed.

The revision of the VSU mission statement (**Appendix F**), adopted in early 2015, served as an additional impetus for a complete recast of the College mission statement. The current mission statement serves as the foundation of the College's strategic plan, curriculum evolution, community engagement, and professional impact.

At the core of the College's mission is the value it places on experiential learning, practical research, and global engagement to effect quality educational outcomes. While students hail from diverse backgrounds and have disparate aspirations, the strategic plan manifests the principle directives necessary to ensure that each student can build his/her desired career.

The Mission Statement, Vision Statement, Values Statement, Strategic Plan, and assessment of the Strategic Plan are provided in the **Appendices G and H**. The Mission and Strategies are summarized below.

LCOBA Mission

To enrich lives for the benefit of all by providing opportunities for experiential learning, practical research, and global engagement to the students, faculty, and communities that we serve.

LCOBA's mission is supported by the College's Strategic Plan. Major goals set to accomplish the mission are identified below, followed by the process and outcomes.

LCOBA Strategic Goals (2015 – 2019)

- Goal #1: Support and align with VSU's mission and strategic plan
- Goal #2: Recruit, retain, and graduate a diverse student body
- Goal #3: Foster an environment of innovative teaching and scholarship
- Goal #4: Provide an environment of professional development and support
- Goal #5: Engage the local, regional, and global communities
- Goal #6: Enhance financial resources for LCOBA
- Goal #7: Pursue continuous improvement of the LCOBA

B. Strategic Management Planning Process and Outcomes

In accordance with College bylaws, adopted by faculty in March 2016, the College has regular faculty meetings – at least one each fall semester and one each spring semester. Faculty are recognized as the basic legislative body of the College, making recommendations and deliberating on any matter of concern to the College. The bylaws are available in **Appendix I**.

The College also employs internal and external advisory committees and boards to facilitate stakeholder engagement in the strategic planning process. Specific standing committees also facilitate the mission. The standing committees with duties and responsibilities are listed below:

- AoL Leadership Team and Learning Goal Teams oversee all assurance of learning activities. The teams are responsible for developing, assessing, and reporting on student learning outcomes annually. The AoL Leadership Team may also make recommendations for changes to the general business curriculum.
- Curriculum Committee reviews and votes on curriculum proposals; it also, at the request of the Executive Committee, is responsible for preparing and presenting new college-wide proposals to the faculty; and, this committee interfaces with the AoL Leadership Team in making curriculum change recommendations.
- Executive Committee reviews curriculum proposals, faculty policies, strategic plans, mission statement, personnel issues, AACSB International requirements and reports, and other issues as needed. The LCOBA Executive Committee may also propose changes in any of these areas to other LCOBA standing committees or ad-hoc committees.
- Graduate Programs Committee reviews all curriculum change requests for the MBA and MACC programs, reviews AOL assessment results, and recommends changes to the graduate programs. Other tasks under the purview of the committee include the evaluation of applications to LCOBA graduate programs, GMAT/GRE waiver requests, and student fulfillment of program prerequisites.
- Leadership Committee is comprised of the LCOBA Executive Committee and the chairs of the standing committees and any current ad-hoc committees. The purpose of the Leadership Committee is to share information with the various committees.
- Recruitment and Retention Committee recruits and retains qualified students for the majors and minors offered through LCOBA. Committee activities include maintaining and updating the College webpage, creating and updating major and minor brochures, attending VState Experience and Open House days, and establishing a presence and awareness of our majors and minors on campus through advertising and attending University- and College-sponsored events.
- Scholars Committee manages the various honors, scholarships, and outstanding student awards for LCOBA. The Scholars/Honors activities include advising business honor students, representing LCOBA on the Honors Advisory Committee, recruiting and selecting Steele scholars, selecting college and specific university scholarships, and nominating and organizing the outstanding student awards presented at LCOBA and University Honors night.

- Strategic Planning Committee develops, assesses, and updates the College's 5-year plan.
- Study Abroad Committee coordinates and supports study abroad activities. The committee also oversees the allocation of study abroad scholarships to LCOBA students and vets new study abroad programs proposed by faculty members.
- Tenure and Promotion Committee (TPC) reviews, evaluates, and recommends tenure and promotion.

Planning Process, Inputs, and Feedback

The five-year (2015-2019) Strategic Plan synthesizes the strategic directives envisioned by faculty, staff, students, and community leaders necessary to fulfill the College's mission. The Strategic Plan Task Force spent eight months meticulously weighing various opportunities. The final draft was submitted to the Executive Committee and the faculty and was adopted in May 2015. The Strategic Plan is reviewed annually by stakeholders for progress, revisions, and outcomes. The 2016 assessment of the five-year Strategic Plan (2015-2019) was completed by the Strategic Planning Committee, and progress and outcomes were noted at the Fall 2016 faculty meeting. The Strategic Plan is assessed and revised as needed each year and undergoes a formal review every five years. The five-year (2015-2019) Strategic Plan and is in **Appendix H**.

In an effort to expand the global engagement process, the College has developed a network for involving faculty, students, and business professionals, locally, and from around the region. Some of the results of this process include the following:

LCOBA Centers

LCOBA has three primary centers: the Student Engagement Center, the Center for Business & Economic Research, and the Small Business Development Center. Each of these centers address multiple needs as indicated below:

- **Student Engagement Center (SEC):** The mission of the SEC is to prepare students for life-long success by creating business career opportunities in collaboration with our University and community business partners. The SEC is dedicated to providing students and alumni with the tools necessary for career development and job search. The SEC offers a full range of student resources and one-on-one career development and career advising services to our business students and alumni. The SEC staff provides guidance to students transitioning from high school to college, integrates in-class and out-of-class learning, and facilitates student development. In addition, the SEC offers business students a centralized location to study, polish their resumes and cover letters, review class options with an advisor, identify community service opportunities, prepare for class presentations, participate in mock interviews, search for jobs, and receive placement assistance. Student counseling is a new service available on North Campus. Counselors are trained to assist students with academic anxiety, depression, violence or assault, balancing multiple demands, and more.
- **Center for Business & Economic Research (CBER):** CBER supports regional economic development and promotes activities that strengthen the competitive positions of regional businesses. In addition to conducting applied research on

important regional issues, CBER provides a broad range of consulting services, training programs, and public service activities to area organizations.

- **Small Business Development Center (SBDC):** The mission of the SBDC is to provide business and economic development assistance for Atkinson, Berrien, Brooks, Clinch, Coffee, Cook, Echols, Lanier, Lowndes, and Thomas Counties in South Central Georgia. The SBDC is an essential resource for small businesses. Practical experience, combined with advanced education, gives VSU's consultants the ability to apply current business theory to the challenges faced by today's entrepreneurs.

LCOBA Advisory Boards

External advising boards create reciprocal opportunity for students and faculty to engage with the business community and for the business community to impact the educational curriculum at LCOBA. Members of these advisory boards also serve on various committees of the College (e.g., Strategic Planning Committee). Detailed membership of the Business Advisory Board, Business Student Advisory Council, Financial Trading Center Board, and Accounting Advisory Board are provided in **Appendix J**.

LCOBA Structural Reorganization

LCOBA reorganized in 2014 from three departments to four departments. Accounting became a separate department in preparation for the AACSB Accounting Accreditation review. The Department of Economics and Finance was created due to the intellectual relationship between the disciplines. The remaining departments are Management & Healthcare Administration; and Marketing & International Business. The reorganization addresses the following objectives embedded in the LCOBA strategies:

Key Achievements and Accomplished Outcomes by Goal

Numerous and significant achievements were accomplished via continuous improvement efforts. A partial list appears below.

Strategic Goal #1: Support and align with VSU's mission and strategic plan

- A new LCOBA mission statement was passed in Spring 2015 which complements the strategic plan and emphasizes experiential learning, practical research inclusive of faculty and students, and global engagement in the local, regional, and national communities.
- The LCOBA *Faculty Handbook* was aligned with the new mission statement, new strategic plan, and 2013 AACSB Standards.
- Langdale College committees reflect on-going participation from all college stakeholders including faculty, students, and community representatives, many of whom sit on the Business Advisory Board and/or the Accounting Advisory Board.

Strategic Goal #2: Recruit, retain, and graduate a diverse student body

- A revised curriculum was adopted by the College in Fall 2016 that added additional courses which reflect changes in the external environment. This included the

addition of a business analytics course, a career development course, an experiential learning course, and an international course. A goal of these changes is to better attract, retain, and graduate students who are therefore, better prepared for a career in their chosen field.

- The College participates in Open House events four times a year where high school students from around the region, and even outside of the region, attend with their parents to learn more about VSU and various disciplines within the College.
- Articulation agreements between VSU and community colleges in both Georgia and Florida are a recent development that contains the potential of increasing College enrollment.
- LCOBA student credit hours for Fall 2016 increased nearly 20% over Fall 2015.

Strategic Goal #3: Foster an environment of innovative teaching and scholarship

- College faculty received SAP training at multiple national and international workshops during AY 16. SAP is being implemented in courses across the curriculum.
- The College sends faculty to the Georgia Master Teachers program in Atlanta to enhance teaching skills.
- Both the Business Advisory Board and the Accounting Advisory Board continue to grow and are an integral part of the teaching and scholarship process. These boards, among other functions, provide input on our curriculum including recommending additional courses and additional software.

Strategic Goal #4: Provide an environment of professional development and support.

- In an effort to better serve the needs of the College's students, a full-time Career Strategies Coordinator was hired in January 2016. The Coordinator is responsible for:
 - conducting job-etiquette and job-search seminars;
 - developing and monitoring full-time job and internship opportunities;
 - conducting cover letter and resume writing workshops;
 - recording and critiquing mock interviews; and,
 - tracking full-time job and internship placements.
- The College funds faculty and student presentations at academic conferences. Over the past five-year period, more than 200 regional, national, or international academic presentations were funded through the College (of which 52 received competitive research awards).

Strategic Goal #5: Engage the local, regional, and global communities

- The College provides scholarships for qualified students who participate in study abroad programs. Twenty-one students received funding to study abroad in Turkey and Germany in Summer 2016. Additional study abroad programs to Croatia, China, and Hong Kong are being developed.
- In the past two years, 168 undergraduate and graduate students have completed internships.

- The Accounting Department organizes a Meet the Firms event, where 20-25 firms gather to interview students for full-time and internship opportunities.
- The ENACTUS team raised over \$190,000 and built a Skills Success Center in a low-income housing development. Members staff the Center after school four days a week to mentor and tutor at-risk children. Teachers report a demonstrated increase in science and math performance.
- Student Organizations (Beta Gamma Sigma, IMA, Beta Alpha Psi, ENACTUS, IHI, AMA, and the Investment Club) participate in local and regional community activities such as: Red Cross blood drives, Soles for Souls shoe drives, Relay for Life, Habitat for Humanity, and Homeless Connect.

Strategic Goal #6: Enhance financial resources for LCOBA

- The College has a full-time Advancement Officer engaged in actively seeking financial gifts for the College that enhance the funding received from the endowments and state funds.
- The Advancement Officer attends Alumni Association events to increase engagement of the alumni and strengthening the relationship.
- LCOBA newsletters and digital communications are distributed to local leaders and alumni periodically to strengthen community connections.

Strategic Goal #7: Pursue continuous improvement of the College

- The Accounting Department has had its initial self-evaluation report (iSER) accepted by AACSB.
- The College surveys BBA, MAcc, and MBA graduates, and employers to track student and employer opinions, recommendations, and other information.

C. Intellectual Contributions, Impact, and Alignment with Mission

Intellectual Contributions

Intellectual contributions include peer-reviewed journal publications, professional presentations, and other activities, which include but are not limited to, textbook or chapter publications, serving on the editorial board of an academic journal, and a new professional certification. The number and type of intellectual contributions for initial qualification and sustaining the qualification for each of the four faculty qualification categories are outlined in the 2016 LCOBA *Faculty Handbook* (**Appendix D**).

Support for Intellectual Contributions

VSU Support: The VSU Faculty Scholarship provides funds to faculty to present papers at regional, national, and/or international conferences and to attend meetings and workshops which focus on curriculum development and instructional improvement activities. Faculty may apply for funding up to a maximum of \$2000 per academic year.

In addition to Faculty Scholarship the following grants are available to faculty:

- Grants of up to \$1000 are available through the Applied Research Seed Grants (ARSG) to assist faculty in exploration of applied research opportunities
- Grants of up to \$600 are available through the Faculty Internationalization Fund (FIF) through the Office of International Programs to promote faculty exposure to and participation in international education and research
- Faculty Research Seed Grants (FRSG) are available to support faculty research in the pursuit of the scholarly mission of the University
- Federal grant opportunities are available through the Office of Sponsored Programs and Research Administration (OSPRA).

Langdale College Support:

The Rae and Lillian Steele Summer Grants are available to faculty for research, instructional development, and faculty internships. Faculty proposals for these grants are reviewed and voted on by the Executive Committee (consisting of the department heads, associate dean, and dean) and have ranged from \$6000 - \$8000 depending on the number of faculty proposals funded in a given year. Award recipients submit a final written report of the results of the grant and present the research to faculty at a brown bag seminar.

Publication Incentive Awards are presented annually to faculty for peer-reviewed journal publications. The incentives are independent of merit based raises and are scaled on the documented acceptance rate of the journal.

In addition, individual Department travel funds, WebMBA funds, endowments and other Foundation funds are used to support faculty research requirements. Faculty are not limited in the number of funded academic conferences in any given year.

Substantial Cross-Section of Intellectual Contributions by Major

Table 2-1 (see **Appendix C**) indicates that a substantial cross-section of our faculty have made intellectual contributions. The College aggregates are 98% for the “Percent of Participating Faculty Producing ICs” and 93% for the “Percentage of Total FTE Faculty Producing ICs”. Three of seven majors have faculty with aggregates of 100% for both of these two categories. The four other majors have aggregates ranging from 75% to 100% in one or the other categories.

Student Engagement and Impact

In an effort to provide experiential learning to our students, business students have participated with faculty in numerous research activities including co-authorship of peer-reviewed journals and presentations at professional conferences. Details of these activities can be found in Section VII of this report.

D. Financial Strategies

The financial strength of LCOBA supports our efforts to innovate through experiential learning in and out of the classroom, to engage the global community, and to provide support to our faculty, which therefore leads to increased practical research, much of which

is in turn incorporated in the classroom. Following is a summary of the financial support to LCOBA:

State Personnel Services and Operating/Travel Budgets

The state personnel services (salaries and benefits) and operating and travel budgets for LCOBA for FY 2016 (July 1, 2015 - June 30, 2016), are shown in the table below. Each LCOBA unit is provided an annual operating budget. The administrator of each unit is responsible for the monitoring and use of these funds.

Langdale College: Faculty and Operating Funds by Area

Unit	FY 2016 Number of Faculty/Staff	FY 2016 Personnel Services Funds	FY 2016 Operating & Travel Funds	FY 2016 Total State Funds
Dean’s Office ¹	3/7	\$ 832,443	\$ 115,341	\$ 947,784
ACCT	8/0	\$1,315,265	\$ 7,867	\$1,323,132
ECON/FIN	12/0	\$1,444,189	\$ 9,566	\$1,453,755
MGNT/HCAD	13/0	\$1,654,993	\$ 9,610	\$1,664,603
MKTG/IB	7/0	\$ 961,114	\$ 4258	\$ 965,372
TOTAL	43/7	\$6,208,004	\$ 146,642	\$6,354,646

¹ Includes the Student Engagement Center, Development Office, and the Center for Economic and Business Research.

External Support

Endowments: The College maintains the Rea and Lillian Steele Endowment, the Harley Langdale, Jr. Endowment, the College Endowment, and twelve individual scholarship endowments. The Executive Committee manages foundation endowments which are used for strategic purposes. Income from the Langdale Endowment and the College Endowment supplements money from the College’s Operating and Travel Funds, all of which focus primarily on funding for faculty research, travel and development, college/staff development, building improvements, technological equipment, and hardware/software. The Steele Endowment provides funding for specific initiatives, including faculty teaching and research development, staff development, student scholarships including study abroad scholarships, college advancement, and student organizations.

Langdale College Endowments: Principal and Income

Endowment	Endowment Amount (February 22, 2016)	Endowment Income (FY 2016)
Harley Langdale, Jr.	\$ 1,341,653	\$ 45,754
Rea and Lillian Steele	\$ 10,444,372	\$ 352,826
College	\$ 173,844	\$ 5,860
Individual Scholarships	\$ 830,614	\$ 24,918
TOTAL	\$ 12,790,483	\$ 429,358

Annual Gifts: Annual gifts to the college may be restricted to specific activities or areas (e.g., a particular department or student organization) or may be unrestricted to the College. Restricted and unrestricted gifts to LCOBA for Fiscal Year 2016 are provided in the table below. The primary uses of these funds are scholarships, experiential learning activities, community engagement activities, faculty research, hardware/software, databases, travel, and development, hiring part-time faculty, building and technology improvements, recruiting and moving expenses, and student organization support.

FY 2016 Gifts to Langdale College by Area and Amount

Designated to:	Annual Gift Amount
Langdale College	\$ 215,480
Academic Departments	\$ 20,061
Scholarships	\$ 62,012
Student Organizations	\$ 60,859
TOTAL	\$ 358,412

Supporting Funds: The table below lists the total external support available to the College supporting FY 2016 activities. The Executive Committee manages external funds generated by the WebMBA program which are used for strategic purposes. These funds are used for faculty research presentations, community engagement activities, building renovations, experiential learning activities, hardware/software, distance learning support, graduate research assistants, development of study abroad programs, and college promotional activities. Additional gifts during the year will increase these support funds.

Available External Support for FY 2016

Support Area	Available External Support
College (WebMBA)	\$ 158,980

Strategic Action Plans: Costs, Timing, and Funding Sources

A new LCOBA Five Year Strategic Plan was approved by the faculty in May 2015. The action plans along with costs, timing, and funding sources are summarized in the table below. These initiatives are in line with the College and the University mission statements. The strategic initiatives encompass the changes in both the mission statement and strategic plan.

AACSB International Financial Strategies

Langdale College of Business Financial Support for Strategic Action Plan Items					
Activity	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds	Strategic Focus
Grow undergraduate enrollment by 2% per year and graduate enrollment by 5% per year	Fall 2015	\$10,000	\$10,000	External funds (WebMBA funds)	Impact and Engagement
Utilize remediation tools and other techniques to improve retention and graduation rates	Spring 2015	\$ 4,000	\$ 4,000	University Adjunct Funds	Impact, Innovation, and Experiential Learning
Restructure instructional delivery as necessary for non-traditional, out-of-region, and special needs students	Summer 2015	\$40,000	\$5,000	External funds (WebMBA funds)	Impact, Innovation, and Experiential Learning
Curriculum revisions in undergraduate senior core	Fall 2016	\$2,500	\$0	External funds (WebMBA funds)	Impact, Innovation, and Experiential Learning
Encourage faculty research, scholarship	Fall 2008	\$150,000	\$150,000	Langdale College Endowment Funds	Impact and Practical Research
Create collaborative minors in several subject areas	Fall 2015	\$0	\$0	N/A	Impact, Innovation, and Experiential Learning
Increase study abroad opportunities for students and faculty	Fall 2015	\$36,000	\$36,000	Langdale College Endowment Funds	Global Engagement and Experiential Learning
Create a BBA in logistics and supply chain management (three additional faculty)	Fall 2016	\$380,000	\$380,000	University Academic Personnel Budget	Impact, Innovation, and Experiential Learning

**Langdale College of Business
Financial Support for Strategic Action Plan Items**

Activity	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds	Strategic Focus
Renovate Pound Hall	Summer 2016	\$2,580,000	\$0	VSU Maintenance and Renovation funds	Innovation and Impact
Expand opportunities for student internships with local and regional businesses	Fall 2015	\$1,000	\$1,000	Dean's Operating Budget	Global Engagement and Experiential Learning
SAP Integration into curriculum	Summer 2016	\$25,000	\$15,000	Langdale College Endowment Funds	Innovation, Impact, and Experiential Learning
Creation of Student Engagement Center	Fall 2015	\$205,000	\$0	University End-of-Year Lapsed Funds	Engagement, Innovation, and Impact

LCOBA's mission statement provides the framework for the action plan items outlined in the above Financial Strategies table. The strategies will "provide opportunities for experiential learning, practical research, and global engagement." Valdosta is a major regional distribution center. The proposed logistics/supply chain management degree will not only support regional economic growth but also provide multiple opportunities for student internships. Curriculum revisions require "outside the classroom" experiential learning such as internships and study abroad programs. Restructuring instructional delivery by integrating SAP, flipping the classroom, hybrid courses, and online offerings are innovative uses of technology "inside the classroom." Faculty are incentivized to conduct practical research through research grants, travel monies, and other financial support as needed. These action plan items define the achievements for the next five years that will move the College toward fulfillment of its mission.

E. New Degree Programs, Majors, and Minors

The College anticipates the approval of one new graduate degree program, the MBA in Healthcare Administration. While the B.B.A. is the only undergraduate degree offered by the College, one additional major has been added, and a proposal for a second new major is awaiting approval from the University System of Georgia. Additionally, eleven minors have been created largely utilizing existing courses to provide students with a deeper understanding of a particular subject area. The B.B.A. in Management has been expanded to online delivery, and both the B.B.A. in Accounting and B.B.A. in Marketing are ready to expand to online delivery pending approval by the University.

Master of Business Administration with concentration in Healthcare Administration (MBA-HCAD): The MBA program offers a general business concentration. The MBA program also began offering a healthcare administration concentration effective Fall 2013. This concentration is designed for students interested in a career in the area of healthcare. The Department of Management and Healthcare Administration has requested that the healthcare administration concentration of the MBA program be considered a separate degree program, and approval is expected during AY 2017-18. The MBA-HCAD is a 36-hour program of study compared to the 30-hour program of study required for the MBA. Additionally, only 12 hours of credit is common to both programs of study. In less than three years since its inception, enrollment in the online MBA-HCAD program has grown to be greater than 70% of the enrollment in the traditional face-to-face MBA.

B.B.A. in Healthcare Administration: The Healthcare Administration major was instituted Fall 2014 to meet the demands of the healthcare community. The initial degree requirements were created in consultation with local and regional healthcare professionals. This major has grown rapidly to become the third largest among the College's seven majors with 160 students in Fall 2016.

B.B.A. in Management online: The B.B.A. in Management was expanded to online delivery Summer 2013. The content of the degree is identical to the existing major – only the mode of delivery was changed. This led to distinct University designation as an on-line major in Spring 2016. As of Fall 2016, 63 students were enrolled as online majors versus 279 face-to-face majors.

B.B.A. in Logistics/Supply Chain Management: A prospectus before the University System of Georgia for a second new major in Logistics/Supply Chain Management is pending approval. The College's Business Advisory Council and businesses in the region have requested that the College begin offering this program. Several national and multi-national companies have regional distribution centers within 40 miles of campus.

Minors in the College: No minor programs were offered by the College prior to the last AACSB visit. New minors have been created to meet the demand of students and are open to students with majors both in the College and in other Colleges in the University. These minors include:

- Accounting – (proposed) Fall 2017
- Advertising and Promotions – Fall 2013
- Business Analytics – Fall 2016
- Business Law – Fall 2016
- Economics – Fall 2013 (non-business majors only)
- Entrepreneurship – Fall 2013
- Healthcare Administration – Fall 2015 (replaced HCAD certificate)
- Human Resource Management – Fall 2014 (replaced HR certificate)
- Logistics/Supply Chain Management – Fall 2016
- Operations Management – Fall 2016
- Professional Sales – Fall 2014

All seven majors in the College have been substantively revised. This is more fully explained in Section VI of this report.

V. Participants

A. Student Enrollment and Support

Student Enrollment Trends

Between Spring 2012 and Spring 2016, the overall enrollment at Valdosta State University fell from 12,277 to 10,715 students, representing a 12.7% decrease in total enrollment. The breakdown between undergraduate and graduate student decline shows that the bulk of that decrease occurred with undergraduate students (a decrease of nearly 18%); though at 10.3%, graduate student decrease was not insubstantial. One of the major reasons for the decline in enrollment is the decrease in students from the Atlanta MSA attending VSU. Additional reasons for the decline in enrollment include the development of articulation agreements between the University System of Georgia and various community and technical colleges in the state allowing students to take First-Year and Second-Year classes that transfer for VSU credit as well as a decline in the population growth rate for south Georgia as more families move out of state or to more urban areas of the state.

However, VSU remains a diverse and vibrant community. The enrollment of female students has continued to increase, rising from 59.6% of the university population in Spring 2012 to 62.3% in Spring 2016. This includes a slight uptick in the population of African American female students from 33.5% to 34.3% as well as slight upticks in each of our other ethnic populations with the largest jump occurring with Hispanic female students (3.6% to 4.8%). Though the overall male population declined, the number of African American males rose from 29.6% to 31.8% of the male student population at VSU. Overall, ethnic and gender diversity remains an important and welcoming feature of the VSU community.

The enrollment and credit hour production of the College have contrasted sharply with that of the University. In contrast to the enrollment decline that VSU has experienced, the College's enrollment has witnessed a steady and, at times, explosive growth. From Spring 2012 through Spring 2016, enrollment rose from 1290 to 1444 students with 166 additional students enrolling between Spring and Fall 2016, an 11.5% increase. Credit hour production has also experienced significant increase over the same time frame, rising from 11,968 credit hours in 2012 to 14,857 in Spring 2016 and over 16,200 credit hours in Fall 2016.

Given VSU's current budget restrictions, this increase in student enrollment and credit hour production has not resulted in a concomitant increase in the number of faculty in the College. Though the College has added a total of four faculty members, that increase has not kept pace with the increase in students and has left the College in the position of increasing average upper-division class sizes (from 25.1 students per class to 35.4 students per class between 2012 and 2016) and average credit hours per semester taught by faculty member (314.9 to 383.4). This increase is a result of several changes that have occurred in the College over that same time frame, including the introduction of minors which have brought students from other programs into various business classes, a decrease in the GPA admission

requirement, as well as the various programmatic changes the College has implemented over the previous 5 years.

University Student Support

Students receive generous support through the University, particularly during their first year, which helps with both retention and graduation rates. Much of that support is administered by the Office of Centralized Advising (OCA). The OCA offers exceptional academic advising for first year students who have yet to earn 30 semester hours. Additionally, the OCA works in conjunction with the Office of Career Opportunities, the Student Success Center, and the Access Office to assist students with their integration into student life as well as to build lasting relationships with those students. The OCA is also responsible for managing current first year programs.

First Year Programs: Valdosta State University offers a wide variety of support opportunities for first year students which are considered to be high-impact practices that help students adjust to college life, ease the transition from high school to college, and offer ongoing support for students through their 30th credit hour. The first year programs fall under the OCA and include three different programs: First-Year Learning Communities (FLCs), the Summer Bridge Academy (SBA), and the Summer Ignite Program.

- **First-Year Learning Communities:** The FLCs provide an opportunity for students to begin the college experience with other students who share similar interests, career objectives, and even majors. They consist of small groups of up to 25 first-semester students taking two to three linked courses as a group, maintaining a consistency of student relationships across a set of classes, breeding familiarity, friendships, and common interests.
- **Summer Bridge Academy:** The SBA is an invitation-only program that is designed for a select group of students who wish to attend VSU but have not yet met the requirements for regular admission. Over a 7-week semester, students take an 8-hour group of classes designed to prepare them for success at VSU, helping them to meet the requirements necessary for admission into VSU for the subsequent fall term.
- **Summer Ignite:** Ignite is a 7-week summer program designed for first-year students who want to get a jump start on their college education prior to the fall term. Students enrolled in the program take two to three courses over the summer as a group of up to 25 students, much in the same fashion as FLCs; however, the courses will assist students in completing certain core academic requirements.

Access Office: The mission of the Access Office is to create an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society. The primary objective of the Access Office is to provide equal access to campus programs and activities for all students while upholding the academic standards of VSU. Services offered by the Access Office include instruction in learning strategies, time management, and study skills; technology services such as speech recognition and screen magnification software, computerized note-taking, Braille embossing, etc.; classroom and system testing modifications; priority registration; and campus accessibility.

Career Opportunities: The Office of Career Opportunities provides career development and awareness, experiential learning/cooperative education, and professional employment opportunities for undergraduate and graduate students and alumni. The Career Opportunities staff collaborates with both employer and community partners to develop employment potential for our students and graduates as well as utilizing their innovative and intellectual talents. Aside from job notifications and internship opportunities, the Office of Career Opportunities also offers career advising and counseling, resume review, career days and other such events, and even on-campus interview opportunities.

Student Success Center: The Student Success Center offers students a variety of services to assist them with their academic success. Among the opportunities students can take advantage of, tutoring is one of the most commonly used. The Success Center provides free, one-on-one peer tutoring for undergraduate courses including most of the common core courses as well as some upper-division courses. It also provides workshops on time management, study skills, test taking strategies, and more; technology assistance; and standardized exam assistance for students preparing to take the GRE, GMAT, GACE, TEAS, and others.

Langdale College of Business Student Support

In addition to the general support opportunities provided to the students through the university, the College provides support through a variety of programs and initiatives that are intended to enhance student acclimation to the college of business, progress towards graduation, and opportunities for advancement into post-graduation careers.

Student Engagement Center: The Student Engagement Center (SEC) is a newly remodeled facility that houses a variety of advising offices, study rooms, group-project and presentation practice rooms – it is essentially a one-stop shop for student advising, student success, and career services opportunities.

- **Student Advising:** The SEC does all academic advising for First-Year and Second-Year students, and it maintains advising folders for all business students. Additionally, the SEC assists students who need to substitute courses, wish to change majors or add/change minors, or just need a friendly shoulder to assist them with their navigation of their majors in addition to their faculty advisors.
- **Student Tutoring:** Student tutoring is also conducted through the SEC, providing peer-tutoring opportunities to students in Accounting, Finance, and Economics. Additional online tutoring opportunities are being implemented to assist our online students in those same areas of study.
- **Career Strategies:** One of the additions to the College's repertoire of student support services is independent of the University's Career Services and is dedicated to business students. Not only does the Career Strategies Coordinator assist students in finding and acquiring internships and other employment opportunities but also assists with resume building, mock interviews, internship preparation, and general advice on pursuing a career. This office also participates in the implementation of two new, zero-hour courses in Career Development and Experiential Learning.

Leadership Opportunities: The College understands that students both want and need the opportunity to demonstrate and hone their leadership skills. To that end, the College houses a number of professional and student organizations as well as honor societies, including the following:

- **ENACTUS:** An interdisciplinary student organization that promotes entrepreneurship by creating and implementing service learning projects related to operation of the free enterprise system.
- **Beta Gamma Sigma:** The international honor society for students pursuing any major within business administration and membership represents the highest academic honor that a business student can achieve.
- **Beta Alpha Psi:** The national scholastic and profession organization for accounting, finance, and information systems majors.
- **Institute of Management Accountants:** The association for accountants and financial professionals in business.
- **Business Student Advisory Council:** A board consisting of business students from each major who are responsible for providing input for curriculum development, selecting teaching award recipients, and assisting in the dissemination of information between students, faculty, and administration.

Several new student organizations have been created since the previous AACSB visit in 2012. Those include the Economics Analysis Association, American Marketing Association, the Valdosta State Investment Group, and the Institute for Healthcare Improvement.

- **Economics Analysis Association:** These students promote the advancement of economic science and practice as well as focuses on issues of community, region, and even statewide economic development.
- **American Marketing Association:** Collegiate chapters of the AMA connect students to marketers across all specialties to collaborate, network, gain practical experience, and empower students at the beginning of their careers.
- **Valdosta State Investment Group:** This group provides students with hands-on experience working with real investments and real money in order to provide them with essential job skills as well as life-skills for those interested in managing their own portfolio of investments.
- **Institute for Healthcare Improvement:** The IHI brings students from different healthcare fields and programs together through a shared interest in learning about quality improvement and improving care for patients.

Learning Support: The College also provides a number of support opportunities for student learning outside the confines of the classroom. That support includes, but certainly is not limited to, research opportunities with faculty, study abroad, new minors, and other experiential learning activities.

- **Undergraduate and Graduate Research:** Both the College and the University support initiatives that provide students with an opportunity to conduct meaningful and publishable research. Business students actively pursue research opportunities with faculty resulting in 14 peer-reviewed journal articles, 12 conference

presentations co-authored with faculty, and 12 student presentations at VSU's Undergraduate and Graduate Research Symposia.

- **Study Abroad:** The Langdale College has firmly engaged with the international community through a variety of study abroad efforts, including developing our own study abroad programs to Germany, Turkey, and Croatia. Additionally, the college has worked with the VSU Center for International Studies to send both students and faculty abroad to study in a diverse variety of countries including the UK, Japan, France, Spain, Ecuador, Korea, and Ireland. Furthermore, through the ENACTUS program, students have also engaged with communities in Africa and Guatemala to assist with economic development and other such programs.
- **Minor Opportunities:** Over the course of the past five years, various departments have created and implemented minors at the suggestion of the previous continuing review committee in 2012. In doing so, the College has not only assisted our own students in developing a variety of business skills and increasing their knowledge in advertising and promotions, sales, economics, business law, entrepreneurship, business analytics, and others (for a total of 11 new minors), but the College has also provided opportunities to students outside the college of business to enhance their skills and employment opportunities outside of their own, non-business majors.
- **Online Education:** Though most of our students, both at VSU and in the Langdale College of Business, engage in traditional forms of education, the College has increasingly added online offerings to the curriculum mix. These online offerings, including a fully implemented Management degree and the development of online degrees in Marketing and Accounting, provide non-traditional students with the opportunity to complete their degrees in the midst of their busy work and family-oriented schedules.

Facilities Upgrade: In the Spring of 2014, the new, \$35 million Health Sciences and Business Administration building opened on the Lillian and Ray Steele North Campus of Valdosta State University. The state-of-the-art facility consists of four floors, the first devoted to a variety of classrooms ranging from 24 to 60 seats, a 260-seat auditorium, and an Einstein's Bagels eatery. Though floors two and four have a variety of classroom facilities that have been used by the college of business, the majority of the business school footprint in the building is located on the third floor. This includes the bulk of faculty offices, two open computer labs for student usage, two computer classrooms ranging from 48 to 72 seats, and a multi-purpose graduate classroom that contains both computer desks as well as roundtable seats for group work. Additionally, there is a student study/meeting room, two conference rooms, and a makeup-test center where faculty can send students to take their makeup exams. This is all in addition to the facilities still maintained in Thaxton and Pound Halls, also located on the Steele North Campus.

Financial Trading Center: The Southeast Federal Credit Union Financial Trading Center is one of the hallmarks of the College. Complete with multi-screen computers, a stock ticker, and state-of-the-art lecture technology, the Financial Trading Center offers students an opportunity to gain hands-on experience in their understanding of trading markets, investment portfolios, and other such financial educational experiences.

B. Faculty Management and Support

Faculty Trends

The College currently has 42 full-time faculty, of which 38 have terminal degrees in their respective fields (90% of faculty). Twenty-nine faculty are tenured, and 31 faculty members have been with the college for at least five years. The faculty turnover rate is less than 5% per year. All faculty members are expected to be active in teaching (45%), research (35%), and service (20%), and all are classified as one of the following: Scholarly Academic (35), Practice Academic (2), Scholarly Practitioner (2), and Instructional Practitioner (10), with only one designated as Other.

The previous AACSB visiting team noted that the faculty was not as diverse as it could be. However, over the ensuing five years, we have continued to diversify our faculty. In Fall 2011, there was one African-American faculty member and 7 international faculty members; in Fall 2016, the College has five African-American and 10 international faculty members (2 from Turkey, 4 from China, and 1 each from Hungary, India, South Korea, Trinidad, and Jamaica). Additionally, we have increased the number of female faculty from 9 to 12. The diversification efforts of our faculty will continue into the future.

Faculty Management

Valdosta State University and Langdale College are subject to policies and procedures in the *Academic Affairs Handbook*, developed and published by the Board of Regents of the University System of Georgia. In particular, Section 4 of the *Academic Affairs Handbook* covers academic personnel including tenure and non-tenure track, full-time and part-time faculty. VSU's *Faculty Handbook* and *Part-Time Faculty Handbook*, incorporating Regents' policies and procedures, provide information pertinent to faculty interests and responsibilities. Langdale College's *Faculty Handbook* provides policies and procedures specific to the College. All System, University, and College documents may be accessed on the appropriate websites.

Planning for Needed Faculty: The College's Executive Committee is responsible for determining future faculty needs and ensuring that qualified faculty members are available to deliver the College's programs. The committee prioritizes new positions needed and then sends position requests to the Office of the Provost/Vice President for Academic Affairs (VPAA). When positions are approved, the recruiting process begins.

Recruitment and Hiring: Faculty recruitment and hiring are coordinated university-wide by the Office of Academic Affairs under the guidelines of the *Recruitment Handbook*. The Division of Human Resources and Employee Development and the Office of Social Equity ensure compliance with affirmative action guidelines and regulations.

Department heads, with significant faculty involvement, direct the search process for full-time (10-month) faculty. Position announcements are advertised nationally and credentials of qualified applicants are reviewed by a departmental search committee. Typically, two or three candidates are selected for on-campus interviews.

In consultation with the Dean, the Department Head recommends a contract offer, including rank, salary, and time credit towards tenure (if any) to the VPAA. An offer is then made by the VPAA.

Part-time instructors are employed by the College on a per-course or per-semester basis as needed. Definitions, procedures, and policies concerning part-time faculty are provided in the Board of Regents' *Academic Affairs Handbook*. Part-time faculty members are recommended for employment by the appropriate Department Head and must be approved by the Dean and VPAA.

Process for Faculty Reviews: The university system requires pre-tenure reviews of untenured faculty in their third year of employment. A College faculty committee submits a written statement assessing the faculty member's progress toward tenure and the Department Head makes a separate assessment. Both assessments are reported to the Dean, who provides a report and recommendation to the VPAA.

The first opportunity to apply for tenure comes in the fall of the fifth year of employment unless prior credit toward tenure was granted at the time of employment. The College Tenure and Promotion Committee and the appropriate Department Head evaluate the candidates and provide recommendations to the Dean. Recommendations then go from the Dean, to the VSU Tenure and Promotion Committee, to the VPAA, and to the President. When tenure is granted, the faculty member is notified in writing by the President. The recommendations and approval process for promotions follows the same pattern.

Tenured faculty members are required to undergo a post-tenure review every five years and follow the same process as the pre-tenure review.

Annual Faculty Evaluations and Individual Faculty Development Plans: All full-time (tenure and non-tenure track) faculty must complete an annual Faculty Activity Report and Action Plan. Progress toward the previous year's goals, statements of next year's goals, and accomplishments of the current year's goals in teaching, research, and service are reported. Department Heads use this information to complete the Annual Faculty Evaluation (AFE). The AFE includes a rating of satisfactory or unsatisfactory in each of the three areas as well as an overall evaluation. Consistent with University's and the College's mission, teaching, research, and service are weighted 45%, 35%, and 20%, respectively. Department Heads recommend merit-based pay increases using the raise pool assigned by the Board of Regents. The Dean reviews the Department Heads' recommendations and may modify the raises in consultation with the Department Heads. The annual evaluations and recommended raises are then forwarded to the VPAA for final approval.

If a faculty member's performance is found to be unsatisfactory overall or in teaching, research, or service (during a post-tenure review or during an annual faculty evaluation), the faculty member is required to prepare an Individual Faculty Development Plan. The plan states objectives, goals, and action plans with regard to improvements needed and how they will be achieved. Each year, the faculty member must submit documentation of progress until the deficiency is resolved. Failure to achieve a Satisfactory rating in the relevant area(s) in a timely manner can result in penalties, including increased teaching loads, reduced merit raises, reduced support, or termination.

Faculty Support

Orientation and Mentoring: VSU has a four-day university-wide orientation of new faculty during the two weeks prior to the beginning of fall semester classes, including a special session for part-time faculty. Session topics include benefits and retirement, opportunities for campus and community involvement, resources available in the Office of Academic Affairs, and explanations of campus-wide electronic record-keeping and reporting systems. Additional orientation sessions covering a broad range of topics are offered through the academic year. VSU also provides a Faculty Resources website.

Two College orientation sessions are directed by the Associate Dean. The first, during the week before classes begin in the fall, covers teaching issues, technology, College policies and procedures, and traditions. The second, during the following spring semester, is devoted to academic advising. New faculty continue to receive mentoring and assistance during their first year from their department heads and from colleagues who share their teaching and research interests.

Support for Teaching and Research: Support is available for all full-time faculty to enhance their teaching. Steele Summer Grants may be used for internships or course development (as well as for research); VSU Faculty Development grants may be used for instructional improvement activities; and, Departmental Foundation funds may be used for miscellaneous teaching needs. Each summer, one or two faculty members are sent to the Master Teacher Program at Georgia State University. Additionally, those faculty involved in the SAP certificate program have been sent to various workshops for training and certification; ongoing training is necessary to effectively incorporate SAP in their classes.

Support for Online Teaching: The College provides additional resources to faculty teaching online or hybrid classes. Faculty who teach online are provided an online teaching kit consisting of a WiFi-capable laptop with a 2-TB external hard drive, a camera, and a headset. The College provides ongoing seminars and best practices workshops for the faculty. The VSU Center for eLearning provides support for online, hybrid, and technology-enhanced coursework.

C. Professional Staff Sufficiency and Deployment

The College of Business recognizes that training and development is critical in enhancing staff performance in helping the College achieve its strategic goals. Staff members engaged in some of the following professional development activities over the most recent 5-year window:

Carla Gervin (Career Strategies Coordinator):

- Cascade Server Basic Training
- Defensive Driving
- CPR/First Aid
- NACE: Evolve, Advance, and Serve Series
- V.I.T.A. Training – The Volunteer Income Tax Assistance (VITA) program

Ashley Braswell (Advancement Officer):

- Partners for Excellence Training
- Advancement Training with JF Smith Group
- Travel Procedures and Expenses Training
- Defensive Driving Training
- Prospect Research Training
- Blackboard Mobil Pay Training
- Estate Planning Training

Jeff Shipley (Technology Team Leader):

- Fall Training Conference
- Fall Leadership Conference
- Voice over Internet Protocol (VoIP) Phone Orientation, Instructional Development
- Campus PRIDE
- CMS:Cascade Server Basic Training
- Qualtrics, Instructional Development Activity
- COBA D2L First Session, Instructional Development Activity
- BlazeVIEW D2L: Assessment Tools, Instructional Development Activity
- BlazeView D2L: Building Courses, Instructional Development Activity
- BlazeVIEW D2L 101: Introduction to BlazeVIEW D2L, Instructional Development
- Coaching for Performance, Instructional Development Activity
- Dealing Effectively with Unacceptable Employee Behavior Training
- iPad Basics, Technology Training

Rozelle Slaymon (Director, Student Engagement Center):

- Attended the Appreciative Advising Institute workshop (a four-day event held each summer sponsored by the University of South Carolina's Office of Appreciative Education)

Demetress Rozier (Administrative Coordinator):

- Classes completed toward Administrative Assistant Professional Certificate:
 - Navigating the Personality Maze
 - Organization and Time Management
 - Exploration of Diversity-Introduction
 - University Policies & Procedures
 - Professional Image & Success at Work
 - Adobe Acrobat and Online Forms
 - Career Planning & Development
 - VSYou: Service Excellence
- Courses completed toward the Administrative Assistant Specialist Certificate:
 - Proofreading & Grammar Review
 - Business Writing & Minute Taking

- General courses taken:
 - Cascade Server Basic Training
 - Cascade Server Intermediate Training (Pre-Req. Basic Cascade)
 - Qualtrics Survey Tool, Intro
 - Travel Procedures & Expenses
 - E-Pro Requester 9.2 Upgrade:What's New
 - PeopleAdmin: Introduction to Position Descriptions on New Workflows (Faculty and Staff)

Samaria Bulemu (Administrative Assistant):

- Two certificates in Office 2016 and PowerPoint 2016 Present and Share.
- Cascade Server Basic Training
- EPro Requester & Procurement Guidelines training

VI. Learning and Teaching

A. Curricula Management and Development

During the previous five year period, the Langdale College of Business Administration has made significant changes to its curriculum. These changes are first addressed from the perspective of the overall College. Discussion is then given to each Department comprising the College.

B. Langdale College

During the 2015-2016 academic year, substantive curriculum changes were passed by the Langdale College of Business Administration faculty, and approved at the University level. These changes become effective with the new academic year beginning August 1, 2016 and include the following:

- **Change in GPA admission requirement.** Other comprehensive universities have adopted a GPA admission requirement of 2.0. To remain competitive and to increase our retention rate, a reduction in the required admission GPA from 2.5 to 2.0 was deemed necessary. This change was made with consideration to student completion and reduction in expense of college for the student by permitting the student to maintain federal financial aid eligibility.
- **Addition of a Business Analytics course (BUSA 3100).** This course has become a required course as part of the business student’s senior core. The course is designed to bring the latest business statistical methods and research, utilizing practical case association, into the classroom. Inclusion of the course into the core was a result of a recommendation by the College of Business Taskforce on Curriculum Redesign, and the College of Business Advisory Board.
- **Addition of an international business requirement to the core.** Another course added to the business student’s senior core further exposes the student to the global environment in which the student will interact.

- **Addition of an Experiential Learning course (BUSA 3999) to the core.** This is a zero credit hour course added to the senior core. Students complete one of the following: a study abroad experience, an approved internship, or 150 hours of servant leadership activities.
- **Addition of a Career Development course (BUSA 2999) to the core.** This is a zero credit hour course added to the senior core. The purpose of this course is to require all business students to work on the process of transitioning to the professional world through building skills that focus on resume-writing, mock interviews, employment cover letters, and other necessary job search skills.
- **Changes to the junior core.** A Personal Finance class (PER 2799) was added to assist business students better manage their personal finances. A business writing component was added to the Introduction to Business course (BUSA 1105) which enables business students to more effectively write emails, business letters, and reports.

Department of Accounting

In Spring 2016, the initial Self-Evaluation Report (iSER) was submitted to the Accounting Accreditation Committee of AACSB. The report was subsequently officially accepted (June 7, 2016). The Department has subsequently submitted an updated iSER and are awaiting the feedback from the Accounting Accreditation Committee.

Effective August 1, 2016 the accounting core changed from 6 to 7 required 3 credit-hour courses. The change accommodates the addition of a required business law course. This change was encouraged by the Accounting Advisory Board and was deemed necessary for those students planning to sit for the CPA exam. Other changes to the accounting curriculum include:

- International Financial Reporting Standards (IFRS) are now covered in the financial accounting courses, as encouraged by the American Institute of Certified Public Accountants (AICPA).
- Based on input from the Accounting Advisory Board, accounting courses now include exposure to various communication skills (i.e., oral, written, or both), and research and analytical skills.
- All courses in the curriculum have incorporated technology (i.e., Excel, PowerPoint, Word, SAP, specialized tax and audit programs, etc.).

In addition, the Accounting Department is in the process of establishing the major in an on-line format. The Department is also developing an accounting minor.

Department of Economics and Finance

On January 1, 2014 the Department added an Economics minor. The Finance major added FIN 3460 (Principles of Risk and Insurance) in Spring 2014. In addition, both the Finance and Economics disciplines have begun using SAP in multiple courses, and the department is considering an SAP minor since application of the program is widely utilized in industry.

Multiple courses in both the Finance and Economics majors began to be offered on-line during Summer 2013. In addition to SAP, Probanker, a simulation platform, began to be

used in FIN 4760 (Financial Institution Management) in Fall 2014. The Finance major also hosts the Valdosta State Investment Group which was started in 2009 with funding becoming available in 2012. This group allows students to manage an actual investment portfolio which, in turn, prepares them for capital market-related jobs.

Department of Management and Healthcare Administration

For the State of Georgia, the Occupational Supply and Demand System projects employment growth during 2008-18 for healthcare managers to be 46.4%. The Long-term Occupational Projections for the South Georgia Workforce Investment Area (WIA018) of 2008-18 estimates a 45.24% growth in employment of healthcare managers, which is a 3.8% annual growth rate. This represents the largest forecasted percentage change in employment in the South Georgia area. On August 1, 2014 the Healthcare Administration major was instituted to meet the demands of the healthcare community. In two years enrollment in the program has grown to 160 majors. Its popularity has led to the creation of a minor.

A Management on-line major was created in Summer 2013. This led to distinct University designation as an on-line major in Spring 2016. This major now has over 60 full-time students.

Based upon input from businesses and because of changes to the B.B.A. Senior Core, both the Management (MGNT) and Healthcare Administration (HCAD) majors were significantly revised effective Fall 2016. The MGNT major now requires only three courses but allows the student to more easily earn one of the several new minors in the department. The HCAD major now requires both additional and different courses than were required in its initial implementation. Multiple minors were also created within the department to meet student demands, these include:

- Entrepreneurship - Fall, 2013
- Human Resource Management - Fall, 2014
- Business Law - Fall, 2016
- Operations Management - Fall, 2016

The Healthcare Administration certificate was discontinued in 2015 as a result of the creation of the major and minor in the discipline. Likewise, the Human Resource Management certificate was discontinued in 2014 as a result of the creation of the minor in the discipline. All courses within the department have incorporated online content.

Department of Marketing and International Business

At the time of the previous review, the marketing major fell under the purview of the Department of Marketing and Economics while the international business major was part of the Department of Management. In Fall 2014, these two programs were combined to form their own department at the instigation of both faculty and students. The Department has added the following minors:

- Advertising and Promotions - Fall, 2013
- Professional Sales - Fall, 2014
- Logistics & Supply Chain Management - Fall, 2015

The Department continues to offer a wide variety of courses online while at the same time introducing state of the art software, such as SAP, into various courses. In addition, the student-run chapter of the American Marketing Association came into existence in Fall 2013. The Department is working toward completion of a Marketing Resource Lab which will be student-run and provide marketing related ideas, materials, and support to the College, local businesses, the community, and beyond.

Master of Accountancy (MAcc)

Beginning Fall 2012, the Accounting Department created a “bridge program” in an effort to facilitate the undergraduate student’s transition to the MAcc program. Qualified students (those with a GPA of 3.0 or above) may take up to nine credit hours of graduate courses while still an undergraduate. In addition, beginning Fall, 2013, the department has waived the GMAT requirement for the MAcc program if the applicant’s GPA is 3.0 or higher from an AACSB-accredited institution. Many potential applicants have either been delayed or dissuaded by this obstacle to graduate school entrance. During Summer 2014, the MAcc program began a transition to a hybrid-based program.

Master of Business Administration (MBA)

The MBA program offers a general business track which students can begin any semester. Effective Fall 2013, the MBA program also began offering a healthcare administration track. This track is designed for students interested in a career in healthcare. The Department of Management and Healthcare Administration has requested that the Healthcare Administration track of the MBA program be considered a separate degree program, approval is expected during the 2017-2018 academic year.

Georgia WebMBA

Ranked among the top online MBA programs in the country, the Georgia WebMBA's MBA degree is designed for professionals who want to earn their MBA without the restrictions of set class times and locations. Six University System of Georgia schools, of which VSU is one, jointly offer the program. All institutions are accredited by AACSB International. Students complete the program in five consecutive semesters. At \$22,170 for the entire program, it is rated a ‘Best Buy’ by GetEducated.com, ranking in the Top 40 for online MBA programs accredited by AACSB International. In a recent study, most of our graduates and current students reported that they:

- Received increased salaries or promotions during the program and after graduation
- Excelled in their workplace due to the Georgia WebMBA curriculum
- Saved time in getting their MBA online with the Georgia WebMBA's accelerated program
- Are viewed in their companies as better resources
- Felt more qualified to do their jobs and better prepared to advance

Georgia WebMBA students are dedicated, engaged, and talented. Our student body boasts the following:

- Average age of 34 with significant work experience
- Average GMAT score of 515 and an average class mix of 57% male and 43% female
- Students and alumni hail from over 20 states and 2 different countries
- Companies represented are large and small, public and private including: AT&T, General Motors, Georgia Power, Target, UPS and Wells Fargo Bank

Honors Program

In 2010, the College of Business Honors Program was integrated with the VSU Honors College. Since then, there have been significant changes to the program:

- The program now includes research components – Fall 2015
- The program now includes collaborative partnerships with international institutions- Spring, 2014
- Honors scholars must complete 10 to 20 hours of service learning – Fall 2013
- The program now includes a mandatory mentor program – Fall 2015
- The program has aligned with other interdisciplinary programs such as International Studies, African-American Studies, and Women and Gender Studies – Spring 2015
- A permanent Dean of the program was hired – Spring 2016
- A faculty model for the Honors College was created – Fall 2015

In addition to providing courses and faculty for the program, the College offers up to 10 renewable scholarships for students in the program. Scholarships of \$2,500 per year and Study Abroad scholarships of \$1,500 are available for these students.

C. Learning Goals for Degree Programs and Assessment

Process and Reporting

The College has a mature Assurance of Learning (AoL) assessment process. This process includes: identifying skills and specific goals for assessment; developing and evaluating assessment instruments; assessing learning objectives; reporting assessment results and recommendations; and assuring the implementation of recommendations. At least two learning goals are evaluated and reported each year, and corrective action is taken if necessary.

The College has a team for each BBA learning goal. All faculty members participate in the AoL process and are members of a learning goal team. Faculty members who chair each of the learning goal subcommittees, the Curriculum Committee chair, and the AoL Director comprise the AoL Leadership Team (AoLLT). Faculty members teaching in the graduate programs are also involved in AoL activities within those programs. The AoLLT oversees AoL activities within the College's degree programs (BBA, MAcc, MBA).

The AoLLT also coordinates the preparation of the annual AoL Report and Institutional Effective Reports (IER) prepared for each program and major within the College. The University Assessment Committee (UAC) also reviews the IERs. The UAC ensures that

assessment occurs on an annual basis for all programs within the university. The AoL Director serves as a member of the UAC.

The AoLLT recognizes the importance of sharing data and information with all members of the College community. The AoLLT meets at least once per semester to discuss AoL activities and the status of corrective action plans. Subcommittees meet at least once per year, or as needed. The AoL Director discusses AoL activities at college faculty meetings at least once per semester. The annual AoL and IER reports are posted on the college webpage.

Starting in fall 2016, the AoLLT distributes “AoL at a Glance” to all faculty and staff. This newsletter highlights activities for the upcoming semester including the AOL subcommittees and the reporting goals for the academic year.

BBA Learning Goals

The learning goals are provided below. Additional information can be found in **Appendix K**.

2015-16 and prior	2016-17
<ul style="list-style-type: none"> • Analytical 	<ul style="list-style-type: none"> • Analytical
<ul style="list-style-type: none"> • Oral and written communication 	<ul style="list-style-type: none"> • Oral and written communication using technology
<ul style="list-style-type: none"> • Legal and ethical 	<ul style="list-style-type: none"> • Legal and ethical
<ul style="list-style-type: none"> • Global business environment 	<ul style="list-style-type: none"> • Global business environment
<ul style="list-style-type: none"> • Management-specific areas (i.e., business knowledge) 	<ul style="list-style-type: none"> • Management-specific areas (i.e., business knowledge)
<ul style="list-style-type: none"> • Productive in group settings (i.e., teamwork) 	<ul style="list-style-type: none"> • Quantitative
<ul style="list-style-type: none"> • Technology 	

Closing the loop: Background

Analysis of the results of the AoL process has led to revision of curriculum at both the course and program level. Measures of the six general learning goals indicated the need for some curriculum updates. In some cases the issues might have been addressed by course revisions while in others they could only be addressed by changes to the curriculum. The overall effect of the AoL process was to view the BBA curriculum as a whole which, in turn, led to the formation of the Senior Core Redesign Committee (SCRC), co-chaired by the AoL Director and another faculty member. Effective Fall 2016, both the Junior Core (lower-division) and the Senior Core (upper-division) program of courses were substantially revised. The lower-division courses now include a new, three credit-hour BUSA 1105 (Introduction to Business). The upper-division course requirements have been expanded to include a global business course and a business analytics course. Additionally, two zero credit-hour courses, BUSA 2999 (Career Development) and BUSA 3999 (Experiential Learning), were added.

Closing the loop: Knowledge goal assessment results lead to changes in ECON 2106

The 2011-12 results (see below) indicated that the internal benchmark of 70% or higher for Microeconomic knowledge was not achieved. Course instructors closed the loop by moving to a homework management system (MyEconLab) and assigning problems for students to complete. They also broke down every chapter into modules, discussing each learning objective, and reinforcing it with immediate testing before moving on to the next module. This approach was successful as evidenced by the 2013-14 assessment. Additional curriculum adjustments were made prior to 2015-16; course instructors further enhanced student engagement by increasing the number of assigned homework problems. This change again improved overall results in the 2015-16 assessment.

Measures of Microeconomic Knowledge

	2011-12	2013-14	2015-2016
	Fall 2011	Fall 2013	Fall 2015
	% responding correctly	% responding correctly	% responding correctly
Area	N=177	N=200	N=225
Equilibrium Quantity	58.8	57	64.9
Demand of Goods	62.7	69	77.8
Equilibrium Price	79.7	73	75.1
Economic inefficiency	76.3	84	90.2
Perfectly competitive market	84.2	86	82.2
Monopolistically competitive markets	73.4	68	84.4
Equilibrium price and price ceiling	70.6	69	75.1
Rightward shift in the supply curve	58.2	73	76.9
The long run equilibrium	47.5	70	84.4
Minimum price above the equilibrium price	70.6	68	82.2
Overall Performance	68	72	79

Closing the loop: Global goal assessment results lead to international select option

Although the assessment of Global Business Environment Goal results were satisfactory (70% or higher), the assessment tools used were not reflective of the goal's objectives. The global team reviewed a number of options to improve outcomes. Their efforts led to the creation of a Study Abroad Director and to the expansion of study abroad opportunities for students. Prior to the previous AACSB review, most of the college's efforts were directed to the Germany program. Since that review, study abroad opportunities have been expanded to include Spain, Croatia, and Turkey. The College is exploring opportunities in China and Italy.

The College recognized that not every student would be able to take advantage of the additional opportunities for study abroad. The SCRC recommended the addition of both an International Select option and BUSA 3999 (Experiential Learning) to the Senior Core. Students will be exposed to some elements of global business either through one of the international courses or by studying abroad or both. The proposal was passed by faculty and other university constituents and became effective in Fall 2016.

To measure the impact of this initiative, the committee reviewed instruments used by other institutions to measure global awareness. LCOBA selected the Global Perspective Inventory (GPI). The GPI is a web-based assessment of individual experiences and development of a global perspective. The emphasis placed on cognitive, intrapersonal, and interpersonal dimensions provides a holistic approach to assessing learning and development. In Fall 2016, the College benchmarked students' awareness in BUSA 1105. The post test will occur in BUSA 4900 (Business Policy). While the early results are encouraging (see below), the AoLLT will encourage faculty who teach International Select courses to challenge students' views and perspectives of globally related topics during class since this was a weakness noted in the GPI results.

Results of Initial GPI assessment

Global Perspective Inventory Scale	Mean	National Norm
Cognitive Knowing Scale	3.19	3.51
Cognitive Knowledge Scale	3.84	3.71
Intrapersonal Affect Scale	4.13	4.11
Intrapersonal Identity Scale	4.23	4.18
Interpersonal Social Responsibility	3.73	3.69
Interpersonal Social Interaction	3.44	3.34

Closing the loop: Teamwork goal assessment results lead to business analytics course

During the last AACSB visit, the team suggested that the College consider replacing the Teamwork goal. Assessment of the Teamwork Goal had historically had good results (internal benchmark of 70% or higher) and no action plans were required. The AoLLT discussed various options. In the 2013-14 reporting period, the team proposed replacing this goal with a Quantitative learning goal which had been originally part of the Analytical goal. The Business Advisory Board confirmed the need for a separate and distinct quantitative goal. After reviewing the curriculum at peer institutions, the proposal from the SCRC was to develop and introduce a Data Analytics course. This new course (BUSA 3100) provides the College with the opportunity to operationalize the Quantitative goal in 2016-17. The new course and the existing statistics course (BUSA 2100) now form the foundation of the quantitative assessment. The course is designed to bring the latest business statistical methods and research, utilizing practical case association, into the classroom. This will enhance the students' ability to make data-driven decisions and be better prepared to enter the workforce.

Closing the loop: Summary

A complete overview of the AoL results for AY 2012-2016 can be found in **Appendix K**.

Master of Accountancy (MAcc) learning goals and results

MAcc graduates will be able to:

1. Demonstrate knowledge of the theory and application of financial accounting.
2. Effectively communicate accounting information orally and in writing.
3. Use critical thinking and problem solving skills.
4. Apply computer technologies as they relate to the accounting profession.

The learning goals were assessed during the last five years and all except written communication achieved satisfactory results. Students had difficulty with grammar and style as noted in the assessment feedback from an English professor. The course instructor will work with the English professor in future semesters to help students improve their writing skills. Students will be provided with a writing workshop and grammar sheet earlier in the semester before the first writing assignment's due date to help them as they develop their papers. These changes will be implemented in AY17.

There were no significant changes in the program during this assessment period. However, some courses were offered in a hybrid format to support students' needs. This change in instruction had no effect on the assessment results. (**Appendix K**)

MBA learning goals and results

MBA graduates will be:

1. Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.
2. Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.
3. Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.
4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.
5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.
6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

These learning goals were assessed during the last five years and all achieved satisfactory results. However, we need to ensure that assessment occur in all required courses. This action was addressed with the MBA faculty and will occur in AY17.

In addition, Global assessment occurred in international elective courses only and varied by instructor. The MBA Director and Global AOL Chair explored alternative external sources

that could strengthen the assessment. However, no option was adopted and the international courses remained as electives in the MBA program. The MBA curriculum committee agreed to eliminate the global assessment since no assessment was possible in the required MBA courses (since none had a significant international component). The global goal was eliminated effective AY17. (Appendix K)

VII. Academic and Professional Engagement

A. Student Academic and Professional Engagement

LCOBA students participate in numerous activities to grow professionally. In addition to learning in the classroom our students can engage in the academic life through the many student organizations as well as their collaboration with professors.

Scholarly activities outside of the classroom in the 2012-2016 period have resulted in the following:

- LCOBA students have had 12 professional conference presentations and have coauthored 14 academic journal articles.
- 12 student research projects were presented at VSU’s Undergraduate and Graduate Research Symposia.

Academic and Professional Engagement related to course work:

- Study Abroad
 - Students have the opportunity to participate in Study Abroad programs organized by LCOBA faculty. In the past, students have been able to travel to Karlsruhe, Germany and Istanbul, Turkey. Each program has 10-20 student participants who, aside from taking classes, also have the opportunity to learn and discuss the challenges facing international corporations. Students visit many reputable multinational businesses such as AUDI, GE, SC Johnson, Nestle, Ferrero, etc.
- Internships
 - LCOBA students are regularly recruited for internship opportunities. Students have filled 276 internships since 2012.

Number of Internships

	Total	Undergraduate	Graduate
2012	28	26	2
2013	33	31	2
2014	57	48	9
2015	83	62	21
2016	78	59	19

- Some of the companies at which our students have interned are Morgan Stanley, Packaging Corporation of America, Georgia Department of Audits, Delta Dental, American Red Cross, Hibbet Sports, Outback Steakhouse, Ag-Pro Companies, Wal-Mart, and South Georgia Medical Center.

- SAP
 - The Harley Langdale Jr. College of Business Administration became a Full Member of the SAP University Alliance in 2016. Starting Summer 2016, students can take classes with an emphasis on using market-leading Enterprise Resource Planning, business application, and analytics software. Students taking a minimum of three courses with at least 30 percent SAP content are able to graduate with a SAP University Alliances Student Recognition Award.
 - Future plans include the development of an SAP minor which will offer students a more comprehensive curriculum that will enhance their understanding of resource planning and boost their employment opportunities.
- PROBANKER
 - All finance majors participate in a simulation exercise called PROBANKER in which a self-selected group of 3-4 students become the senior management team for a commercial bank. The business environment is usually 6-8 banks competing in the same market. Each quarter each senior management team has to evaluate its competitive environment and make strategic rate setting, advertising, dividend, and stock buyback decisions. This experiential learning process reinforces that marginal revenue, marginal cost, and risk-return tradeoffs are essential to all business entities regardless of size, geographic location, and product/service provided. Sustained engagement is achieved by systematically integrating the process throughout the coursework in our FIN 4760 (Financial Institution Management) class.
- Marketing Capstone (MKTG 4900 – Strategic Planning)
 - The senior capstone marketing class, MKTG 4900 (Strategic Planning), includes a group project in which students work together with an organization, profit or non-profit, large or small, local or otherwise. Upon completion of the course, student groups deliver a marketing plan for that organization. The marketing plan begins with a secondary data search, in which the group searches published sources about the industry in general and the organization in particular. The research also includes interviewing the client, i.e., an organization representative, usually the owner and/or manager. The research often includes the development of a questionnaire for survey research of primary data intended to close the gap on any missing secondary data from the initial research. The student group then formulates an appropriate strategy, which is accompanied by identification of the target market and delineation of the appropriate element(s) of the marketing mix. The plan also includes financials, such as break-even analysis and a sales forecast. Implementation and controls concludes the marketing plan.
 - Students have created marketing plans for 39 businesses or organizations in the past 5 years. These businesses include Einstein Bros. Bagels, Boys & Girls Club of Valdosta, Pro Body Shop and many others.

Academic and Professional Engagement of the various Student Organizations:

- Institute of Management Accountants (IMA) Student Chapter:

- Members of this student organization participate in educational meetings, leadership programs, team-building exercises, various community service projects as well as engagement with business leaders in the community. The student chapter has hosted guest speakers from the following companies: Wild Adventures, Georgia Power Company, Georgia Pecan, Georgia Gulf Sulfur, PCC Airfoils, Chaparral Boats, Renasant Bank (formerly Heritage Bank), South Georgia Medical Center, The Langdale Co., Geico, and Guardian Bank.
- Representatives of the student chapter also attend the annual IMA Student Leadership Conference where they network with students from other chapters and have the opportunity to interact with CEOs & CFOs of various Fortune 500 companies.
- Noteworthy achievements: The IMA Student Chapter has received the Outstanding Student Chapter Award for Excellence at each of the last two IMA Student Leadership conferences in 2015 and 2016.
- VSU Investment Club
 - The club has weekly meetings that are open to all VSU students to educate them about issues in investing. Students prepare presentations about investment strategies and discuss a wide variety of topics from U.S. economic developments to world politics, foreign policy to taxation, and epidemics to armed conflicts, all with potential impact on stock prices.
 - Students in the Investment Club also manage a portfolio of about \$125,000. Investment decisions are made at the Asset Management Team (AMT) weekly meetings. The AMT is comprised of 6-7 students who are responsible for analyzing investment opportunities in various industries.
 - Our VSU Investment Team competes at UGA and participates nationally at the GAME Forum in New York City. This annual event provides a great opportunity to our students to listen to the leaders of the biggest financial firms in New York City and to visit the trading floor of NYSE.
 - An FTC Advisory Board meets with the student team twice annually and provides continued financial support, portfolio advice, internships, and job opportunities.
- ENACTUS (Formerly known as SIFE)
 - Students are involved in various projects applying business and economic concepts and an entrepreneurial approach to carry out their mission “to empower others to take full advantage of opportunities created by the free enterprise system.”
 - Students run ‘Business Bites’, a concession stand offering food and drinks to students on North Campus.
 - From the profits of ‘Business Bites’ ENACTUS provides micro-loans to community start-ups. One of these is Dutchess’ Dust Feathers (formerly known as CleanSweep) a residential cleaning service that employs impoverished residents of Lowndes Associated Ministries to People (LAMP). Students provide consultation to the owners to develop plans to expand their businesses.

- Students have initiated the Greenhouse Project to help LAMP residents grow vegetables for their own use and for sale. The greenhouse was built from recycled two-liter bottles by ENACTUS students.
- Students have spent thousands of volunteer hours at the Skills Success Center, tutoring children living in a local housing development, assisting them with their class work, and helping them explore different areas of interest. As a result, teachers have reported remarkable improvement in classroom performance.
- ENACTUS members provide an after-school mentorship program at the Hudson Docket Housing Authority. K-8th grade students can attend these educational sessions twice a week, every Tuesday and Thursday from 3:30-5:00PM.
- VSU ENACTUS team has been the regional champion three times and placed top 20 in the USA three times with a 4th place overall finish in 2012. These regional and national expositions provide an excellent opportunity to network with influential members of the corporate world.
- Beta Alpha Psi (Mu Zeta Chapter)
 - Mu Zeta holds weekly meetings in which members learn about the financial information profession and develop professional skills. Guest speakers include firm representatives from Mauldin & Jenkins, Draffy & Tucker, PWC, Moore Stevens Tiller, State Farm, Edward Jones, and Thomas Howell Ferguson. Henderson & Godbee hosts an open house each September for chapter members, and members visited Langdale Industries one year to tour their production facilities. The chapter hosts the annual “Meet the Firms” event each fall in which approximately 15 firms participate. Approximately 10 Mu Zeta members also attend the southeast regional and annual meetings.
 - Mu Zeta has approximately 20 members. Members are required to participate in at least 12 volunteer hours annually. Members worked on a variety of projects during the reporting period including 5k/1k Honor Our Neighbor run/walk, Day of Literacy, Homeless Connect, Accounting Honors Luncheon, Adopt A Road, Financial Literacy Program, Soles for Souls (shoe drive), American Red Cross Blood Drive, Relay for Life, and Food Drives.
 - Noteworthy achievements: The VSU Beta Alpha Psi chapter has received national recognition in each of the past five years, including KPMG Gold Chapter in 2013 and 2014. In 2016 the Mu Zeta chapter was awarded Superior status for the eighth consecutive year. During the reporting period Mu Zeta has placed in the top 3 each year in the Best Practices Competition during the Southwest Regional Meeting, and in 2016 they placed first in the Alignment of Chapter Officers category. Mu Zeta also placed third in the EY Inclusiveness Imitative Award in 2015. A chapter member was selected each year to participate in the Moss Adams Project Run With It during the reporting period, and in 2016 Patricia Lawrence’s (MAcc student) team won first place.

- Economics Analysis Association
 - Business students participate in monthly meetings in which guests speakers discuss contemporary economic issues. Future activities will also include field trips to locations of economic importance (e.g. Federal Reserve offices).
- VSU American Marketing Association (AMA) Student Chapter
 - Students attend various professional meetings (AMA International Collegiate Conference, AMA chapters in nearby cities, Annual Atlanta AMA Collegiate Conference & Job Fair).
 - Hosted guest speakers:
 - Steven Heddon - owner of local marketing agency Fusion Creative;
 - Cachet Prescott - career coach; and
 - Kenny Harper - president of JaxAMA and co-founder of Rock My Image.
 - Students organized workshops with professional presentations.
 - Noteworthy accomplishments: Two of the students were finalists in the AMA-Aerotek Perfect Pitch Competition at the AMA International Collegiate Conference in New Orleans, LA.
- Institute for Healthcare Improvement (IHI) Student Chapter
 - 91 students joined the chapter in its first year.
 - Student members participate in various activities to engage with the professional healthcare community and to improve their understanding of the operations of service providers and the healthcare sector itself. For instance, students attend South Georgia Medical Center (SGMC) Hospital Board Authority Meetings and SGMC Executive team meetings.
 - 12 members completed the Institute for Healthcare Improvement Professional in Healthcare Quality Certificate.
 - Students often attend American College of Healthcare Executives (ACHE) professional meetings
 - The student chapter has hosted guest speakers from the following companies: Azalea Health, SGMC, South Georgia Partnership for Health.
 - The student chapter hosted the Georgia Association of Healthcare Executives meeting in September 2016.

B. Faculty Qualifications and Engagement

Table 15-1 (**Appendix A**) for the period July 1, 2015 to June 30, 2016, demonstrates faculty sufficiency and qualifications for each of the majors in the College. Accounting, Economics, Finance, International Business and Marketing meet AACSB standards with respect to Participating and Supporting Faculty Productivity and for the minimum percentages specified for SA ($\geq 40\%$), SA+PA+SP $\geq 60\%$ and SA+PA+SP+IP $\geq 90\%$. Overall, the College also meets all of the above standards.

C. Faculty Engagement Examples:

- Elvan Aktas, Professor of Finance, received an Outstanding Service Award from ASACAD (Association for Academic Advancement) in September, 2014 for his contributions to the ASACAD annual Young Scholars Workshop and long-term participation in the Mentor-ship Program. Activities included presentations at the annual meetings and mentoring graduate students at various academic levels.
- Elvan Aktas, Professor of Finance, received the Outstanding Referee Award in 2012 from the Taylor & Francis Group, Applied Economics Series for his contributions as a reviewer for the Applied Economics and Finance Journals.
- Elvan Aktas, Professor of Finance, appeared on Samanyolu Haber TV - Turkish National News Channel on several episodes to discuss current economic events in Turkey
- Barry Belanger, Instructor of Management, provided consultative services on human resources issues and Joint Commission on Accreditation of Health Care Organizations compliance (Paid & pro bono.) for South Georgia Medical Center, Valdosta, GA. Private Nonprofit Organization. (2010 - 2012).
- Barry Belanger, Instructor of Management, served on the South Georgia Employer's Committee, SGENC as President, Regional. (1999 - 2016).
- Barry Belanger, Instructor of Management, served as the Chairperson, Society for Human Resources Management. (1972 - 2016).
- Mike Beverly, Instructor of Management, served as Finance Director / CFO for the city of Adel, GA (November 2007 - Present).
- Mike Beverly, Instructor of Management, served as Committee Chair, Southeastern Federal Credit Union (SEFCU). (April 2016). Oversight of financial integrity of \$225 million credit union as Supervisory Committee Chair.
- Roy Copeland, Assistant Professor of Management, served as Vice President, Valdosta-Lowndes County Industrial Authority. (June 2014 - Present) where he provided input on policy and oversight regarding industry development and maintenance of industrial parks.
- Roy Copeland, Assistant Professor of Management, served as Officer, President/Elect/Past, 100 Black Men of Valdosta. (1995 - Present). 100 Black Men is a component of a nationwide organization which mentors children and provides educational opportunities for underprivileged youth.
- Roy Copeland, Assistant Professor of Management, served as Board Member, Criminal Justice Reform Council. (October 2015 - October 2019) where he reviewed existing legislation regarding those who have committed nonviolent felonies. Review of Georgia First Offender Law and sentences imposed on juveniles.
- Ray Elson, Professor of Accounting, served as Officer, President/Elect/Past, Diversity Section of the American Accounting Association. (August 2012 - August 2013).
- Ray Elson, Professor of Accounting, received the 2013 Outstanding Faculty Advisor Award for Beta Alpha Psi.
- Aubrey Fowler, Department Head of Marketing and International Business, served as Committee Member, Airport Authority (June 2015 - Present). Valdosta Regional

Airport is owned and operated by the Valdosta-Lowndes County Airport Authority. This six-member authority was established in 1987 and is comprised of three appointees from the city and three appointees from the county. The authority reviews the budget, approves expenditures, and assists with the airport master plan.

- Sanjay Gupta, Associate Dean and Professor of Accounting, received the Ursel K. Albers IMA Campus Advocate of the Year Award, IMA (Institute of Management Accountants) in June 2015 for significant contributions to the IMA overall and IMA student members in particular.
- Ellis Heath, Associate Professor of Economics, served as Program organizer and speaker, South Georgia Community Banking Symposium. (August 2010 - Present). In addition to being a key organizer of this event, he gave a speech on the Overview of Georgia Southern Region Community Bank Group Performance to a group of over 100 banker representing more than 20 regional banks. (2015 - 50 hours served)
- Eric Howington, Associate Professor of Management, served as Table Leader, College Board. (June 2014 and 2015). Readers grade the Advanced Placement Statistics Exam administered annually by the College Board.
- Taewon Hwang, Associate Professor of Management, served as Special Issue Editor, Journal Editor, of International Journal of Services Sciences. (August 2013 - December 2015).
- Cindy Tori, Professor of Economics, presented an Economic Overview for IMPACT 2012 report, Valdosta-Lowndes County Chamber of Commerce. (January 2013) where she provided a written summary of the national and local economy for the years 2008 through 2012. The economic overview provided a context within which the Chamber could assess the IMPACT 2012 business action plan.

VIII. Other Materials

A. Best Practices

The mission statement states that College faculty will address the needs of dynamic populations and economies through applied and learning-based research. During the most recent 5-year window, College faculty published a total of 492 intellectual contributions of which 67% were either applied or learning-based [220 (45%) were applied scholarship and 108 (22%) were teaching and learning scholarship]. This is consistent with the mission of the college.

The College has some of the best student organizations in the country. ENACTUS (previously SIFE) has been the regional champion twenty times and placed top 20 in the USA five times with a 4th place overall finish in 2012. Beta Alpha Psi chapter has received national recognition in each of the past five years, including KPMG Gold Chapter in 2013, 2014. They have been awarded Superior status for eight consecutive years. The Institute of Management Accountants (IMA) Student Chapter was recognized as an Outstanding Student Chapter in 2015 and 2016 and was among the top 5% of all IMA chapters nationwide to receive this award. The Institute for Health Improvement (IHI) was awarded the 2015-2016 VSU Community Service Project of the Year.

The Assurance of Learning Leadership Team (AoLLT) is comprised of the chairs of the Learning Goal teams. All faculty are members of a Learning Goal team. This structure insures that all faculty are committed to and participate in continuous improvement efforts. The team is responsible for developing, assessing, and reporting on student learning outcomes annually. Based on this annual assessment, the AoLLT may recommend curriculum changes.

The Business Advisory Board (BAB) is highly integrated with the internal policy making committees of the business school. The Mission Statement Taskforce was comprised of all stakeholders (faculty, BAB members, and students). The Strategic Planning Taskforce was comprised of all stakeholders. BAB members remain on the standing Strategic Planning Committee and have input into the annual assessment of progress in achieving and revising the strategic goals.

Business students use SAP software during ERP simulations with organizations of varying complexity. Students are able to demonstrate the interconnected nature of business processes by following a standardized business process through its entire life cycle in SAP. Students are able to employ SAP as a tool for utilizing data analytics, guiding business decisions, planning and executing a strategic business plan. Innovative interdisciplinary experiential learning opportunities are provided to students via SAP University Alliance (UA) approved courses taught primarily by advanced SAP trained and engaged faculty. Students who successfully complete three courses with at least 30 percent SAP content receive a SAP University Alliances Student Recognition Award (SRA) thereby impacting student employment opportunities on a global scale.

Endowments, annual gifts, and WebMBA funds are used for strategic purposes. These sources provide funding for faculty research, travel and development, college/staff development, building improvements, innovative hardware/software, strategic plan and AoL initiatives, study abroad scholarships, and student organizations.

B. New Faculty Biographies

Dr. Chao Meng joined the College in Fall 2016 as a Lecturer in the Department of Management and Healthcare Administration. He earned a Ph.D. in Systems and Industrial Engineering from the University in Arizona in 2015 and an MS in Industrial Engineering, also from the University of Arizona, in 2013. He has published a paper “Inconsistency of a retailer's optimal policies and channel performance under revenue sharing contracts” in the International Journal of Production Economics in 2016. This is a peer-reviewed refereed journal publication with an acceptance rate of 11-20%. Dr. Meng is currently teaching Applied Business Statistics, Introduction to Logistics, and Production/Operations Management.

Dr. David Au joined the College in Fall 2016 as a tenure-track Assistant Professor in the Department of Management and Healthcare Administration. He earned a Ph.D. in Strategic Management from the University of Alabama at Birmingham in 2016. He recently had a paper accepted for presentation “Socio-Demographic Differences in Risk Information Seeking Sources for Non-Steroidal Anti-inflammatory Drugs (NSAIDS)” in the International Journal of Medical Informatics in 2016. Dr. Au is currently teaching

Healthcare Management in the undergraduate program and Healthcare Systems in the graduate program.

Dr. George Wilson will join the College in Fall 2017 as a tenure-track Assistant Professor in the Department of Accounting. He earned a Ph.D. in Accounting with a Finance minor at the University Of Georgia in 2006. He has published four peer-reviewed refereed journal papers since 2012 in the Journal of Business and Policy Research; Journal of Accounting, Finance and Economics; Journal of Finance and Accountancy; and Journal of Business Cases and Applications. Dr. Wilson is scheduled to teach Principles of Financial & Managerial Accounting in Fall 2017.

Dr. Levent Bulut will join the College in Fall 2017 as a Lecturer in the Department of Economics and Finance. He earned a Ph.D. in Economics from the University in Houston in 2007 and an MA in Economics, also from the University of Houston, in 2004. He has already published five papers in peer-reviewed refereed journal publications with an acceptance rate less than 25% including “Current Account Dynamics and Degree of Capital Mobility” in Applied Economic Letters. Dr. Bulut will be teaching microeconomics but also has sufficient credit hours to teach finance courses as well.

Cori Oliver Crews will join the College in Fall 2017 as a tenure-track Assistant Professor in the Department of Accounting. She is currently working on her DBA in Accounting at Kennesaw State University and is expected to defend her dissertation in May 2017. Her dissertation is titled “Are out-of-period adjustments a type of stealth restatement? An examination of non-audit services, clawback provisions, and out-of-period adjustments”. She earned her Master’s in Accounting (with an emphasis in Audit/Systems) at the University of Georgia in 2003.

VALDOSTA STATE UNIVERSITY
LANGDALE
COLLEGE of BUSINESS



Innovation
Engagement
Impact

A P P E N D I X



CONTENTS

Appendix A - Table 15-1.....	1
Appendix B - Table 15-2.....	9
Appendix C - Table 2-1.....	11
Appendix D - Faculty Handbook.....	18
Appendix E – College Strategic Plan Committees.....	45
Appendix F - University Mission.....	46
Appendix G - College Mission, Vision, & Values.....	47
Appendix H - Strategic Plan.....	48
Appendix I - College Bylaws.....	62
Appendix J - Advisory Board Memberships.....	71
Appendix K – Assurance of Learning.....	73

Appendix A - Table 15-1

AACSB Table 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standards 5 and 15)

Date Range: July 1, 2015 - June 30, 2016

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting											
Raymond Elson	August 1, 2003	DBA, 2001	744 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Kevin Farmer ¹		M.Acc, 2014		117 sch	UT				16.5		M.Acc in 2014 + significant professional experience
Kelly Gamble	August 1, 2014	Ph D, 2010	825 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Sanjay Gupta	September 1, 1997	Ph D, 1997	591 sch		UT, MT, ADM, RES and SER	100.0					Intellectual Contributions
Casey Kennedy ²	January 5, 2014	M.Acc, 2013	1068 sch		UT and SER			83.5			Intellectual Contributions with a Masters in Accounting
Tanya Lee ³	August 1, 2011	Ph D, 1999	81 sch		UT, MT and SER	83.5					Intellectual contributions
Ronald Stunda	June 1, 2011	Ph D, 1996	408 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Nancy Swanson	August 1, 2007	Ph D, 2007	762 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Mark Wills ⁴	August 1, 2013	M.Acc, 2012	1410 sch		UT, MT and SER			83.5			Intellectual contributions with a Master's in Accounting
Candace Witherspoon	August 1, 2012	Ph D, 2012	1062 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Total Accounting			6951 sch	117 sch		683.5 (78.8%)	0.0 (0.0%)	167.0 (19.3%)	16.5 (1.9%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (98.3%)			Minimum SA: >= 40% requirement for AACSB met (78.8%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (98.1%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Economics											
Attila Cseh	August 2006	Ph D, 2006	438 sch		UT, ADM, RES and SER	100.0					Intellectual Contributions
Zulal Denaux	August 2002	Ph D, 2001	669 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Luis Gonzalez	August 1, 2010	Ph D, 2009	942 sch		UT, MT, DT, RES and SER	100.0					Intellectual Contributions
Ellis Heath ⁵	August 1, 2009	Ph D, 2009	1104 sch		UT, RES and SER	100.0					Intellectual Contributions
Luke Jones	August 1, 2011	Ph D, 2011	1194 sch		UT, RES and SER	100.0					Intellectual Contributions
Wayne Plumly	January 1980	Ph D, 1983	165 sch		UT, ADM, RES and SER	100.0					Dean
Ellen Stevens ⁶	August 1, 2007	MBA, 1983	1164 sch		UT and SER				83.5		Masters + Intellectual Contributions
Cynthia Tori	August 1, 1998	Ph D, 1993	1149 sch		UT, RES and SER	100.0					Intellectual Contributions
Total Economics			6825 sch	0 sch		700.0 (89.3%)	0.0 (0.0%)	0.0 (0.0%)	83.5 (10.7%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (89.3%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (89.3%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Finance											
Elvan Aktas	August 2007	Ph D, 2004	750 sch		UT, RES and SER	100.0					Intellectual Contributions
William Buchanan	August 1, 1998	Ph D, 1997	693 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Karin Roland	August 1, 1997	Ph D, 1995	753 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Total Finance			2196 sch	0 sch		300.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Healthcare Administration											
David Au ⁷	August 1, 2016	Ph D, 2016	0 sch		UT, MT, RES and SER	0.0					Obtained doctoral degree (Ph.D.) from AACSB accredited business school in 2016
Barry Belanger ⁸	August 2010	MBA, 1972		147 sch	UT				22.8		Masters with significant professional engagement
Gary Hackbarth	August 2013	Ph D, 2001	849 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
James McGahee ⁹	August 1, 2014			126 sch	UT				16.5		Masters with significant professional engagement
Jack Sauls ¹⁰	January 1, 2016	MBA, 1992		117 sch	UT				33.0		Masters with significant professional engagement
Ning Wang ¹¹	August 1, 2013	Ph D, 2013	616 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Total Healthcare Administration			1465 sch	390 sch		200.0 (73.4%)	0.0 (0.0%)	0.0 (0.0%)	72.3 (26.6%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (79.0%)			Minimum SA: >= 40% requirement for AACSB met (73.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (73.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
International Business											
Carroll Griffin	August 1, 2011	Ph D, 2009	756 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Total International Business			756 sch	0 sch		100.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Management											
Harry Beverly ¹²	August 1, 2015	MBA, 1976		642 sch	UT and SER				83.5		Masters with significant professional engagement
Trent Coggins ¹³	August 1, 2015	JD, 2001		498 sch	UT				16.5		JD with significant professional engagement
Roy Copeland	August 2012	LLM, 2009	1029 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Jennifer Gill ¹⁴	August 2000	MEd, 1998	1473 sch		UT and SER				83.5		Masters with professional certification
Marko Horn	August 15, 2013	Ph D, 2011	573 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Eric Howington ¹⁵	August 1, 2007	Ph D, 2004	1050 sch		UT, MT, RES and SER		100.0				Ph.D with significant professional engagement
Taewon Hwang	August 2009	Ph D, 2009	843 sch		UT, RES and SER	100.0					Intellectual Contributions
Jonathan Krispin	August 2013	Ph D, 1997	1257 sch		UT, RES and SER		100.0				Significant Professional Experience in Last 5 Years
Kenneth Moates	August 1, 2005	Ph D, 2007	876 sch		UT, RES and SER	100.0					Intellectual Contributions
S Ostapski	August 1993	LLM, 1986	1038 sch		UT, RES and SER	100.0					Intellectual Contributions
Matthew Royle	August 2006	Ph D, 2006	999 sch		UT, RES and SER	100.0					Intellectual Contributions
Mel Schnake	August 1989	DBA, 1982	339 sch		UT, MT, ADM, RES and SER	100.0					Intellectual Contributions
Kathy Sundin ¹⁶	August 1, 2015	MEd, 2013		150 sch	UT				16.5		Masters in Instructional Technology in 2013
Tony Thomas ¹⁷	August 1, 2016	JD, 2011			UT				0.0		

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Edward Walker ¹⁸	August 1, 2004	Ph D, 1998	513 sch		UT, MT, ADM, RES and SER					100.0	Insufficient Intellectual Contributions
Total Management			9990 sch	1290 sch		700.0 (58.3%)	200.0 (16.7%)	0.0 (0.0%)	200.0 (16.7%)	100.0 (8.3%)	
			>= 60% requirement for P for AACSB met (88.6%)			Minimum SA: >= 40% requirement for AACSB met (58.3%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (75.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (91.7%)					
Marketing											
Aubrey Fowler	August 2008	Ph D, 2008	393 sch		UT, RES and SER	100.0					Intellectual Contributions
Jie Fowler	August 1, 2011	Ph D, 2012	801 sch		UT, RES and SER	100.0					Intellectual Contributions
Gary Futrell	August 1, 2012	Ph D, 2012	681 sch		UT, RES and SER	100.0					Intellectual Contributions
David Kuhlmeier	August 2006	Ph D, 2005	1137 sch		UT, RES and SER	100.0					Intellectual Contributions
Chao Meng ¹⁹	August 1, 2016	Ph D, 2015	0 sch		UT and SER	0.0					Doctoral degree in area taught
James Muncy	August 1993	Ph D, 1983	1644 sch		UT, RES and SER	100.0					Intellectual Contributions
Timothy Reisenwitz ²⁰	August 1, 2002	DBA, 2002	627 sch		UT, MT, RES and SER	100.0					Intellectual Contributions
Hudson Rogers ²¹	July 1, 2014	DBA, 1987	240 sch		UT, RES and SER	100.0					Administrator Returning to Faculty Role in Last 3 Years
Total Marketing			5523 sch	0 sch		700.0 (100.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	0.0 (0.0%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100.0%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)	Supporting Faculty Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Grand Total											
Grand Total			33706 sch	1797 sch		3383.5 (80.1%)	200.0 (4.7%)	167.0 (4.0%)	372.3 (8.8%)	100.0 (2.4%)	
			>= 75% requirement for P for AACSB met (94.9%)			Minimum SA: >= 40% requirement for AACSB met (80.1%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (88.8%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (97.6%)					
Faculty Sufficiency Indicators: Overall: P/(P+S) >= 75% By discipline, location, delivery mode, or program: P/(P+S) >= 60%					Faculty Qualification Indicators: Minimum SA: (SA)/(SA + PA + SP + IP + O) >= 40% Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) >= 60% Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) >= 90%						

- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
- The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
- Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
- For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
- The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."

¹ Kevin Farmer

Note: In 2015, in Uncategorized Area spent 0.0% of time devoted to the school's mission.

² Casey Kennedy

Note: In 2015, in UT while Supporting spent 100.0% of time devoted to the school's mission.

³ Tanya Lee

Note: In 2016, did not teach any courses.

Note: In 2015, in UT, MT, RES and SER spent 100.0% of time devoted to the school's mission.

⁴ Mark Wills

Note: In 2015, spent 100.0% of time devoted to the school's mission.

⁵ Ellis Heath

Note: In 2015, in RES.

⁶ Ellen Stevens

Note: In 2015, was Scholarly Practitioner in UT, RES and SER spent 100.0% of time devoted to the school's mission.

⁷ David Au

Note: In 2016, did not teach any courses.

Note: In 2015, has no administrative data record and did not teach any courses.

⁸ Barry Belanger

Note: In 2015, did not teach any courses was Other spent 12.5% of time devoted to the school's mission.

⁹ James McGahee

Note: In 2016, did not teach any courses.

Note: In 2015, in Management spent 0.0% of time devoted to the school's mission.

¹⁰ Jack Sauls

Note: In 2015, has no administrative data record and did not teach any courses.

¹¹ Ning Wang

Note: In 2015, in Finance.

¹² Harry Beverly

Note: In 2015, spent 100.0% of time devoted to the school's mission.

¹³ Trent Coggins

Note: In 2015, in Uncategorized Area spent 0.0% of time devoted to the school's mission.

¹⁴ Jennifer Gill

Note: In 2015, spent 100.0% of time devoted to the school's mission.

¹⁵ Eric Howington

Note: In 2015, was Scholarly Academic.

¹⁶ Kathy Sundin

Note: In 2016, did not teach any courses.

Note: In 2015, spent 0.0% of time devoted to the school's mission.

¹⁷ Tony Thomas

Note: In 2016, did not teach any courses.

Note: In 2015, has no administrative data record and did not teach any courses.

¹⁸ Edward Walker

Note: In 2015, was Scholarly Academic.

¹⁹ Chao Meng

Note: In 2016, did not teach any courses.

Note: In 2015, has no administrative data record and did not teach any courses.

²⁰ Timothy Reisenwitz

Note: In 2015, in MT and RES.

²¹ Hudson Rogers

Note: In 2015, did not teach any courses.

Appendix B - Table 15-2

AACSB Table 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS

Date Range: July 1, 2015 - June 30, 2016

Percent of teaching by degree program (measured by credit hours)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelor's	70.48%	6.92%	7.69%	13.16%	1.75%	100%
MBA	92.87%	7.13%	0%	0%	0%	100%
Specialized Master's	79.1%	0%	20.9%	0%	0%	100%
Doctoral	0%	0%	0%	0%	0%	0%

1. Provide information for the most recently completed normal academic year. Each cell represents the percent of total teaching (whether measured by credit hours, contact hours, courses taught or another metric appropriate to the school) for each degree program at each level by faculty qualifications status. Peer review teams may also request faculty deployment by program location and/or delivery mode. The sum across each row should total 100 percent. Provide a brief analysis that explains the deployment of faculty as noted above to mission, expected outcomes, and strategies.

Appendix C - Table 2-1

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty producing ICs	
	Basic or Discovery Scholarship	Applied or Integration /Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs <i>*=Is Participating</i>	Percentage of Total FTE Faculty Producing ICs <i>% Dedicated to mission</i>
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.													

Accounting

Raymond Elson ¹	3	11 ⁽⁴⁾	42 ⁽⁴⁾	26	0	29 ⁽⁷⁾	1 ⁽¹⁾	0	0	0	0	*	100%
Kevin Farmer ²	0	0	0	0	0	0	0	0	0	0	0		16.5%
Kelly Gamble ³	0	3	3 ⁽¹⁾	3	0	2 ⁽¹⁾	0	0	0	0	1	*	100%
Sanjay Gupta ⁴	1	12 ⁽³⁾	5 ⁽²⁾	6	0	12 ⁽⁵⁾	0	0	0	0	0	*	100%
Casey Kennedy ⁵	0	2	3 ⁽²⁾	3	0	2 ⁽²⁾	0	0	0	0	0	*	83.5%
Tanya Lee ⁶	1	5 ⁽²⁾	13 ⁽¹⁾	9	0	10 ⁽³⁾	0	0	0	0	0	*	93.4%
Ronald Stunda ⁷	2	48 ⁽¹⁾	4	38	0	11 ⁽¹⁾	5	0	0	0	0	*	100%
Nancy Swanson ⁸	4	2 ⁽¹⁾	0	4	0	2 ⁽¹⁾	0	0	0	0	0	*	100%
Mark Wills ⁹	0	1	4 ⁽²⁾	3	0	2 ⁽²⁾	0	0	0	0	0	*	91.8%
Candace Witherspoon	4	9	0	7	0	6	0	0	0	0	0	*	100%
Total Accounting	15	93 ⁽¹¹⁾	74 ⁽¹²⁾	99	0	76 ⁽²²⁾	6 ⁽¹⁾	0	0	0	1	100%	98.14%

Economics

Attila Cseh	4 ⁽⁴⁾	10 ⁽⁵⁾	0	5	0	8 ⁽⁸⁾	1 ⁽¹⁾	0	0	0	0	*	100%
Zulal Denaux	3	12	1	5	0	9	2	0	0	0	0	*	100%
Luis Gonzalez	3 ⁽¹⁾	7 ⁽²⁾	0	6	0	4 ⁽³⁾	0	0	0	0	0	*	100%

Ellis Heath	4	12	0	8	0	4	4	0	0	0	0	*	100%
Luke Jones	6 ₍₃₎	13 ₍₁₎	0	8	0	6 ₍₃₎	4 ₍₁₎	0	0	0	1	*	100%
Wayne Plumly	0	1	0	1	0	0	0	0	0	0	0	*	100%
Ellen Stevens	0	0	2 ₍₁₎	1	0	1 ₍₁₎	0	0	0	0	0	*	93.4%
Cynthia Tori	1	10	0	3	0	4	1	0	0	0	3	*	100%
Total Economics	21 ₍₈₎	65 ₍₈₎	3 ₍₁₎	37	0	36 ₍₁₅₎	12 ₍₂₎	0	0	0	4	100%	100%

Finance

Elvan Aktas	10	12	3	4	5	12	4	0	0	0	0	*	100%
William Buchanan ¹⁰	1 ₍₁₎	3 ₍₂₎	2 ₍₁₎	2	0	3 ₍₃₎	1 ₍₁₎	0	0	0	0	*	100%
Karin Roland ¹¹	1	4 ₍₂₎	2 ₍₁₎	3	0	4 ₍₃₎	0	0	0	0	0	*	100%
Total Finance	12 ₍₁₎	19 ₍₄₎	7 ₍₂₎	9	5	19 ₍₆₎	5 ₍₁₎	0	0	0	0	100%	100%

Healthcare Administration

David Au ¹²	1	2	0	1	0	1	0	0	0	0	1	*	0%
Barry Belanger ¹³	0	0	0	0	0	0	0	0	0	0	0		16.6%
Gary Hackbarth ¹⁴	8	1 ₍₁₎	2	4	0	5 ₍₁₎	2	0	0	0	0	*	100%
James McGahee ¹⁵	0	0	0	0	0	0	0	0	0	0	0		16.5%
Jack Sauls ¹⁶	0	0	0	0	0	0	0	0	0	0	0		33%
Ning Wang ¹⁷	8	8	0	3	0	8	5	0	0	0	0	*	100%
Total Healthcare Administration	17	11 ₍₁₎	2	8	0	14 ₍₁₎	7	0	0	0	1	100%	75.16%

International Business

Carroll Griffin ¹⁸	5	0	0	4	0	1	0	0	0	0	0	*	100%
Total International Business	5	0	0	4	0	1	0	0	0	0	0	100%	100%

Management

Harry Beverly ¹⁹	0	0	0	0	0	0	0	0	0	0	0		83.5%
Trent Coggins ²⁰	0	0	0	0	0	0	0	0	0	0	0		16.5%
Roy Copeland	10 ₍₂₎	3	2	11	0	2	1 ₍₁₎	0	0	0	1 ₍₁₎	*	100%
Jennifer Gill	0	2	1	0	0	3	0	0	0	0	0	*	93.4%
Marko Horn ²¹	2	1 ₍₁₎	1	2	0	2 ₍₁₎	0	0	0	0	0	*	100%
Eric Howington	3	2	0	1	0	1	3	0	0	0	0	*	100%
Taewon Hwang	12	0	1	5	0	5	3	0	0	0	0	*	100%

Jonathan Krispin ²²	2	5	0	1	0	6	0	0	0	0	0	*	100%
Kenneth Moates	1	0	1	2	0	0	0	0	0	0	0	*	100%
S Ostapski	0	2	2	2	0	0	0	0	0	0	2	*	100%
Matthew Royle	7	0	0	6	0	0	1	0	0	0	0	*	100%
Mel Schnake ²³	4	0	4	6	0	2	0	0	0	0	0	*	100%
Kathy Sundin ²⁴	0	0	0	0	0	0	0	0	0	0	0		16.5%
Tony Thomas ²⁵	1	1	0	0	0	2	0	0	0	0	0		0%
Edward Walker ²⁶	0	2	0	1	0	0	1	0	0	0	0	*	100%
Total Management	42 ₍₂₎	18 ₍₁₎	12	37	0	23 ₍₁₎	9 ₍₁₎	0	0	0	3 ₍₁₎	100%	90.37%

Marketing													
Aubrey Fowler	15 ₍₅₎	0	2	6	0	6 ₍₅₎	2	1	2	0	0	*	100%
Jie Fowler	34 ₍₆₎	1 ₍₁₎	0	11	0	20 ₍₇₎	3	0	1	0	0	*	100%
Gary Futrell	10	5	2	3	0	7	7	0	0	0	0	*	100%
David Kuhlmeier	0	3 ₍₁₎	5 ₍₁₎	5	0	3 ₍₂₎	0	0	0	0	0	*	100%
Chao Meng ²⁷	1	0	0	1	0	0	0	0	0	0	0	*	0%
James Muncy	4 ₍₂₎	3	2	5	0	3 ₍₂₎	0	0	0	0	1	*	100%
Timothy Reisenwitz	10 ₍₃₎	5	2	12	0	5 ₍₃₎	0	0	0	0	0	*	100%
Hudson Rogers ²⁸	0	0	0	0	0	0	0	0	0	0	0	*	100%
Total Marketing	74 ₍₁₆₎	17 ₍₂₎	13 ₍₁₎	43	0	44 ₍₁₉₎	12	1	3	0	1	87.5%	85.71%

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percent of Total FTE Faculty Producing ICs
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.													
Grand Total	186 ₍₂₇₎	223 ₍₂₇₎	111 ₍₁₆₎	237	5	213 ₍₆₄₎	51 ₍₅₎	1	3	0	10 ₍₁₎	97.67%	92.97%

Note: Subscripts indicate intellectual contributions where more than one individual on your campus was a collaborator. If the other collaborators are also included on this report, the contribution will be counted once for each individual on the report.

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

Notes: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to what is presented here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

¹ Raymond Elson

Note: In 2012, in MAcc.

² Kevin Farmer

Note: In 2015, in Uncategorized Area.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

³ Kelly Gamble

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

⁴ Sanjay Gupta

Note: In 2014, in MBA.

⁵ Casey Kennedy

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

⁶ Tanya Lee

Note: In 2012, in MAcc.

⁷ Ronald Stunda

Note: In 2012, in MAcc.

⁸ Nancy Swanson

Note: In 2014, in MBA.

Note: In 2012, in MAcc.

⁹ Mark Wills

Note: In 2012, has no administrative data record.

¹⁰ William Buchanan

Note: In 2012, in MBA.

¹¹ Karin Roland

Note: In 2012, in MBA.

¹² David Au

Note: In 2015, has no administrative data record.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

¹³ Barry Belanger

Note: In 2013, in Management.

Note: In 2012, in Management.

¹⁴ Gary Hackbarth

Note: In 2013, in Management.

Note: In 2012, has no administrative data record.

¹⁵ James McGahee

Note: In 2015, in Management.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

¹⁶ Jack Sauls

Note: In 2015, has no administrative data record.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

¹⁷ Ning Wang

Note: In 2015, in Finance.

Note: In 2014, in Finance.

Note: In 2013, in Finance.

Note: In 2012, has no administrative data record.

¹⁸ Carroll Griffin

Note: In 2012, in MBA.

¹⁹ Harry Beverly

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

²⁰ Trent Coggins

Note: In 2015, in Uncategorized Area.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

²¹ Marko Horn

Note: In 2012, has no administrative data record.

²² Jonathan Krispin

Note: In 2012, has no administrative data record.

²³ Mel Schnake

Note: In 2012, in MBA.

²⁴ Kathy Sundin

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

²⁵ Tony Thomas

Note: In 2015, has no administrative data record.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

²⁶ Edward Walker

Note: In 2012, in MBA.

²⁷ Chao Meng

Note: In 2015, has no administrative data record.

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record.

²⁸ Hudson Rogers

Note: In 2014, has no administrative data record.

Note: In 2013, has no administrative data record.

Note: In 2012, has no administrative data record

Appendix D - Faculty Handbook

Faculty Handbook

Langdale College of Business Administration Valdosta State University

Effective dates: All provisions of this Faculty Handbook will be effective immediately upon approval of the faculty with two exceptions:

- 1) Tenure decisions will be based upon the Faculty Policies Manual / Handbook in effect at the time of hiring; and,
- 2) Promotion and post-tenure decisions made within three years of the adoption of this handbook will be based upon the 2008 Faculty Policies Manual.

Faculty classified as AQ or PQ at the time of adoption will be classified as SA and IP, respectively.

I.	Faculty Orientation and Guidance	21
A.	New Faculty Orientation	21
B.	Faculty Guidance	21
II.	Faculty Rank and Qualification	21
A.	Qualification	21
B.	Definitions	21
C.	Criteria	23
D.	College Administrators	27
III.	Faculty Responsibilities	27
A.	Teaching	27
B.	Intellectual Contributions	29
C.	Service	29
D.	Faculty Development Plans	29
IV.	Faculty Support	30
A.	Financial Support	30
B.	Langdale College Administrative Support	31
C.	Institutional Support	32
V.	Faculty Reporting and Evaluation	32
A.	Annual Faculty Activity Report and Action Plan (FAR)	32
B.	Annual Faculty Evaluation (AFE)	32
C.	Faculty Evaluation Criteria and Measures	33
VI.	Tenure	33

A.	Pre-Tenure	33
B.	Tenure	35
C.	Post-Tenure	38
VII.	Promotion	39
A.	Promotion Application Process	39
B.	Promotion Criteria	40
C.	Promotion Evaluation and Recommendation Process	42
VIII.	Non-Tenure Track Faculty Ranks	43
A.	Lecturer:	43
B.	Senior Lecturer:	43
C.	Instructor:	43
D.	Adjunct:	43
IX.	Merit Pay	43
A.	Amounts	43
B.	Procedures	43
C.	Retention, Non-Renewal, and Termination of Untenured Faculty	44

Faculty Orientation and Guidance

New Faculty Orientation

Valdosta State University (VSU) and the Langdale College of Business Administration (LCOBA) share the responsibility for orientation of new full-time faculty. The LCOBA orientation will be conducted by the Associate Dean prior to Fall semester of the first year of employment. This orientation will include an overview of advising, registration, course syllabi, and the faculty activity reporting system, Digital Measures (DM). Department Heads are responsible for orientation of part-time faculty (e.g., faculty hired on a per-course or per-semester basis).

Faculty Guidance

The roles of Department Heads include, but are not limited to, providing direction and feedback regarding: progress towards tenure and promotion, criteria for sustaining faculty qualification, travel policies and procedures, assessment of learning outcomes, course management (e.g., course syllabi and classroom management), and office hour requirements. The various forms mentioned in this document can be found on the LCOBA website.

Faculty Rank and Qualification

Qualification

Each faculty member must satisfy requirements established by the external accrediting agencies that accredit the programs of Valdosta State University and the Langdale College of Business. Satisfying these requirements is necessary but not sufficient to assure promotion or tenure or both.

Definitions

Initial academic preparation is assessed by earned degrees and other academic credentials.

Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of faculty members over time.

Academic engagement reflects faculty scholarly development activities that support the integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Professional engagement reflects faculty practice-oriented development activities that support the integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school’s mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status based on initial academic preparation, initial professional experience, and sustained academic and professional engagement are described below.

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the five years prior to the effective date of the initial contract. Subsequent to hiring, SA status is sustained as outlined below (Section II-C).

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members’ earlier work as an SA faculty member. PA status is sustained as outlined below (Section II-C).

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below (Section II-C).

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience. IP status is sustained as outlined below (Section II-C).

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
	Terminal Degree	Scholarly Academic (SA)	Practice Academic (PA)

Tenure-Track and Non-Tenure-Track Faculty

Tenure-Track Faculty: Only candidates meeting the initial requirements of either Scholarly Academic or Practice Academic qualification may be hired for a tenure-track position. Exceptions to this requirement will be at the discretion of the Executive Committee; however, exceptions shall be limited to candidates currently pursuing a terminal degree and hired at the rank of Instructor. Tenure-track status will be stated on the faculty employment contract. Tenure requirements and procedures are stated in Section VI.

Non-Tenure-Track Faculty: Faculty members hired for non-tenure-track positions may be full-time or part-time employees. A non-tenure-track faculty member should have SA, PA, SP, or IP Qualification at the time of employment.

Participating and Supporting Faculty

Participating Faculty Members: All full-time tenure-track and non-tenure track faculty members are classified as Participating. Participating faculty members may be lecturers, senior lecturers, instructors, assistant professors, associate professors, or full professors. They teach, serve on LCOBA and VSU committees, attend faculty meetings, and have full voting rights with regard to policy decisions. With rare exceptions (i.e., one-year appointments), they are expected to do research, perform service, and attain or maintain SA, PA, SP, or IP Qualification.

Supporting Faculty Members: All part-time faculty members are classified as Supporting. They are generally hired for only one semester or one year to teach one course per semester. Their only responsibilities are teaching classes and maintaining office hours. Research and service activities are not required, nor are they required to participate in faculty meetings or LCOBA decision-making.

Documenting faculty qualification status - LCOBA classifies faculty members as "Scholarly Academics", "Practice Academics", "Scholarly Practitioners", or "Instructional Practitioners". Faculty who do not meet the criteria for these categories are classified as "Other".

Criteria

The five faculty classifications and their corresponding criteria are as follows.

Criteria for Scholarly Academic (SA) Qualification

SA Qualification requires a combination of initial academic preparation and maintenance of intellectual activities related to their discipline.

Initial SA Qualification: Newly hired faculty members will be considered SA if they have any one of the following:

a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;

a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);

a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);

a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

Time Limit on Initial SA Qualification: Faculty members will sustain SA Qualification for five years from the date of their SA-qualifying doctoral degree.

Sustaining SA Qualification: To sustain SA qualification, faculty members must produce at least three contributions related to their discipline within the most recent five-year period. These contributions must include:

two peer-reviewed journal publications, and

one additional contribution, which may include but is not limited to:

- intellectual contributions
 - an additional peer-reviewed journal publication
 - a conference paper presentation
 - a textbook or a chapter publication
 - a conference proceeding
 - serving on the editorial board of an academic journal
 - a new professional certification
 - active leadership in an academic or professional association
- impact and engagement
 - a professional engagement
 - a community engagement

Criteria for Practice Academic (PA) Qualification

PA Qualification requires a combination of initial academic preparation; business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline; and, maintenance of intellectual activities related to their teaching discipline.

Initial PA Qualification: Newly hired faculty members will be considered PA if they have significant professional experience related to their discipline and any one of the following:

a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;

a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);

a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);

a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

Time Limit on Initial PA Qualification: Faculty members will sustain PA Qualification for five years from the date of their last significant professional experience.

Sustaining PA Qualification: To sustain PA qualification, faculty members must produce at least three contributions related to their discipline within the most recent five-year period. These contributions must include:

one peer-reviewed journal publication, and

one business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline, and

one additional contribution, which may include but is not limited to:

- an additional significant professional engagement
- an additional peer-reviewed journal publication
- a significant community engagement
- a conference paper presentation
- a textbook or a chapter publication
- a conference proceeding
- service on the editorial board of an academic journal
- a new professional certification
- active leadership in an academic or professional association
- a significant consulting activity
- a faculty internship
- sustained professional work supporting their PA-qualifying status
- relevant, active service on a board of directors
- documented continuing professional education

Criteria for Scholarly Practitioner (SP) Qualification

SP Qualification requires a combination of initial academic preparation, professional experience, and maintenance of intellectual activities related to their discipline.

Initial SP Qualification: Newly hired faculty members will be considered SP if, at the time of their appointment, they have:

at least a master's degree in a business or business-related field, including at least 18 semester hours of graduate credits in their teaching discipline; and,

business or business-related professional experience, significant in duration and level of responsibility within the last five years, related to their teaching discipline.

Time Limit on Initial SP Qualification: Faculty members will sustain SP Qualification for five years from the date of their last significant professional engagement.

Sustaining SP Qualification: To sustain SP qualification, faculty members must produce at least two contributions related to their discipline within the most recent five-year period. These contributions must include:

one peer-reviewed journal publication, and

one additional contribution, which may include but is not limited to:

- intellectual contributions
 - an additional peer-reviewed journal publication
 - a conference paper presentation
 - a textbook or a chapter publication
 - a conference proceeding
 - serving on the editorial board of an academic journal
 - a new professional certification
 - active leadership in an academic or professional association
- impact and engagement
 - a professional engagement
 - a community engagement

Criteria for Instructional Practitioner (IP) Qualification

IP Qualification requires a combination of initial academic preparation and business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline.

Initial IP Qualification: Newly hired faculty members will be considered IP if, at the time of their initial employment, they have at least a master's degree in a business or business-related field, including at least 18 semester hours of graduate credits in their teaching discipline and professional or business experience, significant in duration and level of responsibility. In limited cases, IP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience outweigh their lack of master's degree qualifications.

Time Limit on Initial IP Qualification: Faculty members will sustain IP Qualification for three years from the date of their last significant professional experience.

Sustaining IP Qualification: To sustain IP qualification faculty members must produce at least two contributions related to their discipline within the most recent five-year period. These contributions must include:

one business or business-related professional experience, significant in duration and level of responsibility, related to their teaching discipline, and

one additional contribution, which may include but is not limited to:

- intellectual contributions
 - a peer-reviewed journal publication
 - a conference paper presentation
 - a textbook or a chapter publication
 - a conference proceeding
 - serving on the editorial board of an academic journal
 - a new professional certification
 - active leadership in an academic or professional association
- impact and engagement
 - a professional engagement
 - a community engagement

Other

Individuals without a qualified faculty status will be classified as “Other”.

College Administrators

In order to sustain their qualified faculty status, an administrator will be held to the same criteria as other faculty with a one peer reviewed journal publication reduction in those criteria. The Dean will maintain his qualified faculty status throughout his appointment with no requirement for intellectual contributions outlined above. An administrator who returns to a faculty role will be guaranteed maintenance of their status for a period of three years.

Faculty Responsibilities

Faculty responsibilities include teaching, research, and service.

Teaching

LCOBA faculty are expected to be effective teachers. Faculty teaching effectiveness will be determined based on a combination of Student Opinion of Instruction (SOI), peer evaluation of teaching, and evidence of student learning and success.

The base teaching load for full-time faculty is 12 hours per semester or 24 hours per academic year (e.g., a 4-4 teaching load). The criteria for determining teaching loads are:

SA qualified faculty who are not on a Faculty Development Plan (see Section III.D) will be assigned a reduced teaching load of 18 hours per academic year (e.g., a 3-3 teaching load). Note: newly hired SA faculty are guaranteed an 18-hour teaching load during their first two years.

PA and SP qualified faculty who are not on a Faculty Development Plan (see Section III.D) will be assigned a reduced teaching load of 21 hours per academic year. Note: newly hired SP and PA faculty are guaranteed a 21-hour teaching load during their first two years.

IP qualified faculty will be assigned the base teaching load of 24 hours per academic year.

Faculty classified as "Other": will be assigned the base teaching load of 24 hours per academic year; will not be eligible to teach summer classes; and will not be eligible to receive a Rea and Lillian Steele Grant (Steele Grant).

A department head or associate dean will be assigned a teaching load of 12 hours per 12-month academic year.

The Dean will not be assigned a teaching load due to administrative responsibilities.

The Executive Committee must approve all further reductions in teaching loads.

Summer teaching is not part of the 10-month academic year contract. Summer teaching is not guaranteed and is offered based on faculty performance, student demand, and departmental needs. Faculty who are on a Faculty Development Plan (see Section III.D) will not be eligible to teach summer classes. Per University System of Georgia (USG) policy, total additional summer compensation cannot exceed one-third of 10-month salary.

Department heads will attempt to limit the number of course preparations to two per semester and will accommodate faculty course and time preferences, subject to departmental and college needs.

Faculty members are required to hold a minimum number of office hours per week depending on the type and number of credit hours taught. These office hours must be spread over at least two weekdays and held during normal business hours.

Faculty teaching on-campus courses must maintain a minimum of 40 minutes of on-campus office hours per credit hour taught.

Faculty teaching hybrid courses must maintain a minimum of 30 minutes of on-campus and a minimum of 10 minutes of virtual office hours per credit hour taught.

Faculty teaching online courses must maintain a minimum of 20 minutes of on-campus and a minimum of 20 minutes of virtual office hours per credit hour taught.

Faculty teaching only online courses during summer must maintain a minimum of 40 minutes of virtual office hours per credit hour taught.

Graduate faculty must:

have qualified faculty status (defined above);

be approved by the Department Head;

be approved by the Dean; and,

be approved for membership in VSU's Graduate Faculty.

Criteria for VSU Graduate Faculty membership can be found on the VSU Graduate School website.

Course syllabi are required for all classes (including internships and directed studies). Syllabi must be uploaded into Digital Measures before the end of the second week of classes.

Intellectual Contributions

Faculty are expected to conduct research and make other intellectual contributions sufficient to maintain their qualified faculty status (Section II) and to meet the pre-tenure, promotion, tenure, or post-tenure research requirements (Section IV).

Service

Full-time faculty must perform service for the University, the Langdale College, their department, and students. Faculty also are encouraged to provide service to the community and to their profession. The following service activities are required of all full-time faculty:

Advising – In the week prior to registration, faculty must maintain at least eight advising hours in addition to their normal office hours. These advising hours must be over at least four weekdays and held during normal business hours. The sign-up sheet for all advising and office hours must be posted at least two weeks prior to the start of registration.

Commencement – Faculty must participate in commencements as required.

Committees – Faculty must serve on various University, Langdale College, and departmental committees commensurate with their rank.

Faculty Development Plans

The Department Head or Dean may require a faculty member to complete a Faculty Development Plan for any of the following:

- Failure to maintain an appropriate Qualified Faculty Status; or
- Two consecutive Unsatisfactory ratings on the Annual Faculty Evaluation (AFE) in the same area of Faculty Responsibility (teaching, research, or service); or
- One Unsatisfactory rating in the overall Faculty Evaluation on the AFE; or
- Two Unsatisfactory ratings (in any area of Faculty Responsibility) on the most recent AFE; or
- An unfavorable recommendation in the Post Tenure Review Process.

The Faculty Development Plan (FDP) must be prepared by the faculty member in conjunction with the department head and must include specific corrective activities and a timetable for completing the activities. While on an FDP, the faculty member:

- may be required to teach the base teaching load of 12 hours per fall and spring semester or 24 hours per academic year,
- will not be eligible for merit pay increases,
- will not be eligible for summer teaching, and
- will not be eligible for a Steele Grant.

Upon timely and successful completion of the activities as approved by the department head and dean, the faculty member will be taken off the Faculty Development Plan. Otherwise, the faculty member will continue on the Faculty Development Plan and will continue to receive an Unsatisfactory on the AFE in the appropriate area(s) (i.e., Teaching, Research, Service or Overall). Failure to successfully complete the Faculty Development Plan within two years may result in non-renewal of faculty contract or in termination.

Faculty who are placed on three or more Faculty Development Plans within the most recent seven-year window may be terminated.

Faculty Support

The following faculty support is available to Participating Faculty. Staff support, teaching seminars, and other direct teaching support is available to Supporting Faculty.

Financial Support

Steele Grants: Full-time faculty members returning for the next academic year are eligible to apply and compete for a Steele Grant for research, instructional development, and faculty internships (external to Langdale College and Valdosta State University). Faculty members on a Faculty Development Plan, the deans, and department heads are ineligible to receive a Steele Grant. The grant is competitive, and the number of grants and the dollar amount of the grants will depend on the number of awarded applications and funding available. These grants are based on a review of: (a) the Steele Grant Application and (b) past history of deliverables of Steele Grants.

Steele Grant proposals are due to the Dean by a date specified by the Dean. The Langdale College Executive Committee will review all applications, and the Dean

will announce the award recipients no later than four weeks beyond the proposal due date.

A faculty member may apply for only one grant; however, the grant proposal could have a mix of research, instructional, and internship components. A joint faculty project is permitted; however, the *pro rata* share for each faculty participant must be designated in the application.

The grant will be disbursed as follows:

- The first half of the grant will be paid within six weeks of the notification of the award.
- The second half of the grant will be paid after the deadline for the final report. Payment of the second half of the grant is contingent upon
 - a written report of the results of the grant submitted to the Dean, and
 - a presentation to LCOBA faculty/students at a brown bag seminar.

VSU faculty scholarships may be provided for three types of activities:

Instructional improvement.

Course/curriculum development.

Professional presentations.

Faculty members must request funding prior to participation in an activity. Only full-time faculty members are eligible for these scholarships. Funds will be used for travel to professional seminars, workshops or conferences, or for course and curriculum development. Funds may not be used for non-VSU personnel. Faculty Scholarships are awarded for a specific proposal and cannot be transferred. Additional information is available on the Faculty Scholarship website. There are also other grants available for international travel through the Office of International Programs.

VSU Office of Grants and Contracts awards faculty research grants to support research leading to peer-reviewed publications. Funds may be used to help defray the cost of travel (not including conferences), photocopying, supplies, and other types of publication assistance. Grant applications, including a resume, must be submitted to the Director of Grants and Contracts. Additional information is available on the VSU Faculty Research Grants website.

Departmental and College funds may be available to supplement faculty development and research grants. Departmental travel funds are used to encourage faculty participation in professional associations, professional development seminars, and instructional development workshops. Prior to travel, faculty members must complete a Request for Authority to Travel and have it approved by the department head and the Dean. These forms and travel guidelines are available on the VSU website.

Langdale College Administrative Support

Administrative assistants assist all Langdale College faculty members in producing, copying, and revising instructional materials, research manuscripts, and administrative documents.

Subject to available funds, Student Assistants and Graduate Assistants may also be available to assist faculty.

Institutional Support

VSU offers a variety of support services, including:

The Access Office provides additional resources to faculty to assist with Americans with Disabilities Act (ADA) compliance.

The Center for eLearning provides support, training, and instructional design services to faculty teaching online, hybrid, and technology-enhanced courses using the Valdosta State BlazeVIEW or University System of Georgia collaborative learning management system, GoVIEW.

Information Technology (IT) provides and supports many of the applications and hardware used by students, faculty, and staff.

The Odum Library Media Center provides assistance in media content development, media presentations, and provides access to a variety of media equipment and software.

Faculty Reporting and Evaluation

Annual Faculty Activity Report and Action Plan (FAR)

Full-time faculty members must submit their FAR electronically for the previous calendar year no later than the third Friday of January. The FAR, which must be generated in Digital Measures (DM), includes courses taught, enrollments, grade distributions, average SOIs, instructional improvement and assurance of learning activities, publications and other intellectual contributions, advising activities, and service activities. The FAR also requires faculty members to outline goals for the upcoming year and to update their goals from the previous year. Supporting evidence such as copies of syllabi, publications, and presentations must be uploaded to DM.

Annual Faculty Evaluation (AFE)

The AFE is primarily based on the information contained in the FAR. The AFEs, which must be generated in Digital Measures, are used for decisions regarding merit raises, retention, promotion and tenure, pre-tenure and post-tenure reviews, and for identification of faculty development needs. Each faculty member's Qualified Faculty Status is also reviewed each year. The Faculty Member Qualification Report is generated in DM. A copy of the faculty member's Faculty Member Qualification Report is attached to the faculty member's AFE.

Department heads must meet with each full-time faculty member to review the AFE and obtain the faculty member's signature on the AFE no later than the third Friday of February. In the event the faculty member refuses to sign the AFE, the Dean will arbitrate. Department heads must submit all signed AFEs to the Dean no later than the

fourth Friday of February. AFEs are then forwarded to the Office of the Provost and Vice President for Academic Affairs.

Faculty Evaluation Criteria and Measures

The three primary criteria for retention, promotion, tenure, and merit raise decisions, and their respective percentage weights are: Teaching (45%), Intellectual Contribution (35%), and Service (20%). A partial list of measures used to assess faculty performance for each criterion is provided below.

Teaching effectiveness is evaluated by department heads using criteria such as:

- Peer evaluations of teaching
- Student Opinions on Instruction (SOIs)
- Course content for relevance, rigor, and effectiveness in achieving learning objectives
- Appropriate rigor
- Course syllabi
- Maintaining office hours as described above

Research and intellectual contributions are evaluated by the department head using criteria such as:

- The faculty member's Qualified Faculty Status
- Rigor
- Quality
- Publication outlet
- Impact

Service activities are evaluated by the department head for impact of their contributions to:

- the community, especially the business community;
- the institution, including the University, the Langdale College, the department, faculty peers, and students; and
- the profession and its associations.

Additional job responsibilities (e.g., Graduate Programs Director, AOL Director, DM Director, Study Abroad Director) for which the faculty member receives compensation will not be considered for evaluation purposes.

Tenure

Pre-Tenure

Pre-Tenure Review Process

Tenure track faculty must undergo pre-tenure review. The timing of the pre-tenure review is contingent upon the extent of prior service credit.

- Faculty with no prior service credit must apply for pre-tenure review on or before October 1 of their third academic year.
- Faculty with 1 year of prior service credit must apply for pre-tenure review on or before October 1 of their second academic year.
- Faculty with 2 or 3 years of prior service credit must apply for pre-tenure review on or before October 1 of their first academic year.

The department head will notify faculty on or before September 1 that pre-tenure materials are due to the pre-tenure review committee. This committee will be determined by the department head and will consist of three tenured Langdale College faculty within the department if possible. The applicant will submit the following documentation to the pre-tenure review committee no later than October 1:

- A copy of the Pre-Tenure Review Summary Sheet,
- Copies of the AFE and the FAR for the period under review,
- Copies of all intellectual contributions, and
- Any other documentation the applicant wishes to submit.

Pre-Tenure Evaluation Process

The pre-tenure review committee will evaluate the faculty member's progress towards tenure considering four areas of performance: teaching, intellectual contributions, service, and professionalism and institutional fit. Failure to demonstrate satisfactory progress may result in non-renewal of contract.

Teaching

Faculty must submit three types of documentation for evaluation:

- All Student Opinion of Instruction (SOI) scores for the period under review
- Any relevant course related material that demonstrates student learning, including a combination of course syllabi, final examinations, grade distributions, and any other material the candidate may wish to submit
- At least two peer evaluations of teaching with constructive feedback (one by the department head, and one by a tenured faculty member of the applicant's choosing)

Intellectual Contributions

Faculty must submit documentation of intellectual contributions such as:

- Number and quality of publications in peer reviewed journals in the candidate's discipline
- Other publications, e.g. books, chapters in books, refereed proceedings, and instructional material development
- Number of presentations at professional meetings

Service

Although candidates for tenure and promotion are expected to provide evidence of service at the university, college, departmental, professional, or regional level, significant service is not required at the pre-tenure stage.

Professionalism and institutional fit

Evaluation of this requirement will be determined on the basis of the faculty member's ability to conduct his or her work with honesty, integrity, and objectivity and the respectful relationship he or she fosters with students, colleagues, and others who participate in or benefit from his or her work.

Pre-Tenure Recommendation Process

The Dean will notify candidates of the recommendations of the pre-tenure review committee, the department head, and the Dean on or before November 1. If deficiencies are identified, the faculty member may be subject to non-renewal of contract.

Tenure

Tenure Application Process

Applicants for tenure must undergo the tenure application process. The timing of the tenure review is contingent upon the extent of prior service credit.

- The time at VSU requirement, established by the Board of Regents, is a minimum of five consecutive years in a tenure-track position at the rank of Assistant Professor or higher.
- If established in writing at the time of employment, a maximum of three years of prior service may be allowed towards this five-year requirement.
- Also, with written approval, a maximum of two years of leave-of-absence may interrupt the five consecutive year's requirement.
- A maximum of seven years is allowed in a tenure-track position without the award of tenure. Therefore, tenure-track faculty must apply for tenure no later than the Fall of the sixth year.

The Tenure and Promotion Committee (TPC) will consist of four (4) tenured faculty members, one from each department on a rotating and staggered basis. Each member shall serve a four-year term and serve as chair of the TPC in their third year of service.

The department head will notify the faculty on or before September 1 that eligible faculty must submit their final dossier, which includes the following documentation, to the TPC no later than October 1:

- A copy of the Summary Sheet for Application for Tenure.
- A copy of the candidate's AFE(s) and the FAR(s) for each year for the period under review.
- Faculty must submit the following three types of documentation for evaluation:
 - All Student Opinion of Instruction (SOI) scores for the period under review
 - Any relevant course related material that demonstrates student learning, including a combination of course syllabi, final examinations, grade distributions, and any other material the candidate may wish to submit
 - Peer evaluations of teaching (at least two prior to and one after pre-tenure review) (at least one by the department head, and one by a tenured faculty member of the applicant's choosing)
- A copy of each publication (or letters of acceptance for publications not yet printed)
- A DM-generated vita.
- Documents required by the University Tenure and Promotion Committee (UTPC).
- Any other documentation the candidate wishes to submit.

Tenure Criteria

The voting constituencies for tenure and promotion decisions vary with the decision to be made. Tenure decisions are reviewed, evaluated, and voted on by all tenured faculty. Promotion decisions are reviewed, evaluated, and voted on by all tenured faculty with a rank higher than that of the applicant. Members of the UTPC may not vote on either tenure or promotion.

The voting constituency will evaluate the candidate on five requirements:

- the terminal degree requirement;
- the teaching requirement;
- the intellectual contribution requirement;
- the service requirement; and
- the professionalism and institutional fit requirement.

Performance in each of these areas will be evaluated as follows:

The terminal degree requirement is:

- a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;
- a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);
- a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);
- a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

The teaching requirement is a satisfactory rating in teaching by the voting constituency. This committee evaluates a candidate's performance using information from the AFEs, FARs and other submitted documents as noted above.

The intellectual contribution requirement varies by rank; however, regardless of rank a faculty member with an initial SA-qualified faculty status must be SA-qualified at the time of application, and a faculty member with an initial PA-qualified faculty status must be SA- or PA-qualified at the time of application. The requirement at each rank is as follows:

Assistant Professor:

- At least five intellectual contributions
- At least three of these must be articles in peer reviewed journals
 - All three articles must be related to the candidate's discipline
 - All three articles must have a VSU affiliation

- All three articles must have an acceptance rate of ≤ 40% at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

Associate Professor:

- At least seven intellectual contributions
- At least four of these must be articles in peer reviewed journals
 - All four articles must be related to the candidate's discipline
 - All four articles must have a VSU affiliation
 - All four articles must have an acceptance rate of ≤ 40% at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

Full Professor:

- At least twelve intellectual contributions
- At least seven of these must be articles in peer reviewed journals
 - All seven articles must be related to the candidate's discipline
 - Five of these seven articles must have a VSU affiliation
 - All seven articles must have an acceptance rate of ≤ 40% at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

The service requirement is a satisfactory rating by the voting constituency of the candidate's service to the university, college, department, region, and profession.

The professionalism and institutional fit requirement will be determined on the basis of the faculty member's ability to conduct his or her work with honesty, integrity, and objectivity and the respectful relationship he or she fosters with students, colleagues, and others who participate in or benefit from his or her work.

Tenure Evaluation and Recommendation Process

- After receipt of a candidate's dossier the Tenure and Promotion Committee (TPC) will verify whether the candidate has met the minimum requirements for tenure.
- The Department Head must provide a letter summarizing the input from all full-time faculty in the department to be included in the dossier. [If the candidate is the Department Head, the Associate Dean will provide this letter.]

- The candidate's dossier will be available for review by members of the voting constituency during the second and third weeks of October.
- The candidate's dossier will be presented by the TPC Chair to the voting constituency at its annual fall meeting held in the fourth week of October.
- After discussion, an anonymous vote will be taken.
- The TPC Chair will submit a memorandum, including the vote count of the voting constituency, to the Dean. A copy of the memorandum will be included in the dossier.
- Following the meeting, the TPC Chair will inform each candidate of the voting constituency's recommendation and the vote count.
- The Dean's letter of recommendation for each candidate will be added to the dossier which will be sent to the Vice President for Academic Affairs (VPAA).
- The VPAA will forward the dossier to the University Tenure and Promotion Committee (UTPC) for review.
- The UTPC will make a recommendation to the VPAA who will then convey a decision to the President.
- The candidate will be notified of the final decision by the VPAA.

Post-Tenure

Post-Tenure Review Process

All tenure track faculty must undergo the post-tenure review process. This review is scheduled five years after tenure, promotion, or the last post-tenure review.

The department head will notify faculty on or before September 1 that post-tenure materials are due to the post-tenure review committee. This committee will be determined by the department head and will consist of three tenured Langdale College faculty within the department if possible. The applicant will submit the following documentation to the post-tenure review committee no later than October 1:

- A copy of the Summary Sheet for Post-Tenure Review for the preceding five years (which can be prepared in DM),
- A copy of the candidate's last five years' AFEs and the last five years' FARs,
- Faculty must submit the following three types of documentation for evaluation:
 - All Student Opinion of Instruction (SOI) scores for the period under review
 - Any relevant course related material that demonstrates student learning, including a combination of course syllabi, final examinations, grade distributions, and any other material the candidate may wish to submit
 - Peer evaluations of teaching (at least two in the most recent five-year period) (at least one by the department head, and one by a tenured faculty member of the applicant's choosing)
- A copy of each publication (or letters of acceptance for publications not yet printed)
- A DM-generated vita, and

- Any other documentation the candidate wishes to submit for the committee's consideration.

Post-Tenure Evaluation Process

The post-tenure review committee will evaluate the candidate on four requirements:

- the teaching requirement;
- the intellectual contribution requirement;
- the service requirement; and
- the professionalism and institutional fit requirement.

Performance in each of these areas will be measured as follows:

The teaching requirement is a satisfactory rating in teaching by the post-tenure review committee. This committee evaluates a candidate's performance using information from the AFEs, FARs and other submitted documents as noted above.

The intellectual contribution requirement is determined to have been met if the faculty member sustains an appropriate qualified faculty status.

The service requirement is a satisfactory rating by the post-tenure review committee of the candidate's service to the university, college, department, region, and profession.

The professionalism and institutional fit requirement of the applicant will be determined on the basis of the faculty member's ability to conduct their work with honesty, integrity, and objectivity. They should also foster a respectful relationship with students, colleagues, and others who participate in or benefit from their work.

Post-Tenure Review Report

The post-tenure review committee report should identify strengths and weaknesses of the candidate and write a letter of recommendation to the Department Head. The Department Head will review the report and the dossier and write a letter of recommendation to the Dean. Candidates will be notified by the Dean of the recommendations of the post-tenure review committee, the department head, and the Dean on or before November 1.

If deficiencies are identified, the faculty member may be placed on a Faculty Development Plan.

Promotion

Promotion Application Process

The voting constituencies for tenure and promotion decisions vary with the decision to be made. Tenure decisions are reviewed, evaluated, and voted on by all tenured faculty.

Promotion decisions are reviewed, evaluated, and voted on by all tenured faculty with a rank higher than that of the applicant. Members of the UTPC may not vote on either tenure or promotion.

The Tenure and Promotion Committee (TPC) will consist of four (4) tenured faculty members, one from each department on a rotating and staggered basis. Each member shall serve a four-year term and serve as chair of the TPC in their third year of service. The department head will notify the faculty on or before September 1 that eligible faculty must submit their final dossier, which includes the following documentation, to the TPC no later than October 1:

- A copy of the Summary Sheet for Application for Promotion (from DM).
- A copy of the candidate's AFE(s) and the FAR(s) for each year for the period under review.
- Faculty must submit the following three types of documentation for evaluation:
 - All Student Opinion of Instruction (SOI) scores for the period under review
 - Any relevant course related material that demonstrates student learning, including a combination of course syllabi, final examinations, grade distributions, and any other material the candidate may wish to submit
 - Peer evaluations of teaching (at least two in the most recent five-year period) (at least one by the department head, and one by a tenured faculty member of the applicant's choosing)
- A copy of each publication (or letters of acceptance for publications not yet printed)
- A DM-generated vita.
- Documents required by the University Tenure and Promotion Committee (UTPC).

Promotion Criteria

The voting constituencies for tenure and promotion decisions vary with the decision to be made. Promotion decisions are reviewed, evaluated, and voted on by all tenured faculty with a rank higher than that of the applicant.

Promotion beyond the rank of Assistant Professor is limited to tenure-track faculty only. The voting constituency will evaluate the candidate on six requirements:

- the time in rank and time at VSU requirements,
- the terminal degree requirement;
- the teaching requirement;
- the intellectual contribution requirement;
- the service requirement; and
- the professionalism and institutional fit requirement.

Performance in each of these areas will be measured as follows:

The time in rank and time at VSU requirements are established by the Board of Regents. The minimum requirements for the two levels of promotion are:

- *Associate Professor*. At least four consecutive years at VSU at the rank of assistant professor. For example, an Assistant Professor in a tenure-track position who began employment in Fall 2017 could apply for promotion to

Associate Professor in Fall 2020. If approved, promotion would take effect Fall 2021.

- *Full Professor.* At least five consecutive years at VSU at the rank of associate professor. For example, an Associate Professor in a tenure-track position who began employment in Fall 2017 could apply for promotion to Associate Professor in Fall 2021. If approved, promotion would take effect Fall 2022.

The terminal degree requirement is:

- a PhD or DBA from an AACSB-accredited institution with at least 18 semester hours of graduate credits in their teaching discipline;
- a JD or LLM from an ABA-accredited law school (i.e., for someone primarily teaching business law or legal environment of business);
- a terminal degree in the field of medicine from an AMA-accredited medical school (i.e., for someone primarily teaching healthcare administration);
- a terminal degree in a business-related field from a discipline-accredited program with at least 18 semester hours of graduate credits in their teaching discipline (e.g., healthcare administration or supply chain management).

The teaching requirement is a satisfactory rating in teaching by the voting constituency. This committee evaluates a candidate's performance using information from the AFEs, FARs and other submitted documents as noted above.

The intellectual contribution requirement varies by rank; however, regardless of rank a faculty member with an initial SA-qualified faculty status must be SA-qualified at the time of application, and a faculty member with an initial PA-qualified faculty status must be SA- or PA-qualified at the time of application. The requirement for promotion to each rank is as follows:

Assistant Professor:

- At least three intellectual contributions
- At least two of these must be articles in peer reviewed journals
 - Both articles must be related to the candidate's discipline
 - Both articles must have a VSU affiliation
 - Both articles must have an acceptance rate of $\leq 40\%$ at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

Associate Professor:

- At least seven intellectual contributions
- At least four of these must be articles in peer reviewed journals
 - All four articles must be related to the candidate's discipline
 - All four articles must have a VSU affiliation

- All four articles must have an acceptance rate of $\leq 40\%$ at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

Full Professor:

- At least twelve intellectual contributions
- At least seven of these must be articles in peer reviewed journals
 - All seven articles must be related to the candidate's discipline
 - Five of these seven articles must have a VSU affiliation
 - All seven articles must have an acceptance rate of $\leq 40\%$ at the time of submission as evidenced a screenshot of the journal's page on the Cabell's website or a letter from the journal's editor.

The service requirement is a satisfactory rating by the voting constituency of the candidate's service to the university, college, department, region, and profession.

The professionalism and institutional fit requirement of the applicant will be determined on the basis of the faculty member's ability to conduct their work with honesty, integrity, and objectivity. They should also foster a respectful relationship with students, colleagues, and others who participate in or benefit from their work.

Promotion Evaluation and Recommendation Process

- After receipt of a candidate's dossier the Tenure and Promotion Committee (TPC) will verify whether the candidate has met the minimum requirements for promotion.
- The Department Head must provide a letter summarizing the input from all full-time faculty in the department to be included in the dossier. [If the candidate is the Department Head, the Associate Dean will provide this letter.]
- The candidate's dossier will be available for review by members of the voting constituency during the second and third weeks of October.
- The candidate's dossier will be presented by the TPC chair to the TPC at its annual fall meeting held in the fourth week of October.
- After discussion, an anonymous vote will be taken.
- The TPC Chair will submit a memorandum, including the vote count of the voting constituency, to the Dean. A copy of the memorandum will be included in the dossier.
- Following the meeting, the TPC Chair will inform each candidate of the voting constituency's recommendation and the vote count.
- The Dean's letter of recommendation for each candidate will be added to the dossier which will be sent to the Vice President for Academic Affairs (VPAA).
- The VPAA will forward the dossier to the University Tenure and Promotion Committee (UTPC) for review.
- The UTPC will make a recommendation to the VPAA who will then convey a decision to the President.
- The candidate will be notified of the final decision by the VPAA.

Non-Tenure Track Faculty Ranks

Lecturer:

- This is a full-time position.
- This position can be renewed annually based on: 1, a satisfactory rating on teaching and service by the Department Head; and 2, budget availability.
- A Lecturer can be promoted to Senior Lecturer provided the candidate has demonstrated above average performance in teaching and service, as determined by the Department Head, and the candidate has been in the position of a Lecturer for a minimum of six (6) years.

Senior Lecturer:

- This is a full-time position.
- This position can be renewed annually based on: 1, a satisfactory rating on teaching and service by the Department Head; and 2, budget availability.
- Additional duties may be assigned to a Senior Lecturer by the Department Head.

Instructor:

- This is a full-time position.
- This position can be renewed annually based on: 1, a satisfactory rating on teaching and service by the Department Head; and 2, budget availability.
- An Instructor must be making progress towards a terminal degree in their teaching field.
- Upon completion of a terminal degree an Instructor may be promoted to the rank of Assistant Professor.
- Upon completion of a terminal degree an instructor may be reassigned to a tenure-track position and the time spent at the rank of Instructor may be credited toward tenure if approved in writing at the time of the initial appointment.
- The maximum period of time that may be served at the rank of Instructor is seven (7) years.

Adjunct:

- This is a part-time position.
- Adjunct faculty are hired on a course-by-course basis.

Merit Pay

Amounts

The University System of Georgia and Valdosta State University may award pay raises based on merit rather than granting across-the-board increases. Annually, the Board of Regents and the President of VSU may create a merit pay pool and specify general guidelines for distributing the amount in the pool.

Procedures

As part of the evaluation process, department heads recommend pay increases based on faculty members' teaching, research, and service performance. These three areas have weights of 45%, 35%, and 20%, respectively. The Dean may reserve a portion of the merit pay pool to award for reasons such as market salary adjustment or

extraordinary engagement and impact. The Dean reviews the department heads' recommendations and may modify the raises in consultation with the department heads. Recommended raises are then forwarded by the Dean to the VPAA for final approval.

Retention, Non-Renewal, and Termination of Untenured Faculty

Department heads in consultation with the Dean will make retention, non-renewal, and termination decisions for untenured faculty. Untenured faculty members are subject to non-renewal of their contracts for various reasons, including poor teaching performance, failure to maintain an appropriate qualified faculty status, failure to progress toward tenure, or budgetary constraints. Offenses of an egregious nature may result in immediate termination. The Board of Regents Academic Affairs Handbook and the VSU Faculty Handbook—both are available on the web—contain procedures for these decisions.

Appendix E – College Strategic Plan Committees

LCOBA 2015-2019 Strategic Planning Committee

Ron Stunda - Department of Accounting
Todd Royle- Department of Management and Healthcare Administration
Howard Griffin- Department of Marketing and International Business
Luke Jones- Department of Economics and Finance
Candace Witherspoon- Department of Accounting
Hilary Gibbs- Office of Development
Monica Page- Career Strategies Center
Josh Morse- Business Student Advisory Council
Kyle Baxter- Dame, Walker, Hughes, LLC.
Johnny Ball- South Georgia Medical Center
Jeff Hanson- Southwest Georgia Bank
Donnie Warren- Langdale Industries

LCOBA 2016 Strategic Plan Assessment Committee

Candace Witherspoon – Department of Accounting
Todd Royle – Department of Management and Healthcare Administration
Luke R Jones - Department of Economics and Finance
Kyle Baxter - Dame, Walker, Hughes, LLC.
Johnny Ball - South Georgia Medical Center
Jeff Hanson - Southwest Georgia Bank
Donnie Warren- Langdale Industries
Carla N Gervin – Career Strategies Center
Ashley R Braswell – Office of Development
Kelly F Gamble – Department of Accounting
Dylan G Heyer Business Student Advisory Council

Appendix F - University Mission

Valdosta State University Mission Statement

University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated As a institution of the University System of Georgia, Valdosta State parts:

- **Student Mission:** To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.
- **University Mission:** To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders. To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.
- **Regional Mission:** To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

Valdosta State University fulfills its mission by focusing on inclusion in all aspects of the educational experience.

Developed by the Strategic Planning Steering Committee, August 2013. Approved by the President's Cabinet, September 16, 2013. Approved by University Council, March 24, 2014. Approved by the Board of Regents of the University System of Georgia, August 20, 2014.

Appendix G - College Mission, Vision, & Values



VALDOSTA STATE UNIVERSITY

THE HARLEY LANGDALE, JR COLLEGE OF BUSINESS ADMINISTRATION MISSION STATEMENT

We enrich lives for the benefit of all.

Vision

We provide opportunities for experiential learning, practical research, and global engagement to the students, faculty, and communities we serve.

Values

In support of our mission and vision, we value:

- **Experiential Learning:** Redefining the educational experience with innovative uses of technology inside and outside the classroom.
- **Practical Research:** Addressing the needs of dynamic populations and economies through applied and learning-based research.
- **Global Engagement:** Transforming student, university, business, local, regional, and global communities through engaged service, research, and education.



Appendix H - Strategic Plan

REVISED 11/4/16

**Harley Langdale, Jr. College of Business Administration (LCOBA)
2015 Five Year Strategic Plan**

STRATEGIC GOALS

Strategic Goal #1: Support and align with VSU’s mission and strategic plan

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	Articulate a clear and distinctive mission for LCOBA.	a. Revise mission statement and use the mission’s pillars (experiential learning, practical research, and global engagement) to develop the strategic plan and all LCOBA activities.	<ul style="list-style-type: none"> • Time 	Executive Committee	a. Completed
2	Conduct periodic reviews to align LCOBA mission statement, strategic plan, and faculty manual with those of the University.	a. Review annually the University’s strategic plan, mission and faculty manual for any changes and modify LCOBA documents as needed.	<ul style="list-style-type: none"> • Time in conducting faculty/ staff meetings for review and discussion • VSU Creative Services • VSU Print Shop 	Executive Committee	a. Completed: Continuing Responsibilities Assigned
3	Engage LCOBA stakeholders when developing policy changes. <i>Mission: Global Engagement</i>	a. Assign task force to adjust LCOBA strategic plan, mission and faculty manual as needed.	<ul style="list-style-type: none"> • Time 	Executive Committee	a. Completed: Continuing Responsibilities Assigned

Strategic Goal #2: Recruit, retain, and graduate a diverse student body

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	Create an LCOBA Marketing Plan	a. Align LCOBA marketing strategy with new University strategy.	<ul style="list-style-type: none"> • VSU Creative Services • VSU Print Shop • Media Outlets • Faculty and staff 	Marketing Task Force	a. Planning/Development Phase
2	Collaborate with high schools, junior colleges, Universities and other VSU Colleges to increase LCOBA exposure. <i>Mission: Global Engagement</i>	a. Create new marketing material to attract undergraduate students. b. Ask students and faculty to participate in Open Houses. c. Recruit high school students who meet Steele Scholarship requirements. d. Retain current students with LCOBA scholarships.	<ul style="list-style-type: none"> • Lunch and Learn events for local high school and Jr. college admin.- \$10,000 • LCOBA Magazine - \$5000 • Inclusion of high school principals and counselors in LCOBA events/open house. 	Recruitment and Retention Committee (RRC)	a. Implementation Phase b. Implementation Phase c. Implementation Phase d. Implementation Phase
3	Grow undergraduate enrollment by 2% per year and graduate enrollment by 5% per year, contingent on faculty funding.	a. Determine growth rates of graduate and undergraduate enrollment. b. Develop marketing materials if growth targets have not been reached. c. Consider hiring a GA to monitor and update social media as needed. d. Identify responsible party for maintaining Facebook accounts for LCOBA, Enactus, Center for Business and Economic Research, and Entrepreneurship.	<ul style="list-style-type: none"> • Partnerships with local and surrounding high schools. • Counselors to participate in LOCBA events - \$5000 • Development Officer-VSU Capital Campaign to fund faculty upgrades. • Creation of an app for HS and community college counselors \$6000 to create. 	RRC Executive Committee	a. Implementation Phase b. Implementation Phase c. Implementation Phase d. Implementation Phase
4	Utilize remediation tools and other techniques to improve retention and graduation rates.	a. Determine whether actions have been taken at the RRC and department levels. b. Create Career Strategies Center to assist students with identifying career opportunities.	<ul style="list-style-type: none"> • Student Engagement Center - \$205,000 • Adjuncts - \$4,000 yearly 	RRC Career Strategies Coordinator	a. Temporarily Suspended b. Implementation Phase

5	Ensure that curriculum content is appropriate for the degree programs and learning objectives, and align with LCOBA mission statement.	a. Revise curriculum as needed. Consider new minors and majors in logistics and supply chain management.	<ul style="list-style-type: none"> • Faculty • Business Advisory Board 	Department Heads Advisory Boards	a. Implementation Phase
---	---	--	--	-------------------------------------	-------------------------

References:

AACSB Standards: 4, 5, 7, 8, 9, 10, 11

LCOBA Values

Strategic Goal #3: Foster an environment of innovative teaching and scholarship

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	Maintain and deploy a faculty sufficient to ensure quality outcomes across degree programs.	a. Identify funding source for incentivizing scholarship. b. Hire more faculty to handle the increase in student credit hour.	<ul style="list-style-type: none"> • L. Brown Visiting Scholar Award • VSU Faculty Internationalized Fund • Development Officer/Capital Campaign • Dean/Associate Dean • Hire new faculty (3) for logistics major - \$380,000/yearly. 	Academic Affairs Executive Committee	a. Completed; Continuing Responsibilities Assigned b. Planning/Development Phase
2	Restructure instructional delivery, as necessary for all students, inclusive of non-traditional students, out-of-region students, special needs and at-risk students. <i>Mission: Experiential Learning</i>	a. Increase offerings of online courses. Move forward with online Marketing program (Fall 2016). b. Move forward with major in logistics/supply chain management. Submit prospectus. c. Create mandatory Accounting labs to help improve learning outcomes for at-risk students.	<ul style="list-style-type: none"> • Utilize online/hybrid course development through VSU eLearning and VSU's faculty scholarship for course/curriculum redesign or development - \$40,000 first year, \$5,000 yearly 	Department Heads	a. Completed; Evaluation Phase b. Implementation Phase c. Completed; Evaluation Phase

References:

AACSB Standards: 2, 5, 7, 8, 9, 10, 11, 12, 13, 14
LCOBA Values

Strategic Goal #4: Provide an environment of professional development and support

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	<p>Ensure that a well-documented and well-communicated process exists to manage and support faculty and staff over the progression of their careers.</p>	<p>a. Adapt Digital Measures to incorporate 2013 AACSB changes.</p> <p>b. Revise evaluation instrument (Faculty Senate committee).</p> <p>c. Include a peer-review process in the new LCOBA Faculty Handbook.</p> <p>d. Assign the duty of training of administrative secretary to the executive secretary. This includes preparing reports & forms and other duties as needed.</p>	<ul style="list-style-type: none"> • Dean/Associate Dean • Department heads • Regular faculty/staff meetings 	<p>Associate LCOBA Dean</p> <p>Department Heads</p> <p>Executive Secretary</p>	<p>a. Completed; Evaluation Phase</p> <p>b. Implementation Phase</p> <p>c. Completed Evaluation Phase</p> <p>d. Completed; Continuing Responsibilities Assigned</p>
2	<p>Encourage faculty research, scholarship, and other academically creative activities.</p> <p><i>Mission: Practical Research</i></p>	<p>a. Clearly communicate the requirements for tenure, promotion, and pre & post tenure; and emphasize value of all forms of faculty scholarship with an emphasis on applied and learning-based research via the Faculty Handbook.</p>	<ul style="list-style-type: none"> • Steele Grant - \$150,000 • Grant Select- State and Federal level 	<p>Department Heads</p>	<p>a. Completed; Continuing Responsibilities Assigned</p>
3	<p>Support faculty efforts to obtain external support for research and other academically creative activities.</p> <p><i>Mission: Practical Research</i></p>	<p>a. Keep faculty members updated on grant opportunities available through OSPRA. Encourage LCOBA faculty to apply for Faculty Research Seed Grants. Contact LCOBA alumni and business leaders to obtain more funding sources.</p>	<ul style="list-style-type: none"> • Development Officer-Capital Campaign • CASE Conference training opportunities • Grants.gov • Grant Select 	<p>LCOBA Dean</p> <p>Office of Sponsored Programs on Research Activities (OSPRA)</p> <p>LCOBA Development Officer</p>	<p>a. Implementation Phase</p>

4	<p>Encourage faculty to present academic research at regional, national, and international conferences.</p> <p><i>Mission: Practical Research</i></p>	<p>a. Encourage the use of the University faculty scholarship proposal application.</p> <p>b. Continue to provide faculty incentives for published academic scholarship.</p> <p>c. Encourage participation in a peer-support system for faculty requiring research assistance.</p> <p>d. Encourage faculty participation in professional engagement activities by providing financial support and integrating these activities into the faculty annual review.</p>	<ul style="list-style-type: none"> • Utilize VSU’s Faculty Internationalization Fund • Utilize VSU’s Faculty Research Seed Grants’ Senior Grants Specialist K Morris • Grants.gov 	Executive Committee	<p>a. Completed; Continuing Responsibilities Assigned</p> <p>b. Completed; Continuing Responsibilities Assigned</p> <p>c. Planning/Development Phase</p> <p>d. Planning/Development Phase</p>
---	--	--	--	---------------------	---

References:

AACSB Standards: 2, 6, 10, 12, 13, 15

LCOBA Vision and Values

Strategic Goal #5: Engage the local, regional, and global communities

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	<p>Increase international experiences of LCOBA students and faculty.</p> <p><i>Mission: Global Engagement</i></p> <p><i>Mission: Experiential Learning</i></p>	<p>a. Provide funding for study abroad program directors and for scholarships for students who engage in study abroad programs.</p> <p>b. Continue to develop the existing global engagement partnerships in Germany and Turkey. Explore the opportunity to partner with a university in Croatia.</p>	<ul style="list-style-type: none"> • Financial Aid, US Study Abroad Scholarship Grants, and LCOBA Steele Grant - \$36,000/yearly • Dev. Officer- Capital Campaign 	<p>LCOBA Dean</p> <p>Study Abroad Committee</p> <p>Internationalization Committee</p>	<p>a. Implementation Phase</p> <p>b. Implementation Phase</p>
2	<p>Expand opportunities for LCOBA students to participate in internship programs with local and regional businesses.</p> <p><i>Mission: Experiential Learning</i></p>	<p>a. Utilize the Career Counselor and Career Strategies Coordinator on North Campus to continue expanding opportunities for students to participate in internship programs and other experiential learning opportunities.</p> <p>b. Create partnerships between LCOBA and local and regional businesses in order to provide exposure to the college and its students.</p>	<ul style="list-style-type: none"> • Dev. Officer • Career Strategies Coordinator • Business Leaders • Valdosta/Lowndes Co. Development Authority 	<p>Advisory Boards</p> <p>Career Strategies Coordinator</p>	<p>a. Implementation Phase</p> <p>b. Implementation Phase</p>

<p>3</p>	<p>Identify opportunities for business leaders to have a presence on campus and interact with faculty, staff, and students.</p> <p><i>Mission: Global Engagement</i></p> <p><i>Mission: Experiential Learning</i></p>	<p>a. Invite business leaders as guest speakers to address students and local community members.</p> <p>b. Eliminate Friday classes and establish three designated times each semester in BUSA 1105 to allow time for business leaders to address students.</p> <p>c. Invite business leaders on a regular basis to student organization (e.g., IMA and IHI) functions.</p> <p>d. Form Advisory Boards: BSAC, BAB, FTC Board, ACCT Board, IHI Board, and new logistics board. Explore opportunity to create an advisory board to support the career strategies center and professional and personal development of our students. Use advisory boards to provide opportunities for business leaders to address students and faculty.</p>	<ul style="list-style-type: none"> • Development Officer • Business Leaders • Career Strategies Coordinator • Student Engagement Center • Advisory boards • Department heads 	<p>Executive Committee</p> <p>LCOBA Development Officer</p>	<p>a. Implementation Phase</p> <p>b. Completed</p> <p>c. Completed</p> <p>d. Implementation Phase</p>
<p>4</p>	<p>Encourage faculty engagement with businesses and the community.</p> <p><i>Mission: Global Engagement</i></p>	<p>a. Make faculty engagement with local, regional, and global business leaders and communities an important factor in annual evaluations and promotion and tenure decisions.</p>	<ul style="list-style-type: none"> • Time • Faculty and staff 	<p>Executive Committee</p>	<p>a. Completed Evaluation Phase</p>

5	<p>Encourage student engagement with businesses and the community.</p> <p><i>Mission: Global Engagement</i></p> <p><i>Mission: Experiential Learning</i></p>	<p>a. Provide outreach opportunities to local, regional, and global industries e.g., career/internship fair, IHI shadow SGMC executives and secure donations of supplies and services, and the IMA will engage in community service which will feature interactions with leaders from Fortune 500 companies.</p> <p>b. Provide local, regional, and statewide outreach and experiential learning opportunities for our students (e.g., community service projects; internships with local businesses and organizations; shadowing programs with local professionals; speaking at local high schools; local business leaders invited to speak at organizations' meetings; attendance at area networking events; tours of area plants; and attendance at regional conferences).</p>	<ul style="list-style-type: none"> • Career Strategies Coordinator • Event coordination- \$5000 • 12-15 seat van for business tours- \$40,000 	<p>BSAC</p> <p>Student Organizations</p>	<p>a. Completed Evaluation Phase</p> <p>b. Completed Evaluation Phase</p>
---	---	---	--	--	---

References:

AACSB Standards: 10. 13, 15

LCOBA Vision and Values

Strategic Goal #6: Enhance financial resources for the Langdale College

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	<p>Create financial strategies to obtain resources appropriate to, and sufficient for, achieving LCOBA's mission.</p>	<p>a. Coordinate with LCOBA development officer and University Advancement to seek new funding prospects.</p> <p>b. Develop relationships with local alums and donors through Society engagements and donor visits. Create a monthly LCOBA newsletter to share with local leadership to strengthen the connection to the Langdale College.</p> <p>c. Create strategic engagement with VSU alumni. LCOBA Director of Development will attend Alumni Association events.</p>	<ul style="list-style-type: none"> • Development Officer- Capital Campaign • Dean • Department heads 	<p>LCOBA Dean</p> <p>LCOBA Development Officer</p>	<p>a. Implementation Phase</p> <p>b. Implementation Phase</p> <p>c. Implementation Phase</p>
2	<p>Create gift opportunities for donors to allow for investment in human capital of our faculty.</p>	<p>a. Make education on the importance funding for LCOBA a focus through the monthly newsletter, soon to be magazine, regular donor meetings and stewardship of seasoned donors, tours of HSBA allowing us to tell our story, and discovery meetings with new donors.</p> <p>b. Create endowed chairs and professorships within LCOBA.</p>	<ul style="list-style-type: none"> • LCOBA Business Adv. Bd. • Accounting Adv. Bd. • FTC Adv. Bd. • Student Business Adv. Bd. • Development Officer • Capital Campaign 	<p>LCOBA Dean</p> <p>LCOBA Development Officer</p>	<p>a. Implementation Phase</p> <p>b. Temporarily Suspended</p>

3	Strive for increased faculty/staff participation in VSU's capital campaign.	a. Educate faculty and staff about the importance of their gifts and participation.	<ul style="list-style-type: none"> • Roy Copeland • Development Officer • University Advancement 	LCOBA Development Director LCOBA Capital Campaign Manager	a. Implementation Phase
4	Expand the number and increase the total dollar amount of gifts raised for student scholarships.	a. Actively seek financial gifts by educating the business community leaders and advisory boards of the importance of their investment in LCOBA students.	<ul style="list-style-type: none"> • Development Officer • Capital Campaign • Career Strategies Coordinator • Dean • Department heads 	LCOBA Dean LCOBA Development Officer	a. Temporarily Suspended

References:

AACSB Standards: 3, 12

LCOBA Mission

Strategic Goal #7: Pursue continuous improvement of the Langdale College

No.	Objectives	Action Plans	Resources Required	Responsibility	Progress/Status
1	Prepare the Accounting program for separate accreditation.	a. Develop a mission, strategic plan and program goals, to be reviewed by the Accounting Advisory Board and Executive Committee, and furnished to AACSB for the initial accreditation phase.	<ul style="list-style-type: none"> • Accounting Advisory Board • Faculty/staff 	Accounting Department Head	a. Implementation Phase
2	Structure LCOBA to ensure proper oversight, accountability, and responsibility for continuing operations of human, financial, physical, and infrastructure resources.	<p>a. Develop and implement adopt a new global assessment tool and revise AOL goals.</p> <p>b. Periodically review, evaluate, and update LCOBA policies. By-Laws committee will establish LCOBA by-laws that assign committee duties and taskforces.</p>	<ul style="list-style-type: none"> • Time • Faculty and staff 	Executive Committee	<p>a. Planning/Development Phase</p> <p>b. Completed; Continuing Responsibilities Assigned</p>
3	<p>Evaluate the business curriculum on an on-going basis for potential changes in the business education environment.</p> <p><i>Mission: Experiential Learning</i></p>	<p>a. Rely on input from Advisory Boards and other external parties to help assess the need for added curriculum programs, such as a logistics and accounting minor, or changes to those programs, such as an improvement in business writing.</p> <p>b. Review competitor and peer institutions for best practices and revise curriculum in order to bring LCOBA more in line with AOL needs, such as adding an “international select” component to the curriculum to address the need for global awareness and including SAP through the curriculum.</p>	<ul style="list-style-type: none"> • Faculty and staff • Business Advisory Board • SAP- \$25,000/ first year, \$15,000 continuing • Senior core curriculum revisions - \$2,500 first year 	<p>Advisory Boards</p> <p>Department Heads</p> <p>AOL Committees</p>	<p>a. Implementation Phase</p> <p>b. Completed; Continuing Responsibilities Assigned</p>

4	Maintain AACSB accreditation.	<p>a. Monitor any changes in AACSB guidelines and their impact on LCOBA policies. The Dean will continue as AACSB CIR team member and attend AACSB Dean's Meeting and International Conference.</p> <p>b. Committee chairs and department heads will participate in AACSB seminars.</p> <p>c. Assess the need for alterations based on AACSB standards.</p> <p>d. Strategic Planning Committee will meet annually to review progress and reports to the faculty. The Mission Review Taskforce and the Faculty Manual Taskforce will meet every five years to review the mission and LCOBA procedures and guidelines.</p>	<ul style="list-style-type: none"> • Time • Faculty and staff 	<p>LCOBA Dean</p> <p>Executive Committee</p> <p>AOL Committees</p>	<p>a. Completed; Continuing Responsibilities Assigned</p> <p>b. Completed; Continuing Responsibilities Assigned</p> <p>c. Completed; Continuing Responsibilities Assigned</p> <p>d. Completed; Continuing Responsibilities Assigned</p>
---	--------------------------------------	--	---	--	---

References:

AACSB Standards: 1, 3, 4, 5, 6, 8, 9, 11, 13, 14, 15

LCOBA Mission, Vision, Values

Appendix I - College Bylaws

BYLAWS

The Harley Langdale, Jr.

College of Business Administration Valdosta State University

PREAMBLE

The purpose of these Bylaws is to establish a framework within which the faculty, staff, and administration can work together in the academic decision-making processes of the

Harley Langdale Jr. College of Business Administration

The Harley Langdale Jr. College of Business Administration Bylaws

ARTICLE I

NAME

The name of the college is the Harley Langdale Jr. College of Business Administration (LCOBA). LCOBA is an administrative unit of the Office of Academic Affairs for Valdosta State University (VSU).

ARTICLE II

DESCRIPTION

SECTION 1

LCOBA is organized into four academic departments: Accounting; Economics & Finance; Management & Healthcare Administration; and Marketing & International Business. LCOBA provides programs that meet the needs of the University and the region it serves, and provides overall administration, organization, and direction for its stakeholders.

SECTION 2

LCOBA participates in self-governance as established by the LCOBA Faculty Handbook (Faculty Handbook) and in the overall governance of the University as established by the VSU Faculty Handbook and the University System of Georgia (USG) Board of Regents (BOR).

SECTION 3

LCOBA is accredited by AACSB International and SACS.

ARTICLE III

JURISDICTION

The Faculty is the basic legislative body of LCOBA. Subject to the policies of the USG BOR, the VSU Statutes, and the VSU and LCOBA Faculty Handbooks as well as consultations with various LCOBA stakeholders, the Faculty make recommendations for academic policies to the Dean of LCOBA. It may deliberate on any matter of concern to LCOBA.

ARTICLE IV

FACULTY AND STAFF VOTING RESPONSIBILITIES

SECTION 1

Participating Faculty Members: All full-time tenure-track and non-tenure track faculty members are classified as Participating. Participating faculty members are lecturers, senior lecturers, instructors, assistant professors, associate professors, and professors. They teach, serve on LCOBA and VSU committees, attend faculty meetings, and have voting rights with regard to policy recommendations.

SECTION 2

Supporting Faculty Members: All part-time faculty members are classified as Supporting. Their only responsibilities are teaching classes and maintaining office hours. They do not participate in faculty meetings as voting members.

SECTION 3

Staff: Staff members provide academic and administrative support to all LCOBA constituents but do not participate in faculty meetings as voting members.

ARTICLE V

LCOBA EXECUTIVE AND LEADERSHIP COMMITTEES

SECTION 1

Each department of LCOBA is represented on the LCOBA Executive Committee by its Department Head. The remaining membership of the LCOBA Executive Committee consists of the Dean, the Associate Dean, and any other College officers the Dean so designates. The Dean conducts Executive Committee meetings and, in the Dean's absence, the Dean's designee presides. Minutes of the meetings are made available to the Faculty and Staff of LCOBA.

SECTION 2

The LCOBA Executive Committee reviews curriculum proposals, faculty policies, strategic plans, mission statement, personnel issues, AACSB International requirements and reports, and other issues as needed. The LCOBA Executive Committee may also propose changes in any of these areas to other LCOBA standing committees or ad hoc committees.

SECTION 3

The LCOBA Leadership Committee is comprised of the LCOBA Executive Committee and the chairs of the standing committees and any current ad hoc committees. The purpose of the Leadership Committee is to share information with the various committees.

ARTICLE VI

LCOBA COMMITTEES

SECTION 1

The College has standing committees as specified in these Bylaws to address LCOBA needs. Standing committees, other than those specified, may be added, deleted, or altered only through amendment to these Bylaws. Ad hoc Committees with a limited term of existence may be formed to address special needs not covered by the purview of any standing committee, as recommended by the LCOBA Dean, Executive Committee, or as deemed necessary.

SECTION 2

The following section applies to all standing committees except for the Executive, Graduate Programs, Leadership, and Tenure & Promotion Committees.

Appointment Process: Faculty committee members shall be nominated or appointed from each of the departments during the semester prior to the academic year in which they will serve. All non-administrator faculty members of every standing committee serve two-year staggered terms (half

the committee will roll-off or their term renewed for a second two year term unless there are special circumstances to be determined by the committee in conjunction with the executive committee). Non-faculty members such as community, student, and/or staff representatives may be appointed/nominated by the Dean and/or the Executive Committee.

A committee member may resign from a committee or be removed from the committee by a majority vote of the remainder of the committee. Upon such a vacancy, another Faculty member will be appointed to finish out the vacated term.

Each committee should include at least one and no more than two faculty members from each department

1. Accounting
2. Economics & Finance
3. Management & Healthcare Administration
4. Marketing & International Business

SECTION 3

The following LCOBA standing committees are established:

1. AOL Leadership Team and Learning Goal Committees
2. Curriculum Committee
3. Executive Committee
4. Graduate Programs Committee
5. Leadership Committee
6. Recruitment and Retention Committee
7. Scholars Committee
8. Strategic Planning Committee
9. Study Abroad Committee
10. Tenure and Promotion Committee

SECTION 4

All LCOBA standing committees address proposals and actions concerning their areas of responsibility. Standing committees may form subcommittees. Specific standing committee duties and responsibilities include the following:

1. AOL Leadership Team and Learning Goal Committees oversee all assurance of learning activities. The committee is responsible for developing, assessing, and reporting on student learning outcomes annually.
2. Curriculum Committee reviews and votes on curriculum proposals; it also, at the request of the Executive Committee, is responsible for preparing and presenting new college-wide proposals to the faculty.
3. Executive Committee as defined in Article V, Section 1.
4. Graduate Programs Committee reviews all curriculum change requests for the MBA and MACC programs, reviews AOL assessment results, and recommends changes to the graduate programs. Other tasks under the purview of the committee include the evaluation of applications to LCOBA graduate programs, GMAT/GRE waiver requests, and student fulfillment of program prerequisites.
5. Leadership Committee as defined in Article V, Section 3.
6. Recruitment and Retention Committee recruits and retains qualified students for the majors and minors offered through LCOBA. Committee activities include maintaining and updating the College webpage, creating and updating major and minor brochures, attending VState Experience and Open House days, and establishing a presence and awareness of our majors and minors on campus through advertising and attending events such as The Happening.
7. Scholars Committee manages the various honors, scholarships, and outstanding student awards for LCOBA. The Scholars/Honors activities include advising business honor students, representing LCOBA on the Honors Advisory Committee, recruiting and selecting Steele scholars, selecting college and specific university scholarships, and nominating and organizing the outstanding student awards presented at LCOBA and university Honors night.

8. Strategic Planning Committee develops, assesses, and updates the College's 5-year plan.

9. Study Abroad Committee coordinates and supports study abroad activities engaged in by LCOBA students and faculty. The committee also oversees the allocation of study abroad scholarships to LCOBA students and vets new study abroad programs proposed by faculty members.

10. Tenure and Promotion Committee (TPC) reviews, evaluates, and recommends tenure and promotion. (Refer to the LCOBA Handbook)

When the need arises, the executive committee will have the authority to appoint an ad hoc committee that will consist of at least one faculty representative from each department as well as any other individuals deemed necessary to be a part of the committee. The ad hoc committee will be dissolved on completion of the assigned task.

ARTICLE VII

COLLEGE FACULTY MEETINGS

SECTION 1

The faculty shall have a regular meeting at least once each Fall and Spring semester. The date, time, and agenda shall be announced in writing by the Dean at least five business days in advance of the meeting. Only those matters contained in the agenda for a meeting may be voted upon at the meeting. Meetings are mandatory unless excused by the Dean or Department Head.

SECTION 2

Special meetings may be called at the Dean's discretion or will be called upon written request of at least 10 members of the voting faculty, with at least five business days' advance written notice to all faculty.

SECTION 3

The LCOBA Dean is the presiding officer of Faculty Meetings. In the absence of the Dean, the Dean's designee presides.

SECTION 4

A majority of the participating faculty in residence shall constitute a quorum. Proxy ballots for the transaction of the business of LCOBA must be announced at the beginning of the meeting. A proxy form must be submitted prior to the meeting or within one business day of the conclusion of the meeting in order to be valid. The original proxy form must be submitted to the Dean, and one copy must be submitted to the participating faculty member voting on behalf of the absent faculty. There will be no more than one proxy granted to any faculty member present at the meeting.

SECTION 5

Robert's Rules of Order shall govern the meetings of the faculty. The faculty shall elect a parliamentarian at its last Spring meeting for a three-year term to interpret the current edition of Robert's Rules of Order and to make rulings on such matters.

SECTION 6

The Dean's office records minutes and distributes them to Faculty and staff within ten business days.

SECTION 7

Emergency meetings may be called by the Dean or the Executive Committee without five days' advance notice.

SECTION 8

Voting will be by show of hands unless otherwise directed by the Dean. Any faculty member may request a paper ballot on any issue. The request is then voted on by the faculty and, if granted, voting on the issue will proceed via paper ballot.

SECTION 9

A vote is passed by a simple majority of the quorum. In the event of a tie, the Dean provides the tie-breaking vote.

SECTION 10

The agenda for a regular faculty meeting will be set by the Executive Committee.

ARTICLE VIII

AMENDMENTS

SECTION 1

Amendments to these bylaws require the approval of 70% of Participating Faculty (Article IV, Section 1) at a regular or special LCOBA Faculty Meeting. Proxy votes will be counted (Article VII, Section 4).

SECTION 2.

Proposed Bylaws amendments must be submitted to the Bylaws Committee using the Bylaws Amendment Proposal Form (Appendix A) at least thirty business days prior to the Faculty Meeting at which they are to be considered. Any Participating Faculty may submit an amendment.

SECTION 3.

Proposed Bylaws amendments are made available to the Faculty at least twenty business days prior to the Faculty meeting at which they are to be considered.

Appendix B: Proxy Voting Form

By way of this proxy, please allow _____,

(Name)

A Participating Faculty member of the Langdale College of Business Administration,

to vote on my behalf at the _____ College Faculty Meeting.

(Date)

Signature _____

Date _____

Submit original proxy form to the Office of the Dean, and submit one copy to the participating faculty member voting on your behalf. Proxy forms must be submitted prior to the meeting or within 24 hours of the conclusion of the meeting designated above in order to be valid.

Appendix J - Advisory Board Memberships

Business Advisory Board (BAB)

EXECUTIVE COMMITTEE

McGahee, Jr., James (MBA, ACC '79)

President/CEO

South Georgia Medical Center

Valdosta, GA

Powell, Jennifer (BBA, '83)

Chief Administrator

Fresh Beginnings, Inc.

Valdosta, GA

Cowart, William S. (BBA '86)

Senior Vice President

First State Bank & Trust Company

Valdosta, GA

Giddens, Kevin S. (BBA '88)

Financial Advisor

Merrill Lynch

Albany, GA

McCall, John M. (BBA '98)

Architect

McCall & Associates, Inc.

Valdosta, GA

Newbern, Thomas D. (BBA '83)

President/CEO

First Federal Savings & Loan Association

Valdosta, GA

GENERAL MEMBERSHIP

Becton, Daniel Alton (BBA, MIS '84)

President

Planogramming Solutions, Inc.

Jacksonville, FL

Brown, Bernard L. (BS '61)

President and Chief Executive Officer

PROMINA Health System (retired)

Marietta, GA

Clarke, John Brad (BBA, MGT '78)

Owner

Donalsonville Sod Farm

Donaldsonville, GA

Cox, Stanley (BS '71)

Owner/Manager

Cox Restaurant Enterprise

Valdosta, GA

Davis, Tom CPA, CITP (BBA '77)

Asst. VP Wealth Management Advisor

Merrill Lynch

Albany, GA

Kwilecki, Gerard IV (BBA '95, MPA '99)

Moultrie Technical College

Accounting Instructor

Valdosta, GA

McDuffie, John H. (BBA '80)

Partner

Mauldin & Jenkins CPAs, LLC

Albany, GA

McGhin, Robin C. (BS '70, MBA '79)

President/ General Manager

Learning Tree Educational Resources, Inc.

Valdosta, GA

Mitchell, Jerry A. (BBA '79)

President

E.T.G.

Huntsville, AL

Murray, Niles (BBA, '76)

Owner/Real Estate Broker

Murray Company Realtors

Griffin, GA

Moore, Bridgette M.D. (BS '87)

Azalea Center for Plastic Surgery, P.C.

Hahira, GA

Patten, Walter Prida (BBA, BA '73)

President

Colony Bank

Sylvester, GA

Roach, Dorothy W. (BS '70)

CPA, Consultant

Stockbridge, GA

Simmons, C. Byrd, CPA (BBA '78)

Certified Public Accountant

Valdosta, GA

Stalvey, Richard A. (BS '71)

Fowler, Holley, Rambo,

Haynes & Stalvey, P. C.

Valdosta, GA

Stroud, E. Thomas (BS, BA '52)

Owner

Coastal Health Management

Sea Island, GA

Stubblefield, Lewis (MBA '95)

Distributor

Pepperidge Farm

Douglas, GA

Warren, Donnie (BBA '93)

VP Accounting

Langdale Industries

Valdosta, GA

Business Student Advisory Council (BSAC)

David Williams
William Grinnell
Kevin Singh
Abby Darden
Lisa Dowden
Cody Crance
James Stogin
Matthew Bradey
James Powell
Wanessa C MacHad

Accounting (ACCT) Advisory Board

Parrish Clark- CEO Commercial Lending for Guardian Bank
Greg Miller- CFO Langdale Industries
Paul Nichols- President and Co-Founder of Nexxtep Technology Services
John McDuffie- Partner and CPA at Mauldin and Jenkins in Albany
Tom Hoyt- CPA at Lanigan and Associates in Thomasville
Amanda Shapard- CPA at Henderson and Godbee
Christopher Topham- Assurance Manager at PWC
Tim Hunter-Senior Accountant Draffin and Tucker- Albany
Ashley Braswell, Director of Development

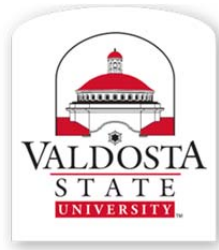
LCOBA Faculty

Ron Stunda, Kevin Farmer, Ray Elson, Kelly Gamble, Sanjay Gupta, Nancy Swanson, Mark Wills, Candace Witherspoon, Casey Kennedy, Tanya Lee

Financial Trading Center (FTC) Board

Phillip Blancato and Jaime Desmond	Ladenburg Thalmann & Co. Inc.
Keven Parks	Synovus Securities at First State Bank & Trust Company
Frank Carter	Wells Fargo, LLC
John Griffin	Raymond James Financial Services at Southwest Georgia Bank
Tim Jones	Citizens Community Bank
Michael Gudely	Southeastern Federal Credit Union
Ashley Braswell	Director of Development

Appendix K – Assurance of Learning



LANGDALE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING

2011-2016

TABLE OF CONTENT

Assurance of Learning Process	3
AOL Results/Tables	
BBA	13
MAcc	38
MBA	53

ASSURANCE OF LEARNING PROCESS

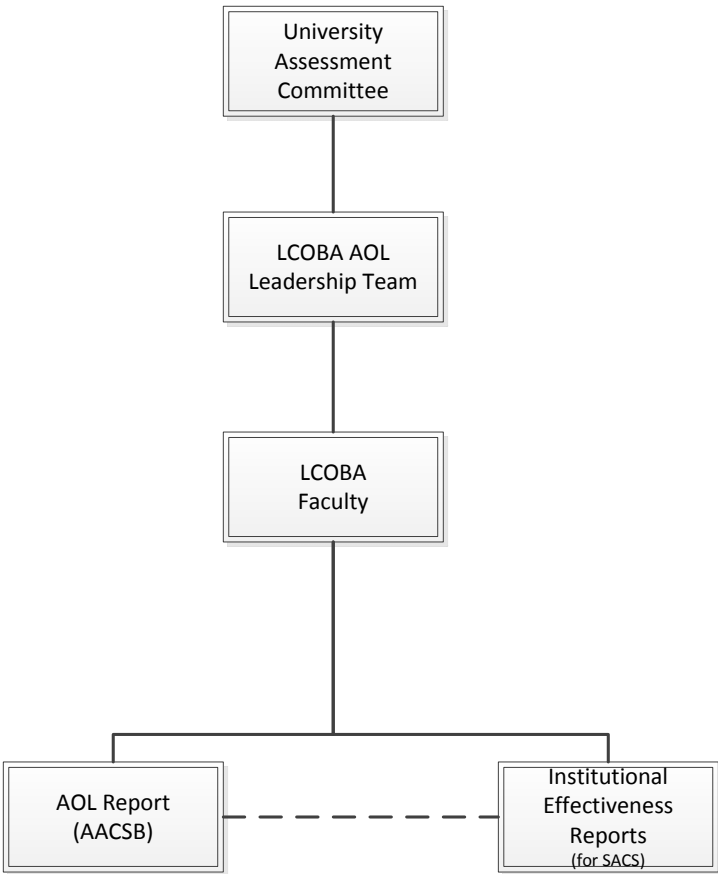
In support of the continued enhancement of the business program and majors, the Langdale College of Business Administration faculty have established an on-going process to identify skills and management-specific goals for assessment, develop and evaluate assessment instruments, assess goal learning objectives, report assessment results and recommendations, and ensure that recommendations or action plans are implemented (i.e., “closing the loop”). The process includes assessing skills and management-specific goals on a rotating basis with at least two goals assessed each academic year as well as obtaining feedback input from the college’s constituents (i.e., students, alumni, community).

The assurance of learning (AoL) process is headed by a director who is supported by a faculty member who chairs each of the learning goals or subcommittees (AoL Leadership Team or AoLTT). The AoLTT oversees all AOL activities with the LCOBA. All Langdale College faculty members participate in the AOL process and are members of a learning goal team.

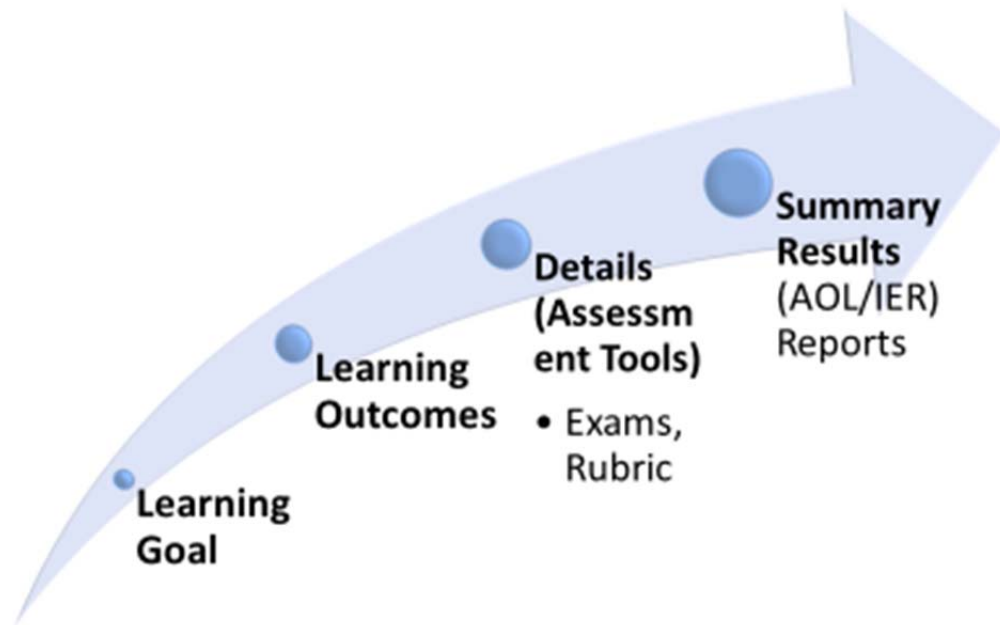
The process stages and the associated goals are listed below and on the next page:

- Identify skills and management-specific goals for assessment.
- Align goals to the educational objectives of the university and college curriculum
- Review, evaluate and modify learning objectives and assessment instruments.
- Assess goals.
- Review assessment results and make appropriate recommendations.
- Follow up to ensure that recommendations are implemented (i.e., close the loop) and results in program improvement

Assurance of Learning Structure



Assessment Results - Reporting



Explanation		
Learning Goal	College Level	Catalog
Learning Outcome	Course Level	Individual Course Syllabi
Details (Assessment Tools)	Exams	<ul style="list-style-type: none"> • Paper exams and/or Scantrons (of results) maintained by course instructor • Computer based stored in the course management system
Summary Results	<ul style="list-style-type: none"> • Provided to the University Assessment Committee • Provided to AoLTT 	<ul style="list-style-type: none"> • Institutional Effectiveness Reports • Annual AOL Report

LEARNING GOALS

Bachelor of Business Administration

Graduates of the BBA program will be:

1. Able to demonstrate an understanding of core business concepts
 - 1.1 Demonstrate a fundamental understanding of financial accounting principles
 - 1.2 Demonstrate a fundamental understanding of managerial accounting principles
 - 1.3 Demonstrate a fundamental understanding of macroeconomics concepts and government policies
 - 1.4 Demonstrate a fundamental understanding of microeconomics concepts and government policies
 - 1.5 Demonstrate a fundamental understanding of management principles
 - 1.6 Demonstrate a fundamental understanding of finance principles
 - 1.7 Demonstrate a fundamental understanding of finance principles
 - 1.8 Demonstrate a fundamental understanding statistics concepts
2. Able to demonstrate awareness of the factors that influence decisions in the global business environment
3. Able to demonstrate effective communication skills
 - 3.1 Effective oral communicators in a business environment
 - 3.2 Effective written communicators in a business environment
 - 3.3 Demonstrate the ability to use information technology
4. Able to recognize and resolve business dilemmas in a legal and ethical manner
5. Able to demonstrate analytical skills
 - 5.1 Able to demonstrate analytical skills
 - 5.2 Able to effectively utilize analytical skills to solve business problems
6. Able to work cooperatively and productively in group settings

*M*Acc

Graduates of the MAcc program will be able to:

1. Demonstrate knowledge of the theory and application of financial accounting [in the core areas of (a) government and nonprofit accounting, (b) advanced accounting and auditing, (c) information systems, (d) accounting theory, and (e) corporate taxation].
2. Effectively communicate accounting information orally and in writing.
3. Use critical thinking and problem solving skills.
4. Apply computer technologies as they relate to the accounting profession.

*M*BA

MBA graduates will be:

1. Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.
2. Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.
3. Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.
4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.
5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees¹.
6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

¹ Goal is eliminated from the program

CURRICULUM ASSESSMENT ALIGNMENT

Bachelor of Business Administration

The following chart provides the link between the BBA learning goals and the courses in which assessment of the goal takes place. Additional information is available in the annual AOL reports.

Learning Goal	Sub-Goal (if applicable)	Assessment Location (Business Core Course)
Business Knowledge	Financial Accounting	Acct 2101
	Managerial Accounting	ACCT 2102
	Micro Economics	ECON 2105
	Finance	FIN 3350
	Management	MGNT 3250
	Marketing	MKTG 3050
Communications	Oral	BUSA 4900
	Written	BUSA 1105
	Technology	BUSA 2201
Global		BUSA 1105 (pre-test) BUSA 4900 (post-test)
Ethics		BUSA 2106
Analytical		ACCT 2102
Teamwork		BUSA 4900

MAcc

The following chart provides the link between the MAcc learning goals and the required courses in which assessment of the goals occurs.

Major Courses	Accounting Area	Knowledge	Communication	Problem Solving	Technology
---------------	-----------------	-----------	---------------	-----------------	------------

	LO #1	LO #2	LO #3	LO #4	LO #5
--	-------	-------	-------	-------	-------

MACC 7100	Financial Accounting Theory	x	x (oral)		
MACC 7220	Advanced Accounting	x		x	
MACC 7390	Government and NFP	x			
MACC 7410	Advanced AIS	x			x
MACC 7510	Corporate and Partnership Tax	x			
MACC 7800	Advanced Auditing	x	x (written)		

Required Courses	Subject Area	Knowledge	Critical Thinking	Communication Oral (O)/ Written(W)	Legal and Ethical	Teamwork (T) and Leadership(L)
MBA 7030	Managerial Accounting	x				
MBA 7050	Strategic Marketing	x				
MBA 7350	Managerial Finance	x		W		
MBA 7500	Managerial Economics	x				
MBA 7630	Leadership and Motivation	x		O		x (L)
MBA 7660	Advanced Quantitative Methods	x	x			
MBA 7800	Introduction to Health Care Systems and Policies	x				
MBA 7810	Healthcare Economics	x				
MBA 7830	Financial Management in Healthcare	x				
MBA 7870	Healthcare Strategic Leadership	x				x (T)
MBA 7900	Strategic Management	x				x (T)

MBA

ASSESSMENT TIMELINE

A five year assessment timeline for each degree program is provided:

BBA

Learning Goals	Knowledge	Legal and Ethical	Global	Teamwork (Quantitative)	Communication- Oral and Written	Communication- Technology	Analytical
AY 14-15		A				A	A
AY 15-16	A				A (oral)		
AY 16-17		A	A	A			A
AY 17-18					A	A	
AY 18-19	A		A	A			

MAcc

Learning Goals	Knowledge	Communications	Problem Solving	Technology
AY 14-15	A	A(written)	A	
AY 15-16		A (oral)		A
AY 16-17	A		A	
AY 17-18		A		A
AY 18-19	A		A	

MBA

We provide a five-year assessment timeline below:

Learning Goals	Knowledge	Critical Thinking	Communication	Legal and Ethical	Teamwork and Leadership
AY 14-15	x		x		x
AY 15-16		x	x		x
AY 16-17	x			x	
AY 17-18		x			x
AY 18-19	x		x	x	

UNDERGRADUATE PROGRAMS

**BACHELOR OF BUSINESS
ADMINISTRATION**

1. Able to demonstrate an understanding of core business concepts

Assessment Tool: Faculty created course embedded examination questions

Internal Threshold: 70% or higher

	Business Knowledge	Assessment Courses	2011-2012	2013-2014	2015-2016*
			% responding correctly	% responding correctly	% responding correctly
1.1	Financial Accounting	ACCT 2101	64%	66%	65%
1.2	Managerial Accounting	ACCT 2102	77%	78%	70%
1.3	Macroeconomics	ECON 2105	75%	74%	72%
1.4	Microeconomics	ECON 2106	68%	72%	79%
1.5	Management	MGNT 3250	78%	56%	60%
1.6	Finance	FIN 3350	76%	78%	79%
1.7	Marketing	MKTG 3050	86%	83%	81%
1.8	Statistics	BUSA 2100	74%	72%	72%

*knowledge areas separately reported at the detailed level effective this reporting cycle

The details of each knowledge is provided within

1.1 Demonstrate a fundamental understanding of financial accounting principles.

Assessment Course: ACCT 2101

Area	2011-12	2013-14	2015-2016
	Fall 2011	Fall 2013	Spring '16
	% responding correctly	% responding correctly	% responding correctly
	n=20f	n=32	N=235
1. Adjusted Journal entry - Unearned Rent			52
2. Accounts receivable write off			52
3. Accounting for uncollectible accounts			91
4. Allowance for Doubtful Accounts Balance			36
5. Book value of a plant asset			88
6. Accumulated depreciation amount under the straight-line method of depreciation			40
7. Recording periodic depreciation expense on plant assets			96
8. Behavior of long term asset			88
9. Record the proceeds and issuance of a note			44
10. Recording sales revenue			64
Overall Performance	64	66%	65

F-21 questions used in this assessment and results were reported by student and was based on a sample

- Discussion:**

The financial accounting area has traditionally had the lowest knowledge achievement scores. During the 2013-14 reporting cycle (), course instructors noted that the AOL questions were developed 5 or 6 years ago. They agreed to review the AOL questions to ensure they are reflective of the concepts and chapters covered. As a result, the AOL questions were reduced from 22 to the current 10.
- In terms of the achievement target, course instructors suggested that the AOL committee examine the 70% goal for ACCT 2101. In upper division classes, many marginal students have already been eliminated as they have chosen different majors or failed to pass the lower division core classes. Financial Accounting in particular is often the first class in the College of Business that many students take. As a result, there are a significant number of students that receive D's and F's and either retake the course or

drop out of the College of Business. As a result, a 70% AOL goal may be difficult to attain. A 60% AOL objective might better reflect the makeup of this introductory course.

- An analysis of the D/F/W rates for each semester starting with fall 2011 follows:

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
D/F/W Rates	33.55%	35.86%	41.27%	39.69%	22.56%	22.66%	57.92%	40.29%	42.6%	42.6%
Total Class	301	251	315	262	266	256	259		274	284

In an attempt to improve results as well as improve the high D/F/W rates in this course, instructors tried a number of initiatives. In fall 2014, they coordinated all course sections so that students would cover the same material and have one common exam on the same date. As noted above, D/F/W rates did not improve but reached the highest historical level. The idea was abandoned in spring 2015. That same semester, the instructors tried using an accounting lab staffed by graduate students. The lab did not help when compared to spring of 2016 when the rate was also 42.6%. The biggest help was reducing class sizes and returning to uncoordinated sections. Over time, the course coordinator believes that the data supports a D/F/W rate of approximately 40%. While this is high, the only way to improve rates is to continue reducing class sizes to 30-35 students. Perhaps rates could improve closer to 30%.

1.2 Demonstrate a fundamental understanding of managerial accounting principles.

Assessment Course: ACCT 2102

Area	2011-12	2013-14	2015-2016
	% responding correctly	Fall 2013 % responding correctly	Spring '16 % responding correctly
		n=92 <i>f</i>	
Elements of a Product Cost	95		63
Process costing systems	74		39
Job Order costing	43		83
Job Order Cost Flow - Recording of cost in job order costing (Q4)	72		46
Define breakeven point (Q5)	89		83
Calculate break even for a single product	88		84
Calculate break even multiple products	63		76
Master budget preparation	84		93
Budget calculation – direct labor cost	80		35
Budget preparation ordering	72		76
Variance Calculation – Direct materials quantity variance	90		79
Variance Calculation – Direct materials quantity variance	75		75
Variance Calculation – Direct materials quantity variance	77		72
Overall Performance	77	78	70

f information was captured by question and learning outcomes

Discussion: The overall results in this area exceeded the internal threshold and no corrective action was taken. However, course instructors continued to focus on job order costing especially cost flows since this is often a challenging area for students.

1.3. Demonstrate a fundamental understanding of macroeconomic concepts and governmental polices

Assessment Course: ECON 2105

	2011-12	2013-14	2015-2016
	Fall 2011	Fall 2013	Fall 2015
Area	% responding correctly	% responding correctly	% responding correctly
	N=190		N=274*
Gross national product	92	89	86.9
Inflation Rate	89	88	87.2
Federal Fund Rate	64	63.5	73.7
US Real GDP	96	84.4	84.3
US Real Inflation Rate	81	81	63.9
GDP Expansion	90	75	65.8
Economic Change	46	58	43.2
Monetary Policy	59	56	67.2
Fiscal Policy	51	62	60.2
US Policy Goals	84	85	83.6
Overall Performance	75	74	72

*except for Q6,7 which was 243

Discussion: The overall result exceeded the internal benchmark so no corrective action was taken

1.4. Demonstrate a fundamental understanding of microeconomic concepts and governmental policies

Assessment Course: ECON 2106

Area	2011-12		2013-14	2015-2016
	Fall 2011	Summer 2012 ^f	Fall 2013	Fall 2015
	% responding correctly	% responding correctly	% responding correctly	% responding correctly
	N=177	n=42	N=200	N=225
Equilibrium Quantity	58.8	69	57	64.9
Demand of Goods	62.7	86	69	77.8
Equilibrium Price	79.7	76	73	75.1
Economic inefficiency	76.3	88	84	90.2
Perfectly competitive market	84.2	95	86	82.2
Monopolistically competitive markets	73.4	83	68	84.4
Equilibrium price and price ceiling	70.6	79	69	75.1
Rightward shift in the supply curve	58.2	69	73	76.9
The long run equilibrium	47.5	88	70	84.4
Minimum price above the equilibrium price	70.6	81	68	82.2
Overall Performance	68	81	72	79

f-goal reassessed during the summer

Discussion; The overall results in fall 2011 did not meet the internal threshold. A course instructor re-assessed the class in summer 2012 and showed a vast improvement in the results. This knowledge area results continued to exceed the internal threshold since then. Course instructor continue to emphasize the equilibrium quantity concept in classes since it consistently receive poor results.

1.5. Demonstrate a fundamental understanding of management principles

Assessment Course: MGNT 3250

Area	2011-12	2013-14	2015-2016
	% responding correctly	Fall 2013 % responding correctly	Fall 2015 % responding correctly
Basic functions of management	89		
Management ... leadership	84		
Big 5" personality traits	82		
Expectancy theory	49		
Dimensions of managerial power and influence	85		
Overall Performance	78	56%	60%

Discussion 2013-14: After discussing our most recent Knowledge Assessment, the instructors of Management 3250 have suggested an update to the items included. We feel that the items no longer do a good job of representing the current presentation of the material. This is because the current items were developed at least five years ago, and in the intervening time, we have adopted a new textbook, and added an additional regular instructor. Items will be edited and/or created by triangulating the major areas of coverage among the three instructors listed above. These new items will be introduced starting in Fall semester 2014. We will reevaluate the items' effectiveness after the Spring 2015 semester.

1.6 Demonstrate a fundamental understanding of finance concepts and principles
Assessment Course: FIN 3350

	2011-12		2015-2016
		Fall 2013	Spring 2016
	% responding correctly	% responding correctly	% responding correctly
Area	<i>f</i>	N=110 <i>f</i>	N
Time Value of Money - Present value calculation (Q1)			56
Time Value of Money – Nominal Interest Rate (Q2)			97
Time Value of Money – Nominal Interest Rate (Q3)			97
Capital Markets (Q4)			100
Capital Markets - with rate of return and dividend expectation (Q5)			92
Market Institutions (Q6)			97
Capital structure decisions (Q7)			97
Capital structure decisions (Q9)			97
Capital budgeting – NPV calculation (Q8)			10
Capital budgeting – NPV calculation (Q10)			100
Overall Performance	82	77	79

f results captured by student and not by question

Discussion: The results in this knowledge area continue to be satisfactory. However, present value concepts and net present value concepts are areas that are continue to receive emphasis the course. Course instructors are expected to review the concepts assessed in the next academic year and adjust them accordingly

1.7 Demonstrate a fundamental understanding of marketing principles

Assessment Course: MKTG 3050

	2011-12	2013-14	2015-2016
		Fall 2013	Spring 2016
	% responding correctly	% responding correctly	% responding correctly
Area		N=120	N
Promotion Mix	94	77	76
Product Life Cycle	78	82	83
Wholesale Exchange	88	71	79
Promotion	95	92	93
Market Segmentation	75	94	91
Overall Performance	86	83	84

Discussion: The overall result exceeded the internal benchmark so no corrective action was taken

1.8 Demonstrate s fundamental understanding of statistics concepts

Assessment Course: BUSA 2100

	2011-12	2013-14	2015-2016
			Spring 2016
	% responding correctly	% responding correctly	% responding correctly
Area	N=81f	n=40	n=90
Sampling Methods		50	86
Measures of Position		78	80
Measure of Dispersion		25	73
Basics of Probability		75	67
Normal Distribution		65	70
Use the Normal Model		85	76
Sampling Distributions		95	70
T confidence interval		58	75
Scatterplots and Correlations		95	81
Least Squares Regression		90	57
Overall Performance	74	72	72

F-information reported on an aggregate basis only

Discussion: The overall result exceeded the internal benchmark so no corrective action was taken. This knowledge area will be assessed as part of the new Quantitative goal effective in the next academic year.

1.9 Able to demonstrate an overall knowledge of core business concepts

Assessment Tool: CAPSIM*

Internal Threshold >60%

Assessment Course: BUSA 4900

	2013-2014		2015-2016
	Spring 2013	Fall 2013	Spring 2016
	n=53	n=33	N=116
Senior Level Internally developed knowledge exam results (%)	56.63 ^f		
Comp-XM Overall Performance		60.3	67

f-target score 60%

*CAPSIM was piloted in fall 2013(using the final exam scores) to replace our internally developed 'senior level assessment exam. CAPSIM is used by a number of institutions (including the course instructor) and more information can be obtained here (<http://www.capsim.com/>). The achievement score was established at 60% which is in line with other institutions.

CAPSIM's results were analyzed across the six functional domains as shown below:

Comp-XM Functional Domains	Fall 2015		Spring 2016	
	Overall Average	National Average	Overall Average	National Average
Accounting	68%	56%	67%	59%
Finance	62%	58%	62%	59%
Strategy	65%	58%	67%	61%
Marketing	69%	58%	69%	59%
Operations	66%	49%	66%	51%
HR	71%	55%	74%	56%

LCOBA exceeded the national average on the Comp-XM functional domain. This is the first full CAPSIM reporting period so LCOBA will continue to monitor the results to determine what adjustments if any, should be made.

1.10 Able to demonstrate competencies on internships

Assessment Tool: Internship Forms, prepared by supervisory employee, evaluated by course instructor:

Internal Threshold: Meet or Exceeds Expectations, especially in knowledge category

Assessment Course: Major specific 4980

	Number of students	Faculty Member
Spring 2016	√	
Accounting Internship	2	Raymond Elson J
Accounting Internship	2	Mark Wills Byron
Accounting Internship	1	Candace Witherspoon L
Accounting Internship	1	Sanjay Gupta
Accounting Internship	1	Ronald Stunda A
Healthcare Admin Internship	5	Gary Hackbarth
Healthcare Admin Internship	1	Ning Wang
Mgmt Internship	1	Kenneth Moates Nathan
Mgmt Internship	2	Matthew Royle Todd
Mgmt Internship	1	Roy Copeland Wilson
Mgmt Internship	1	Marko Horn
Marketing Internship	2	Gary Futrell D
Marketing Internship	1	Carroll Griffin Howard
	21	
Fall 2015		
Accounting Internship	2	Ronald Stunda A
Accounting Internship	5	Mark Wills Byron
Accounting Internship	1	Nancy Swanson J
Accounting Internship	1	Raymond Elson J
Finance Internship	1	Elvan Aktas
Healthcare Admin Internship	8	Gary Hackbarth
Healthcare Admin Internship	1	Ning Wang
Marketing Internship	3	Aubrey Fowler R
Marketing Internship	1	Eric Howington B
Marketing Internship	1	Jie Fowler G
Marketing Internship	2	Gary Futrell D
	26	
	47	

√students' names are kept confidential

Discussion

Starting in the 2015/16 academic year, we added students' discipline based internship (at the undergraduate level) as an additional assessment tool. The purpose of this tool was to address the experiential learning portion of our mission.

Students are evaluated by the supervisory personnel on job skills and knowledge at the end of the experience. This evaluation is provided to the student and supervising faculty member and plays a key role in the grade [Satisfactory (S) or Unsatisfactory (U)] earned by the student. The table below shows the internships by discipline and the supervisory faculty member. All students (n=47) earned grades of "S" during the referenced semesters indicating that their job knowledge met or exceeded the employer's expectation

2. Able to demonstrate awareness of the factors that influence decisions in the global business environment

Assessment Tool: World Maps and Continent Map (for item 1), Country Analysis Case Study (item #2)

Assessment Course: MGNT 3250

	2011-2012	2012-2013	2014-2015	2015-2016
Criteria	Results	√	†	f
1. Students will identify and/or locate selected Continents, major countries and oceans on a world map.	91% - Continents and Oceans 72 % - Location of G8 countries)			
2. Students will identify factors that influence business decisions in a global economy	78%			

√2012-2013 Actions:

The Global committee recommended a number of program changes including increased study abroad opportunities and the hiring of study aboard coordinator

†2014-2015 Actions:

The sub-goal chair, AOL Director, and MBA Director explored using an external service to assess global perspectives. The options were the Global Mindset Inventory and the Global Perspective Inventory (GPI) GPI was recommended since it was deemed more appropriate for undergraduate students

f2015-2016 Actions:

The Global Perspective Inventory (**GPI**) was selected as the new measurement tool and will be administered in BUSA 1105 as a pre-test starting fall 2016. It will also be used as a post-test in BUSA 4900 once students have completed the international select option (course)

3. Able to demonstrate effective communication skills

3.1 Effective oral communicators in a business environment

Assessment Tool: Faculty developed oral communication rubric

Assessment Course: BUSA 4900

	2012-2013	2015-2016
	N=37	n=39
Criteria	% Meeting or Exceeds Expectations	% Meeting or Exceeds Expectations
Organization	95%	100%
Clarity	89%	95%
Media	100%	100%
Language	97%	85%
Fatal Flaws	92%	100%

2012-2013 Results: The internal benchmark (met or exceeded expectations on 4 of the 5 criteria) was achieved by a majority of the students, more than 75% (n=37).

2012-2013 Actions: No additional assessment or curriculum change was recommended by the committee.

2015-2016 Results: The internal benchmark (meeting or exceeding expectations on 4 of the 5 criteria) was achieved by a majority of the students. Further analysis showed that all students (n=39) met or exceeded expectations in the organization, media and language categories; 95% met or exceeded expectations in the clarity criteria, and 75% in the delivery criteria.

2015-2016 Actions: The assessment only impact students enrolled in the traditional classroom. However, as more classes are offered in an online format we need to ensure that these students are subject to the same assessment process. LCOBA should explore available tools such as GoReact for use in assessing online students.

3.2 Effective written communicators in a business environment

Assessment Tool: Faculty developed oral communication rubric

Assessment Course: ENGL 2010

	2012-2013 ^f	2014-2015 [√]	2015-2016 [†]
	n=10		
Criteria	% Meeting or Exceeds Expectations		
Organization	80%		
Clarity	100%		
Media	90%		
Language	90 %		
Fatal Flaws	-		

^f In spring 2013, LCOBA collaborated with the university's students' success center (SSC) on a written communications assessment. The SSC personnel is a member of the English Department and was able to collect a small number of writing samples from course instructors. Using LCOBA's written communications rubric, the professor performed an assessment and the results are shown above.

[√]Assessment was suspended as LCOBA explored various options to assess written communication. During this period, a recommendation was made to eliminate ENGL 2010 from the senior core and replace it with "*Core Grammar for College.*"

[†]The senior core redesign committee recommended that ENGL 2010 removed from the core and replaced with a new course, BUSA 1105. Writing assignments/assessments will be added to this course starting in fall 2016

3.3 Demonstrate the ability to use information technology

Assessment Tool: Faculty developed course embedded examination questions

Assessment Course: BUSA 2201

	2012-2013	2015-2016
	Fall 2012	
Criteria		Percentage
1. Create formulas and functions to analyze data	*	
XL Step 2.1.2: Use an Absolute Cell Reference in a Formula		96.04%
XL Step 2.2.2: Use the AVERAGE Function		98.35%
XL Step 2.3.3: Use the IF Function		85.04%
XL Step 8.1.1: Use SUMIF AVERAGEIF and COUNTIF		91.28%
XL Step 8.1.2: Enter SUMIFS AVERAGEIFS and COUNTIFS		87.88%
XL Step 9.2.2: Insert 3-D Formulas		57.63%
Avg		~86%
2. Assimilate information to organize and present data		
XL Step 4.2.1: Create a Table		100.00%
XL Step 4.2.4: Remove Duplicate Rows		92.15%
XL Step 4.3.3: Apply Text Filters		99.43%
XL Step 5.1.1: Subtotal the Data		97.76%
XL Step 5.2.1: Create a PivotTable		97.77%
XL Step 7.2.2: Perform an Advanced Filter		76.57%
XL Step 9.1.1: Group and Fill Across Worksheets		87.78%
XL Step 9.1.3: Insert Hyperlinks		87.25%
XL Step 9.2.3: Link Workbooks		79.76%
Avg		~91%
3. Visualize information to summarize, analyze, and present data		
XL Step 3.1.1: Create a Clustered Column Chart		96.65%
XL Step 3.1.4: Create a Pie Chart		81.16%
XL Step 3.2.3: Add and Format Data Labels		76.52%
XL Step 3.3.3: Insert and Customize Sparklines		62.49%
XL Step 5.4.2: Create a PivotChart		97.14%
XL Step 8.3.4: Create a Histogram		92.47%
Avg		~84

* see results in Appendix A

4.0 Able to recognize and resolve business dilemmas in a legal and ethical manner

Assessment Tool: Course-embedded questions

Assessment Course: BUSA 2106

4.1. Able to recognize and resolve business dilemmas in an ethical manner

	2013-2014	2014-2105	2015-2016
	n=75	N=132	
Questions	% responding correctly	% responding correctly	
<ul style="list-style-type: none"> Under Kant's "categorical imperative": (q26) 	84		
<ul style="list-style-type: none"> The problem with looking to "values that find wide acceptance" as a guide to ethical corporate behavior is that: (q27) 	43		
<ul style="list-style-type: none"> Corporate codes of ethical conduct (q28) 	76		
<ul style="list-style-type: none"> The problem with the view that a corporation should attempt to act in the best interests of all of its various constituencies is that (q29) 	9		
<ul style="list-style-type: none"> A corporate manager looking for ethical guidance that neither the law nor social norms accounts for, must rely on (q30) 	59		
<ul style="list-style-type: none"> Critics increasingly argue that corporations should follow socially-responsible standards higher than those imposed by law 		91	
<ul style="list-style-type: none"> According to utilitarians, an action that hurts a small minority while benefiting the large majority is morally wrong 		95	
<ul style="list-style-type: none"> Corporations sometimes consciously choose to break the law because the criminal penalties are low and/or the risk detection and prosecution is low 		98	
<ul style="list-style-type: none"> The Sarbanes-Oxley Act applies to both private and public corporations 		85	
<ul style="list-style-type: none"> Market forces serve as a sufficient control on corporate behavior because the market always reveal social and environmental harm 		81	

Results: 2013-2014

Students were evaluated using five course embedded questions. The questions were developed by the current course instructors to better reflect the current content (this is an action plan to address change in instructors and course content in the underlying course).

The committee used a threshold of 60% to evaluate this outcome and the students (n=75) succeeded in exceeding that threshold on two questions A third question sits just below that threshold at 59%; however two questions apparently had a problem.

One question (# 27) sits at 43% correct, and another (#29) sits at 7% correct. This is interesting because the two questions are actually quite similar in that they deal with conflicting values and the problems of addressing those conflicting values. Though further investigation may be warranted in terms of the make-up of the questions and how they are written. A course instructor's initial reaction for the reason behind this may be fairly simple. It could be the culture of division that takes place on various news channels and through various social media outlets that are prompting students to discount value conflicts.

Looking at the popular alternative answers for those questions may provide evidence for that reasoning. In Question 27, A was the most popular answer, but B "Most widely-accepted values are uninformed" was the second most popular choice. In question 29, the most popular answer was B, "Corporate managers often have a better sense of what is right." It may be that the students have been taught from an early age that it doesn't matter what others believe, if they don't share the same values then they are simply wrong or uninformed. Confirmation bias may be leading these questions.

Actions: 2013-2014

If confirmation bias is the case, then the way we need to teach ethics should probably change to compensate for that issue (an issue that has been very much present in our culture for quite some time). The course instructor believes that this is an issue that the committee should take up in the coming year, providing additional insight with further testing

Results: 2014-2015: Students (n=132) were evaluated using five course embedded questions which required a true or false response. The results are shown in the table below:

The overall achievement for this learning goal was 90% (a significant improvement from the previous assessment cycle), so the internal benchmark was achieved.

4.2. Able to recognize the corporate social responsibility of businesses*

Assessment Tool: Faculty developed course embedded examination questions

Assessment Course: BUSA 2106

	2013-2014	2014-2105	2015-2016 [^]
Questions			
<ul style="list-style-type: none"> Corporate and social responsibility might include maximizing profits in order to follow a company to efficiently use their resources to benefit the communities wherein they conduct business. 			
<ul style="list-style-type: none"> Good corporate governance means that a company's products meets or exceeds what is required on paper 			
<ul style="list-style-type: none"> The goal of corporate social responsibility is to encourage a positive impact through a company's activities on the environment, consumers, employees, communities, stakeholders and all other members of the general public) 			
<ul style="list-style-type: none"> Failing to disclose that a company has failed to meet emissions standards on its most profit widget plant is an example of good corporate citizenship 			

[^]subgoal added in the current reporting period

5. Able to demonstrate analytical skills

5.1 Able to demonstrate analytical skills

Measure: Course-embedded questions

Assessment Course: BUSA 2100, ACCT 2101, MKTG 3050

		2013-2014	
Category	Source	% responding correctly	N
Standard deviation	BUSA 2100	85	34
z-value		65	-
Correlation		62	-
Determining liabilities balance	ACCT 2101	94	32
Calculating markup as a percentage of cost	MKTG 3050	31	32

5.2 Able to effectively utilize analytical skills to solve business problems

Measure: Course-embedded questions

Assessment Course: FIN 3350, ACCT 2102

	2013-2014	2014-2015
	% responding correctly	% responding correctly
Category	n=37	n=33
Time value of money concept (calculation)	85	
Time value of money concept (understanding)	65	
Determining market price of a stock	62	
Calculate net present value	94	
Net present value concept	31	
Budgeting - Calculate sales levels		92

Cost Behavior - Calculate target profit		75
Projected profit concepts		42
Cost Behavior – calculate NOI		58
Cost Behavior – calculate break even sales		86
Budgeting – Direct labor cost		94
Budgeting – Direct labor cost		67
Budgeting – Calculate budgeted cash payments		78
Budgeting – Budgeted production cost		83
Decision Making – Make versus Buy Decision		78
Decision Making – Make versus Buy Decision		72
Decision Making – Opportunity cost concept		72
Decision Making – Sunk cost concept		58

Results: 2013-2014

Objective #1

The established internal benchmark was that 70% of the students could demonstrate the applicable skill. The refresher module was not created nor used in the current assessment period. See action plan below for the suggested next steps

85% of students (n=34) were able to define standard deviation in the statistics course (BUSA 2100), but only 65% and 61% respectively understood z value and correlation. The comparable rates in the prior assessment were 96%, 83%, and 77. 31% of the students (n=32) were able to use math to calculate discounts and markups as assessed in the marketing course (MKTG 3050). This is a reduction from the 67% that performed this task in the prior assessment

94% % of the students (n=32) could use an equation to solve a problem as assessed in the accounting course (ACCT 2101). This is an improvement from the 75% achievement rate on the previous assessment. The overall rate was 67.4% so the internal benchmark was not achieved

Objective #2

The previous questions were revised as noted above and five questions were used for assessment purposes in FIN 3350 (n=37). 77% of the students correctly responded to the questions asked therefore the internal benchmark was achieved.

Action Plan: 2013-2014:

The hope for the future of these two objectives is to split Objective 1 and Objective 2 into separate AOL committees. As noted above, the first five items deal with basic statistics, solving an equation, and dealing with percentages, across three separate courses. This objective can be separated out into a purely quantitative skills committee. This would allow for a greater variety of skills to be evaluated, and help distinguish this area from our other objective.

Objective 2, which has historically been collected in Finance 3350, deals with analytical skills from a more problem solving perspective. We would like to restrict one AOL committee to working in this area. This assessment would focus on students' ability to take large amounts of information (in a word problem or decision making scenario, for instance), and finding solutions based on identifying and using appropriate elements of that information. The plan is to initially move in this new direction by using items embedded in ACCT 2102.

Results/2014-2015

The committee reviewed the learning goal and noted that the focus should switch to **Problem Solving** therefore Objective #2 was the only one assessed and Objective #1 will be discontinued.

Students (n=33) were provided with a variety of questions with different information needed to solve the problems. **76.69%**. Of the students were able to solve the problems therefore the internal benchmark was achieved (>70%)

Action Plans:

1. Committee will formally vote on removing Objective #1
2. Assessment need to be expanded to other sections of ACCT 2102

6.0 Able to work cooperatively and productively in group settings

	2013-2014	2014-2105	2015-2016[^]
	<i>√</i>	<i>f</i>	<i>†</i>

*√*The AOL Leadership and Executive Committees agreed to replace this goal with a Quantitative learning outcome in the next academic year. This proposal was discussed at the opening fall 2014 faculty meeting

*f*The AOL leadership team suggested that this learning goal be revisited to determine whether we should approach it from other directions. Some suggestions offered during our Accounting AOL mentor’s visit including (a) feedback from employers on graduates performance on teams, and (b) feedback from internships on our students’ ability to work with others. This might be possible with the Internship Option in the revised core. If these are viable, then there’s no need to adjust our learning goals

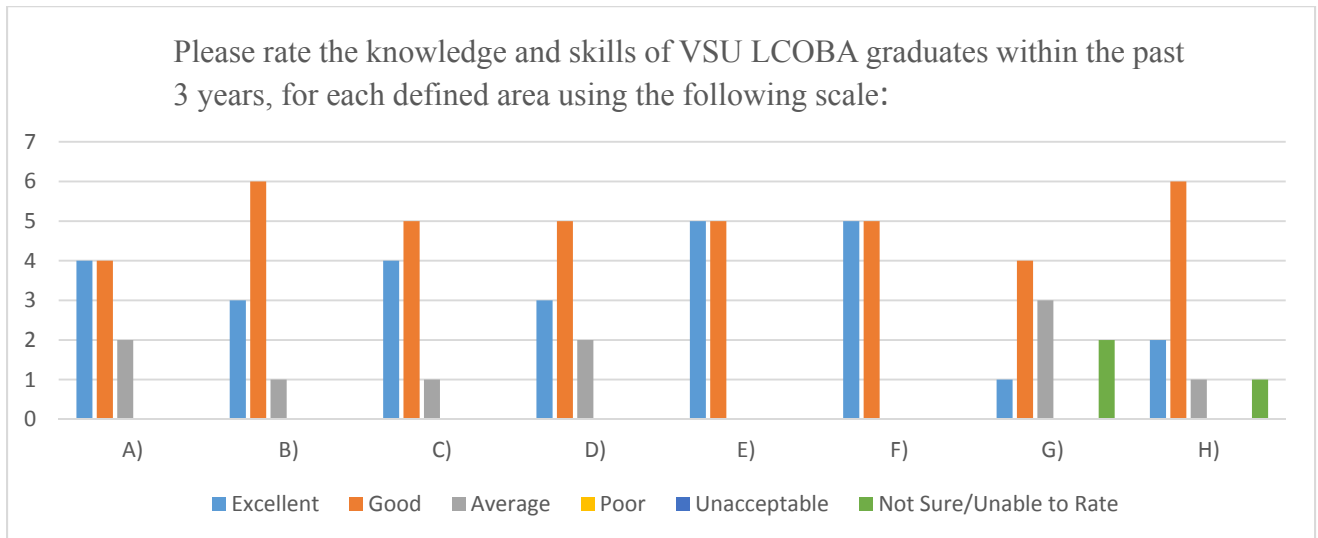
† A new course, BUSA 3100 (Data Analytics) was developed in the senior core which created an additional quantitative course. LCOBA faculty agreed to discontinued this goal and replace it with the Quantitative goal effective in the **2016-17** reporting year. A quantitative goal also aligns us better with the other state comprehensive universities.

7. External Feedback of Graduates' Performance

Assessment Tool: Employer Survey

Number of Employers: 15

Survey Date: Summer 2016



- A) Ability to be an effective written communicator in a business environment
- B) Ability to be an effective oral communicator in a business environment
- C) Ability to recognize and resolve business dilemmas in a legal and ethical manner
- D) Ability to demonstrate analytical skills and effectively utilize analytical skills to solve problems
- E) Ability to demonstrate the ability to use information technology
- F) Ability to be able to work cooperatively and productively in a group setting
- G) Ability to demonstrate awareness of the factors that influence business decisions in a global economy
- H) Understanding of core business concepts (examples such as: principles of accounting, economics, management, quantitative business analytics, finance, marketing, and et cetera)

Compared to other employees, what is your general assesment of the educational preparation of your employee(s) who graduates from the VSU LCOBA?



**ASSURANCE OF LEARNING
GRADUATE PROGRAMS
MACC/MBA**

MACC PROGRAM

1. Knowledge Goal Summary

Learning Outcome The student will demonstrate knowledge of the theory and application financial accounting

	Assessment Course	Assessment Method(s)	Last Reporting Cycle	Results Summary	Action Plan (if required)	Next Reporting Cycle
Demonstrate Knowledge of						
1. Accounting Theory	MAcc 7100	Course-embedded examination questions	2014-15	Achieved	n/a	2016-17
2. Auditing	MAcc 7800	CPA Examination	2014-15	Achieved	n/a	2016-17
3. Advanced Accounting	MAcc 7220	Course-embedded examination questions	2014-15	Achieved	n/a	2016-17
4. Advanced Information Systems	MAcc 7410	An Excel model	2013-14	Achieved	n/a	2016-17
5. Government and Nonprofit Accounting	MAcc 7390	Course-embedded examination questions	2014-15	Achieved	n/a	2016-17
6. Corporate Income Taxation	MAcc 7510	Course-embedded examination questions	2013-14	Achieved	Identifying book-tax differences is an area of weakness – need additional emphasis in the course	2016-17

Overall Conclusion: Learning goal was achieved

1. Demonstrate knowledge of the theory and application of financial accounting

1.1 Demonstrate Knowledge of Accounting Theory

Assessment Tool: Course embedded questions Internal threshold: 70% or higher

Learning Outcome	2011-2012	2012-2013	2013-2014	2014-2015
	Spring 2012	Spring 2013	Spring 2014	Spring 2015
	N=31	N=25	N=17	N=26
	% responding correctly	% responding correctly	% responding correctly	% responding correctly
Meaning of accounting theory	85	95	92	72
Historical background and development of accounting standard setting	83	62	82	83
Economics of financial reporting regulation	73	29	83	87
Important committee reports and documents that gave rise to objectives and standards	68	29	81	-
The components of the conceptual framework	61	33	73	94

1.2 Demonstrate Knowledge of Auditing

Assessment Tool: CPA Exam

Internal Threshold: Passing Grade

Assessment Course: MACC 7800

Business Knowledge	Learning Outcome	2012-13	2013-14	2014-15
		Spring 2013	Spring 2014	Spring 2015
		N=23	N=16	
		Results		Results
Advanced Auditing	Demonstrate competence in the audit content of the CPA exam	7f	0†	7√

f77% % of the class (n=22) elected to sit for the CPA examination in lieu of the comprehensive final. 41% of those students passed the exam with an average score of 85. The passing average is consistent with the university's CPA exam pass rate as reported by NASBA

†44% of the class (n=16) elected to sit for the CPA examination in lieu of the comprehensive final. Unfortunately, none of the students achieved a passing score on the exam. The grades ranged from 50-73 with an average of 66

√38% of the class (n=10) elected to sit for the CPA examination in lieu of the comprehensive final. **Seven** of the students passed the exam with an average passing grade of 83 (the passing grade is 75), and a high of 96. The 70% passing rate is much higher than the approximate 40% nationwide pass rate on the CPA exam – Audit section

1.3 Demonstrate Knowledge of Advanced Accounting

Assessment Tool: Course-embedded past CPA exam questions

Internal Threshold: 70% or higher

Assessment course: MACC 7220

Learning Outcome	2011-12	2012-13	2013-14	2014-15
	Summer 2012	Summer 2013	Summer 2014	Summer 2015
	N=27	N=20	N=17	N=27
	% responding correctly	% responding correctly	% responding correctly	% responding correctly
Demonstrate an understanding of the theory and application of advanced financial accounting (25Qs)	96%	100%	100%	100%

1.4 Demonstrate Knowledge of Advanced Information Systems

Assessment Tool: varies

Internal Threshold: 80% or higher

Assessment Course: MACC 7410

Learning Outcome/Criteria	2011-12	2012-13		2013-14	
	Fall 2011†	Fall 2012		Fall 2013	
	N=33	N=25	Percent	N=16	percent
	Results				
demonstrate an understanding of the linkage between accounting information and business performance or decisions	86%				
Excellent (94-100)		11	44		
Good (87-93)		10	40		
Adequate (80-86)		4	16		
Excellent (90-100)				11	69
Good (80-89)				5	11
Fair (70-79)				-	
Poor (below 70)				-	

† Students were asked to create an original Excel model designed to use information provided by the user to provide input to some decision making situation

1.5 Demonstrate Knowledge of Government and Nonprofit Accounting

Assessment Tool: Course embedded examination questions

Internal Threshold: 70% or higher

Assessment course: MACC 7390

	2011-12	2012-13	2013-14	2014-15
	Summer 2012	Summer 2013	Summer 2014	Summer 2015
	N=25	N=20	N=20	N=27
Learning Outcome	% responding correctly	% responding correctly	% responding correctly	% responding correctly
Understanding of the accounting concepts used by governmental entities (12 questions)	71.4%	87%	69%	76%
Reconcile governmental fund level and government wide financial statements	46%	85%	-√	-
Understanding of the accounting concepts used by nonprofit entities (10 questions)	71.7%	71%	53%	90%

√learning outcome abandoned

1.6 Demonstrate Knowledge of Corporate Taxation

Assessment Tool: Course-embedded questions

Internal Threshold: 70% or higher

Assessment course: MACC 7510

Learning Outcome	2011-12	2012-13	2013-14
	Fall 2011	Fall 2013	Fall 2013
	√	†	N=17
			% responding correctly
Calculate a corporation's taxable income, alternative minimum tax liability, and tax liability, and identify book-tax differences			64
Compute the tax consequences to the parties to a tax-deferred corporate formation, a corporate acquisition, and a complete liquidation of a corporation			75
Calculate a partnership's ordinary business income or loss and allocate separately stated items to partners			100
Calculate income and loss allocations and the taxes that apply to S corporations			97

√assessment deferred due to instructor's retirement and the inability to collect data

†_We continue to be challenged with data collection in this area. However, there is a new course instructor for fall 2013 and this person is committed to ensuring that assessment occurs.

2. Communication Goal Summary

Learning Outcome The student will effectively communicate accounting information orally and in writing

	Assessment Course	Assessment Method(s)	Last Reporting Cycle	Results Summary	Action Plan (if required)	Next Reporting Cycle
1. Able to communicate accounting information orally	MACC 7100	Students presented solutions to assigned problems to the class	2015-16	Achieved	n/a	2017-18
2. Able to communicate accounting information in writing	MACC 7800	Students prepared a brief paper on a technology related topic	2014-15	Not Achieved	The course instructor will work with the English professor in future semesters to help students improve their writing abilities	2017-18

Overall Conclusion; Learning goal was not achieved. See above

2. Effectively communicate accounting information orally and in writing

2.1 Able to communicate accounting information orally

Assessment course: Advanced Theory (MAcc 7100)

Criteria	Evaluation	2015-16√	
		Spring 2016	
		N=25	
Each student was required to individually present to the class, solutions to assigned problems during the course. Excel software was utilized in presentation performance. Small groups of students were assigned case projects which required team research and presentation to the class utilizing PowerPoint software	Successful completion of task as determined by instructor	All students participated in the communication projects, individually and as team members, and successfully completed the assignments.	

√ assessment was deferred from prior period

Action Plan: none required

2.2 Able to communicate accounting information in writing

Assessment Tool – College developed rubric (2012-2013), Instructor course rubric (2014-15)

Assessment course: Advanced Auditing (MAcc 7800)

Criteria	Evaluation	2012-13	2014-15	
		Spring 2013	Spring 2015	
		N=22	Pretest (# of observations) n=18	Posttest (#of observations) n=20
Students prepare a brief paper (2-3 pages) on a technology related topic and reported	An English professor and a graduate English major (using a college developed) - All students failed to meet expectations		

on the potential impact it could have on the audit engagement	written communications rubric) performed the assessment			
Type of Grammatical Errors	Pronoun reference		27	16
	Wrong word		19	15
	Capitalization error		15	2
	hyphen error		14	8
	Capitalization error w/participial phrase		11	3
	Apostrophe use		11	4
	Spacing error		11	5
	Common splice w/compound sentence		8	9
	Unneeded comma		3	5

Action 2012-13 Based on the evaluators' feedback, the assigned project was appropriate but the rubric was too broad since it addressed areas not covered by the assignment. The assignment is appropriate and should not change since it supports the learning outcomes. However, future assessments should focus on the "language" portion of the rubric since this is really the focus of the assignment

Results: 2014-15

The results showed that students had difficulty with grammar and style and that the workshop had a mixed impact. Students had the most difficulty with the pronoun reference, as this error increased in the post-test. The use of the "wrong word" was another error that increased in the post-test. Students were especially challenged with the use of "which" versus "that", "who" versus "whom", and "amount" versus "number". The results improved in some areas. For instance "capitalization" errors were made by only a few students, but the number of errors declined in the post-test. The hyphen errors showed improvement in the post-test, although the number of students making the error remained unchanged. The improper use of "commas" was not an area of concern in the pre-test so it was not emphasized during the workshop. However, the post-test noted a slight increase in both the number of errors and the number of students making such errors.

Action Plan: 2014-15

The course instructor will work with the English professor in future semesters to help students improve their writing abilities. One key change is that the workshop and grammar sheet will be provided to students earlier in the semester before the first writing assignment's is due to help them develop their papers.

3. Critical Thinking Goal Summary

Learning Outcome The student will use critical thinking and problem solving skills

	Assessment Course	Assessment Method(s)	Last Reporting Cycle	Results Summary	Action Plan (if required)	Next Reporting Cycle
Demonstrate the ability to use critical thinking and problem solving skills	MACC 7220	Develop solutions to two assigned advanced financial accounting problems	2014-15	Achieved	n/a	2016-17

Overall Conclusion: Learning goal was achieved

3. Use critical thinking and problem solving skills

Assessment course: Advanced Accounting (MAcc 7220)

Learning Outcome	2012-13	2014-15
	summer 2013	summer 2015
	N=20	N=27
	Results	
Demonstrate the ability to use critical thinking and problem solving skills	100% - Each student demonstrated this competence as observed by instructor.	100%/

√ This goal was assessed along with Knowledge in Advanced Accounting.

Assessment Tool: Each student orally presented solutions to two assigned advanced financial accounting problems in front of the entire class. These problems were assigned randomly during the course and presentations required:

- a. Logical bases for determining solutions predicated on existing theory and practice
- b. A demonstration of the work required to solve the problem
- c. Any extraneous issues associated with the problem
- d. Use of Excel spreadsheet formats
- e. Use of PowerPoint

Action Plan: none

4. Technology Goal Summary

Learning Outcome The student will apply computer technologies as they relate to the accounting profession

	Assessment Course	Assessment Method(s)	Last Reporting Cycle	Results Summary	Action Plan (if required)	Next Reporting Cycle
Demonstrate the ability to use critical thinking and problem solving skills	MACC 7510	An entity relationship diagram that could be used as the basis for constructing a relational database to support sales order activity	2015-16	Achieved	n/a	2017-18

Overall Conclusion: Learning goal was achieved

4. Apply computer technologies as they relate to the accounting profession

Assessment Tool: varies (see below)

Internal Threshold: 80% of the class to score in the adequate or higher category.

Assessment Course: MACC 7410

	2011-12 [∨]		2013-14 [†]		2015-16 ^f	
Tool	ACL		Excel		Access	
	N=31	% of students	N=16	% of students	N=32	% of students
Excellent (90-100)	17	55%	7	44	12	37
Good (80-89)	8	26%	6	38	15	47
Adequate/Fair (70-79)	3	10%	-	-	5	16
Poor (below 70)	3	10%	3	19		

Discussion

∨ An instructor developed rubric was used to score responses to the seven ACL questions

†Students were given a data set and asked to use audit software to find problems or relevant subsets of data

†Students downloaded Excel data files into an audit software program and did the following:

- An aging analysis
- Creating a random sample for confirmation
- Identified transactions that took place on non-working days
- Joined data files
- Use Join to find transactions involving unauthorized customers
- Joined data files to find inactive customers
- Provided an audit history of the above

^fStudents were provided with a narrative describing the revenue cycle of a merchandising company and asked to develop an entity relationship diagram that could be used as the basis for constructing a relational database to support sales order activity. The following tables were created in Access. Primary and foreign keys were assigned to create relationships among the tables.

Customer Master File-customer #

Sales Reservation-reservation #

Sales Order-order #

Sales-invoice #

Sales Outflow Inventory-order #, item #

Employee Master-employee #

Upon completion of the database students were provided data files to upload into the tables to perform unit and integration testing

Results 2015-16: Students (N=32) met the objectives as noted below. The percentage of students exceeding expectations was 37.5%. Some students struggled with the new concepts, but met the expectations related to the learning objective.

Action Plan: none required

MBA PROGRAM

MBA ASSESSMENT SUMMARY

Learning Goal	Most Recent Assessment Cycle²	Assessment Results (Satisfactory or Unsatisfactory)	Action Plan/Closing the Loop Activity	Status of Action Plan	Next Reporting Cycle
Knowledge	2015-2016	The knowledge areas assessed achieved the internal benchmark.	Expand assessment to include all required business courses		2016-17
Critical Thinking	2014-2015	The internal benchmark was achieved			2017-18
Communication -Oral	2015-2016	The internal benchmark was achieved.	n/a	n/a	2018-19
Communication - Written	2015-2016	The internal benchmark was achieved.	n/a	n/a	2018-19
Legal and Ethical	2014-2015	The internal benchmark was achieved.	n/a	n/a	2016-17
Global	n/a		Prior assessment occurred in elective international courses and varied by instructor. The MBA Director and Global AOL Chair explored alternative external sources that could strengthen the assessment. However, no option was adopted and the International courses remained as electives in the MBA program. The MBA curriculum committee agreed to eliminate the global	Goal was eliminated	n/a

² See AOL report for applicable year for more information

			assessment since no assessment was possible in the required MBA courses (none has a significant international component).		
Teamwork and Leadership	2015-2016	The internal benchmark was achieved.		n/a	2017-18

1- Competent in the Business Disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.

Assessment Methods: Course embedded examination questions

Internal Threshold: 80% of the students were able to correctly answer at least 70% of the questions

1.1 Knowledge of Strategic Management

Assessment Course: MBA 7900

Assessment Tool	2011-2012	2013-2014	2014-2015
	N=41	N=43	N=16
Course embedded questions	100%	100%	
Comp-XM			100%

2011-12 Discussion: Both the midterm exam and the final exam included a number of embedded questions designed to test whether the students had retained conceptual knowledge about the subject content. The embedded questions followed a multiple choice format, were specific in the type of knowledge the student should possess, and were judged to be of “moderate” to “hard” in level of difficulty. It was observed that **100% of the students correctly answered 70% or more** of the embedded questions on the midterm exam, and **100% of the students correctly answered at least 70%** of the embedded questions on the final exam.

2013-14 Discussion: Both the midterm exam and final exam included a number (10 each) of embedded questions designed to test whether the students had retained conceptual knowledge about the subject content. The embedded questions followed a multiple choice format as the previous assessment period. It was observed that **100% of the students correctly answered 70% or more** of the embedded questions on the midterm exam, and **100% of the students correctly answered at least 70%** of the embedded questions on the final exam.

2014-15 Discussion: The students were assessed using the Comp-XM Business Competency Exam. All 16 students were assessed with the tool but one student was not able to complete the assessment for medical reasons and his results were removed since the assessment was incomplete. All fully assessed students have proven competency by scoring about 70% in all functional area assessments (Accounting, Finance, Strategy, Marketing, Operations, and Human Resources).

Action Plan: none required

1.2 Knowledge of Leadership and Motivation

Assessment Course: MBA 7630

Assessment Tool	2013-2014	2014-2015	2015-2016
	N=19	N=18	N=12
Course embedded questions	100%	89%	100%

2013-14 Discussion: The final exam contained 20 embedded multiple choice questions related to key concepts and theories covered in the course. If at least 80% of the students in the class were able to answer at least 70% of the embedded questions correctly, learning goal 2 would have been attained in this course

2014-15 Discussion: It was observed that 100% of the students answered at least 75% of the embedded questions correctly. The range of scored for individual students on the embedded questions was 75% to 100%. One student got 75% of the questions correct and one student got 100% of the questions correct. The class average was 87% of the questions correct

2014-15 Action: The Instructor identified the four questions where 63%, 41%, 59%, and 67% of the students failed to answer correctly and will provide more emphasis on these topics in future courses

2015-16 Discussion: It was observed that 100% of the students answered at least 75% of the embedded questions correctly. The range of scored for individual students on the embedded questions was 75% to 100%. One student got 75% of the questions correct and one student got 100% of the questions correct. The class average was 87% of the questions correct

1.3 Knowledge of Quantitative Methods

Assessment Course: MBA 7660

Assessment Tool	2013-2014	2014-2015	2015-2016
		N=18	
Course embedded questions		88.9%	

2014-15 Discussion: It was observed that 24 out of 27 students, or 88.9% answered 70% or more of the questions correctly. Of the three that failed to correctly answer at least 70% correctly,

1.4: Knowledge of Managerial Economics

Assessment Course: MBA 7500

Assessment Tool	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
				N=18	
Course embedded questions				78.48%	

2014-15 Discussion: Forty-six questions were embedded on the final exam. Students answering correctly on individual questions ranged from 47% to 100%. The range for each student was from 55 to 92.5%. The overall average of students answering the questions correctly was 78.48%. Thus, this learning objective was judged to have been met for this course.

2. Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.

Assessment Method: Course specific rubric

Assessment Course: MBA 7900 and MBA 7660 (in 2014-15)

Internal Threshold: 70%

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Critical Thinking Dimensions	N=41			N=43	
environmental factors impacting a firm and its industry	100% met or exceeded				
sources of pertinent strategic and financial information about individual firms and their industries	93% met or exceeded				
satisfactorily conduct a SWOT analysis of a firm	100% met or exceeded				
ability to reach a timely decision	100% met or exceeded				
Simulation (MBA 7900)✓				100%	
Data Analysis Project (MBA 7660)✓✓				100%	

2011-12 Discussion: Students were required to perform a comprehensive analysis of a company in a changing business environment and reach a decision as to a feasible direction for the company. The instructor rated students' analyses using a rubric prepared for this course. Students were rated on four dimensions of critical thinking.

2014-15 Discussion:

✓Using concepts from strategic management to integrate relevant information, decision making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments. The students were assess through the successful completion of the simulation which requires using, evaluating and interpreting annual reports, production information, market segmentation

data, stock and bond market data and similar information. Students need to perform a situation analysis to make sound business decisions. All fully assessed students (N=16) have proven competency by scoring above 70% (range: 72.5% to 92.6%) on the exam.

√√ Students (N=27) were given a multiple regression modeling problem where the relationships between the variables were not linear. Students had to perform a preliminary analysis of the data and identify that a multiple regression model on the data as given was not going to yield a valid solution. After identifying the issue, students had to investigate and choose transformations of the data that would yield a valid regression model. Follow-up included writing a brief summary of the model-building process that included valid interpretations of r^2 and p-values. The data analysis had three learning objectives related to calculations, transformations, and interpretations. Students were rated as “meets expectations” or “fails to meet expectations.” For the first objective, 89% of the students met expectations. For the second objective, 85% met expectations. For the most challenging objective, objective 3, 74% of the students met expectations. In summary 70% of the students met expectations on all three objectives.

3- Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.

3.1 Able to orally present and defend the analysis leading to a business decision utilizing appropriate presentation technology.

Assessment Method: Rubric

Assessment Course: MBA 7630 (Leadership and Motivation) **Internal Threshold:** 70%

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	Summer 2012				
Criteria	N=24		N=19	N=18	N=12
Analysis and content appropriate for each of the cases	86%		100% met or exceeded	100% met or exceeded (Clarity, media, language and delivery) 94% met or exceeded (Organization)	100% met or exceeded

2011-12 Discussion: Students were formed into eight teams for the purposes of case analysis and making case presentations. Each team member was required to participate in each of the team’s presentations. All but one of the teams made three presentations. Team presentations were graded on analysis and content appropriate for each of the cases. Each MBA student was assessed on their portion of the presentation. Students were given general guidelines about presentation formats and expectations. Included in these expectations was an explicit requirement that PowerPoint presentations be prepared for each case presentation. There were a total of 86 assessments of oral presentations during the course. Seventy-four of these presentations (86%) were judged to be satisfaction, while only 12 (14%) were judged to be unsatisfactory

2013-14 Discussion: Students researched an assigned question and made presentations on their findings. The instructor rated each student’s oral communications skills using a rubric prepared for this purpose. It was observed that 100% of the students met or exceeded expectations on all areas of the oral communications rubric.

2014-15: Students researched an assigned question and made presentations on their findings. The instructor rated each student’s oral communications skills using a rubric prepared for this purpose. It was observed that 100% of the students met or exceeded expectations on four of the areas of the oral communications rubric (clarity, media, language, and delivery). 94% of the students met or exceeded expectations on the fifth area (organization).

2015-16: Students researched an assigned question and made presentations on their findings. The instructor rated each student’s oral communications skills using a rubric prepared for this purpose. 100% of the students met or exceeded expectations. 100% of the students were rated as exceeds expectations on the use of media

3.2 Able to present and defend in writing the analysis leading to a business decision utilizing appropriate business writing strategies and style

Assessment Method: Course specific rubric

Assessment Course: MBA 7350 (Managerial Finance)/MBA 7630 (in 2015-16)

Internal Threshold: 70% or greater

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	spring 2012				
Criteria	N=24		N=29		N=12
Case analysis and making case presentations	<p>Case 1 86% met or exceeded</p> <p>Case 2 100% met or exceeded</p>		<p>Assignment 1 75.9% met or exceeded</p> <p>Assignment 2 93.1% met or exceeded</p>		100%

2011-12: Students were formed into eight teams for the purposes of case analysis and making case presentations. Written cases were graded on analysis and written format appropriate for each of the cases. Each MBA student was assessed twice on their written work. Each case was graded on format, organization, grammar and spelling as Exceeds Expectations, Clearly Meets Expectations, Barely Meets Expectations and Unsatisfactory – Does Not Meet Expectations. On the first written assignment, 48.3% Exceeded Expectations, 27.6% Met Expectations, 24.1% Barely Met Expectations, and 0% did Not Meet Expectations. On the second written case, 79.3% Exceeded Expectations, 13.8% Met Expectations, 6.9% Barely Met Expectations, and 0% did Not Meet Expectations.

2013-14 Discussion: Students were formed into eight teams for the purposes of case analysis and making case presentations during the semester. In the first case analysis, students were allowed to do the analysis with their group, and then write up their own analysis. For the second case analysis, students were required to work individually. Each case was rated on format, organization, grammar, and spelling as Exceeds Expectations, Clearly Meets Expectations, Barely Meets Expectations, or Unsatisfactory. A rubric was used to rate students. Satisfying this goal requires that at least 70% of the students meet or exceed expectations. It was observed that on two separate writing assignments 75.9% of the students met or exceeded expectations on the first assignment, and 93.1% of the students met or exceeded expectations on the second assignment

2015-16 Discussion Students were assigned a specific question to research and formulate an answer based on the extant research evidence. Papers were prepared following the APA Manual of Style format. The instructor evaluated each paper using a rubric prepared for this purposes. Papers were evaluated on organization, clarity, media (if appropriate) and language. It was observed that 100% of the students met or exceeded expectations on written communications. The use of media was not relevant to this assignment and was not rated. 75% of the students were rated as exceeds expectations on both organization and language. 67% of the students were rated as exceeds expectations on clarity.

4- Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.

Assessment Method: Ethics Mini-Quiz/Stakeholder Analysis

Assessment Course: MBA7700 (in 2011-12), MBA 7660 (in 2014-15)

Internal Threshold: 70% or higher

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	MBA 7700			MBA 7660	
Criteria	N=24			N=27	
Ethics Mini-Quiz	78%				
Shareholder analysis				100%	

2011-12 Discussion: Students completed a Business Ethics Mini-Quiz containing seven scenarios each presenting students with an ethical dilemma. Seventy-eight percent of the students achieved at least a 70% score on the quiz.

2014-15 Discussion: Students show their proficiency in making ethical and legal decisions by completing a 10-12 page stakeholder analysis. The stakeholder analysis entails identifying the values and needs of different stakeholder groups of a Canadian forestry company, and making ethical and legal business decisions about logging in Stated owned forests. All students scored above 70% on the analysis (range: 85% to 97%).

5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
			√	

√ prior assessment occurred in elective international courses and varied by instructor. The MBA Director and Global AOL Chair explored alternative external sources that could strengthen the assessment. However, no option was adopted and the International courses remained as electives in the MBA program. The MBA curriculum committee agreed to eliminate the global assessment since no assessment was possible in the required MBA courses (none has a significant international component).

6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision

6.1 Teamwork - Students will contribute functional knowledge and skills to a process that generates a reasonable business decision.

Assessment Method: Course specific rubric

Assessment Course: MBA7900)/MBA 7630 (in 2015-16) **Internal Threshold-** 70% (75% in 2015-2016) met or exceed expectations

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	Spring 2012				
Rubric Dimensions	N=69		N=43	N=16	N=12
Shares information effectively with fellow team members	100%		93%	93%	100%
Communicates effectively with fellow team members	100%		93%	93%	100%
Prepared for team meetings	97%		93%	93%	100%
Provides input in a timely manner so that the team was able to progress toward a decision with little or no delay	97%		93%	93%	100%

2015-16 Discussion: It was observed that 100% of the students met or exceeded expectations on the four dimensions on the teamwork rubric (The student shares information effectively, the student communicates effectively, the student is prepared for team meetings).

6.2 Students will effectively lead a team process to a reasonable business decision.

Assessment Method: Leadership rubric

Assessment Course: MBA 7630

Internal Threshold: 70% (meets or exceeds)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Rubric Dimensions	N=28		N=19	N=27	N=12
Develops a vision/sets clear goals with the group	100%		90%	100%	100%
Listens actively to other team members	100%		90%	100%	100%
Intervenes when the team gets off track	95%		90%	100%	100%
Shares information openly with team members	100%		90%	91%	75%
Gives recognition to other team members	95%		90%	100%	100%

2015-16 Discussion (most recent results)

Students are assigned a team project and some class time is provided for teams to work on this project. During these meetings, the instructor observes each student’s interaction in his or her team and uses rubrics for both leadership and teamwork to rate each student. Goal satisfaction will be determined with 70% of the students receiving a rating of “Meets Expectations” or “Exceed Expectations” on the leadership skills rubric.

It was observed that 100% of the students met or exceeded expectations on four of the five dimensions of the leadership rubric (develops a clear vision/sets clear goals, listens actively to other team members, intervenes when team gets off track, and gives recognition to other team members). 75% of the students exceeded expectations on the shares information openly with team members. 67% of the students exceeded expectations on develops a vision/sets clear goals and listens actively to other team members. 58% of the students exceeded expectations on gives recognition to other team members, and 33% of the students exceeded expectations on intervenes when team gets off track.

Appendix A: Technology 2012-2013

Excel	Percent	Yes	No	N/A
Criteria 1; Analyze: Create formulas and functions to clean and analyze data				
Define Relationship Between Data				
▪ Enter a formula using the keyboard	60%	73	47	
▪ Create formulas with an absolute reference				N/A
Assemble Text				
▪ Create text functions	70%	85	35	
Linking Data				
▪ Create linked formulas				N/A
▪ Created Consolidate formulas				N/A
Statistical Analysis				
▪ Create statistical functions	97%	117	3	
▪ Create database functions				N/A
Decision-Making Analysis				
▪ Create logical functions	76%	92	28	
▪ Create lookup or reference functions	58%	70	50	
▪ Apply conditional formatting to a range of cells	86%	104	16	
Criteria 2: Assimilate: Organize and present data				
Manage Data				
▪ Create a table	88%	106	114	
▪ Modify a table	87%	105	15	
▪ Create a validation rule	88%	106	14	
▪ Convert text to columns	73%	88	32	
Summarize Data				
▪ Filter a table using multiple columns	89%	107	13	
▪ Create advanced filters				N/A
▪ Display Subtotals	91%	110	10	
▪ Create a PivotTable	91%	110	10	
▪ Group data in a PivotTable	91%	110	10	
Visualize Data				
▪ Create a chart	91%	110	10	
▪ Change the chart type	93%	112	8	
▪ Modify chart elements	91%	110	10	
▪ Add a trendline to a chart	92%	111	9	
▪ Create sparklines for a range of numeric cells	92%	111	9	
▪ Create a PivotChart	95%	115	5	

Yes = 75% or better - student can accomplish all of the measurable criteria: 1 point

No = student did not accomplish all of the measurable criteria - 0 points

Maximum points possible: 20 points

Required score to meet objective: 15 points

16

Results 2012-2013: Performance Criteria : **Create formulas and functions to clean and analyze data** was assessed during the Fall 2012 semester in BUSA 2201, Fundamentals of Computer Applications, an area F course for all business majors. A total of 120 students completed six embedded questions in three exams. Three questions did not meet expectations: Enter a formula using a keyboard 60% of the time, Create text functions 70% of the time, and Create lookup or reference functions 58% of the time. Three questions met expectations: Create statistical functions 97% of the time, Create logical functions 76% of the time, and Apply conditional formatting to a range of cells 86% of the time. Additional hands-on-exercise assignments will be provided to review and apply formulas and functions.

Performance **Criteria Organize and present data** was assessed during the Fall 2012 semester in BUSA 2201, Fundamentals of Computer Applications, an area F course for all business majors. A total of 120 students completed 14 embedded questions in three exams. One question did not meet expectations: Convert text to columns 73% of the time. The remaining questions were answered correctly between 87% and 95% of the time. The committee does not recommend additional assessment or any curriculum changes.

Action 2012-2013 Students have exceeded expectations to organize and present data. Students did not exceed expectations to enter a formula using a keyboard, create text functions, create a lookup function, and convert text to functions.

The faculty will continue to using class lectures and hands-on-exercises to emphasize concepts in formulas, functions, formulas, and charts.

Office 2013 will be implemented in January 2014, and the online program will change.

