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1. Situational Analysis

History of Appalachian State University (ASU)

Founded in 1899 as Watauga Academy, Appalachian State University evolved into a state teachers’ college, later broadened its mission to include the liberal arts, gained regional university status, and in 1971 became a part of the University of North Carolina system of higher education. Today, Appalachian is a growing public comprehensive master’s institution, offering more than 150 undergraduate and graduate majors and employing over 870 full-time faculty members across seven colleges and schools. In 2011-12, Appalachian awarded 4,320 degrees, including 3,435 bachelor’s degrees, 798 master’s degrees, 44 specialist degrees, 30 graduate certificates, and 13 doctorates. Throughout its growth, the University has maintained a strong sense of community. It continues to provide educational leadership and service to the state and region.

Appalachian is located in the beautiful Blue Ridge Mountains of northwestern North Carolina in Boone, a destination town of approximately 17,000. Although historically serving mostly the western part of North Carolina, today the university draws its enrollment of over 17,000 students from across the state and region. Approximately 90% of students are North Carolina residents, with the largest numbers coming from the metropolitan areas of Charlotte, Raleigh and Greensboro/Winston-Salem. Out-of-state students come from nearly every state in the nation and from a number of foreign countries, but the largest numbers come from the southeastern states of Virginia, Georgia, South Carolina, Florida, and Tennessee. Prospective students say their top reason for choosing Appalachian is the University’s strong academic reputation. Appalachian is also known for its value, appearing on Kiplinger’s Top 100 Best Values in Public Colleges list on a recurring basis.

Although most of Appalachian’s students are of traditional college age and attend the University’s main campus, the University seeks to serve a diverse student body. To meet the needs of the region’s citizens and a wider population, Appalachian offers a variety of distance education degree programs at nearly 20 locations across Western North Carolina, as well as online.

Appalachian has signature strengths in education, business, the arts, and undergraduate education, and emerging strengths in the core sciences, sustainability, and health-related programs as well as research in renewable energy, environment, and health and human performance. The faculty are renowned for outstanding teaching and, increasingly, for both basic and applied research.

History of the Walker College of Business (WCOB)

The Walker College of Business had its beginnings as a department in the College of Fine and Applied Arts. In 1971, the College of Business was established as a separate academic unit within the University. In 1976, the College of Business received its initial accreditation from AACSB, and was relocated to a new 55,000 square-foot four-story building. At that time, both the College and the building were named for John A. Walker.
John A. Walker was a businessman, philanthropist, and civic and community leader from North Wilkesboro, NC. He had served as president and was one of the founding directors of Lowe’s Companies. Walker provided the first major gift in the initial capital campaign for the College. He maintained a long association with, and commitment to, the College and served as the first chairperson of the College’s Business Advisory Council.

A rapid growth in business students during the late 1970s and early 1980s led to the need for expanded physical facilities. In 1985, funds for the initial design and planning of a new building for the College were appropriated by the NC legislature. The 130,000 square-foot, four-story building was completed in the summer of 1990 and has been the home of the Walker College of Business since that time. The building was subsequently named Raley Hall, in honor of Thelma C. Raley, a prominent Florida citrus grower, Appalachian State graduate at age 80, and supporter of the Walker College of Business.

Today, the Walker College of Business (WCOB) enrolls nearly 2,300 undergraduate students and over 120 graduate students, and has slightly more than 100 faculty members. The vast majority of students are of traditional college age, enrolled full-time in on-campus programs, and taught primarily by full-time faculty members. Approximately 95% of business students are undergraduates.

The WCOB houses six academic departments (Accounting; Computer Information Systems; Economics; Finance, Banking and Insurance; Management; and Marketing) and offers one undergraduate business degree, the Bachelor of Science in Business Administration (BSBA), and two graduate business degrees, the Master of Business Administration (MBA) and the Master of Science in Accounting (MSAcc).

Within the BSBA undergraduate degree program, there are nine majors offered: Accounting, Computer Information Systems, Economics, Finance & Banking, Hospitality & Tourism Management, International Business, Management (with concentrations in Entrepreneurship, General Management, and Human Resources Management), Marketing, and Risk Management & Insurance.

Six Centers and Institutes are housed within the Walker College of Business: the BB&T Student Leadership Center, the Brantley Risk and Insurance Center (BRIC), the Center for Economic Research and Policy Analysis (CERPA), the Transportation Insight Center for Entrepreneurship, the Center for Applied Research on Emerging Technologies (CARET), and the Martha Guy Summer Institute (MGSI).

Relative Advantages for the Walker College of Business

AACSB Accreditation

The Walker College of Business has been accredited by AACSB International since 1976. With less than 5% of the world’s 13,000 business programs holding AACSB Accreditation, maintaining such accreditation provides a competitive advantage in attracting and retaining high quality faculty and students.
Academic Reputation

A solid academic reputation for Appalachian State University and the Walker College of Business has been instrumental in attracting higher quality students and faculty over time. *U.S. News and World Report* consistently ranks Appalachian among its top 15 public and private southern universities (ranked #3 of the top public regional Universities in the South in the 2013 guide), while *The Princeton Review* named Appalachian one of its “Best Colleges in the Southeast” for 2012, and *Forbes* magazine named Appalachian one of “America’s Best College Buys” for 2012. The Walker College of Business was again included in *The Princeton Review’s* 2012 edition of Best Business Schools.

High Quality Faculty

The Walker College of Business continues to maintain a full complement of highly qualified faculty. As of Spring 2012, the college had 104 faculty FTEs, of which 102 were full-time faculty members and 97 had terminal degrees. Faculty members are regularly involved in a broad array of teaching, research, and service activities. Several faculty members serve as academic journal editors, and a high percentage of faculty participate in both academic and practitioner professional organizations. Ten faculty members hold Endowed Professorships: the Peacock, NC Bankers, Adams, Freeman, Insurance Agents of North Carolina, Holsbower, Baker, Beroth, Daggett, and Guffey. In addition, two faculty members hold Deans Club (non-endowed) Professorships. Numerous faculty members have won university-wide teaching and service awards. Over the past five years, our faculty members have published over 500 peer reviewed journal articles, produced nearly 1,000 other intellectual contributions, and generated over $4,000,000 in grant activity.

Student Accessibility to Faculty

Despite a marked increase in student credit hours (SCHs) generated in the WCOB over the last five years (48,009 in 2007-08 to 54,576 in 2011-12), the WCOB has maintained a relatively small and constant average class size. In fact, 2011-12 had the smallest average class sizes out of the last five years (36 for the BSBA core and 31 for all BSBA courses).

Interdisciplinary Academic Programs

The WCOB provides both graduate and undergraduate students with opportunities to engage in interdisciplinary course work and programs. Our MBA includes concentrations in Sustainable Business and International Business. The Management Department offers an Interdisciplinary M.A. degree program with the Department of Psychology in Industrial-Organizational Psychology and Human Resource Management. The Economics Department participates in the Environmental Politics and Policy Analysis Concentration in the M.A. in Political Science. The Finance, Banking and Insurance Department offers coursework in the Mathematical Sciences Department’s B.S. in Actuarial Sciences. The WCOB offers undergraduate minors to non-business majors in Accounting, Computer Information Systems, Economics, Entrepreneurship, General Business, International Business, Marketing, and Supply Chain Management. Finally, the WCOB participates in several of the cross-disciplinary themes of ASU’s General Education.
Enrichment Opportunities and Programs for Students

A variety of co-curricular opportunities and programs are offered by the college to enhance the educational experience of students, including the Boyles Distinguished CEO Lecture Series, the Carole Moore McLeod Entrepreneur Summit, the College of Business Honors Program, the Bowden Student Managed Investment Fund, more than twenty student clubs, and many College of Business-sponsored study abroad experiences each year.

Student Support Services

Unique among the degree-granting colleges at Appalachian, the Walker College of Business offers three in-house student support services areas: Academic Advising, Career Services, and the BB&T Student Leadership Center, all of which are dedicated to fostering students’ academic and professional development, leading them to success in the achievement of their collegiate and post-graduate goals. We have devoted significant private funds to the student support services areas over the last five years to bolster these efforts.

Private Funding

With the solid support of many donors, including the College’s Business Advisory Council, the college has been able to secure pledges and actual dollars of more than $8 million over the last five years.

Relative Challenges for the Walker College of Business

Lack of Diversity in Student Body, Faculty, and Staff

Given the lack of diversity in the immediate geographic region in which the University is located, it has been difficult to attract and retain those who would enhance our diversity profile. However, the College and University have put programs in place to address this challenge. More discussion is provided later in the body of this report.

Faculty and Staff Support

For the past three academic years (2009-10 through 2011-12), there were no state funds available for equity or merit-based pay raises. A very modest across-the-board increase of 1.2% plus a merit pool for faculty equivalent to approximately 1.8% was allocated for the current (2012-13) academic year. In light of the economic realities that we face, the Dean has used private funds to supplement state funding for faculty research grants, faculty research expenses, and faculty travel grants.

Physical Space

Raley Hall, the building that currently houses the Walker College of Business, was constructed in the late 1980s. Although we are approaching full occupancy with our office space, and our tiered classroom space is somewhat limited in functionality, we have successfully used state funds to convert conference and work rooms into faculty and staff
office space and private funds to convert computer labs into more functional meeting and Center space. We have also used repair and renovation funds to significantly update the interior look of the building, replacing carpeting, tile, and furniture, and repainting many of our offices and classrooms.

Changing Environment of Higher Education

The changing environment of higher education is a concern we all face. The WCOB is responding to this challenge. In Fall 2010, we launched a fully online BSBA degree available through the University’s Distance Education program, at a reduced cost based upon a lower fee structure. This is discussed more fully in Section 3.B., Goal 2.

Opportunities for Enhancing Degree Offerings in the Walker College of Business

- The WCOB currently offers a minor in Supply Chain Management (SCM) for business and non-business majors. We have held preliminary discussions with our supply chain faculty, our Business Advisory Council and others about the possibility of creating a major in SCM, based upon perceived demand by potential employers.
- The WCOB currently offers a concentration for management majors in Entrepreneurship (ENT) and a minor for non-business majors. We are holding preliminary discussions with our entrepreneurship faculty, our Business Advisory Council and others about the possibility of creating an ENT minor for business majors and/or an ENT major, based upon the strength and demand for the ENT programs currently offered.
- The WCOB currently offers courses to graduate students pursuing Professional Science Master’s (PSM) degrees at Appalachian. We see the opportunity for growth here, as the University adds new PSM degree programs and student enrollment grows.
- We are seeing a growing number of students pursuing dual Master’s degrees with our MBA program. We anticipate this trend to continue over the next 5-year cycle.

Scope of Accreditation

Appalachian State University offers three degree programs in business that fall under the scope of this AACSB accreditation review. The degree programs and number of graduates in the 2011-12 academic year are shown below.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>2011-12 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA Bachelor of Science in Business Administration</td>
<td>566</td>
</tr>
<tr>
<td>MBA Master of Business Administration</td>
<td>63</td>
</tr>
<tr>
<td>MSAcc Master of Science in Accounting</td>
<td>39</td>
</tr>
<tr>
<td>Total Graduates</td>
<td>668</td>
</tr>
</tbody>
</table>
2. Progress Update on Concerns from Previous Review

There were two specific items noted in the “Identification of Areas that Must Be Addressed Prior to Next Maintenance Review” section of the 2007-08 Maintenance of Accreditation review team report:

1) Clarify the emphasis of intellectual contribution expectations for faculty members.
2) Address the enrollment in the on-campus and off-campus MBA programs.

The College has addressed these items as follows.

1) To clarify the emphasis of intellectual contribution expectations for faculty members, the college mission statement was reviewed and revised by faculty in 2008-09 to more specifically describe the college’s expectations.

Our 2006 mission statement read, in part, “The mission... is to offer .... To accomplish this, our focus is on instructional excellence, complemented by diverse research and service activities that contribute to progress in the business discipline and the broader community.” [Emphasis in bold.]

The faculty adopted a new mission statement in January 2009 that reads, in part, “Our mission is to offer.... To accomplish this, our focus is on instructional excellence, complemented by scholarship in practice, theory, and pedagogy, and service activities that benefit the business discipline and the broader community.” [Emphasis in bold.]

As is described in Section 4.B. of this report, Sections I.C. and I.D. of the College’s Faculty Personnel Guidelines ¹ describe the annual (academic year) goal-setting process for faculty, through which the Department Chair and individual faculty member discuss professional goals in the areas of instruction, intellectual contributions, and service for the next academic year and beyond. This goal-setting, aligned with all College and University guidelines, then provides the primary basis for subsequent annual evaluation and merit-based compensation.

Section 1.A.2. of the Faculty Personnel Guidelines makes explicit the fact that the College values intellectual contribution types in all three areas, stating,

```
All tenured and tenure-track faculty members are expected to develop and maintain a program of intellectual contribution. This program can include discipline-based scholarship (creating new knowledge in one’s field), contributions to practice (influencing professional practice), and learning and pedagogical research (influencing teaching-learning activities).
```

In terms of the faculty annual evaluation, the Faculty Personnel Guidelines describe minimum expectations, as well as what constitutes performance above expectations, for

¹ See http://business.appstate.edu/faculty-resources for a link to this document.
each of the areas of instruction, intellectual contributions, and service. Supplemental departmental guidelines further describe expectations at the department level.2

Section I.B.2. of the Faculty Personnel Guidelines describes expectations of scholarly performance for promotion and tenure. As is stated in the Faculty Personnel Guidelines, “Standards for each department and discipline may vary somewhat, but shall, in all instances, be consistent with these guidelines.”

While the College has a relatively high percentage of peer reviewed articles in discipline-based journals, in all cases, intellectual contributions for each type (discipline-based, practice, and pedagogy) are valued and are consistent with our mission. Appendix G provides further details.

2) To address the low enrollment in the MBA program the college (a) hired an assistant dean as Program Director in Spring 2009, (b) reviewed and made changes to the MBA curriculum and program policies, and (c) increased marketing efforts to enhance awareness of the program and improve student recruitment.

Throughout the process, input was gathered from the College’s Business Advisory Council; MBA and College faculty; former, current, and prospective MBA students; off-campus program directors; the Graduate School; and regional business leaders. Employment data and trends were studied, and potential program partnerships were explored.

For the 2011-2012 academic year, there were 85 students enrolled in the MBA program. This included 40 full-time on-campus students, 11 part-time on-campus students, 8 dual degree masters students, and 26 in our part-time Hickory program for working professionals. This is almost a 400% increase over our Fall 2008 MBA numbers. We have also seen an increase in the number of: women (25% to 38%); non-business undergraduates (10% to 35%); non-ASU undergraduates (15% to 50%); part-time on-campus students; and dual degree students. Additionally our program is again recognized in the Princeton Review as one of the "The Best 294 Business Schools: 2012 Edition" for its MBA degree. The average class size for the MBA was 26 in 2011-12.

3. Strategic Management

3.A. Mission Statement and Summary of Strategic Plan or Framework

The Walker College of Business is committed to the utilization of an ongoing and inclusive strategic management planning process focused on continuous improvement. As is depicted below, the University’s mission statement guides the development of the College’s mission. The College’s mission statement is developed with input from faculty, students, professional staff, advisory board members, alumni, and employers. The Strategic Planning Committee reviews and aggregates all input and recommends strategic goals to the Executive Committee (composed of department chairs, associate deans, and the

2 Links to each are available at http://business.appstate.edu/faculty-resources.
dean) to support the proposed mission. After endorsement by the Executive Committee, the proposed mission and strategic plan are discussed and voted on by the WCOB faculty for adoption. Although the mission and strategic plan are adopted for a five-year window, they are reviewed annually by the Executive Committee and revisions are proposed to the faculty when appropriate.

As described in Section 2 above, the College’s 2006 mission was revised in January 2009 to clarify the emphasis of intellectual contribution expectations for faculty members.

Related to the current maintenance of review time period, the mission statement, vision, values, and strategic goals that were in place for January 2009-December 2011 are given below. We have since adopted a new mission statement and strategic plan for 2012-2017. The new mission statement is on page 10.

**MISSION STATEMENT**  
*(January 2009- December 2011)*

The Walker College of Business offers undergraduate and master’s level business programs at Appalachian State University, a public, comprehensive university in the University of North Carolina system of higher education. Our mission is to offer high quality educational experiences preparing our students for life-long learning and leadership responsibilities in a dynamic, global environment. To accomplish this, our focus is on instructional excellence, complemented by scholarship in practice, theory and pedagogy, and service activities that benefit the business discipline and the broader community.

**VISION**

The Walker College of Business aspires to have nationally recognized undergraduate business programs and select graduate programs with strong regional reputations.
VALUES

In fulfilling our mission and pursuing our vision, the college will:

- Support a commitment to honesty, integrity, and ethical behavior;
- Seek quality, innovation, and efficiency in our efforts;
- Cultivate meaningful student-faculty relationships so that each can learn, grow, and be fulfilled in their work;
- Provide opportunities for multicultural learning and experiences;
- Maintain a supportive, collegial learning environment that respects individuals and their uniqueness, preserves academic freedom, and promotes interdisciplinary efforts.

GOALS

In developing the 2009 strategic goals of the College, the faculty recognized that in order to offer high quality educational experiences that would prepare our students for life-long learning and leadership in a dynamic, global environment, we needed high quality faculty, a rigorous and relevant curriculum, adequate student support services and student financial support, an array of co-curricular and extra-curricular activities, and an infrastructure to support all of the above.

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Attract, develop, and retain a diverse faculty highly qualified in teaching, research, and service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Prepare undergraduate and graduate students for careers in business and foster their professional growth and advancement by developing and maintaining relevant curriculum and activities that support the learning goals of each degree program in the college.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Provide students:</td>
</tr>
<tr>
<td></td>
<td>• Career planning, internship, and placement assistance</td>
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<tr>
<td></td>
<td>• Scholarships and other financial support</td>
</tr>
<tr>
<td></td>
<td>• Quality academic advising, and relevant extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>• Opportunities for study abroad and international exchange</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to interact with business leaders</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Support excellence in teaching and learning by maintaining:</td>
</tr>
<tr>
<td></td>
<td>• Academic rigor</td>
</tr>
<tr>
<td></td>
<td>• A program of assessment</td>
</tr>
<tr>
<td></td>
<td>• An up-to-date technology infrastructure</td>
</tr>
<tr>
<td></td>
<td>• A well-equipped instructional environment</td>
</tr>
<tr>
<td></td>
<td>• Class size conducive to a high level of faculty student interaction</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Support the programs and activities of the broader University community.</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Develop strategic alliances and partnerships with businesses, governments, non-profit communities, and professional organizations.</td>
</tr>
<tr>
<td>Goal 7</td>
<td>Secure sufficient funding to accomplish the goals of the Walker College of Business.</td>
</tr>
</tbody>
</table>
The WCOB engaged in a comprehensive effort during the calendar year 2011 to update its mission statement and to develop a 2012-2017 strategic plan. In Fall 2011, the WCOB Strategic Planning Committee developed a draft 2012-2017 mission and strategic plan based upon input from the constituents listed above. In December 2011, the Executive Committee endorsed the proposed 2012-2017 mission and strategic plan. In January 2012, the WCOB faculty discussed and voted to approve the 2012-2017 mission and strategic plan. With the University’s strategic plan up for renewal in 2012-13 (delayed by a year due to a change in Provost in Fall 2011), the college will reevaluate its 2012-2017 strategic plan in 2013-14.

### MISSION STATEMENT
(Adopted January 2012)

The Walker College of Business offers undergraduate and master’s level business programs at Appalachian State University, a public, comprehensive university in the University of North Carolina system of higher education. Our mission is to offer high quality educational experiences preparing our students to be responsible, effective leaders and professionals in a rapidly changing, global environment. To accomplish this, our focus is on instructional excellence, complemented by scholarship in practice, theory and pedagogy, and service activities that benefit the business discipline and the broader community.

The WCOB’s mission statement is widely disseminated to faculty, staff, students, alumni, donors, sponsors, supporters, the business community, and the public. It is published on all WCOB event programs, the WCOB website, and the University’s student bulletins; highlighted on WCOB promotional items; and displayed prominently in the business building.

#### 3.B. Strategic Management Planning Process and Outcomes

The Walker College of Business is committed to an ongoing and inclusive strategic management planning process focused on continuous improvement. A key component of the College’s strategic management process is the utilization of a group of advisory committees to address many of the ongoing routine college activities as well as targeted action items and/or strategic goals. The committees mostly consist of faculty members, but some include representation from students, staff members, and/or Business Advisory Council members. The College’s Advisory Committee Structure for Continuous Improvement further elaborates on the structure, purpose, and duties of each of the College’s standing committees.

As part of the advisory committee structure, the Executive Committee holds a strategic planning retreat each summer to develop an Action Plan for the upcoming academic year.

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3 See [http://business.appstate.edu/faculty-resources](http://business.appstate.edu/faculty-resources) for a link.

4 See [http://business.appstate.edu/faculty-resources](http://business.appstate.edu/faculty-resources) for a link.
This process involves:

- Reviewing the College Mission and Strategic Plan;
- Reviewing key College performance measures (related to Strategic Plan goals);
- Reviewing the University, College, and external environment;
- Reviewing relevant information from college stakeholders;
- Reviewing the accomplishments and status of the prior year’s Action Plan;
- Discussing and considering a wide variety of activities and items that are consistent with the Mission and Strategic Plan and could benefit the College; and,
- Developing a list of targeted action items, along with consideration of the related financial resources needed.

During the year, the Action Plan provides guidance for the actions and activities of the Dean, Executive Committee, Departments, and the College Advisory Committees. Adaptations are made as needed in response to unexpected circumstances or conditions that arise.

The Executive Committee also holds a retreat each January to formally evaluate progress toward achieving the year’s desired Action Plan outcomes. In the months preceding and following this mid-year retreat, the Executive Committee provides continual monitoring, coordination, and guidance of the strategic management process across the college.

**Summary of Key Continuous Improvement Achievements for 2007-2012:**

**Goal 1: Attract, develop, and retain a diverse faculty highly qualified in teaching, research, and service.**

**Attracting and Retaining High Quality Tenure-Track Faculty**

Since the last accreditation visit, the WCOB has hired 28 new tenure-track faculty members, 26 of whom have been retained. All of these individuals hold PhDs. Each hire was made at or above the 80th percentile of ASU’s peer salary benchmark, which is derived from the CUPA-HR, College and University Professional Association for Human Resources, database. New tenure-track faculty members include:

- For 2007-08: Tony Amoruso, Mike McKee, Dave McEvoy, Marty Meznar, Neel Das, Alan Singer, Ben Powell
- For 2008-09: Susan Anderson, Claudia Williamson, Owen “Ash” Morgan, David Bruner
- For 2009-10: Dwayne McSwain, Tracy Reed, John “Ken” Corley, Alanah Mitchell, Sandy Vannoy, Scott Hayward, Heather Dixon-Fowler, Pia Albinsson
- For 2010-11: Pennie Bagley, Jayjit Roy, Ji Yan, Rick Cotton, Brian Whitaker
- For 2011-12: Sam Formby, Onur Ince, Mark Lewis, Dan Hsu
Developing Faculty

The WCOB has instituted several new initiatives to assist in faculty development over the past several years. These include offering new summer research grants to tenure-track hires for their first two summers, offering additional expense reimbursement to faculty who travel in pursuit of academically qualified maintenance activities, and offering additional expense reimbursement to faculty for research start-up costs. All of these initiatives are funded in part by private monies. Academically qualified faculty members have also continued to receive three hours of reassigned time per semester to develop intellectual contributions. The WCOB’s definitions of academically qualified (AQ) and professionally qualified (PQ) faculty are given on pages 33-34 of this report.

Below are key performance measures related to Goal 1 of the Strategic Plan.

<table>
<thead>
<tr>
<th>Key Performance Measures, Goal 1</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of AQ Faculty FTE ¹</td>
<td>84</td>
<td>76</td>
<td>81</td>
<td>78</td>
<td>85</td>
</tr>
<tr>
<td>% of AQ+PQ Faculty FTE</td>
<td>94</td>
<td>90</td>
<td>92</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>100.75</td>
<td>103.625</td>
<td>107.375</td>
<td>106.125</td>
<td>104.75</td>
</tr>
<tr>
<td>Student Credit Hours (SCH)</td>
<td>48,009</td>
<td>51,108</td>
<td>54,029</td>
<td>54,297</td>
<td>54,576</td>
</tr>
<tr>
<td>SCH/FTE ²</td>
<td>476.52</td>
<td>493.20</td>
<td>503.18</td>
<td>511.63</td>
<td>521.01</td>
</tr>
</tbody>
</table>

¹Based on the timing of AACSB Business School Questionnaire reporting and ASU’s annual reporting cycle.

²We accomplished higher SCH/FTE with lower class sizes (see page 18) as a result of workload rebalancing.

Goal 2: Prepare undergraduate and graduate students for careers in business and foster their professional growth and advancement by developing and maintaining relevant curriculum and activities that support the learning goals of each degree program in the college.

Distance Education BSBA

Since the last accreditation review, we have changed the delivery mode (from site-based to online and from cohort-based to rolling admission) for our BSBA program offered through ASU’s Office of Extension and Distance Education.

Due to a variety of factors, anticipated enrollments and desired retention of students in our various site-based BSBA programs over the years have not materialized. Through discussions with and surveys of potential and enrolled students in our Hickory-based program, we learned that students were more interested in an online delivery model. Many had issues with accessibility due to work/life scheduling conflicts and/or because of difficulty in satisfying course prerequisites. We had difficulty with retention, losing more than half of our initially enrolled students.
In early 2008, we began developing a part-time online BSBA program for delivery through Distance Education. During the spring and fall of 2008 and into the spring of 2009, we worked with: the Office of Extension and Distance Education to gain SACS approval to add this program; the chairs and faculty in the WCOB to generate interest in developing courses for the program; Learning Technology Services to provide faculty training and certification of course readiness; and the Office of Extension and Distance Education, along with the WCOB Director of Advising, to determine and assist in student preparedness. The program was officially launched in Spring 2010.

In Spring 2011, the WCOB made the decision, with the support of Appalachian’s Office of Extension and Distance Education and the Provost, to exit the Hickory market for undergraduate programs and to devote our Distance Education efforts to growing our online BSBA program. This allowed us to use our resources more efficiently and effectively. With the help of the Chair of the Management Department, the WCOB Director of Advising, and Appalachian’s Director of Distance Education, we created a plan to transition the online BSBA from a cohort model to a rolling admission model, allowing students entry points in both the fall and spring terms and the ability to work at their own pace (full time or part time) from anywhere in the world.

We rolled out the new model in Fall 2011. Just one year later, the number of new entrants has grown by more than 100%, from six to fourteen. With the improvements in the program’s accessibility and flexibility, we anticipate even greater increases in enrollment and retention over time.

MBA Program

In Fall 2008, we undertook a comprehensive review and restructuring of our MBA program in response to enrollment concerns raised at the last AACSB visit. This review included input from our Business Advisory Council, alumni, current and prospective students, local business leaders, faculty and our assurance of learning process. In addition, we conducted a survey and review of peer institutions accredited by AACSB to identify and model academic best practices. This review resulted in substantive modifications in our admission process and in our curriculum offered.

From an admission standpoint, we modified our program to allow year-round rolling admission, thus allowing students to enter and finish on their schedule. We streamlined the entrance prerequisites from ten to six courses, essentially keeping any core class that 50% or more of our peer institutions also required and those that were consistent with the intended direction of our program. Additionally, we developed online learning modules for each prerequisite to either meet this need for the first time or serve as a refresher for students with older undergraduate coursework. This has allowed us to expand our target market to include non-business undergraduates who can quickly get up to speed on the prerequisites and bring diversity of thought and background to our program. Currently, more than one-third of our MBA students have non-business undergraduate degrees.

From a curriculum standpoint, we increased the number of credit hours from 32 to 36 to be consistent with peer and competing programs. This allowed us the flexibility to add
concentrations to our program. The first three we added were Sustainable Business, International Business, and General Management. Later, we added a concentration in Economics. Additionally, we added course modules in Ethics, Leadership, and Law, and expanded the number of international trips offered to allow students to learn about business in countries including Brazil, China, Cuba, France, Italy, and Spain. For Fall 2012, we added a new requirement that every student either document significant prior professional experience or obtain that experience while in the program. Likewise, every student is now required to demonstrate international experience before graduation.

The result of these changes is a nearly 400% increase in enrollment, with more diversity and energy in the program and inclusion in the Princeton Review's list of the top MBA programs for the last two years.

**Improvements to Honors Program**

Our college honors program, separate and unique from the university honors program, was recently redesigned to allow for more flexibility and growth. Some of the changes include spreading the thesis preparation over multiple semesters, adding more honors classes, and offering honors classes at the sophomore level, in addition to the junior and senior levels. The changes allow students to participate in the honors program sooner and pursue their passions more easily; provide more opportunities for recruitment; and provide more service to university-wide honors students. The multiple-semester thesis is designed to increase retention, giving students a longer period of time to complete, with increased faculty guidance.

| Goal 3: Provide students with career planning, internship, and placement assistance; scholarships and other financial support; quality academic advising, and relevant extracurricular activities; opportunities for study abroad and international exchange; and opportunities to interact with business leaders. |

**Strengthened Student Support Services**

In light of the economic downturn since our last accreditation visit, and based on conversations with members of our Business Advisory Council, curriculum committees, assessment committees, and Executive Committee, along with feedback from students, faculty, recruiters and others, we identified student support services as a top priority. In response, the Walker College of Business established a new BB&T Student Leadership Center and devoted more resources to the existing Academic Advising Center and Career Services Center. All three of these in-house student support services areas are dedicated to fostering students’ academic and professional development, leading them to success in achieving their collegiate and post-graduate goals.

In 2011-12, due to a generous pledge from one of our Business Advisory Council members, the Marshall A. Croom Student Services Center space was established, allowing us to relocate Career Services adjacent to our Advising Center. This close proximity of the two offices allows for greater access and service to students.
Highlights of each of our student support services offices include:

- **Academic Advising Center**—Composed of one director of advising, three full-time professional advisors, two records specialists, one half-time graduate assistant, and several part-time undergraduate student workers. In 2011-12, the staff members in this office provided comprehensive academic advising and records management to approximately 1750 declared business majors. The three professional advisors conduct all formal academic advising in the WCOB, assisting current and prospective BSBA students with academic planning, registration, and graduation audits. The records specialists assure that all student records are accurate and up-to-date, monitor eligibility for enrollment in business courses, and certify that graduation requirements have been met. Average student satisfaction rates for those students using the advising center have consistently been at or above 95 percent over the last five years. This is the only centralized advising unit in the upper division at ASU. Our model is viewed as a “best practice” on campus, and the University is looking at how to move in this direction in other colleges. A full time advisor position and a half-time graduate assistant position were added over the last five years.

- **Career Services Center**—Composed of one director, one assistant director, two graduate assistants, and seasonal part-time undergraduate student workers. This office partners with faculty to assist business students and alumni with internship opportunities and job placement or graduate school admission. In 2011-12, the WCOB Career Services Center assisted 180 business students in obtaining academic credit for full-time internships. Seventy-one percent of graduating undergraduate students who used the office’s services had secured a job by graduation. New initiatives include Job Shadow Days, video-recorded interviews, resume requirements in targeted lower level core business classes, and a Business Career Achievement class. The assistant director position was added in 2011-12 through the private support of Business Advisory Council members.

- **BB&T Student Leadership Center**—Newly created in 2011-12 through a $1 million BB&T pledge, the Center’s activities support the WCOB mission by preparing students to be “responsible, effective leaders and professionals.” To create a culture of professionalism, the Center offers mentoring via peer-to-peer, group/industry, and executive programs; leadership development; and professional development activities to current and prospective students. All business students have access to seminars and workshops on topics including professionalism, business etiquette, personal brand/networking, dining fundamentals, and “dressing the part.” The Center also offers the Myers Briggs Type Indicator for students to explore their personal preferences and how they correlate with leadership styles, career choices, and value systems. During 2011-12, the Center interacted with over 650 students across approximately 50 different activities. Along with continuing its current programming, plans for 2012-13 include a Leadership Conference in conjunction with our 51st Harlan Boyles Distinguished CEO Lecture Series. The Center is staffed with one director and a number of student workers, as needed. An assistant director will be added in early 2013.
Internationalization Efforts

Since the last accreditation visit, the Dean’s Office has been restructured to create one Associate Dean for International Programs and Assessment (Dr. Marty Meznar) and one Associate Dean for Graduate Programs and Research (Dr. Joseph Cazier). Previously, both International Programs and Graduate Programs were overseen by just one Assistant Dean. In his role as Associate Dean for International Programs and Assessment, Dr. Meznar has helped facilitate the following improvements.

- Implementation of an annual Global Opportunities Conference to aid in the development of a “global mindset” for our students. The 4th conference was held in Spring 2012.
- New short term study abroad programs to Brazil, Malawi, Vietnam, Thailand, Costa Rica, and Cuba.
- Establishment of the “Global Issues” requirement for all students in the BSBA program. The requirement can be met by students successfully completing an international business course, a business summer study abroad with at least three semester hours’ credit, a ten week or longer study abroad (business or otherwise) for credit, a full-time 400-hour minimum internship abroad for credit, or an upper level foreign language course.
- New partnerships with universities in Brazil, Vietnam and Thailand.
- The creation and staffing of a new International Programs Coordinator.
- Over 150 students in each of the past five years studying or working abroad for academic credit.

Enrichment Opportunities and Programs for Students

A variety of co-curricular opportunities and programs are offered by the college to enhance the educational experience of students, including:

- The Boyles Distinguished CEO Lecture Series, which twice a year brings to campus an outstanding CEO to meet and talk with students, faculty, staff, and members of the business community. The Fall 2012 Lecture marked the 50th in the series, and included a panel of previous Boyles Lecturers: William R. Holland, former CEO of United Dominion; Robert Ingram, former CEO of GlaxoSmithKline; James Morgan, CEO of Krispy Kreme; and Bob Tillman, former CEO of Lowe’s. Approximately 1,600 individuals were in attendance. CEOs from Duke Power, BB&T, Wachovia, Bank of America, Goodrich, and BellSouth, among others, have also participated in the series as Boyles lecturers.
- The Carole Moore McLeod Entrepreneur Summit, which brings approximately 60 alumni and area entrepreneurs to the college to share with students their personal experiences in starting and operating a business. The 10th Summit was held in Fall 2012.
- The College of Business Honors Program, which enrolls approximately 20-25 new students each year via a competitive application process. Students complete nine or more hours of small-enrollment business honors courses and a senior honors thesis.
• The Bowden Student Managed Investment Fund, which provides an opportunity for students interested in investing to gain real-world investment experience by managing a fund of about $90,000.

• More than 20 professional organizations and honor societies. Membership offers students opportunities for leadership and professional experiences by bringing together other students in their specific areas of interest with business people, college faculty, and relevant community leaders.

• The university-owned loft in New York City, which can accommodate up to 22 students. Various WCOB clubs and classes utilize the facility for educational purposes.

• The university-owned townhouse in Washington, D.C., which provides an opportunity for nine currently enrolled ASU undergraduate and graduate students per term to participate in an internship and study in Washington, D.C.

• Numerous WCOB-sponsored study abroad experiences each year, some as part of regular semester classes and some as traditional summer programs. In recent years, faculty have led trips to Brazil, Chile, Costa Rica, Cuba, Malawi, Thailand, Vietnam, China, England, France, and Spain. On average, over 20% of all WCOB graduates have participated in a WCOB study abroad program.

Below are key performance measures related to Goal 3 of the Strategic Plan.

<table>
<thead>
<tr>
<th>Key Performance Measures, Goal 3</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Achieving First Destination Goal by Graduation¹</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>38.9</td>
<td>47.9</td>
</tr>
<tr>
<td>No. of Student Internships</td>
<td>164</td>
<td>173</td>
<td>169</td>
<td>148</td>
<td>180</td>
</tr>
<tr>
<td>No. of Scholarships</td>
<td>253</td>
<td>256</td>
<td>325</td>
<td>350</td>
<td>380</td>
</tr>
<tr>
<td>Total Scholarship Dollars Awarded</td>
<td>$244,525</td>
<td>$277,175</td>
<td>$278,740</td>
<td>$303,115</td>
<td>$344,140</td>
</tr>
<tr>
<td>No. of Students Studying or Working Abroad for Academic Credit²</td>
<td>171</td>
<td>157</td>
<td>199</td>
<td>151</td>
<td>155</td>
</tr>
</tbody>
</table>

¹ Based on senior student survey developed in 2010-11 and given at Commencement. Percentage reported is based on number of students responding. Achieving first destination includes those having accepted a job offer, those admitted to a graduate school program, and those not seeking employment or graduate school.

² Includes faculty-led in-semester trips, semester-long trips, summer trips, and international internships.

Goal 4: Support excellence in teaching and learning by maintaining academic rigor, a program of assessment, an up-to-date technology infrastructure, a well-equipped instructional environment, and class size conducive to a high level of faculty student interaction.

Assessment Program

The College has dedicated over $230,000 in financial resources over the last five years to support assurance of learning, including approximately $75,000 to send faculty and administrators to AACSB assessment seminars and conferences; $87,000 in assessment

⁵ See http://business.appstate.edu/students/student-clubs-organizations for a listing.
testing services and reports; and $71,000 in faculty summer stipends to assess student artifacts collected throughout the year. More information about the WCOB assurance of learning program appears in Section 5 of this report.

Technology Infrastructure

The WCOB has dedicated over $385,000 in financial resources over the last five years to maintain an up-to-date technology infrastructure. New purchases include digital signage for the building, two-way audio-videoconferencing equipment for the executive boardroom, computers and related equipment for the CIS Department’s CISCO Networking Academy and security lab, and computers and laptops for student lounges and workspaces. Moreover, our classroom technology is up to the latest standards developed by ASU’s new centralized IT support area. ASU’s Technology Support Services has allocated more than $250,000 over the last five years in WCOB classroom technology upgrades.

Academic Rigor and Class Size

As indicated in the key performance measures below, the WCOB has maintained academic rigor and relatively small class sizes over the last five years. Mean BSBA GPA averaged 2.84, with the highest value occurring in 2009-10. Mean class size for the BSBA core averaged 38.4; across all BSBA classes, the average was 32. The most recent year, 2011-12, shows the smallest BSBA core class size average of the last five years. MBA and MSAcc classes have also remained relatively small, with one notable exception. The MSAcc class sizes were relatively large in 2008-09 due to a significant increase in enrollments. In response to the growth, the Accounting Department began offering multiple sections of the MSAcc classes in subsequent years.

<table>
<thead>
<tr>
<th>Key Performance Measures, Goal 4</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Class Size – BSBA Core</td>
<td>37</td>
<td>38</td>
<td>42</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Mean Class Size – BSBA All</td>
<td>32</td>
<td>31</td>
<td>33</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Mean Class Size – MBA</td>
<td>10</td>
<td>15</td>
<td>22</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Mean Class Size – MSAcc</td>
<td>21</td>
<td>34</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Mean BSBA GPA¹</td>
<td>2.80</td>
<td>2.75</td>
<td>2.89</td>
<td>2.87</td>
<td>2.88</td>
</tr>
</tbody>
</table>

¹ Based on all grades assigned in all undergraduate WCOB courses.

Goal 5: Support the programs and activities of the broader University community.

Creation of New Minors

Since the last accreditation visit, the WCOB has created two new minors: Entrepreneurship (ENT), available to non-business majors, and Supply Chain Management (SCM), available to both business and non-business majors. Enrollments in each have been
As of Spring 2012, there were 37 declared ENT minors and 122 declared SCM minors.

**Participation in Professional Science Master’s (PSM) and Dual Degree Master’s Programs**

In addition to supporting the full-time MBA students, the MBA program supports a growing number of PSM students who need several of our core classes, and several part-time and dual degree master’s students. These students generally bring a wealth of diversity and experience to the classroom as they share insights from their various backgrounds.

**Participation in ASU’s New General Education Program**

In Fall 2009, ASU began offering a new general education program based upon an integrative vertical model of liberal education. The WCOB participates in the program directly in the following ways:

- ECO 2030 (Principles of Economics-Price Theory) is offered in two different themes: “This American Life” and “Capitalism and Its Critics.”
- ECO 2100 (Business and Economic Statistics) counts as a Quantitative Literacy course.
- ECO 2620 (Environmental and Resource Economics) is offered in the “Global Resources” theme.
- ECO 4810 (Seminar in Economics) counts as a Gen Ed Capstone Experience.
- MGT 3040 (Child Labor in Global and Historical Perspectives) is offered in the “Capitalism and Its Critics” theme.
- Newly created FIN 2860 (Personal Finance) is offered in the “Capitalism and Its Critics” theme.
- Newly created BUS 4000 (Business Capstone Experience) counts as a Gen Ed Capstone Experience.

**Goal 6: Develop strategic alliances and partnerships with businesses, governments, non-profit communities, and professional organizations.**

**Active and Engaged Advisory Boards**

Our highly engaged WCOB Business Advisory Council (BAC) meets semi-annually to advise on all college programs and activities. All members of the BAC serve on one of three subcommittees: 1) Academic Programs, 2) Funding, and 3) Student Development. Topics in recent years have included international programs, career services, student leadership, development, executive mentoring, and content and delivery modes of our three degree programs. The BAC also has direct involvement in the college’s strategic planning efforts. For a listing of members, see Appendix H.

In addition to the college’s advisory council, we have several other boards that advise our departments and centers. The Accounting Department’s advisory board regularly provides input about recruiting issues. In addition, the board will provide ideas and guidance as the
department begins a thorough curriculum review at both the undergraduate and graduate levels in Spring 2013.

The CIS Advisory Board consists of about 40 members; 30 on the Senior Board and 10 on a newly-formed Junior Board. Those serving on the Junior Board are recent ASU CIS graduates who completed their degree within the past five years. All members of the CIS Board of Advisors serve on one of four subcommittees. The board meets face-to-face each semester. Additionally, each subcommittee conducts quarterly conference calls to discuss topics related to their respective subcommittees.

The members of the Department of Finance, Banking and Insurance Advisory Board have also taken a much more active role in the last several years. In addition to increasing their annual scholarship contributions, they have focused on addressing several key areas: internships, mentoring, social media, curriculum, and job-preparedness.

The Supply Chain Management Advisory Board was established in 2009 and meets twice a year. Dedicated executives from various organizations provide assistance to the Supply Chain program in the areas of internships, scholarships, job placements, mentoring, and providing real-world projects, technology, and guest lectures in the classroom.

The Brantley Risk and Insurance Center’s Board of Advisors supports the teaching function for the Risk Management & Insurance major, supports and encourages research on insurance topics, and provides a vehicle for on-going interaction with the insurance industry through continuing education programs, executive-in-residence appointments, internships and placement of graduates in the industry. The Board of Advisors provides guidance in planning and evaluating educational activities and curriculum, as well as assesses the financial resources needed to fulfill the Center’s mission. The Board meets twice a year.

The Transportation Insight Center for Entrepreneurship (CFE) Advisory Board is active and engaged in supporting entrepreneurship programs in the WCOB. Members of the Advisory Board regularly serve in an official mentoring capacity through the Dale Tweedy Mentoring Program. They also serve as speakers for the Association of Student Entrepreneurs meetings, Entrepreneurship Summit, and other Center-sponsored events. Current board members provide funding for the mentoring program, entrepreneurship summit, the new CFE space, and the vast majority of the Center’s operating funds. In addition, board members meet twice a year to provide strategic guidance.

Continuing Education

Two departments in the WCOB offer continuing education courses. The Accounting Department provides eight hours of Continuing Professional Education (CPE) each fall. The event is free for ASU Accounting alumni and a small fee is charged to non-alumni. The speakers are business professionals and faculty members. There are typically between 180 and 200 professionals in attendance.
The Finance, Banking and Insurance Department developed three Insurance Symposiums (Coastal Insurance Issues in 2008, North Carolina's Workers' Compensation System in 2010, and Automobile Insurance in 2012). Each offered continuing education credits to attendees. The events had between 200 and 300 in attendance, and around 100 people at each event obtained CE (continuing education) credits.

**Goal 7: Secure sufficient funding to accomplish the goals of the Walker College of Business.**

Since the last accreditation visit, we have received more than $8 million in private donations and pledges, including:

- $1 million over seven years to name the Transportation Insight Center for Entrepreneurship
- $1 million over five years to name the BB&T Student Leadership Center
- More than $500,000 from private donations and a state match to create the Peacock Endowed Professorship
- $500,000 from private donations and a state match to create the Independent Insurance Agents of North Carolina (IIANC) Endowed Professorship
- $250,000 over five years to name the Marshall A. Croom Student Services Center
- $200,000 over four years to fund the Lee Barnes Scholars scholarship program
- $100,000 from Business Advisory Council members to support the newly created Assistant Director of Career Services position
- Over $900,000 for the Dean’s Club unrestricted fund

<table>
<thead>
<tr>
<th>Key Performance Measures, Goal 7</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total WCOB Operating Budget ($)</td>
<td>14,380,249</td>
<td>15,571,019</td>
<td>16,781,955</td>
<td>17,747,148</td>
<td>16,318,425</td>
</tr>
<tr>
<td>WCOB Endowment Assets Total ($)</td>
<td>11,890,962</td>
<td>12,578,948</td>
<td>10,435,161</td>
<td>11,150,982</td>
<td>13,063,356</td>
</tr>
<tr>
<td>Private Gifts Received in Year ($)</td>
<td>1,301,671</td>
<td>1,376,718</td>
<td>1,481,637</td>
<td>1,037,824</td>
<td>1,204,453</td>
</tr>
</tbody>
</table>

3.C. Financial Strategies

As of the 2011-12 academic/fiscal year, the Walker College of Business had a total operating budget of $16,318,425, of which $1,204,453 were private gifts. The University’s 2012-13 operating budget is similar to the 2011-12 budget. Several relevant points related to the budget include:

- Slightly more than 90% of the budget is funded by allocations that come from tuition, fees, and state government appropriations, and almost 10% of the budget is funded by private sources (current private gifts and earnings from endowed funds).
- Approximately 94% of college expenditures go to salaries and benefits for faculty and staff, with the remainder covering other operating expenses (primarily travel, operating supplies and services, and technology equipment and supplies).
Even with the significant national and state economic downturn during the five-year period reported, the college budget has grown by approximately 13%.

At the end of June, 2012, the total value of endowment funds controlled by the college was $13,063,356, an increase of 9.86% from the endowment total as of June 2008.

The amount of privately donated funds received by the college in 2011-12 was $1,204,453.

As previously noted, the strategic planning process for the college includes a relatively broad overall strategic plan, made more specific by the Executive Committee’s development of annual Action Plans. Each annual Action Plan includes a set of financial strategies matched to each Action Plan item. The table below provides the measureable items of the 2009-10 Action Plan as an example, tracking the amount of money invested/spent on each item for each of years 2009-10, 2010-11, and 2011-12. Note that the table also directly links each action item back to specific goals of the Strategic Plan (SP).

<table>
<thead>
<tr>
<th>Action Items, 2009-10</th>
<th>Amount Invested / Spent (in $)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
</tr>
<tr>
<td>1. Send several faculty members to AACSB Assessment Seminars and Conferences.</td>
<td></td>
</tr>
<tr>
<td>(Linked to Strategic Plan (SP) Goals 1, 2, &amp; 4)</td>
<td>$8,136</td>
</tr>
<tr>
<td>2. Increase efforts for job placement of BSBA and MBA students.</td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goals 3 &amp; 6)</td>
<td>9,582</td>
</tr>
<tr>
<td>3. Fund and hire a full-time international programs assistant.</td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goal 3)</td>
<td>0</td>
</tr>
<tr>
<td>4. Increase funding for international programs and internship opportunities abroad.</td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goals 1, 2, 3, 6, &amp; 7)</td>
<td>62,036</td>
</tr>
<tr>
<td>5. Increase funding for faculty research grants</td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goals 1 &amp; 7)</td>
<td>40,000</td>
</tr>
<tr>
<td>6. Increase funding for the Brantley Risk and Insurance Center (BRIC) via the BRIC campaign. [Listed amounts are contributions received. Total goal is $300,000.] (Linked to SP Goal 7)</td>
<td>130,835</td>
</tr>
</tbody>
</table>

Looking to the future, the table below provides the action items and associated financial strategies developed by the Executive Committee for 2012-13.
<table>
<thead>
<tr>
<th>Action Items, 2012-13</th>
<th>First Year Cost or Revenue</th>
<th>Continuing Annual Cost or Revenue</th>
<th>Source or Disposition of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successfully complete 5-year AACSB Maintenance of Accreditation cycle,</td>
<td>No incremental cost to</td>
<td>No incremental cost to</td>
<td>N/A</td>
</tr>
<tr>
<td>culminating with official peer review team visit in January 2013.</td>
<td>College; administrative</td>
<td>College; administrative</td>
<td></td>
</tr>
<tr>
<td>(Linked to Strategic Plan (SP) Goals 1-7)</td>
<td>and faculty time</td>
<td>and faculty time</td>
<td></td>
</tr>
<tr>
<td>2. Hire a Diversity Coordinator to establish a support structure for diverse students</td>
<td>$100,000</td>
<td>$100,000</td>
<td>Private funds request to a</td>
</tr>
<tr>
<td>and prospective students in the WCOB.</td>
<td></td>
<td></td>
<td>major corporation</td>
</tr>
<tr>
<td>(Linked to SP Goal 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Renovate 2nd floor space to accommodate expanded Career Services staff</td>
<td>$30,000</td>
<td>None</td>
<td>Private funds from a donor</td>
</tr>
<tr>
<td>(Linked to SP Goal 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Provide additional student support for Graduate Programs</td>
<td>$150 / credit hour</td>
<td>$150 / credit hour</td>
<td>Pursue differential tuition</td>
</tr>
<tr>
<td>(Linked to SP Goal 3)</td>
<td></td>
<td></td>
<td>for graduate programs</td>
</tr>
<tr>
<td>5. Establish competitive and sustainable in-semester compensation package for study</td>
<td>$2,000 per trip plus $150</td>
<td>$2,000 per trip plus $150 /</td>
<td>State and private funds</td>
</tr>
<tr>
<td>abroad trip leaders.</td>
<td>/ student enrolled</td>
<td>student enrolled</td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goals 1, 2, &amp; 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hire a part-time Program Director in the BB&amp;T Student Leadership Center (SLC)</td>
<td>$24,000</td>
<td>$24,000</td>
<td>BB&amp;T Student Leadership Center</td>
</tr>
<tr>
<td>(Linked to SP Goal 3)</td>
<td></td>
<td></td>
<td>funds</td>
</tr>
<tr>
<td>7. Continue the Dean’s Club travel and research expense grant programs</td>
<td>$46,000</td>
<td>$46,000</td>
<td>Private funds (Dean’s Club)</td>
</tr>
<tr>
<td>(Linked to SP Goal 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Offer career exploration courses (BUS 2541 and 3541)</td>
<td>$6,000 salary offset by</td>
<td>$6,000 salary offset by SChs</td>
<td>State funds</td>
</tr>
<tr>
<td>(Linked to SP Goals 2 &amp; 3)</td>
<td>SChs generated</td>
<td>generated</td>
<td></td>
</tr>
<tr>
<td>9. Establish a faculty luncheon series for the sharing of ideas on teaching, learning,</td>
<td>$2,500</td>
<td>$2,500</td>
<td>Private funds (Dean’s Club)</td>
</tr>
<tr>
<td>and research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Linked to SP Goals 1, 2 and 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Coordinate a college-wide career Shadow Day for students, including an evening</td>
<td>$7,500</td>
<td>$7,500</td>
<td>State and private funds</td>
</tr>
<tr>
<td>reception with alumni (Linked to SP Goal 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Create a Career Services faculty advisory board to help “blend” academics and</td>
<td>$500</td>
<td>$500</td>
<td>Private funds</td>
</tr>
<tr>
<td>student services (Linked to SP Goals 1, 2, &amp; 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explore options for a leadership symposium for alumni, faculty and students to</td>
<td>$5,000</td>
<td>$5,000</td>
<td>Private funds</td>
</tr>
<tr>
<td>enhance CEO Lecture activities (Linked to SP Goals 1, 2, 3, &amp; 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Increase summer practicums and internships for MBAs (Linked to SP Goal 2 &amp; 5)</td>
<td>$200 per 3 credit hour</td>
<td>$200 per 3 credit hour</td>
<td>State funds</td>
</tr>
<tr>
<td>14. Continue new faculty research grants (Linked to SP Goal 1)</td>
<td>$5,000 per summer for 2</td>
<td>$5,000 per summer for 2 summers</td>
<td>Combination of state funds on</td>
</tr>
<tr>
<td></td>
<td>summers for new tenure</td>
<td>for new tenure track hires</td>
<td>unfilled positions</td>
</tr>
<tr>
<td></td>
<td>track hires</td>
<td></td>
<td>and private funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23
<table>
<thead>
<tr>
<th>Action Items, 2012-13</th>
<th>First Year Cost or Revenue</th>
<th>Continuing Annual Cost or Revenue</th>
<th>Source or Disposition of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Continue to monitor space utilization in Raley Hall for efficiency. Consider renovation needs. <em>(Linked to SP Goals 1, 2, 3 &amp; 4)</em></td>
<td>No incremental cost to College to monitor; administrative time</td>
<td>No incremental cost to College to monitor; administrative time</td>
<td>State repair and renovation monies for any renovations</td>
</tr>
<tr>
<td>16. Increase scholarships for freshmen and sophomores <em>(Linked to SP Goal 3 &amp; 6)</em></td>
<td>$40,000</td>
<td>$40,000+</td>
<td>Private funds</td>
</tr>
<tr>
<td>17. Pursue young alumni initiative <em>(contributions)</em> <em>(Linked to SP Goals 1-7)</em></td>
<td>$500 per donor</td>
<td>$500 per donor</td>
<td>Private funds</td>
</tr>
</tbody>
</table>

3.D. New Degree Programs

No new degree programs have been added in the Walker College of Business at Appalachian State University since the last AACSB accreditation review in the 2007-2008 academic year. However, we have changed the delivery mode for our BSBA program offered through ASU’s Distance Education Office, as described in Section 3.B. of this report.

3.E. Intellectual Contributions

The Walker College of Business mission supports “scholarship in practice, theory and pedagogy, and service activities that benefit the business discipline and the broader community.” In keeping with our mission, the portfolio of intellectual contributions reported in Table 2-1, Appendix A reflects contributions in all three areas. Over the last five years, our faculty members have produced over 500 peer reviewed journal articles and nearly 1,000 other intellectual contributions, an average of about 15 intellectual contributions per full-time faculty member. Table 2-2, Appendix B reflects the quality of our faculty’s peer reviewed publications.

The WCOB’s infrastructure supports faculty intellectual contribution development through its well-established faculty management policies, including recruitment, hiring, mentoring, evaluation, and reward systems, all of which are discussed in some detail in Section 4 of this report. In addition, the Dean has encouraged faculty to attend conferences and seminars, and recently created an additional source of financial support for faculty travel through the Dean’s Club travel grant program. The Dean also established a college-wide program to help defray faculty research expenses, funded by the Dean’s Club. Furthermore, several of our academic departments regularly host paper presentation series to foster intellectual contribution development. Finally, the Associate Dean for Graduate Programs and Research is developing a college-wide “research clusters” program to bring together faculty with similar areas of research interest for collaboration and discussion of ideas.
4. Participants

4.A. Students

Enrollment Trends

As is shown in the table below, enrollments have been relatively stable in the WCOB BSBA program, averaging 2198 students per year for the past five years. Mean SAT scores increased from 1097 in 2007-08 to 1123 in 2011-12, and degrees granted averaged slightly over 500 per year.

For the MBA, enrollments have grown dramatically from the low 20s to greater than 70. For Fall 2012, MBA enrollment is 83. Mean GMAT scores increased from 491 to 530. Degrees granted increased from 8 in 2007-08 to 63 in 2011-12.

For the MsAcc, enrollments averaged 52 students per year, mean GMAT scores remained steady at around 550, and degrees granted averaged 37.

<table>
<thead>
<tr>
<th>Key Enrollment Statistics</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean SAT Score – BSBA Admissions</td>
<td>1097</td>
<td>1106</td>
<td>1104</td>
<td>1120</td>
<td>1123</td>
</tr>
<tr>
<td>Mean GMAT Score – MBA Admissions</td>
<td>491</td>
<td>513</td>
<td>501</td>
<td>523</td>
<td>530</td>
</tr>
<tr>
<td>Mean GMAT Score – MSAcc Admissions</td>
<td>545</td>
<td>552</td>
<td>544</td>
<td>565</td>
<td>540</td>
</tr>
<tr>
<td>BSBA Enrollment (first major only), as of Fall semester</td>
<td>2162</td>
<td>2155</td>
<td>2220</td>
<td>2187</td>
<td>2267</td>
</tr>
<tr>
<td>MBA Enrollment, as of Fall semester</td>
<td>23</td>
<td>20</td>
<td>61</td>
<td>84</td>
<td>73</td>
</tr>
<tr>
<td>MSAcc Enrollment, as of Fall semester</td>
<td>36</td>
<td>60</td>
<td>61</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Degrees Granted – BSBA</td>
<td>504</td>
<td>538</td>
<td>492</td>
<td>479</td>
<td>566</td>
</tr>
<tr>
<td>Degrees Granted – MBA</td>
<td>8</td>
<td>28</td>
<td>30</td>
<td>45</td>
<td>63</td>
</tr>
<tr>
<td>Degrees Granted – MSAcc</td>
<td>24</td>
<td>36</td>
<td>52</td>
<td>36</td>
<td>39</td>
</tr>
</tbody>
</table>

Diversity

As mentioned earlier, diversity of the student body has been a challenge. We have seen modest improvements in our diversity profile over the last five years. As shown in the table below, in 2007-08, slightly more than 90% of our BSBA students self-identified as White, Non-Hispanic, and 99.3% were U.S. citizens/permanent residents. By 2011-12, these statistics were 86.5% and 99%, respectively. For the MBA program, enrollments went from 100% White, Non-Hispanic, U.S. Citizens/permanent residents in 2007-08 to 83.6% White and 97.3% U.S. Citizens/permanent residents. For the MsAcc, program, enrollments were 91.2% White, Non-Hispanic and 100% U.S. Citizens/permanent residents in 2007-08 to 92.6% White and 96.3% U.S. Citizens/permanent residents in 2011-12.

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6 For enrollments by major, please see http://irap.appstate.edu/sites/irap.appstate.edu/files/FB20122013_S34_1and2mjr_CB.pdf
Overall, ASU’s minority students represented 10.9% of the total student population in Fall 2007. This number rose to 12.3% in Fall 2011.

<table>
<thead>
<tr>
<th>Student, Self-Reported</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>90.6</td>
<td>88.5</td>
<td>88.8</td>
<td>87.0</td>
<td>86.5</td>
</tr>
<tr>
<td>U.S. Citizen/Perm. Resident</td>
<td>99.3</td>
<td>98.4</td>
<td>99.4</td>
<td>98.9</td>
<td>99</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>80</td>
<td>80</td>
<td>97.6</td>
<td>84.6</td>
<td>83.6</td>
</tr>
<tr>
<td>U.S. Citizen/Perm. Resident</td>
<td>80</td>
<td>97.6</td>
<td>97.6</td>
<td>92.3</td>
<td>97.3</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>84.5</td>
<td>88.5</td>
<td>98.4</td>
<td>97.7</td>
<td>92.6</td>
</tr>
<tr>
<td>U.S. Citizen/Perm. Resident</td>
<td>93.1</td>
<td>98.4</td>
<td>97.7</td>
<td>97.7</td>
<td>96.3</td>
</tr>
</tbody>
</table>

ASU and the WCOB have been concerned about lack of diversity and have instituted programs to bring about change. Appalachian’s Office of Admissions partners with the Division of Student Development to recruit and retain a diverse student body by co-hosting the Multicultural Prospective Student Weekend (MPSW). MPSW is designed to provide high school seniors with a firsthand view of Appalachian and the resources offered here. ASU’s Division of Student Development also sponsors the Diversity Scholars program, which is designed to recognize students who demonstrate academic excellence. The program not only recognizes merit in scholarship but also provides students with an opportunity to promote and embrace diversity on and off campus. Further, the University’s Office of Multicultural Student Development provides a venue for hosting exhibits, programs, activities and lectures on campus that seek to enhance the rich cultures that comprise our collective community.

In terms of student programming, the WCOB’s Brantley Risk and Insurance Center, with the support of a private donation from Liberty Mutual, began a program in 2009 called, “Building Insurance Talent,” or “BIT.” The goal of the BIT program was to recruit and retain talented diverse students to the Walker College of Business, and expose these high-potential students to opportunities within the insurance industry. The Brantley Center has used the initial Liberty Mutual donation and follow-up donations to provide student travel opportunities, student leadership events, and very successful “Shadow Days” to the Charlotte Liberty Mutual offices. As a result, the percentage of diverse students in the Risk Management and Insurance major has risen from 1% in 2010 to 11% in 2012.

In Fall 2012, the WCOB developed a funding proposal to expand the BIT program. If funded, the new program will be called “Business Industry Talent” and will create a diversity recruitment, retention, and assimilation initiative to attract the best and brightest incoming Appalachian State freshmen into the Walker College of Business (WCOB). We would hire a professional to run this initiative. The expected benefits would be to increase high-potential, diverse student majors within the WCOB, and expose them to professional opportunities within the business community.
The WCOB has also increased its efforts to internationalize the BSBA student body by adding degree program requirements and other co-curricular opportunities for students, as discussed in Section 3.B., Goal 3 of this report.

Finally, in an effort to more actively recruit diverse faculty who might bring life experiences relevant to underrepresented students, the WCOB joined the PhD Project in 2011-12.

Changes in Admission Criteria

- Several cycles of assessment data over the last 5+ years showed that BSBA students were not performing well in the analytical and problem solving skills area. Some of the lower level business core courses and Business Calculus are intended to develop such skills. In Spring 2011, the Undergraduate Curriculum Committee submitted a proposal to the Executive Committee to change the BSBA admission requirements. After considerable discussion, the Executive Committee approved an amended version of the proposal such that a C- or better in each of the lower level business core courses and in MAT 1030 are required for admission into the BSBA. Previously, a 2.0 or better average GPA across the core courses was required. The proposal was approved by the WCOB faculty and by the University’s Academic Policies and Procedures Committee in Fall 2011. The change became effective Fall 2012. Assessment data are not yet available to evaluate this change.

- Assessment results showed that our BSBA students were not demonstrating a competency in writing effectively, and ASU English professors found that the Writing Proficiency Test previously required for admission to the WCOB was not accomplishing its goal (it was essentially weeding out English as a Second Language (ESL) students). Therefore, we needed to reevaluate our curricular requirements related to business writing. In collaboration with the Business Writing faculty in the English Department, the Undergraduate Curriculum Committee developed curricular proposals to delete the Writing Proficiency Test as a BSBA admission requirement and add ENG 3100 (Business Writing) as a course prerequisite for all 4000 level business courses. We later worked with the English Department to establish ENG 3100 as the junior level General Education Writing in the Discipline course for all BSBA students. We also worked with the Business Writing faculty to create a WCOB Writing Expectations Policy. All changes were vetted through committees and approved in a faculty-wide vote. Curriculum proposals became effective Fall 2009. Since that time, assessment results have shown that students’ competency in writing effectively has improved significantly (see Appendix F for details).

Changes in Student Support Services

As discussed earlier in Section 3.B., the WCOB identified student support services as a top priority in recent years due to the changing economic climate. As a result, funds were raised to create the BB&T Student Leadership Center, and we devoted more resources to the existing Academic Advising Center and Career Services Center. All three of these in-house student support services areas are dedicated to fostering students’ academic and
professional development, leading them to success in the achieving their collegiate and post-graduate goals.

4.B. Faculty

Through our well-established faculty management policies, including recruitment, hiring, mentoring, evaluation, and reward systems, the Walker College of Business has been able to successfully attract and retain nearly all of our highly qualified faculty, despite a sustained four-year period of having little to no funds available to provide for faculty salary increases or establish new faculty positions.

Recruitment and Hiring

Appalachian’s Office of Equity, Diversity and Compliance (EDC) oversees all faculty recruitment and hiring practices at the University. EDC staff guide and monitor search and hiring procedures, affirmative action and equal opportunity compliance, recruitment and admission strategies, and the exit interview process. In most cases, faculty positions are advertised nationally for a minimum of 30 calendar days. The ad itself must contain certain elements identified by the EDC.

Once the job advertisement has been approved, the search committee is permitted to post the ad. The EDC automatically posts all EPA job announcements in three online locations: Appalachian’s Human Resources site, The Chronicle of Higher Education, and the North Carolina Employment Security Commission. In addition, academic departments are encouraged to advertise in discipline-specific outlets.

Once the search committee has been cleared to conduct on-campus interviews, they are asked to develop an interview schedule that follows a consistent format for each candidate and ensures an equitable process. After all candidates have been interviewed, the search committee meets to deliberate and vote on the candidate(s) who will be recommended for hire.

For a complete set of documents related to faculty hiring at ASU, please visit http://edc.appstate.edu/epa-hiring.

Mentoring

Mentoring opportunities begin on a faculty member’s first day on campus and continue across his/her career at the University. All faculty new to Appalachian are encouraged to attend a two-day Welcome and New Orientation, sponsored by the University’s Hubbard Programs for Faculty Excellence. Along with such topics as teaching and research; curriculum and advising; personal development; and media, information, and technology, this event also covers mentoring at Appalachian.

In addition to the University’s new faculty orientation, the WCOB also conducts an orientation for new faculty in the college each year. This one-day event includes a “getting to know you” segment, as well as a “getting to know your college” segment. The latter
covers all policies, procedures, and standards relevant to the faculty members’ success at the institution, including AACSB Standards and the University’s and College’s expectations for Promotion and Tenure, as well as the College’s requirements for maintaining academically qualified (AQ) and/or professionally qualified (PQ) status. The orientation also familiarizes new faculty with the College’s mission and strategic plan. Academic departments within the college help facilitate mentoring relationships for new faculty, in coordination with the University’s Hubbard Programs.

Evaluation and Reward Systems

The evaluation and reward systems in the Walker College of Business are formalized in the College’s Faculty Personnel Guidelines, along with the departments’ supplemental personnel guidelines. Links to these documents can be found online at http://business.appstate.edu/faculty-resources. All guidelines are consistent with those of the University, as set forth in the University’s Faculty Handbook, which is available at http://facultyhandbook.appstate.edu/.

- **Annual Review**

Sections I.C. and I.D. of the College’s Faculty Personnel Guidelines describe the annual (academic year) goal-setting process for faculty, through which the Department Chair and individual faculty members determine relative weights of the three required dimensions of performance: instruction, intellectual contribution, and service. This goal-setting, aligned with all College and University guidelines, then provides the primary basis for subsequent annual evaluation and merit-based compensation.

In terms of the faculty annual evaluation, the Faculty Personnel Guidelines describe minimum expectations, as well as what constitutes performance above expectations, for each of the areas of instruction, intellectual contributions, and service. Supplemental departmental guidelines further describe expectations at the department level.

In concert with the University’s uniform faculty annual reporting, faculty are required to update their accomplishments in instruction, intellectual contributions, and service through the Digital Measures reporting tool by March 15 each year. Near the end of each spring semester, the Department Chair consults with the Dean regarding the performance of departmental faculty members. After this consultation, each faculty member meets with his/her Chair for an evaluation conference prior to the end of the spring semester. During the meeting, the Chair and the faculty member discuss the faculty member’s accomplishments for the year, the extent to which current year goals were attained, and any problems perceived by either the faculty member or the Chair. The discussion is facilitated by the use of the WCOB Faculty Annual performance Appraisal Form. It is during this evaluation conference that Chairs also provide written feedback to non-tenured tenure-track faculty regarding progress towards tenure. The faculty member and the Chair also discuss workload assignment and goals for the upcoming year.

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7 See [http://business.appstate.edu/sites/business.appstate.edu/files/AppraisalForm1.pdf](http://business.appstate.edu/sites/business.appstate.edu/files/AppraisalForm1.pdf)
Through the use of the WCOB Faculty Annual Goal Form, the faculty member and the Chair arrive at an agreement concerning the faculty member’s goals and the distribution of effort and time among the three areas (instruction, intellectual contributions, and service) that is appropriate given individual, department, and College goals.

- **Merit Rewards**

The College’s policy on merit rewards and resource allocation is documented in the *Faculty Personnel Guidelines*. As stated in Section III of the Guidelines:

In order to qualify for merit salary increases, a faculty member must meet the minimum expectations established for instruction, intellectual contribution, and service. Faculty eligible for merit consideration will be rated by the department chairperson on the basis of relative performance in each of the three areas, taking into account the faculty member’s distribution of effort during the evaluation period.

Access to all departmental resources will be related to performance. Those faculty members who qualify for merit adjustments shall get priority consideration for other resources, such as travel funds, graduate assistant help, summer teaching opportunities, and favorable teaching schedules. Also, future workload assignments will be related to performance in previous evaluation periods.

- **Tenure and Promotion**

Sections I.A. and I.B. of the *Faculty Personnel Guidelines* describe expectations for tenure and promotion to the ranks of Associate Professor and Full Professor. These are accompanied by departmental supplemental guidelines. As with annual review expectations, all tenure and promotion guidelines are consistent with those of the University, as set forth in the University’s *Faculty Handbook*. As stated in Section 4.4.2. of the *Faculty Handbook* (July 2012 revision), “the decision to reappoint, promote or tenure a faculty member may be based on any factor(s) considered relevant to the total institutional interests, but those responsible for making the decision must consider the faculty member’s demonstrated professional competence, potential for future contribution, and institutional needs and resources.”

In terms of the governance of the tenure and promotion process, as is described in Section 4.1. of the *Faculty Handbook* (July 2012 revision), each departmental personnel committee (DPC), comprised of (a) at least four faculty members elected by the department’s faculty and (b) the department chair (non-voting), reviews the question of the granting of permanent tenure and/or promotion. The DPC makes a recommendation to the Department Chair, who in turn makes a recommendation to the Dean. The Dean then makes a recommendation to the Provost. All recommendations are accompanied by the results of the DPC’s vote, supporting material, and all documentation submitted to the DPC.

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8 See [http://business.appstate.edu/sites/business.appstate.edu/files/AnnualGoalForm.pdf](http://business.appstate.edu/sites/business.appstate.edu/files/AnnualGoalForm.pdf)
• Post Tenure Review

In addition to the annual review process and the reviews that occur for tenure and promotion, tenured teaching faculty are also subject to the University system’s post tenure review process, a comprehensive review to provide for the evaluation of all aspects of the professional performance of faculty whose primary responsibilities are teaching, and/or research, and/or service. As outlined in Section 4.7. of the Faculty Handbook (July 2012 revision), post tenure reviews occur at least once every five years. Any faculty member who receives an unsatisfactory rating in the post-tenure review is given the opportunity to improve performance. The faculty member’s Chair provides a written individual professional development plan for the faculty member, which includes a specific timeline including steps for improvement. The Chair is encouraged to assign one or more mentoring peers to the faculty member, and the Chair must hold a progress meeting with the faculty member on at least a semi-annual basis during the specified timeline.

Criteria Guiding the Development of Intellectual Contributions, Participating and Supporting Status, and Academic and Professional Qualifications

The College has well-established criteria that guide the development of intellectual contributions, participating and supporting status, and academic and professional qualifications. These criteria are documented in the College’s Faculty Personnel Guidelines and the College’s Standards for Faculty Sufficiency and Faculty Qualification. In addition, departmental supplemental guidelines delineate expectations at the department level. Where applicable, College criteria are consistent with the University’s expectations, as outlined in the Faculty Handbook.

• Criteria for Intellectual Contributions

Expectations for faculty production of intellectual contributions are described in the college’s Faculty Personnel Guidelines. As stated in Section I.A.2. of that document:

All tenured and tenure-track faculty members are expected to develop and maintain a program of intellectual contribution. This program can include discipline-based scholarship (creating new knowledge in one’s field), contributions to practice (influencing professional practice), and learning and pedagogical research (influencing teaching-learning activities). Important characteristics of intellectual contributions include the work being original, subject to peer review, and publicly available.

While both the quality and the quantity of intellectual contributions are important, the quality of the contribution is the more important criterion. Indicators of quality include publication in refereed academic and professional journals of the relevant discipline, the rigor of the peer review process, receipt of awards for professional distinction, peer recognition via membership on editorial boards, and significant external funding for research.

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9 See http://business.appstate.edu/faculty-resources for a link to this document.
Collaboration, both within and across disciplines, in the creation of intellectual contributions is desirable. Externally funded research which contributes to the body of knowledge or student development will be an indicator of achievement, especially when coupled with an associated intellectual contribution.

Effectiveness in intellectual contribution is an important component in merit compensation decisions and is a necessary, but not sufficient, component in promotion and tenure decisions.

Section I.D.2. of the Faculty Personnel Guidelines goes on to describe the College’s minimum expectations in the area of intellectual contributions:

To meet minimum expectations, performance evaluation in the area of intellectual contribution will be based on a faculty member’s tangible output in the most recent five-year period. Subject to these college guidelines, each department will set standards with regard to quality and quantity of intellectual contribution needed to meet minimum expectations. Department standards must be sufficiently rigorous to assure that a faculty member maintains his/her “academically qualified” status as defined in AACSB standards and college guidelines. Meeting annual minimum expectations in intellectual contribution is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.

Table 2-1 in Appendix A summarizes faculty intellectual contributions over the most recent five-year period. As is depicted in that table, our faculty members have been very active in scholarship, producing over 500 peer reviewed journal articles and over 80 other “quality publications,” including scholarly books, book chapters, and publicly available research reports for funded research projects of $10,000 or more. Other intellectual contributions total 876 and include published proceedings, research monographs, conference paper presentations, and faculty research seminars.

Criteria for Participating and Supporting Status

Criteria for participating and supporting status are described in the College’s Standards for Faculty Sufficiency and Faculty Qualifications. As stated in Section II of that document, a participating faculty member actively engages in the activities of the college in matters beyond direct teaching responsibilities, including service and/or research activities that help the school achieve its mission. A supporting faculty member only engages in direct teaching responsibilities (preparing, teaching, grading, and holding office hours) and there is not an expectation to be involved in other activities of the college.

Tenured, tenure-track, and full-time non-tenure track faculty members are normally expected to fall into the category of participating faculty members, and part-time non-tenure track faculty members are normally expected to fall into the category of supporting faculty members. The determination of a faculty member’s status as participating or supporting is based upon an annual review of the actual level of involvement of each faculty member.
Table 9-1 in Appendix C summarizes faculty participating and supporting status. As shown in that table, 99% of the faculty in the WCOB hold participating status. This is primarily because most of our faculty members are terminally degreed full-time tenured or tenure-track individuals. Also, most of our full-time non-tenure track faculty and some of our part-time non-tenure track faculty are highly engaged in service activities that support the mission of the college.

Criteria for Academically Qualified and Professional Qualified Status

Criteria for academically qualified (AQ) and professional qualified (PQ) status are also described in the College’s Standards for Faculty Sufficiency and Faculty Qualifications. As stated in Section III of that document, “Being academically qualified requires a combination of original academic preparation augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities; that is, activities that allow the maintenance of academically qualified status.”

The Standards for Faculty Sufficiency and Faculty Qualifications describes original academic preparation as typically a terminal degree in the teaching field, or a terminal degree in a related field plus additional preparation for the individual’s instructional responsibilities. It further describes what constitutes maintenance of AQ status for faculty and for full-time administrators.

- **For faculty:** A faculty member who meets the original academic preparation guidelines for being academically qualified will maintain academically qualified status if, over the most recent five-year period, he or she has completed at least three (3) quality publications or at least two (2) quality publications plus two (2) other maintenance activities. Definitions of “quality publications” and “other maintenance activities” are given on pages 5-7 of the document.

- **For full-time administrators:** A full-time administrator who meets the original academic preparation guidelines for being academically qualified will maintain academically qualified status if, over the most recent five-year period, he or she has completed at least five (5) professional development activities, with a minimum of one (1) activity per year. A full-time administrator may also maintain academically qualified status by fulfilling the expectations identified above for faculty. Definitions of “professional development activities” are given on pages 7-8 of the document.

Section III of the Standards for Faculty Sufficiency and Faculty Qualifications also states,

“Being professionally qualified requires a combination of original academic and professional qualification augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities; that is, activities that allow the maintenance of professionally qualified status.”

The document goes on to describe original academic and professional preparation as typically a master’s degree or higher in a field related to the area of instruction, plus at least
3-5 years of professional experience at a level higher than entry-level, within five years or less of the time of originally being hired to teach.

A faculty member maintains professionally qualified status if he or she successfully achieves a minimum of two (2) professional maintenance activities of significance in the most recent five-year period. Examples of maintenance activities are given on pages 9-10 of the document.

Tables 10-1 and 10-2 in Appendices D and E summarize faculty qualifications, development activities, and professional responsibilities, as well as relative deployment of qualified faculty. As is shown in these tables, almost all of our faculty are full-time, terminally degreed individuals. Far greater than 50% of the faculty in each department holds Academically Qualified status, and at least 89% of the faculty in each department holds either Academically Qualified (AQ) status or Professionally Qualified (PQ) status. Across all departments, 86% of the faculty holds AQ status and 94% of faculty members are either AQ or PQ.

The table below summarizes data from Table 10-2 across each of the last five years and reveals that, while there have been fluctuations from year to year and from department to department, overall, a substantial percentage of faculty within each discipline over time are academically and/or professionally qualified:

<table>
<thead>
<tr>
<th>Department</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>93</td>
<td>89</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>CIS</td>
<td>100</td>
<td>93</td>
<td>93</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>ECO</td>
<td>85</td>
<td>82</td>
<td>83</td>
<td>78</td>
<td>94</td>
</tr>
<tr>
<td>FBI</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>MGT</td>
<td>95</td>
<td>87</td>
<td>88</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>MKT</td>
<td>92</td>
<td>92</td>
<td>100</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>OVERALL</td>
<td>94</td>
<td>90</td>
<td>92</td>
<td>90</td>
<td>94</td>
</tr>
</tbody>
</table>

5. Assurance of Learning

5. A. Overview

Over the past five years the Walker College of Business (WCOB) has implemented a comprehensive set of assessment procedures across the three degree programs offered by the College: Bachelor of Science in Business Administration (BSBA), Master of Business Administration (MBA), and Master of Science in Accounting (MSAcc). As a result of findings from these procedures, the college has adjusted the content of several courses, added required courses to all three programs, and made changes to the curriculum structure, including tightening admission requirements, changing prerequisites for some courses, and making changes to the sequence of certain courses in the program of study.
Though each program has its own learning goals, assessment instruments, and assessment cycle, the overall WCOB assessment process can be summarized in the seven steps listed below. Groups with primary responsibility for each step are indicated in parentheses.

1. Establishment of Mission Statement and Learning Goals (multiple internal and external stakeholders)
2. Curriculum development (faculty)
3. Assessment of Learning (AoL) data gathering (WCOB Assessment Committee)
4. Data analysis, problem identification, and informal recommendations (WCOB Assessment Committee)
5. Assessment report review and development of formal recommendations (WCOB and/or departmental curriculum committee(s))
6. Review of formal recommendations (Executive Committee)
7. Vote on curriculum changes (faculty)

The figure below depicts the process.

**Explanation.** As of Fall 2012, the WCOB has a maturing assessment process which involves the faculty and faculty representatives across various committees, as well as other external and internal stakeholders. In general, responsibility for the AoL continuous improvement process encompasses the following groups and activities:

1. The Executive Committee has primary responsibility for the continuous improvement process. The Strategic Planning Committee and Business Advisory Council (BAC) are also involved in establishing the College’s Mission and Learning Objectives. Any changes require approval by a vote of the WCOB faculty.
2. Primary responsibility for monitoring and implementing the college’s BSBA AoL process rests with the WCOB Assessment Committee. The WCOB Assessment Committee is chaired by the Associate Dean for Assessment and is comprised of representatives from each of the college’s departments. Ex-officio members include the heads of the MBA and MSAcc programs as well as the Senior Associate Dean. The Assessment Committee meets regularly throughout the academic year. Committee members review and analyze the assessment data collected from students and develop preliminary recommendations to improve student learning when necessary. The data review and analysis take place during the summer. Faculty members receive stipends as compensation for their summer assessment work.

3. The results of the AoL data analysis, as well as the preliminary recommendations from the Assessment Committee, are shared with the Chair of the Curriculum Committee and other interested groups (e.g., the Executive Committee, Department Curriculum Committees, etc.) for evaluation. The Curriculum Committee generates formal recommendations when necessary. These recommendations are passed on to the Executive Committee.

4. Department-specific curricular changes require approval by one of the WCOB Curriculum Committees, the WCOB Executive Committee, and all relevant University Committees, including the Academic Policies and Procedures Committee. Significant changes to the College’s degree programs, such as changes to admission requirements or graduation requirements, are voted on by the entire WCOB faculty.

The following sections describe the learning goals, assessment approach, and resulting modifications made to each of the three WCOB programs (BSBA, MBA, and MSAcc).

5.B. BSBA Degree Program

5.B.1. BSBA Degree Program Learning Goals

In order to fulfill the WCOB mission to “offer high quality educational experiences preparing our students to be responsible, effective leaders and professionals in a rapidly changing, global environment.” The WCOB faculty and stakeholders have identified the following learning goals for our BSBA graduates.

1. **Students will think analytically to successfully solve problems:**
   - Students will be able to analyze situations and identify relevant information to logically solve problems.
   - Students will be able to identify possible alternatives and exercise sound judgment for decision making.

2. **Students will communicate effectively in writing and speech:**
   - Students will demonstrate effective oral communication skills necessary for a professional business environment.
- Students will demonstrate a competency in writing to effectively communicate in a professional business environment.

3. **Students will understand ethical issues and behavior:**
   - Students will recognize and analyze ethical dilemmas and propose solutions for practical business situations.
   - Students will exhibit behavioral intentions to act ethically.

4. **Students will possess functional business knowledge:**
   - Students will know the core concepts within each business discipline: accounting, economics, information technology, finance, management, and marketing.

5. **Students will be knowledgeable about the global environment of business:**
   - Students will understand global issues as they relate to business.
   - Students will understand practical aspects of international business such as foreign exchange management and the international monetary system.

6. **Students will demonstrate appropriate technology skills:**
   - Students will demonstrate proficiency using technology suited for business applications.
   - Students will exhibit a working knowledge of common software programs used in the business environment.

5.B.II. BSBA Degree Program – Summary of Current AoL Approach

Following is a synopsis of assessment activities since the last AACSB visit. The first step was developing the six year AoL plan establishing the assessment cycle for the BSBA program. The six year plan is outlined in the table below.

**BSBA Assessment: Six year plan (revised Fall 2009)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical/Problem solving</td>
<td>Oral communication</td>
<td>Analytical/Problem solving</td>
<td>Written communication</td>
<td>Analytical/Problem solving</td>
<td>Written communication</td>
</tr>
<tr>
<td>Written communication</td>
<td>Business knowledge</td>
<td>Ethical understanding</td>
<td>Business knowledge</td>
<td>Oral communication</td>
<td>Business knowledge</td>
</tr>
<tr>
<td>Ethical understanding</td>
<td>Global environment</td>
<td>Business knowledge</td>
<td>Global environment</td>
<td>Ethical understanding</td>
<td>Global environment</td>
</tr>
<tr>
<td>Business knowledge</td>
<td>Technology</td>
<td>Business knowledge</td>
<td>Technology</td>
<td>Business knowledge</td>
<td>Technology</td>
</tr>
</tbody>
</table>

The Assessment Committee determined that business knowledge by functional area (Learning Goal 4) should be measured every year. The committee was concerned that if Learning Goal 4 were not assessed every year, it would be difficult to recover from any “slippage” in our students’ performance. For other learning goals (analytical and problem solving skills, effective written and oral communication skills, understanding of ethical
issues and behavior, understanding of the global environment, and technology skills) an assessment cycle of at least two assessments in a given five-year accreditation period was implemented. For each learning goal, results are deemed acceptable if 75% or more of the students assessed meet or exceed expectations.

Following the plan outlined above, the table below summarizes student performance per year on each goal assessed. Appendix F offers details of the activities carried out each year and lists specific changes to the BSBA program that have resulted from issues identified in the assessment process.

BSBA Assessment Summary: Percentage of students meeting or exceeding expectations

<table>
<thead>
<tr>
<th>Goal/Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytical Prob. Solving</td>
<td>86%</td>
<td>76%</td>
<td></td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communication • Written</td>
<td>77%</td>
<td></td>
<td>87%</td>
<td></td>
<td>scheduled</td>
<td></td>
</tr>
<tr>
<td>• Oral</td>
<td></td>
<td>88%</td>
<td></td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ethical Understanding</td>
<td>75%</td>
<td></td>
<td>84%</td>
<td></td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>4. Business knowledge</td>
<td>74%</td>
<td>83%</td>
<td>83%</td>
<td>75%</td>
<td>79%</td>
<td>scheduled</td>
</tr>
<tr>
<td>5. Global Environment</td>
<td></td>
<td>50%</td>
<td></td>
<td>55%</td>
<td></td>
<td>scheduled</td>
</tr>
<tr>
<td>6. Technology1</td>
<td>51% (100%)</td>
<td>58% (100%)</td>
<td></td>
<td></td>
<td></td>
<td>scheduled</td>
</tr>
</tbody>
</table>

1 The first percentage reflects students who passed the Computer Proficiency Test (required for admission to the BSBA) on their first attempt. All who did not pass were required to enroll in CIS 2025 (now CIS 1026). The second percentage reflects students that passed the test after completing the course.

5.B.III. BSBA Degree Program “Closing the Loop” Activities

As noted in the table above, overall student proficiency shows moderate improvement over time. These improvements are attributed to several actions taken to shore up weak performance areas. Full details of assessment activities are included in Appendix F. Below are listed some “closing the loop” highlights from the five-year period.

Some examples of changes implemented due to assessment activities:

- The Educational Testing Service’s (ETS’s) Major Field Test in Business is used to assess our students’ functional business knowledge each year. In 2007-08, WCOB student scores on the accounting portion of the ETS exam were unsatisfactory. Accounting majors scored in the 95th percentile. However, non-accounting majors scored very poorly. For example, CIS majors scored in the 25th percentile, Marketing majors in the 35th percentile, and Management majors in the 45th percentile. When these results were presented to the Executive Committee and the Undergraduate Curriculum Committee, the ensuing discussion identified two factors possibly responsible for the low scores: (1) the first required accounting course was taught in the freshman year, and (2) the course included business majors...
as well as non-business majors. In response, the first accounting course required for business majors was moved to the sophomore level (ACC 2100) and an additional course (ACC 1050) was created at the freshman level for non-business majors. This allowed the accounting course for business majors to cover material in greater depth and reduced the amount of time between the accounting course and graduation. Accounting scores in several majors remained low for the following three years until students admitted under the changed catalog (who took the renumbered ACC 2100) became seniors in 2011-12. Accounting ETS scores then improved significantly across-the-board. The lowest accounting scores were the Management and Marketing majors, but instead of the 45th and 35th percentiles, both majors scored at the 73% percentile (CIS majors were at 87%).

- Scores on written communication in 2007-08 were a concern. Faculty teaching classes that required students to write papers commonly expressed dissatisfaction about the writing ability of students, and assessment results confirmed that almost one in four of our graduates were deficient in this area. ENG 3100 (Business Writing) was made a pre-requisite to all 4000 level business courses to help deal with this deficiency. When the writing assessment was done in 2010-11, 87% of students met or exceeded expectations in written communication. In order to further investigate the validity of the assessment results, an English professor who teaches the Business Writing class was hired to do an independent assessment of business students’ writing – using the same rubric. She concluded that 85% of business students met or exceeded expectations in 2010-11.

- The Walker College of Business Mission Statement specifically indicates our goal of preparing students to succeed in a rapidly changing global environment. The fact that only 50% of students met our global criterion in 2008-09 was a cause of concern. As a result, the WCOB implemented a “Global Issues” requirement for all WCOB students. This requirement is intended to develop a global perspective in our students that goes beyond international business knowledge. Under this requirement, every student must demonstrate that a global experience has been part of his/her program of study. As discussed in previous sections, the requirement can be met in a variety of ways – from an upper level language class taken at ASU to a study abroad program anywhere in the world. The impact of the “global issues” requirement will not be felt until students entering under that catalog requirement are assessed in 2012-13. In the meantime, we have boosted the number of short-term international programs offered by the College (with new programs to Brazil, Vietnam, Thailand, Cuba, Panama, and Malawi, among others) and added a new position, International Programs Coordinator, to the WCOB staff. We believe these interim steps contributed to the modest improvement seen in the 2010-11 Global score (our students also scored in the 90th percentile on the International Business portion of the ETS that year).

- Many of our assessment activities originally took place in MGT 4750, Strategic Management. However, assessment activities took class time and detracted from faculty’s ability to cover course content. Further, the College did not have satisfactory measures for “analytical problem solving” that could be consistently applied across all sections of MGT 4750. Consequently, in 2007-08 the college created BUS 4000 (Business Capstone Experience) and made it a required course for all seniors during their semester prior to graduation. This year, 2012-13, marks
the first year our seniors (who were admitted under the catalog including BUS 4000) are required to take the course. They are now all participating in the Business Strategy Game, a computer simulated management exercise that will be used to assess problem solving skills. BUS 4000 is now the venue where assurance of learning data are gathered for other learning goals as well.

- The Walker College of Business mission requires that the quality of the educational experiences we provide our students be consistently monitored. We are confident that the content of the education our students receive is very strong. Our students’ scores on the ETS exam administered in 2011-12 place the Walker College of Business in the 93rd percentile compared to other institutions who also administer the ETS exam. In 2010-11, we decided to begin administering the Educational Benchmarking Institute (EBI) survey to our students to track the quality of our program in additional areas. Though not a direct measure of student learning, the EBI survey allows our College to compare other dimensions of our students’ “educational experiences” to the experiences of students at peer institutions. The following chart shows the results comparing the WCOB (“Your institution”) to the scores for six institutions whom we identified as our peers (“Select 6”), to all institutions in our Carnegie class, and to all institutions administering the EBI survey. The findings from the EBI survey further demonstrate and help track the quality of WCOB educational experiences. Scores are based on a seven point Likert scale. Higher scores indicate higher levels of student satisfaction.

A comprehensive year-by-year list of all loop-closing activities, as well as the AoL process results that led to their adoption, is included in Appendix F.
5.C. MBA Degree Program - Assurance of Learning
5.C.I. MBA Degree Program Learning Goals

In order to fulfill the WCOB mission to “offer high quality educational experiences preparing our students for life-long learning and leadership responsibilities in a dynamic, global environment,” the WCOB faculty and stakeholders have identified the following learning goals for our MBA graduates.

1: Functional Business Disciplines:
1A: Students will demonstrate an interdisciplinary understanding of relevant business disciplines.
   - Students will demonstrate conceptual understanding and mastery of concepts, principles and knowledge related to accounting, finance, management, marketing, and strategic integration.
1B: Students will apply knowledge to integrate and solve problems in changing and unfamiliar environments.
   - Students will exhibit the ability to analyze and synthesize information from theoretical situations.
   - Students will apply knowledge of the functional areas of business in effective decision making.

2: Leadership Skills: Students will demonstrate an understanding of the leadership skills necessary to foster team effectiveness for making decisions and accomplishing goals in a business environment.
   - Students will demonstrate facilitation and organization skills.
   - Students will identify effective leadership methods.

3: Business Ethics: Students will demonstrate an ability to recognize and evaluate ethical dimensions of business decisions, probable outcomes and effects on stakeholders.
   - Students will identify ethical dilemmas and support the identification with relevant facts.
   - Students will identify stakeholders and articulate the role and responsibility of businesses in relation to the stakeholders and their ethical involvement.
   - Students will be able to articulate an ethical course of action and proper supporting facts.

4: Professional and Communication Skills: Students will demonstrate effective professional and communication skills.
   - Students will communicate complex ideas and points of view clearly and concisely.
   - Students will demonstrate the ability to make use of the conventions regarding the genre of business communication while efficiently attending to the needs of the audience.
5: Global Business Environments: Students will demonstrate knowledge of the issues involved in conducting business in a diverse, global environment.

- Students will be able to provide a thorough and accurate analysis of the differences in cultural among diverse business environments.
- Students will clearly demonstrate the ability to frame management decisions, recommendations, and implementation actions in the context of global opportunities and challenges providing supportive reasoning for their decisions.

5.C.II. MBA Degree Program – Summary of Current AoL Approach

Following is a synopsis of assessment activities since the last AACSB visit. The first step was developing the six year assessment plan establishing the assessment cycle for the MBA program. The six year plan is outlined in the table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Skills</td>
<td>Leadership Skills</td>
<td>Professional and Communication Skills</td>
<td>Professional and Communication Skills/Written</td>
<td>Leadership Skills</td>
<td>Professional and Communication Skills</td>
</tr>
</tbody>
</table>

The assurance of learning plan in place for 2007-08 and 2008-09 called for each learning goal to be assessed in the spring semester of every year. Beginning in 2009, the Assessment Committee determined that functional business knowledge (Learning Goal 1) should be measured every year. The committee was concerned that if Learning Goal 1, were not assessed every year, it would be difficult to recover from any slippage in our students’ performance. Other learning goals (leadership skills, business ethics, professional and communication skills, and global business environments) were to be assessed no less than every other academic year. However, the two year cycle does not limit a goal from being assessed more than once within the two years. Beginning in the assessment year 2012-2013, the MBA program will assess each of the five goals at least once per academic year. For each learning goal, results are deemed “acceptable” if 75% or more of the students assessed meet or exceed expectations.
As discussed on page 7 (Section 2) of this report, the Peer Review Team for the last AACSB maintenance visit in January 2008 identified low enrollment in the MBA program as a concern that must be addressed. Based on this concern, the WCOB devoted significant attention in 2008 and 2009 to determining the viability and structure of the MBA program, including whether the MBA program should be continued. Therefore, the only learning goal that was assessed in 2007-2008 and 2008-2009 was Functional Business Disciplines. By the end of 2008-09, the Executive Committee, in conjunction with the Business Advisory Council, determined that the MBA program could be viable, if revamped. Thus, we returned to our formal assessment plan.

The table below summarizes student performance per year on each goal assessed. Appendix F offers details of the activities carried out each year and lists specific changes to the MBA program that have resulted from issues identified in the assessment process.

MBA Assessment Summary: Percentage of students meeting or exceeding expectations

<table>
<thead>
<tr>
<th>Learning Goals/Year</th>
<th>Old MBA program 2007-08</th>
<th>Transitional MBA Program 2009-10</th>
<th>Learning Goals/Year</th>
<th>New MBA Program 2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Business Disciplines</td>
<td>77%</td>
<td>84%</td>
<td>Functional Business Disciplines</td>
<td>84%</td>
<td>72%</td>
<td>scheduled</td>
</tr>
<tr>
<td>Integration</td>
<td></td>
<td></td>
<td>Leadership Skills</td>
<td></td>
<td>46%</td>
<td>scheduled</td>
</tr>
<tr>
<td>Business Ethics</td>
<td>79%</td>
<td>Business Ethics</td>
<td>94.4%</td>
<td>scheduled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Comm/Oral</td>
<td>70%</td>
<td>Oral Comm. Written Comm.</td>
<td>76%</td>
<td>84.7%</td>
<td>88.9%</td>
<td>scheduled</td>
</tr>
<tr>
<td>Global Business</td>
<td>80%</td>
<td>Global Business</td>
<td>80%</td>
<td>scheduled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.C. III. MBA Degree Program “Closing the Loop” Activities

Some examples of changes implemented due to assessment activities include:

- **Oral Communication** - The 2009-10 assessment of the oral communication component of Goal 4, Professional and Communication Skills, showed that only 70% of our students were meeting our expectations for this component. The Graduate Curriculum Committee recommended changing the requirement that our zero-hour executive skills course be taken once before graduation to require students to take it every semester. This course includes a variety of activities to promote better leadership, communication, networking, and other skills an executive needs to be successful. We also added training specifically designed to increase oral communication. This change went into effect in the Fall 2010, and our 2011-12 assessment data show that the students meeting expectations increased to 84.7%.
Leadership Application - Leadership is a key goal for our MBA students. In the past, we have arranged for an outside consultant, a principal with A.T. Kearny, to conduct an in-depth leadership simulation exercise and assessment with our MBA students. Students were assigned to teams and given very intense business problems to solve, competing with other teams. During the competitions, students were individually assessed on leadership qualities as they emerged. Each individual was assessed multiple times throughout the event. Results indicated that students were struggling with confidence, interpersonal issues, listening, and staying on task.

After reviewing the assessment data, the Graduate Curriculum Committee made three recommendations:

1. Students should be rated by multiple observers, and the average score attributed by reviewers should be used in the assessment process.
2. Greater emphasis should be placed on developing leadership ability in the new “Executive Skills” class.
3. To ensure that leadership skills are not merely an intellectual understanding, students should be required to learn and practice these skills in real world situations. This could take the form of an internship, practicum, or other activity for a business or organization.

All three recommendations were approved and went into effect in Fall 2012. Results of the 2012-2013 assessment cycle will indicate the impact of these recommendations on the students’ leadership skills.

Other curricular and programmatic changes related to AoL include:

- Goal change proposed and approved in order to more clearly focus on higher level skills required of Master’s level students.

  Previous Goal: 1: Functional Business Disciplines
  A. Students will demonstrate competence in each of the functional areas of business: accounting, economics, finance, management, marketing, operations, and information systems.
  B. Students will demonstrate an ability to integrate the functional areas of business

  New Goal: 1: Functional Business Disciplines
  A. Students will demonstrate an interdisciplinary understanding of relevant business disciplines.
  B. Students will apply knowledge to integrate and solve problems in changing and unfamiliar environments.

- Creation of a required course, MBA 5820 (Executive Skills), in which students gain formal and informal training to better equip them with the tools to achieve Goals 2 and 4.
• Addition of concentrations (economics, sustainable business, general management, and international business) as well electives to allow students to become more specialized in the functional areas of business (improve performance on Goal 1).

• Implementation of one hour ethics and law modules into the required curriculum to give students in depth knowledge about business ethics and applications in the real world (improve performance on Goal 3)

• Offering more international trips at various times throughout the academic year to give students additional opportunities to participate in international experiences (strengthen performance on Goal 5).

A comprehensive year by year list of all loop-closing activities, as well as the AoL process results that led to their adoption, is included in Appendix F.

5.D. MS in Accounting Degree Program – Assurance of Learning

5.D.I. MS in Accounting Degree Program Learning Goals

1. Students will demonstrate written and oral communication skills appropriate for the profession.
   - Objective 1: Students will demonstrate competence in business and/or professional writing.
   - Objective 2: Students will demonstrate effective oral communication skills.

2. Students will demonstrate an awareness of ethical considerations facing the profession.
   - Objective 1: Students will implement a framework for ethical decision making.

3. Students will demonstrate technical competence in advanced accounting topics.
   - Objective 1: Knowledge of topics associated with business combinations and consolidated reporting.
   - Objective 2: Knowledge of accounting for partnerships.
   - Objective 3: Knowledge of accounting for foreign transactions and operations.

4. Students will demonstrate research and analytical skills related to their chosen concentration.
   - Objective 1: Students will demonstrate proficiency in the electronic retrieval of information.
   - Objective 2: Students will demonstrate critical thinking skills.
5.D.II. MS in Accounting Degree Program – Summary of Current AoL Approach

The MSAcc differs from the MBA program in that it is housed in a single department (Accounting). The entire assessment process for the MSAcc program is faculty-driven. Only after the assessment results have been presented, discussed, and reviewed by the entire Accounting graduate faculty are they included in the MSAcc assessment report. Detailed meeting minutes, exhibits, rubrics, and assessment artifacts are included in the MSAcc Assessment Report.10

The MSAcc graduate faculty has established that assessment be done each semester every other calendar year. In that manner, assessment occurs every academic year, and it is straightforward to determine what is to be assessed for a particular time period.

Assessment of the goals occurs in individual classes associated with each track in the program (“General” or “Tax”). In this manner, student learning can be assessed within the context of the requirements of a specific area of expertise. The table below indicates the schedule on which each learning goal (LG) and learning objective (LO) is to be measured on even-numbered calendar years (2012 is used as the most current example).

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>LG 1</th>
<th>LG 2</th>
<th>LG 3</th>
<th>LG 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written and oral communication skills appropriate for the profession</td>
<td>Awareness of ethical considerations facing the profession.</td>
<td>Technical competence in advanced accounting topics.</td>
<td>Research and analytical skills related to their chosen concentration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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5. D.III. MS in Accounting Program “Closing the Loop” Activities

Some changes made to the content of the MSAcc program as a result of the AoL process are listed below. A full discussion of the assessment results and changes made in the program over the last five years is included in Appendix F.

10 The MSAcc Assessment Report will be available in the document room for the PRT visit.
Changes made in ACC 5580:

- Student writing and format guide was adopted (strengthen performance on Goal 1). This resulted in an increase of students meeting or exceeding expectations in the Grammar Trait of Goal 1 from 76% in Fall 2008 to 85% in Fall 2010.

- Additional writing assignments were integrated into the curriculum (strengthen performance on Goal 1). This resulted in an increase of students meeting or exceeding expectations in Goal 1, Learning Objective 1, from 81% in Fall 2006 to 91% in Fall 2007, 90% in Fall 2008, and 85% in Fall 2010.

Changes made in ACC 5390 and ACC 5580:

- More emphasis was placed on identifying stakeholders in case analysis and an increase was made in the number of examples of ethical dilemmas discussed in class (strengthen performance on Goal 2). This reduced students not meeting expectations in ACC 5390 Goal 2, Learning Objective 1, from 14% in Fall 2008 to 10% in Fall 2010.

- Practice exercises/assignments in which students are asked to identify the ethical dilemma in a case were integrated in to the course (strengthen performance on Goal 2). This reduced students not meeting expectations in ACC 5580 Goal 2, Learning Objective 1, from 31% in Fall 2006 to 0% in Fall 2007, 10% in Fall 2008, and 0% in Fall 2010.

Changes made in ACC 5590:

- Additional time was spent on fair value adjustments in years following the year of acquisition (strengthen performance on Goal 3). This reduced students not meeting expectations in ACC 5590 Goal 3, Learning Objective 1, from 16% in Summer 2008 to 4% in Summer 2010 and 11% in Summer 2012. The Summer 2012 data showed that students were continuing to have trouble computing noncontrolling interest (NCI) income for upstream and downstream sale cases. From this, an action proposed to be taken in Summer 2013 is the addition of a clear numeric example that reinforces the differences in calculations of upstream versus downstream cases.

- A partnership example was developed that showed how the income statement is allocated, based upon bonuses and a residual, to three partners (and showing the closing entry the partnership makes to transfer the partnership’s net income to the partners’ capital accounts) (strengthen performance on Goal 3). This reduced students not meeting expectations in ACC 5590 Goal 3, Learning Objective 2, from 19% in Summer 2010 to 13% in Summer 2012. A proposed action to be taken in Summer 2013 is to add a second version of the new example where the partnership’s net income becomes a loss.

- Additional attention was given to the proper accounting for foreign currency transactions (e.g., purchases and sales of inventory) at all of the important dates.
(strengthen performance on Goal 3). This reduced students no meeting expectations in ACC 5590 Goal 3, Learning Objective 3, from 8% in Summer 2010 to 4% in Summer 2012.

6. Other Material: Points of Pride

As is evident in previous sections of this report, we have many relative advantages and strengths. True to our mission, our productive and engaged faculty members are offering our students high-quality educational experiences, both in the classroom and through a number of co-curricular and extra-curricular activities. We have an outstanding student support services structure that fosters students’ achievement of their collegiate and post-graduate goals. Through the support of our generous donors, we have the resources to achieve our strategic goals.

While the WCOB has many specific points of pride for the last five years, below are a few recent items that were not explicitly covered elsewhere in this report.

- Research Papers in Economics (RePEc) named the WCOB Economics Department among the top 25 percent of US Economics Departments, as of July, 2012. The WCOB Economics Department is also ranked among the top ten percent in the fields of Environmental Economics and Experimental Economics.
- The WCOB Risk Management and Insurance program was listed as the 5\textsuperscript{th} largest in the nation for 2011-12 by \textit{Risk Management} magazine.
- For each of the past four years, undergraduate members of the Bowden Investment Group (BIG) have competed in the N.C. Chartered Financial Analyst Society Research Challenge against graduate students from schools such as Duke, Wake Forest, and UNC-Chapel Hill. The BIG team won the competition in both 2009 and 2012.
- For the past two years, the WCOB Chapter of the Association of Information Technology Professionals (AITP) has received the AITP National Chapter of the Year award, outperforming more than 200 student chapters from 45 states.
- In 2010-11, the WCOB Pi Sigma Epsilon chapter received the “Top Silver Chapter” award at its national convention.
- Six members of the WCOB Project Management Club won one first place and two second place awards during the Third Intercollegiate Project Management Triathlon, held April 2012.
- The ASU chapter of the national accounting honorary society Beta Alpha Psi earned superior chapter status for the 20th consecutive year in 2011-12.

As we close the current cycle of maintenance of accreditation, we look forward to another five years of continuous improvement.