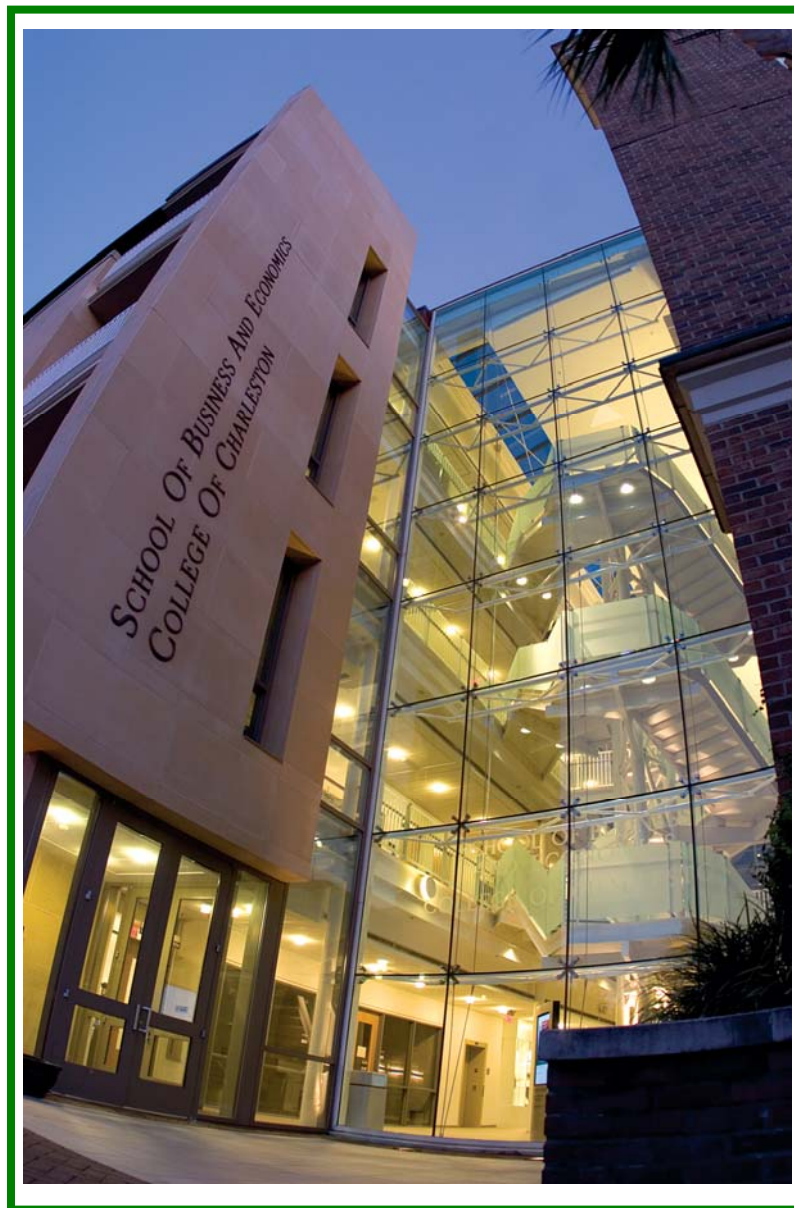


COLLEGE of CHARLESTON

SCHOOL OF BUSINESS
AND ECONOMICS



Annual Report 2006-07

Academic year 2006 - 07 brought continued growth and change to the School of Business and Economics (SBE). Business schools today are mission driven organizations challenged to lead business practice through high quality programs for students and to serve the needs of their business and community stakeholders. A revised Mission and Values was ratified by the faculty following an 18 month process that included discussions with faculty, students and business stakeholders. In addition to revising our mission and values statement we reconfirmed our strategic values and goals.

Mission

The School of Business and Economics is dedicated to creating and facilitating educational experiences that provide our students with the knowledge and skills necessary to be lifelong learners and managers, and to be socially responsible in the global economy.

Values

The School of Business and Economics values are to foster:

- Ethical business practices and social responsibility
- Global awareness
- Respect for cultural diversity
- Leveraging the most current technology and understanding its applications
- Entrepreneurial spirit

Programs

The School of Business and Economics programs:

- Primarily undergraduate focused, increasingly targeted to the economy of our region
- Student focused, striving to provide premier business and economics education that builds upon the strong intellectual foundation of the College's liberal arts and sciences environment
- A masters in accountancy is directed toward students seeking to enter the profession of accounting.

Vision and Strategic Goals

- Program of Choice in South Carolina
- Nationally recognized faculty & programs
- Resource for region's economic development

Strategic Objectives

- A culture of excellence in everything we do
- Student oriented as a School and faculty
- Nationally recognized faculty of teachers/scholars
- Distinguished programs
- Strongly linked to the Charleston economy - Economic Partnership Initiative

- Global in perspective
- Strong communication links with stakeholders
- Resources from state and private sources to fund vision

(Revised February 13, 2007)

Our mission, values and goals drive our programs and provide the basis for our actions. The actions are accomplished through the development of distinctive capabilities for

- People - students, faculty and staff
- Instruction and programs
- Research and scholarship
- External relations with our stakeholders
- Internal operations that allow us to achieve transparency and achieve excellence

In academic 2006-7 we continued to focus our efforts on our goal of excellence as a school of business and economics that is student centered with a strong faculty of teacher –scholars. Central to achieving this goal are our programs of learning assessment, program benchmarking, resource development and our economic partnership linked to economic development.

1. Learning Centered Assessment: A learning goals based **assessment program** was initiated in 2005-06. The Educational Benchmarking Incorporated (EBI) test for management and business knowledge was administered to graduating seniors for core area comparison to baselines. For a full report on the assessment program, please refer to Appendix A.

2. Benchmarking- One of our strategies for excellence is to have faculty and staff involved with key programs and initiatives visited benchmark institutions during the year. John Clarkin and Molly Lipka visited Student Managed Enterprise programs at the University of Colorado and University of Dayton, August 2006.

3. Diversity Initiative - The School is committed to diversity in its programs and people. This effort includes diversity within our cultural context as a public university in South Carolina. Charleston is also historically a very globally oriented port and multicultural community with rich cultural traditions. In addition, one of our School values is also to foster global awareness and we have made a number of significant accomplishments in that area.

DIVERSITY INITIATIVE

Our efforts toward diversity include developing a racially and ethnically diverse faculty and student population, supporting faculty activities that add to our cultural understanding, and offering programs that enhance this understanding for our students, community and state. We use the Global Footprint model to assess much of our diversity initiatives. SBE has a faculty member who serves as the international business director who is charged with assisting incoming and outgoing students, nurturing international activities for faculty and students, and working closely with our campus Office of International Education and Programs. In addition, a number of “diversity” efforts target economically related socio-cultural issues in our region.

Faculty and Staff: We have made tremendous progress in faculty diversity over the past three years. We hired three African-American faculty members as well as a number of foreign-born faculty. Currently, our approximately 65 full time faculty members include 15 females (two of whom are African-American), four Hispanics, one Egyptian, one Canadian, one Frenchman, and 3 Asians. Fourteen were either foreign born or educated overseas. Our incoming faculty (Fall 2007) will add one African American and an Asian professor to these numbers. Three members of our staff of 14 are African-American. Approximately a third of our faculty traveled abroad this year as well either presenting papers or conducting research overseas. When recruiting faculty, the Chronicle of Higher Education is used to post position vacancies. In addition, the College of Charleston’ Office of Minority Affairs assists department chairs in identifying historically African-American degree granting institutions (terminal degrees) for position advertising.

Students: Approximately 20-25% of international students are enrolled in SBE courses. In addition, over 20% of College of Charleston students studying abroad in the various programs available to them are SBE majors. During the 2006-07 academic year, 21 students from SBE received grant funding initiated by the SBE international business director for study abroad. Approximately 8.5% of students who completed our Spring ETS testing (although a number left this item blank) reported that they were from an ethnic group other than white. During the 2006-07 academic year, 13.8% of degrees awarded were to non-white SBE students.

Programming: SBE offers a number of organized study abroad initiatives. Each year students in our Global Logistics program travel to Amsterdam and this year one of our management professors escorted a group of students on a travel study program to Germany, France and Belgium. Additional travel study classes have included Brazil, China, Ireland, and Eastern Europe. SBE offers 12 global business courses (one in Managing Diversity) across the disciplines of management, marketing, finance, economics, decision sciences, business law and transportation. Our International Business Major, which requires students to complete a language, culture or global minor, is quite popular with our students with over 200 majors. In addition to the large number of cooperative programs sponsored by the College of Charleston campus, SBE has specifically articulated programs with universities in Canada, Mexico, Brazil, Austria and Denmark.

International programs

In her capacity as the International Business Program Director, Dr. Rene Mueller has obtained a series of federal grants for the College (often in cooperation with other US and foreign schools to support

student and faculty travel) as specified in a previous section. Four such grants are in effect at the time of this application and one other is under review.

Local and community programs

Our Tate Center for Entrepreneurship has developed and cosponsored a number of programs to enhance the economic well being of diverse populations. These efforts include a cooperative relationship with the **Center for Women** and programs that encourage minority economic development. The Center offers programs for the African-American community through **YEScarolina** and **NFTE** among others. These non-profit organizations have a mission to educate teachers about entrepreneurship. The School was a founding partner in YEScarolina and is one of two sponsoring universities in the State. Following a one week entrepreneurship training program, high school teachers are monitored for a year as their students prepare business plans and for a business competition. The program culminates in a series of “bizcamps” the following summer. Our SBE representative, along with some of our students, hold site visits for program introductions to a number of state-wide schools, many of which are selected because of their minority representation. Working directly with the students on campus in the summer (first one this summer) may also serve as a valuable recruiting tool for minority students. In addition, our SIFE team hosted a Global Entrepreneurship month in November, 2006 which included panel discussions on global entrepreneurship, international trade and the breakdown of stereotypes in Africa, Latin America and Asia.

In addition, a number of our faculty are involved in various initiatives dealing with diversity issues. Some examples are:

- Finance professor Jocelyn Evans participated in the KPMG minority Ph.D. association program.
- Management professor Laquita Blockson conducted a workshop for the Upward Bound program in June 2007.
- Entrepreneurship professor John Clarkin won the Multicultural ExCel Award - 2007 for his work with minority student groups.

SBE partners with numerous international firms (BMW, AstenJohnson, DaimlerChrysler, South Carolina Ports Authority, Orient Overseas Container Line (OOCL), Robert Bosch Inc., The U.S. State Department (Cuba) and the South Carolina World Trade Center, to name a few. A new Global Trade Initiative, in cooperation with the South Carolina World Trade Center, will further our efforts to globalize our programs.

ECONOMIC PARTNERSHIP INITIATIVE

The **Economic Partnership initiative** is key for acquiring resources through state funding which allows us to develop strategic programs and outreach initiatives in the School of Business and Economics. This partnership links the School with the needs of the business and economic community in the low-country and state through what is termed “below the line” funding (funding that is not part of the state’s higher education formula). This funding, provided directly by the SC Legislature, was a core resource for developing our program in Hospitality and Tourism Management in 2004, and was expanded to include Small Business and Entrepreneurship in 2005 with recurring appropriations. The program was further expanded to fund our Real Estate Program in 2006 with a non recurring appropriation, as well as to provide additional funds for establishing the Hospitality and Tourism Department’s Office of Tourism Analysis in cooperation with the Charleston Area Convention and Visitors Bureau and the Charleston Metro Chamber of Commerce. These programs received recurring status in the 2007-08 budget. Funding on a recurring basis was approved for the Global Trade Initiative in 2007-08. Total direct support through legislative appropriation for our economic partnership programs will total \$2,098,550 for 2007-08

The Economic Partnership programs are a continuing part of the School’s strategy for strengthening its students’ learning opportunities while engaging and serving the business community and supporting the economic development of the state and region. The partnership supports the state by providing ideal opportunities for education, research and enhanced entrepreneurial activity. Through the programs we develop, the College is also able to further economic development and expand opportunities for all citizens of the low-country.

Hospitality and Tourism Management

The initial below the line support was for the program in **Hospitality and Tourism Management**. (\$395,000) in 2004-05. With this support we established a department and major in Hospitality and Tourism and expanded the faculty from 2 to 5, adding administrative and research support. The Hospitality and Tourism major now has approximately 220 students. Support from the business community allowed the Department to hire an internship coordinator this year. Through this innovative agreement the hospitality community has pledged to support the position for four years after which the College will provide full funding for the position. In addition, the **Office of Tourism Analysis** funding (\$150,000 begun in 2006) supports one faculty researcher and a staff person to assist in research as well as for developing community relations. The Office of Tourism Analysis (OTA) provides important research support and leadership to the local tourism industry, as well as offering tangible benefits to tourism officials statewide. The Charleston Area Convention and Visitors Bureau relies upon OTA as an integral tool in assisting them to manage the local industry. The OTA conducts ongoing research for the local area and for organizations across the state. After only two years, the OTA has become the premier provider of tourism research within the State of South Carolina. A partial list of current studies is included at the end of this report.

Entrepreneurship and Small Business

With the support of \$591,550 for the **Entrepreneurship and Small Business** program we established the Department of Management and Entrepreneurship, a concentration in Entrepreneurship and Small Business, and greatly expanded our community outreach programs for students and local businesses. We have increased the faculty for the program from one to six. The new resources we have acquired in both funding and faculty have dramatically expanded the scope of our course offerings in the area and have allowed us to introduce a concentration in Entrepreneurship and Small Business Management.

Funding and staff support has allowed us to greatly expand the work of the **Tate Center for Entrepreneurship**.

We currently run the following programs through Tate:

- Student Managed Enterprises
- Students in Free Enterprise (SIFE)
- Youth Entrepreneurship South Carolina (YEScarolina)
- Entrepreneurs-in-Residence program
- Family Enterprise Forum
- Franchise Management Program
- Women in Business initiative in cooperation with the Center for Women
- Accounting Continuing Professional Education – ACPEN
- MIT Enterprise Forum

Real Estate Program

The **Real Estate Program** within the School of Business and Economics meets the needs of the complex, ever changing real estate industry by leveraging programs and courses within the College of Charleston as well as outside institutions. Strong growth in the real estate industry has brought economic prosperity to many areas of South Carolina. This has translated into increasing demand for employees with a strong, focused undergraduate education in real estate. It also demands an understanding of the political, business and environmental issues required for future development. The School's program will emphasize a real world approach including experimental learning through industry internships and direct industry participation. Local leaders in the industry have expressed the need for and willingness to support a real estate program at the College.

Direct funding of \$612,000 was first provided as non-recurring last year and made recurring for this year supports three faculty members and two staff in the area. Two faculty members joined the school last year. A third will serve as director of the center and will be recruited this fall. A number of new courses have been developed and a Concentration in Real Estate is in the approval process.

The program is a public private partnership with a \$1,000,000 endowment from The Carter Family to establish the Carter Center for Real Estate at the College.

Global Trade and Resource Center

The **Global Trade and Resource Center** will expand our initiatives in the areas of global competition, trade, logistics and supply chain management. These together comprise areas of vital importance for our region in today's "flat" global economy. New, recurring funds were provided to expand our offerings in Global Trade through a collaborative partnership with the South Carolina World Trade Center (SCWTC), and in support of related programs at the College of Charleston and local government and state organizations. The SC Legislature approved the program during the 2007 legislative session at \$350,000 for one faculty line, two staff positions and a director stipend. The director has been appointed and the staff positions are being filled by an external outreach coordinator and internship coordinator and student and program specialist. The program will build upon our very successful Global Logistics program with a proposed concentration in Supply Chain Management.

RESOURCE DEVELOPMENT

SBE enjoyed significant success in **resource development** in 2006-07.

State funding

- First allocated in 2006-07, Hospitality and Tourism Management secured \$150,000 in legislative funds on a recurring basis. Real Estate funds in the amount of \$612,000 first approved in 2005-6 were also renewed as recurring effective 2007-08. This funding provides for three faculty lines and two new staff positions.
- A new Global Trade initiative was funded for the academic year with \$350,000 appropriated in non-recurring state funds. In May 2007 legislative approval was given for recurring funding. This provides for one new faculty line and two new staff members. I

Private Contributions

Private contributions for the year were also significant. As reported by the foundation, \$868,156 was donated for the 2006 calendar year, an increase over the previous year's total contribution of \$224,703. Significant gifts include:

- Hospitality and Tourism is using private and industry contributions to fund the internship coordinator position until 2008-09.
- A \$1,000,000 endowment pledge from the Carter family for the development of our Carter Center in Real Estate in 2006.
- A \$50,000 donation was made to support the operation of the Honors program.

Description	Gift Count	Cash	Stocks	Total
Honorarium	2	\$1,600.00	\$0.00	\$1,600.00
Memorial	27	\$2,820.00	\$0.00	\$2,820.00
Major Gift Officer	24	\$398,915.00	\$27,100.71	\$426,015.71
Business School Initiative-Naming Opportunity	3	\$21,250.00	\$0.00	\$21,250.00
2006-AF-Faculty & Staff Campaign	18	\$600.04	\$0.00	\$600.04
2006-AF-General Brochure Appeal	3	\$125.00	\$0.00	\$125.00
2006-CCC-Alumni-Phonemail	1	\$400.00	\$0.00	\$400.00
2006-CCC-Parent Phonemail	1	\$25.00	\$0.00	\$25.00
2006-AGO-SOBE Restricted DM	35	\$2,390.00	\$500.00	\$2,890.00
2006-CCC-SOBE Restricted PM	253	\$17,326.00	\$1,028.00	\$18,354.00
2006-AGO-Annual Scholarships Appeal	3	\$7,500.00	\$0.00	\$7,500.00
Special	26	\$26,300.00	\$1,017.68	\$27,317.68
Grand Totals:		\$480,536.04	\$29,646.39	\$510,182.43

STUDENTS

We are student focused and strive to “...provide our students with the knowledge and skills necessary to be lifelong learners and managers, and to be socially responsible in the global economy.” Providing a quality education relies, in part, on attracting and retaining capable and motivated students.

- **\$125,085 in scholarships** was awarded to 23 students for the 2007-08 academic year. In addition, **\$793,197 was awarded in College funding** for merit and need.
- The School **graduated 457 undergraduate students in 2006-07**

SBE Students by Year

2004-05	2005-06	2006-07
424 undergraduate graduates 20% of CofC	439 undergraduate graduates 22% of CofC	457 undergraduate graduates 21% of CofC
~1444 undergraduate majors	~1549 undergraduate majors	~1472 undergraduate majors
~190 undergraduate minors	~226 undergraduate minors	~211 undergraduate minors
SBE students' SAT average: 1123	SBE students' SAT average: 1145	SBE students' SAT average: 1145
Average class size (fall 2005-06): 28	Class size: 10 classes had 50+ students; 397 classes had less than 50 students	Class size <u>spring semester only</u> : 3 classes with 50+ students 171 classes with less than 50 students

SBE Graduates by Major

Year	ACC	BADM	ECON	HTMT	INTB	TOTAL
2000-1	42	264	11		38	355
2001-2	31	261	27		60	379
2002-3	29	302	22		70	423
2003-4	54	274	22		74	424
2004-5	47	289	31		81	448
2005-6	43	295	21	34	46	439
2006-7	38	288	32	50	49	457

SBE Majors enrolled for 2006-07 Academic Year

Major	Fall 2005		Spring 2006		Fall 2006		Spring 2007	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
ACC	146	39	162	34	156	52	151	43
BADM	866		908		830		794	
ECON	71		92		87		88	
HTMT	112		168		188		202	
INTB	205		219		211		208	
Total	1,400		1,549		1,472	52	1,443	43

Undergraduate Admissions Requirements

The School successfully implemented SBE Admissions Requirements which went into effect in the fall of 2006 to further our goal of academic excellence. Students are required to make a grade of “C-” or above on a set of six prerequisite courses in Accounting, Economics, Statistics, and Calculus.

During the first year of implementation, the number of SBE majors predictably declined by 77. However, we have added over 250 students who have declared an “Intent to Major” in spring 2007. In the first year of implementation our number of minors also increased by 15. The average SAT scores remained constant.

Accounting Graduate Program

Graduate enrollments in the Masters of Accountancy program

2004-05	2005-06	2006-07
25 M.S. Accounting graduates 35 students in program	24 M.S. Accounting graduates 34 students in program	48 M.S. Accounting graduates 40 students in program

The Accounting Masters program grew significantly over the past year. Double the number of students graduated in 2007 in comparison to 2006.

Career Development and Student Placement

Under the leadership of Laura Demarse, our enhanced career services office had a very productive year. Student internship coordinators were also added to manage internships in our Hospitality and Tourism Management and Economics and Finance departments. 112 students in the School of Business and Economics completed for credit internships during the 2006-07 academic year. In addition, the career services office piloted a Career Development Program with a \$10,000 grant from the Academic Affairs / Academic Experience Office. Professional development activities were added including the online Employon job search portal for our students.

School Placement Data

Degree major	2006	Placement at time of graduation	2007	Placement at time of graduation
	Average salary		Average salary	
ACC	\$42,613	59%	\$43,500	38%
BA	\$33,163	26%	\$34,600	37%
H&TM	~\$27,200	36%	\$33,000	47%
IB	\$32,958	17%	No data	10%

FACULTY

New Hires

We hired **15 faculty members in 2006-07**, eight tenure track and seven visiting. The school welcomed exceptional new faculty, increasing our ethnic diversity and number of female faculty.

- **Bing Pan**, Assistant Professor, Head of Research, Office of Tourism Analysis in the Hospitality & Tourism Management Department received his PhD in Tourism Management from the University of Illinois at Urbana-Champaign. He spent two years at Cornell University as a Post-doctoral Associate before joining the College. He holds an M. S. in Geography and a B.Econ in Tourism Planning from Nanjing University.
- **Cecelia Fewox**, Visiting Instructor of Accounting, earned her M.A.T. in English from the Citadel and B.A. in French from the College of William and Mary. She is a C.P.A. and has completed numerous hours of graduate coursework in Accounting and Business Law. She has taught at the College of Charleston as an adjunct in the Accounting and Legal Studies Department, as well as instructed at Trident Technical College and Charleston County Public Schools.
- **Anne Gleason**, Visiting Professor of Finance, holds a PhD in Finance with Minors in Applied Statistics and Economics from Florida State University. She holds a B. S. in Zoology from Duke University. She was most recently a Professor of Finance at the University of Central Oklahoma where she was awarded the Department Teaching Excellence Award this past spring.
- **Carol Hubbard**, Visiting Instructor of Accounting, earned her M.S. in Accounting from the University of Charleston and B.S. in Business Administration from the College of Charleston. She is a C.P.A. and a member of the American Institute of Certified Public Accountants. She has 20 years of experience as an accountant.
- **Dot Moore**, Visiting Professor of Management and Entrepreneurship earned her PhD in Management, Organizational Behavior, and Human Resource Management from the University of South Carolina. She served as a Distinguished Professor of Entrepreneurship at The Citadel from 1999 until 2006
- **Marian Martinez**, Visiting Professor of Economics, earned her PhD in August 2006 at the University of Kansas. She received her M. A. in Economics from the same institution and her B. S in Economics from Andres Bello Catholic University in Caracas, Venezuela. She was a 1995 – 1997 Fulbright Scholar at the University of Kansas.
- **Caroline Sandifer**, Visiting Professor of Economics, is completing coursework to earn her PhD in Economics in May of 2007 from the University of South Carolina. She holds a B.A. in Economics from the University of Nevada, Las Vegas. She has taught at the University of South Carolina since 2003.

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- **Holland Williams**, Visiting Instructor of Marketing, earned her M.S. of Mass Communication from the University of South Carolina. She holds a B.S. from the College of Charleston, where she has served as an adjunct professor. She has 13 years of experience with marketing in New York and Charleston.
- **Henry Yu Xie**, Assistant Professor of Marketing and Global Logistics, earned his PhD in Marketing and International Business from the University of St Louis. He holds an M.B.A. from the University of South Carolina, and a B.S. in Economics and International Business from the Guangzhou Institute of Foreign Trade in China. He has taught courses at Saint Louis University.
- **Grace Zhang**, Assistant Professor of Management Information Systems, earned her PhD in Information Technology and Decision Sciences from the University of North Texas. She holds an M.B.A. in Management Information Systems from the University of Oklahoma and a B.A. in British and American Literature from Nankai University. She has worked at the University of North Texas, the University of Oklahoma, and Tianjin University

Professor Perry Woodside retired from the College of Charleston. He is now a Director at Dickson Hughes, a regional accounting firm that deals with litigation support and business ventures.

SCHOLARSHIP AND RESEARCH

One of the standards that we have set for ourselves as an AACSB accredited School, is to produce outstanding scholarship in each discipline.

Scholarship 2006-07*

	Book Chapters	Peer Reviewed Journal Articles	Presentations and Papers
Accounting and Business Law		9	16
Economics and Finance		16	21
Hospitality and Tourism Management		16	19
Management and Entrepreneurship		8	26
Marketing and Supply Chain Management	2	12	39
School of Business and Economics Totals	2	61	182
Above Includes double counting for multiple authored papers.			
Total excludes double counts	2	41	

* See the School of Business and Economics website for a full scholarship list.

Summer Research

We funded summer research providing a total of \$89,100 in faculty support with \$38,000 contributed by the Real Estate program, \$36,100 from the Dean's office, \$10,000 from the Management and Entrepreneurship Department and \$5,000 from the Accounting and Legal Studies Department

INSTRUCTIONAL PROGRAMS

A number of new programs were launched or significantly enhanced in 2006-07.

- A **new concentration in Leadership, Change and Social Responsibility** was approved and will be housed in the Department of Management and Entrepreneurship.
- A new concentration in **Entrepreneurship** was also approved and will likewise be housed in the Management and Entrepreneurship Department.
- The **Honors in Business and Economics Program** was initiated in the fall of 2006 with 17 entering freshman and 20 sophomores. The program is open to students in the Honors College who also major in business or economics. As long as there is room in the courses, students may enter the program at any time instead of only as entering freshmen.

Year	SBE Honor Students					
	Male	Female	In state	Out of State	Total	SAT Range
06	3	13	3	13	16	1090-1440
07	3	14	6	11	17	1140-1450

Planning and Course Development

- In addition to the honors economics sequence that includes Honors Business Ethics and Honors Economics I, three courses were included during 2006-07. Honors Business Ethics was offered by the Department of Philosophy, Honors Legal Environment of Business was offered by the Department of Accounting and Legal Studies, and Honors Advanced Business Statistics was offered by the Department of Marketing and Supply Chain Management.
- A mentoring program was implemented in the fall 2006. Second and third-year students served as mentors for entering freshmen, and this program will continue in the fall of 2007, as upper-class students mentor this year's entering freshmen. As part of the program, several social events have been organized, and other will take place during AY 2007-08.
- A Distinguished Lecture Series was implemented in the summer of 2007. President Benson delivered the lecture and Zach Wagner, Senior Vice President, Corporate Investments Group at Bank of America, spoke as an alumnus.

DEPARTMENT, CENTER AND PROGRAM HIGHLIGHTS

Department of Accounting and Legal Studies

Academic year 2006-07 was a resounding success. In addition to hiring three tenure-track accounting faculty from quality doctoral programs, the Graduate curriculum was completely redesigned, the department successfully petitioned for a chapter of Beta Alpha Psi, an international honor fraternity, and community/professional partnerships were established which will enhance the quality of both the undergraduate and graduate programs.

Last fall, using financial support provided by the Office of the Provost, the Department petitioned for a chapter of Beta Alpha Psi at the College of Charleston. In the first week of January, the national leadership of Beta Alpha Psi approved the petition and gave the College's chapter permission to begin functioning on a probationary basis. Spring 2007 was the first of three probationary semesters for the chapter. Once the probationary period has been successfully completed, the College's chapter will be officially installed in the international fraternity that currently consists of nearly 300 chapters internationally.

Department of Economics and Finance

This year the department was productive and saw impressive overall growth. The department now encompasses economics, finance and real estate. The department reviewed several hundred applications, interviewed multiple candidates, and hired five new, promising faculty. The department also reviewed and successfully modified the degree requirements for economics and for the minor/concentration in finance. An additional change in economics was to reverse the order in which the principles of micro and macro economics are offered to students to conform with curricula developments at many other schools. The department also now offers four real estate related courses: Principles of Real Estate, Real Estate Finance, Real Estate Investment, and Real Estate Market Analysis. A new course in real estate was developed and is in the final stages of approval (Real Estate Market Analysis). Remodeling of the fourth floor to accommodate the Carter Center in Real Estate has been completed with new furniture.

The department successfully acquired CRSP, CRSP/Zimans (real estate related stock price data), SNL (real estate data base), and COMPUSTAT. Continual funding for CRSP and CRSP/Zimans has been arranged. EViews and Gauss, software packages, were purchased. In addition, the department recently acquired access to the following: Argus software (an industry standard for discounted cash flow analysis in commercial real estate) and CoStar Professional databases (This data includes sales, leasing and operating information on a wide variety of commercial properties in submarkets across the U.S.).

Department of Hospitality and Tourism Management

The most important metric at this stage of the program's development is acceptance by students. This year we graduated our second class. In 2006 we had 34 students graduate. This year the number was 50. Our tracking indicates that 2008 will see approximately 85 students graduate. We have in excess of 200 enrolled majors plus 20+ minors. We could not have done this without providing excellence in the classroom. We were fortunate this year to have added two new faculty members, Dr. Wayne Smith (PhD Wilfrid Laurier University) and Dr. Andrea Canberg (PhD Clemson) both of whom in their first year have proven to be excellent teachers and colleagues. A new member joining in the fall, Tom O'Donnell comes to us a professionally qualified instructor, with his past employment as Southern Regional President for Harrah's Entertainment. Tom was with us before and has proven himself as well as an outstanding teacher.

Department of Management and Entrepreneurship

The Department gained approval for a new concentration in Entrepreneurship and for several new courses in Entrepreneurship including: Principles of Entrepreneurship; new Venture Planning; Small business Management; and Not-for-Profit Entrepreneurship. We also won approval for new management courses: Minority Entrepreneurship, and Psychology of Entrepreneurship. We reactivated a course that has not been taught in a few years – Managing Quality and initiated the planning for a new concentration in Operations Management. The department is also in the approval process for two new, related courses: Project Management, and Operations Supervision and Leadership.

The department’s recruiting efforts met with great success. Department members are excited about bringing on Carrie Blair in the OB area and Dr.’s Amy Davis and David Desplaces in the Entrepreneurship area. The department has also reduced its reliance on adjunct faculty dramatically. In the fall of 2007, 79% of the courses will be taught by academically qualified faculty. The remainder of the courses will be taught by professionally qualified faculty. As a whole the faculty were quite productive during the year. They produced 6 peer reviewed articles, 1 book, and 12 peer reviewed presentation papers. They also were awarded grants that are valued at approximately \$400,000.

Department of Marketing and Supply Chain Management

The Department of Marketing and Supply Chain Management taught approximately 93 sections this past year, as shown below. In addition, faculty oversaw 2 independent studies and 10 internships during the year. In sum, our faculty had direct contact with 308 students during the Summer, 1347 in the Fall, and 1284 in the Spring.

Sections	Taught	2006	2007
	SU	FA	SP
DSCI	12	20	16
MKTG	5	18	16
TRAN	0	2	3
TOTAL	17	40	36
INDEP STUDY	0	1	1
INTERNS	0	6	4

Several faculty are doing very innovative things with their classes. Both Julie Blose and Greg Turner taught large sections of MKTG 302, each comprised of around 100 students.

Tate Center

During the past year, the Tate Center for Entrepreneurship (TCFE) has increased its visibility in professional forums, both on a national and international stage. We are active members of the National Consortium of Entrepreneurship Centers (NCEC), an organization of more than 100 Entrepreneurship Centers in the U.S. who share best practices in an annual conference. We are also

active members of the U.S. Association of Small Business and Entrepreneurship (USASBE), the International Council of Small Business (ICSB), the International Society of Franchising (ISOF), and the Academy of Management (AOM). Through the presentation of awards, academic papers, and professional development workshops, the TCFE has become an integral part of these organizations. In addition, active involvement with organizations that support economic development and new venture creation has positioned the Tate Center for Entrepreneurship (TCFE) as an integral part of the entrepreneurial landscape in our community and our state. The Director is a member of the South Carolina World Trade Center, the South Carolina Investor Network, the YESCarolina organization, and the Charleston Metro Chamber's ThinkTEC boards.

- **Family Enterprise Forum** supports the needs of family businesses in our region. TCFE launched its Family Enterprise Forum in 2006. In addition to monthly presentations and meetings with several local businesses, we held two presentations that were opened to members of the community. The program presently has five active sponsors and has recently reformed its application process and membership recruiting. Our goal is to have 20 active members in the Forum, and conduct two community-wide presentations during the year.
- **Franchise Management Program** was established last fall after the TCFE signed a license agreement with the University of Texas El Paso to bring their internationally recognized Franchise Management Program to the College of Charleston. We were able to secure the services of a number of local professionals who will provide program content, and have our first program scheduled for late October. The program presently has four local sponsors, who have agreed to provide financial support for marketing and other expenses. Plans are to host between one and two general programs per semester, and several targeted programs throughout the year. We will seek approval to offer continuing education credit for our programs from the International Franchise Association in the spring of 2008.
- **Charleston Angel Partner (CHAP)** was formed in 2002, and remains the region's only angel group. Meeting at the Tate Center on the third Wednesday of every month provides CHAP members and presenting companies with a professional setting, and gives us the opportunity to bring this group of over 70 qualified investors and young companies to campus. Because of our special relationship with CHAP, our students are provided with a unique experience, as they are permitted to observe an actual company presentation and investment discussion.
- The TCFE has been an active part of the **Service Corps of Retired Executives (SCORE)** monthly seminar "How to Start and Run Your Small Business." This two-evening workshop brings an average of 25 existing and potential small business owners to campus. We conducted six of these two-day programs in the past year. Although there is a program charge for attendees, our students are allowed to attend without fee. This seminar not only serves a need in the business community, but provides our students with practical information and valuable networking opportunities. Together with other professionals in the community, the TCFE Director has been a presenter in this seminar for more than 10 years.
- For more than 4 years, the TCFE has participated in the **Center for Women's Entrepreneurial Women** series of workshops. Each month, prospective and existing women business owners come to campus for programs designed to address the specific needs of women, the fastest growing segment of business owners. During the past year, we have conducted 12 of these programs, which included "Mother and Daughter in Business"

and “Branding.” The TCFE has a prominent place on the Center for Women’s website and newsletters, providing maximum exposure to this important segment of small business owners.

- **FastTrac**© is an integral part of a state-wide initiative to provide professional education for potential and existing small business owners. TCFE hosts both FastTrac© New Venture and FastTrac© Growth Venture classes. In the past year, we have conducted eight of the 11-week programs, normally attended by up to 20 people. Supported by the South Carolina Legislature, this evening program is part of the Kauffman Foundation’s entrepreneurship initiative, delivered through more than 270 organizations in 49 states.
- The TCFE is an active member of the **Accounting Continuing Professional Education Network (ACPEN)**. We deliver continuing education programs delivered through satellite broadcast to the region’s CPAs and accounting professionals on a regular basis. We delivered nine programs in the previous academic year, and have embarked on an expanded marketing campaign to broaden the interest in this continuing education program.
- During the past year, the TCFE has enhanced its professional education programming by regularly hosting the broadcast of the **Massachusetts Institute of Technology (MIT) Enterprise Forum**. These programs have attracted a new group of business professionals to the Center, with topics such as Global Entrepreneurship and Angel Investment. It provides another opportunity for our students and faculty to network with members of the business community.
- Although the TCFE conducts other professional development programs, none is more central to the operations of the Center than **the South Carolina Economic Developer’s School (SCEDS)** program. The School has been in existence for more than 12 years, and is a partnership effort of the TCFE, the South Carolina Economic Developer’s Association (SCEDA), and the South Carolina Department of Commerce. More than 1,000 economic development professionals have completed SCEDS training. The curriculum has evolved considerably over the past several years, and increased accountability for competency of students has been implemented. Recently, we’ve implemented an electronic system that allows us to quantify our student’s evaluations. In the previous 12 months, we delivered four basic SCEDS courses with a total of 225 attendees, and one Advanced Symposium for experienced economic development professionals to attain their state certification.
- The TCFE is the home of the College of Charleston’s **Students in Free Enterprise (SIFE)** team. In its brief history, the team has won numerous awards in regional competitions, and has also competed in financial literacy case competitions, placing second for two consecutive years. The team has grown to nearly 30 members, and has a business advisory board made up of local professionals and managers from SIFE’s national sponsor companies.
- During the year, the TCFE has been an active participant in a state-wide effort dubbed **Youth Entrepreneurship South Carolina (YESCarolina)** which trains high school teachers, enabling them to teach entrepreneurship to their students. This effort was supported by the South Carolina Legislature and recently approved for another year of financial support. In the past three years, more than 400 teachers have received training under this initiative. Working with the School of Education, we are able to offer teachers continuing graduate credit for certification for attending YESCarolina training. As a part of a campus-wide initiative to improve diversity at the College, the TCFE is working with YesCarolina to identify high-potential students and encourage them to apply to the College.

In July 2007, we brought 16 of the state's best teachers and 14 award-winning students to campus for a week-long training and award program.

International Business

The academic year 2006-2007 was a productive year for the International Business (IB) major. With 208 declared majors, the IB program remains the second largest major in the SBE and one of the largest at the College of Charleston. Despite its popularity, the numbers of majors are down from previous years. This could be due to fewer students declaring IB as their major and/or difficulty getting some of the pre-requisite courses. Likewise, there are several courses that require a 3 or 4 semester sequence of study and this might negatively impact the major. Regardless of the cause, these are issues that need to be studied.

Language and Culture Studies: According to national and international statistics, too few US universities are graduating students who are capable of working in foreign languages and cultures. Indeed, comparative studies show that US students consistently lag behind other students in key international education areas and already there is evidence of a critical shortage of requisite language and cultural skills in both the public and private sector. Not surprisingly both the US Department of Education and US Department of Commerce have prioritized international (business) education and have offered funding for programs that promote study abroad and the acquisition of language and cultural skills.

Importantly, IB remains a key contributor to language and areas studies programs. Despite almost 50 percent of IB students not declaring a minor in a timely manner, institutional statistics show that IB majors still comprise over half of all minors in the Asian Studies, European Studies, Italian Studies, and International Studies programs. Furthermore, IB majors comprise over forty percent of Japanese Studies and Spanish minors. The reality is that IB majors make up a significant proportion of all foreign language and area studies minors and they are, consequently, an important contribution of FTEs for the new School of Languages, Cultures, and World Affairs (LCWA). The SBE and LCWA, consequently, must continue to work closely on program development.

While the College of Charleston has developed dozens of study abroad opportunities (on every continent) for students, many were not geared towards students wishing to study business. This has been particularly problematic since study abroad typically happens in the junior year when students have developed some proficiency in a foreign language; unfortunately, the junior year is also the time when business students must take their (international) business pre-requisites. The result has been that too frequently, students have had to delay graduation in order to study abroad. To minimize this problem, much of the International Business efforts have been devoted to developing study and work abroad programs.

Overseas Program Development: According to the latest Center for International Education (CIE) statistics, the School of Business and Economics sent more students abroad than any other School. The International Business program was also the recipient of the majority of in-coming foreign exchange students. Too few SBE students are, nevertheless, going abroad. To address this education gap, the International Business (IB) program has been working on creating opportunities for SBE students to improve their foreign language proficiency and develop cross-cultural skills.

While SBE students can and do study in many countries, the SBE is responsible for several overseas programs:

- **Austria** *Management Center Innsbruck (MCI)*. Started three years ago, the bi-lateral exchange with the MCI has finally begun to achieve a balance between incoming and outgoing students. MCI is a management school that focuses on business and international business but it is particularly well-known for its Alpine Tourism programs. This year, the SBE sent 16 students to study during the spring semester at MCI. Students were evenly divided between the BSBA, IB and HTMT programs. Though the program is taught in English, all CofC students were required to undertake German language tuition as part of the program.
- **Brazil**: SBE students can study at one of 3 partner Brazilian universities: the *Federal University of Minas Gerais*, the *Federal University of Rio Grande do Sul*, and the *University of Southern Rio Grande (UNSUL)*. Traditionally, students will arrive in Brazil one month before the academic terms starts and undertake an intensive Portuguese. At the same time, students will be learning about Brazilian History and Culture. This program is offered in conjunction with Florida Atlantic University, the University of NC at Wilmington, and the US Department of Education's FIPSE-CAPES program. Grant funded program that provides free summer language training and \$3000 for travel expenses for student participants.
- **Costa Rica**: Owing to the efforts of two of our Costa Rican professors (Drs. Gonzalez and Quesada), students can study in English or Spanish at the Latin American University of Science and Technology in San Jose Costa Rica. This is a bi-lateral program.
- **France**: After several years of work by Dr. Jane Clary, our Strasbourg, France program is up and running. Students can study business in French or English at the University Robert Shuman (l'ecole de Management de Strasbourg). As part of their studies, students can also participate in an internship program. The University is AACSB accredited. This year, one SBE student participated.
- **Spain**: The vast majority of SBE majors have taken Spanish to fulfill their foreign language requirement. While the College has many programs in Spanish-speaking countries, the majority of our students have preferred to study in Spain. Aside from a CofC program in Trujillo, Spain, there were no other opportunities for SBE students to study business in Spain and, consequently, many of our students were studying on other US institutions Spain programs. This past summer, colleagues developed several opportunities for students to study business subjects in Spain. This year we signed Memorandums of Understanding (MOUs) with three partner universities: *Universidad Abat Oliba, Barcelona, Universidad Catolica San Antonio, Murcia and ETEA Cordoba*. Bi-lateral exchange, where CofC students pay CofC tuition, will begin this Fall.
- **Mexico and Canada**: The SBE currently has 2 FIPSE-North America Mobility grants to encourage study and cooperation between Canada, Mexico, and the US. Students can study business (in Spanish) at the *University of Baja California De Sur, the Univeristy of Colima, the University of Chihuahua*, and the *University of Guadalajara*. Students can also study business subjects in Canada in French (the *University of Moncton*) or English (*Memorial University*). Students pay CofC tuition plus airfare and subsistence. Participating students receive free pre-study language tuition and \$3000 to support travel and subsistence.

- **Summer Spanish Program in Mexico at the University of Colima.** This year the SBE sent seven students to the University of Colima for a Spanish immersion and International Trade and Business Ethics program. With the assistance of Joe Weyers, chair of Hispanic Studies, we were able to help develop a 4 week Spanish-language immersion program for CofC students. Funding for program development and student scholarships (\$1200 each) was made possible by a FIPSE North America Mobility grant. Students participating in the four week program were awarded 6 hours of academic credit.
- **Amazon Center for Environmental Education and Research.** For the last two years, the SBE, together with the School of Math and Sciences, has been working on developing a new course on Sustainable Development at the Cangacu Research Center in the Brazilian Amazon. Originally, the course was schedule to run in Brazil, however, at the last minute problems arose and we are now running the program in Peru. Nine students completed the program. The SBE funded course development and student scholarship through the its Title VIB Emerging Markets grant.

Grants: The International Business program receives major funding for projects from external grants. We are fortunate to have had significant grant funding from the US Department of Education's International Education programs. This year, the total grant support was approximately \$145,000. Additionally, on May 31, we also submitted a grant proposal entitled *International Entrepreneurship*, to the FIPSE-Atlantis Program requesting for \$180,000 over 4 years to set up programs with the Management Center Innsbruck, and ISCTE Portugal. The following is a list of active grants:

- Title VIB International Education and Business– (2nd year of 2 year grant) \$189,000 “*Emerging Markets and Less Commonly Taught Languages*”
- FIPSE-North American Mobility Program (1st year of 4 year grant, \$200,000 shared with University of Western Illinois), *Greening the Supply Chain*,
- FIPSE North American Mobility Program, (3rd year of 4 year grant, \$200,000 shared with University of Central Arkansas), entitled “*Aduana*”
- FIPSE – CAPES US-Brazil Program (4 year \$200,000 shared with University of North Carolina at Wilmington and Florida Atlantic University).

Outreach: Co-hosted (with SCWTC) 2nd International Education Conference, November 15 and 16th, in North Charleston. Also co-sponsored lecture (with Tate Center and SC World Trade Center) by the Turkish Parliament, Council for International Visitors Program, February 20, 2007, and South Carolina World Trade Center.

OFFICE OF TOURISM ANALYSIS

The Office of Tourism Analysis in cooperation with the Charleston Convention and Visitors Bureau conducts a number of studies. In 2006-7 these included the following:

[2005 Tourism Impact Calculations Report](#) - this report is a tabled look at the calculated economic impact from tourism spending in Charleston.

[2005 Calculated Economic Impact of the Charleston Convention Center Complex](#) - this report analyzes the 2005 economic results due to the Charleston Area Convention Center Complex. The data also includes information based on hotels, restaurants, and employees in the general vicinity of the complex.

[2005 Marine Reef Usage Survey Pre-test Results Analysis](#) - this report analyzes the results of the 2005 pre-test economic impact survey for marine reef usage. This study utilizes a perceived question and resulting answer approach to determine the effectiveness of the 2005 survey and the analysis of the results.

[2005 Summer Follow-up Analysis of Paid Attraction Visitorship](#) - this report analyzes visitorship of Charleston Area Paid Attractions and compares results to the Fall survey completed previously. The analysis also discusses problems faced by the paid attraction industry in the local area. This report has extensive information and analysis.

[2006 Visitors Bureau Inquiry Survey Report](#) - this report analyzes the random sampling of visitor enquiries of the Charleston area. The results are compiled from the responses of a 1/5th sample of all visitor enquiries via a web-based survey. By comparing the results to previous surveys, the report gives insight into what visitors are looking for and what percentage will visit based on information requested.

[2006 Report on the best Methods for Travel Destination Visitor Response Data Collection](#) - this report discusses the best methods for getting meaningful and accurate information from visitor information requests.

[Report Study on Managing Electronic Word-of-Mouth Advertising](#) - this report delves into the effects of the electronic age on word-of-mouth advertising and the best ways to benefit from this new avenue. The data in this report also discusses the overall effect of this type of advertising on prospective visitors. This report has extensive information and analysis.

[Implications of Travel Blogs on Visitor Destination Choices](#) - this report is a study of Travel Blogs and the effects they do and can have on Charleston area tourism. By searching the web for blogs about Charleston from major travel sites, the study analyzed the current information and predicted effects due to this digital 'word-of-mouth' venue. This report has extensive information and analysis.

[Impact of Search Engine Queries on Travel Destinations for Charleston](#) - this report discusses the importance of understanding keywords and search engine queries and how they can affect visitor perception of travel destinations. This study covers the modern trend of using the internet to research a destination and its accommodations and how the query results impact travel plans. This report has extensive information and analysis.

Annual Report 2006-07

[Case Study on Developing an Internet-based Hospitality Index](#) - this report studies the need for and complexity of creating an internet-based hospitality index that can be used to comparatively rate hotels, restaurants, and paid attractions in the Charleston Area.

[Predicted Economic Impact from the 2007 Senior PGA Championship Tournament](#) - this report predicts the size of economic impact the Senior PGA Championship Tournament will have on the Charleston area in the year leading up to and including this *Major* event.

[Estimated Economic Impact due to 2007 Senior PGA Championship Tournament](#) - this report estimates the economic impact expected from the Senior PGA Championship Tournament.

[Estimated Economic Impact due to 2012 PGA Championship Tournament](#) - this report estimates the economic impact expected from the 2012 PGA Championship Tournament.

BOARD OF GOVERNORS

The Board of Governors is a body of strategic advisors as well as a vital resource for the School of Business and Economics. The Board provides council, financial and political support and is a crucial link to the business community. In 2006-07, we added five new members:

- **Andreas Maas, President and CEO, DaimlerChrysler Manufacturing Inter.**
A native of Germany, Mr. Maas has worked and studied in France, England, Saudi Arabia and Japan. He has worked with Mercedes-Benz AG/Daimler Chrysler AG since 1995 and moved to Charleston, SC in April 2006.
- **Renee Dobbins Anderson, Ph.D., and Consultant for Institutional Advancement**
Dr. Anderson serves as a consultant on institutional advancement, development, and organizational structure and behavior, primarily in higher education settings.
- **Shawn Jenkins, President and CEO of Benefitfocus.com**
Mr. Jenkins is one of the founders and board members of Benefitfocus.com. Previously, he was Vice President and Principal with American Pensions, Inc.
- **Len Hutchison, Area President of Wachovia's General Bank**
Mr. Hutchison joined Wachovia in 1981 and has served as Area President of Charleston, S.C. since 1992.
- **Marc Chardon, President and CEO of Blackbaud, Inc.**
Prior to joining Blackbaud, Inc. he served as chief financial office for \$11 billion Information Worker business group at Microsoft.

SCHOOL OF BUSINESS AND ECONOMICS
REPORT on LEARNING CENTERED ASSESSMENT

2005 - 2007

Prepared by
Marcia S Snyder, MSc
Director Undergraduate Programs, Retention and Assessment
June 2007

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INTRODUCTION

This report details the assessment measures undertaken since 2005 in the course of building a transparent assessment process of accountability for the School of Business and Economics (SBE) at The College of Charleston. Assessment covers a variety of techniques used to gather and report data at the aggregate level. Our goal was to develop a systematic, data-driven, comprehensive approach to understanding the quality of the business and economics education attained by students graduating from the SBE. We want to learn the extent of college learning occurring between entering freshman or transfer year and graduation.

The dimensions of student learning we seek to measure in the SBE include:

- discipline specific knowledge and skills
- soft skills such as teamwork, communication and creativity
- student engagement with learning
- value added to workplace readiness and general skills

Authentic assessment measures are incorporated into the overall assessment process when possible. Huba and Freed (2000 p 41.) note that “authentic assessment requires making connections between the abilities and skills developed in the general education curriculum and the discipline-based knowledge and skills they acquire in the major.” Therefore, our evaluation reflects not that the student can communicate clearly but that the student can communicate like professionals in their field.

The honest assessment and transparent reporting of such learning dimensions should seek to provide our stakeholders with accurate information with which to make informed decisions regarding effectiveness, competitiveness, strengths, opportunities and visions for improvement all of which are reflected in the SBE’s mission statement, goals and values.

In addition to the reporting and analysis of assessment data, best practices and recommendations of additional assessment strategies have been included.

The first section of this paper outlines the mission statements, goals and values of the College of Charleston and the School of Business and Economics. The next section discusses the general standards and process of assessment at the SBE. Program and department structure are summarized in terms of assessment organization and general recommendations for assessment. Additionally, a list of direct and indirect assessment measures has been provided.

The next five sections discuss in detail the assessment process for the ETS Major Field Test Administration, and the four student learning goals (communication, ethical awareness, global awareness and problem solving). Each section is a stand alone section organized by methodology, data and observations, remediation and action, and assessment recommendations. Comprehensive data reports and surveys are included in addendums at the end of the paper after the final conclusion.

NOTE: The following data has not been submitted and will be included in this report once it has been received. A revised report will be sent out at that time.

- Faculty Survey and results on written communication
- Oral Presentation data and rubric
- Faculty travel and teaching abroad.

MISSION STATEMENTS AND LEARNING GOALS

The College of Charleston is a state supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Low country and the state and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College serves a diverse student body from its geographical area and attracts students from national and international communities. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters' degree programs compatible with the community and the state. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Low country of South Carolina.

This Mission Statement (also called the Statement of Purpose) has been approved or revised by the Board of Trustees of the College of Charleston on March 12, 1986; January 16, 1991, February 15, 1994; and on July 13, 2006.

The School of Business and Economics is dedicated to creating and facilitating educational experiences that provide our students with the knowledge and skills necessary to be lifelong learners and managers, and to be socially responsible in the global economy.

The School of Business and Economics goals are:

- Business and economics programs of choice in South Carolina
- Nationally recognized programs and faculty
- Supporting research and programs that are responsive to and make meaningful contributions to our business community and economic development of the region and state
- Graduates and alumni who are prepared to compete in the job market to actualize their career aspirations
- Embracing the Teacher/Scholar tradition through scholarship and research in business and economics addressing a range of intellectual domains and adding to the knowledge of:
 - Our disciplines
 - Business practices
 - Learning and pedagogy

The School of Business and Economics values are to foster:

- Ethical business practices and social responsibility
- Global awareness
- Respect for cultural diversity
- Leveraging the most current technology and understanding its applications
- Entrepreneurial spirit

The School of Business and Economics programs:

- Primarily undergraduate focused, increasingly targeted to the economy of our region

- Student focused, striving to provide premier business and economics education that builds upon the strong intellectual foundation of the College's liberal arts and sciences environment
 - A masters in accountancy is directed toward students seeking to enter the profession of accounting
- Revised February 13, 2007

AACSB requires that we build our assessment of learning around our mission, goals and objectives. SACS college wide accreditation requires that these goals and objectives be measured within the specific disciplines. The current learning goals for the SBE are:

Goal: Effective Communications

Objective: Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge.

Goal: Ethical Awareness

Objective: Students will recognize and be able to appraise ethical dilemmas involved in business decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.

Goal: Global Awareness

Objective: Students will recognize and examine the global implications of business decisions while evaluating and integrating innovative applications of these implications utilizing relevant discipline specific knowledge.

Goal: Problem Solving Ability

Objective: Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.

ASSESSMENT PROCESS

The Education Commission of the States (1996) proposed the following 12 quality attributes of good practice in delivering undergraduate education. Further research established that when colleges and universities systematically engage in these best practices, student performance and satisfaction improved. (Huba and Freed 2000, p.21)

Quality begins with an organizational culture that value:

High expectations

Respect for diverse talents and learning styles

Emphasis on the early years of study

A quality curriculum requires:

Coherence in learning- curriculum structured such that sequenced courses reinforce specific outcomes

Synthesizing experiences

Ongoing practice of learned skills and knowledge

Integrating education and experience

Quality instruction builds in:

Active learning

Assessment and prompt feedback

Collaboration

Adequate time on task

Out-of-class contact with faculty

College of Charleston

The Office of Accountability, Accreditation, Planning and Assessment <http://www.cofc.edu/~oap/> supports faculty and administration in an effort to enhance the educational experience of students attending the College of Charleston. It leads the College of Charleston in matters related to:

- Federal and State of South Carolina accountability efforts
- National and regional accreditation efforts
- College-wide planning and assessment
- Survey research and analysis of internal and external surveys

SACS accreditation requirements and the report may be found at:

<https://drake.cofc.edu/SummaryFormCommissionReview.pdf>

School of Business and Economics

The School of Business and Economics (SBE) is one of the 506 business schools accredited by AACSB International in the U.S.A. There are approximately 3,000 business schools in the United States. The SBE is one of 177 schools earning separate accreditation for its accounting and masters of accountancy program. The next accreditation visit will be in 2009-2010.

AACSB International Assurance of Learning Standards (revised January 31, 2007) may be found at:

<http://www.aacsb.edu/accreditation/standards.asp> pp 59-70. These standards set expectations of continuous evaluation and improvement in educational programs. The expectations are defined through the school's stated mission and goals. Following is a synopsis of the Assurance of Learning Standards set forth by AACSB:

Intent of Learning Goals

- Goals convey to participants, faculty and students the educational outcomes toward which they are working.
- Educational targets indicate that learning is progressing in the specified direction.
- Goals assist potential students in making an informed decision regarding program choices that fit their personal career objectives.
- Learning goals can be established and detailed at different levels in the educational process (course, single topic, concentration)
- AACSB accreditation is directed at program-level learning goals of more general nature.
- Normally four to ten learning goals will be specified for each degree program.

Program Definition

- Learning goals should be specified for each separate degree program not majors or concentrations.
- Curricula content determines the number of sets of learning goals. If the undergraduate business programs have a common framework for general knowledge and skills areas and management-specific knowledge and skills areas as the foundation of the major/program one set of learning goals may be used.

General Knowledge and Skill Goals may include:

- Communications abilities
- Problem-solving abilities
- Ethical reasoning skills
- Language abilities

Management Specific Knowledge and Skill Goals may include:

- Expectations of learning accomplishments in business portion of degree requirements.
- Traditional learning disciplines include accounting, management science, marketing, human resources and operations management.
- These goals are dependent upon the school's defined mission

Faculty Responsibility

- Goals and mission are faculty driven, thus, faculty involvement/ownership is a necessary ingredient.
- Faculty must decide where goals will be addressed in curricula
- Monitoring must be regular, systematic, and sustained.

Approaches to Assurance of Learning

- Selection process or admission requirements
- Course-embedded measurement (writing assignments, presentations, capstone course assignments)
- Demonstration through stand alone testing (ETS or school developed exit test, thesis or senior project)
- Indirect measures such as graduate and alumni surveys, employer surveys. However, indirect measures cannot be used in and of themselves.

The SBE has five degree programs. All of the programs with the exception of economics have a common core curriculum and therefore common learning assurance goals and objectives.

Recommendations in by AACSB International (Martel and Calderon 2005) were followed to derive the learning goals and objectives of the SBE. Mission driven learning goals were determined in faculty meetings and discussions reflecting:

- What we value
- What is current and relevant to the needs of business and management positions
- What skills, abilities and knowledge do we expect our graduates to have
- Can we improve students who have not mastered these skills, abilities and knowledge

An office of assessment, retention and undergraduate program has been established at the SBE reporting to the Dean. The director works closely with the campus assessment and accountability office, SBE standing committees, departments and faculty to coordinate the assurance of learning process at the SBE.

Departments

The SBE is divided into five separate departments headed by a department chair. Program data may be found in Addendum I.

- Accounting and Legal Studies
 - BSBA Accounting
 - Masters in Accountancy
- Economics and Finance
 - BSBA Economics
 - Concentration in Finance
 - Carter Real Estate Program
- Hospitality and Tourism Management
 - BSBA Hospitality and Tourism Management
- Management and Entrepreneurship
 - BSBA Business Administration
 - Tate Center for Entrepreneurship
 - Concentration in Entrepreneurship
 - Concentration in Leadership Change and Social Responsibility
- Marketing and Supply Chain Management
 - The Global Trade Initiative
 - BSBA International Business
 - Paul T. Nelson Global Logistics and Transportation Program
 - Concentration in Global Logistics
 - Concentration in Marketing

Assessment should be comprehensive and completed in our core courses for each degree program.

- Assessment integral component of course and program design.
- Assessment criteria must be understandable, explicit and public.
- Assessment instruments and processes should be subject to continuous evaluation and adjustment. Utilize methods already used in course whenever possible.
- Assessment should provide feedback to students and faculty on learning and performance.
- Assessment is **not** tied to faculty evaluations.
- An examination of the literature on learning-centered assessment suggests the use of terminology from Bloom's Taxonomy to guide and define the learning objectives. This identifies and allows specific communication to students of the expectations of each level of deep learning progression throughout the degree program.

Because program offerings are integrated across departments, it is difficult to model the assessment program based solely on departments as is recommended by SACS accreditation. All of the undergraduate degrees in the SBE with the exception of economics have basically the same core course requirements. Therefore, the assessment process model at the SBE reflects this divergence from the process set out by the College's Office of Assessment and Planning.

Department Assessment Process Recommendations:

Adopt portfolio assessment or learning journals. David Goh (2004) devotes an entire chapter in *Assessment Accommodations for Diverse Learners* to alternative assessment processes. The inclusion of student portfolios in the learning environment at the College of Charleston has been extensively discussed within the

GenEd and Student Experience committees. The primary drawback of portfolio assessment is the sheer magnitude of collecting and evaluating student work samples across their educational experience. A possible solution to this would be to provide a medium in which students would be encouraged to develop their portfolios; similar to the portfolios created by art students to exhibit their work only in an on-line format. Much like resumé preparation, this allows business and economics students the opportunity to showcase their work development to department faculty, potential employers or graduate schools. Scholarship incentives could be provided by departments to encourage maintenance of portfolios.

A model performance portfolio assessment should include the following elements (Goh 2004, pp150-151):

- Portfolio design, purpose and focus clearly identified and communicated
- Student buy-in for collection and self evaluation of portfolio products
- Opportunity for student self reflection and peer discussion
- Outside evaluation (faculty, alumni, career services, etc) of portfolio products
- Specific assessment criteria must be created to analyze the results, examine reliability and validity of procedures and effect curriculum decisions within the programs.

The implementation of the portfolio assessment is a long-term process involving changing the culture within the SBE to encourage students to understand the value of their individual work and progress over time. Depending upon the volume of portfolios created, a method of random sampling in cases of a large number of seniors, or assessment of all portfolios in cases where the number of seniors within a discipline/major is small would be a manageable assessment task for an assessment committee comprised of faculty members representing each discipline. The key element within the process is to determine strengths and weaknesses within the curriculum of a specific discipline.

The departments within the SBE have already implemented a form of learning journals within the system of for-credit internships. All internships require the student to complete a journal to be submitted at the end of the course. Internship coordinators have been advised to encourage students to note when they incorporate what they have learned in the classroom in their internship experience or recognize a deficiency related to what was learned in the classroom.

The SBE assessment office has received nine journals entries from the HTMT internships recording use of skills learned in classroom activities.

Given the increased volume of internships, a more streamlined and transparent reporting process is needed. At present there is no defined system to provide feedback to departments concerning curriculum issues identified through the internship journals.

Establish duties of Core Course Coordinators to facilitate faculty input into course objectives, new pedagogy and document core course learning objectives and assessment processes undertaken. All core courses should have course/learning objectives stated on syllabi. These should be reviewed periodically by faculty teaching these subjects with specific guidelines for any part-time or adjunct faculty. Each of the departments has begun the process of developing core course learning objectives. These learning objectives will be included on the course syllabi beginning 2007-2008 academic year.

Questions that facilitate the development of core course learning goals/objectives are:

- What are the most important things a student gains from this field of study?
- What qualities and capabilities do we want to foster in our students?
- What is the most important knowledge that students acquire from this field of study or by working with faculty member?
- In what ways does this field of study contribute to a student's well being?

- How does this field of study change the way a student views the world?
- How does this field of study contribute to the well being of society at large?
- How does this field of study differ from other fields?
- How do we know the extent that students are learning what we hope from our field of study?
- How do we use the information about student learning and development to enhance student learning and our programs?

An alternative to the Core Course Coordinators would be to work with Academic Affairs and OAP to implement Digital Measures learning objectives reporting system. This system will tie the College, SBE, program and course learning goals/objectives together so that data gathered may be used to determine opportunities and challenges in student learning. The program relies on course instructors/professors to include learning objectives from their syllabi and the system automatically ties this to course, program, school and college learning objectives.

Facilitate and create platform for professional development seminars to bring faculty together to share/discuss learning techniques in their discipline.

- What works and what doesn't work?
- How has pedagogy changed?
- Faculty engagement with one another to promote student engagement within the discipline.
- Encourage divergent outcomes rather than convergent ones to impact individual learning. Learning is not one size fits all. Multiple ways to demonstrate learning – allows for variety in how students learn.

Majors

The SBE adopted admission standards Fall 2006. The standards are intended to attract and retain students with the ability and commitment to succeed in the business and economics majors. The following are the requirements:

Completion of the following courses with no grade less than a "C-":

Math 104 or 250
 Math 105 or 220 or HONS 115
 ECON 200 or HONS 212
 ECON 201 or HONS 211
 ACCT 203*
 ACCT 204*
 DSCI 232

*Economics majors are not required to take ACCT 203 or 204.

Students should apply for admission to the SBE during the semester they expect to complete the requirements described above. Non-admitted students may take up to 9 hours of upper-division business courses (300 level and above). Exceptions to this 9 hour limit will be made to allow completion of degree requirements for College of Charleston students with programs outside of the SBE. Mandatory advising, monitoring of progress, and registration restrictions apply to those choosing this academic path.

Recommendation to put business management/human resource education to work through use of profile testing (such as Gallup's Strengthsfinder) or occupational testing in the Student Success Center to help students decide majors. More advising and career input early in decision making process (FR/SO years).

Developing and promoting a culture of life-long learning is another important step the SBE can take immediately. Recommendations include:

- Advising all pre-majors or intended majors of the learning goals and required senior major field test. Including this information on all declaration forms and marketing materials for each major. Students must know the rules of the game – Need constructive feedback
- Prominent display of learning goals and objectives in the SBE common areas and classrooms. The learning goals are currently featured on the flat screen information TVs in the Beatty Center Atrium.
- Encourage frequent discussion between faculty and students regarding the importance of learning goals and to obtain feedback from students
- Determine what courses use specific learning goals and realign courses in the program to reinforce knowledge learned in earlier courses to achieve deep learning. Course mapping of these deep learning expectations can be accomplished through an Introduce – Practice – Master spreadsheet for each major. See attached Addendum II.
- Learning goals and expectations of learning at each level (Fr, So, Jr, Sr) should be prominently displayed on the SBE website and in common areas for students.

Indirect Assessment

- Senior surveys from career services
- Employer surveys
- Alumni surveys
- Core Course Coordinator reports on syllabi, learning objectives

Direct Assessment

- ETS or SBE in-house major field test administered to seniors in capstone course
- Outside assessment of presentations using a specific rubric
- Use of rubric to assess written communication
- Embedded primary trait analysis or assessment of learning goals embedded in course exams, papers, presentations
- Transcript tracking evaluation
- Business plans
- Simulations are being utilized in many of the capstone courses for concentrations as well as other core courses.
- Student and employer feedback in internship journals
- Mock interviews conducted by SBE Career services

GENERAL ASSESSMENT – ETS MAJOR FIELD TEST RESULTS

The Educational Testing Service (ETS) <http://www.ets.org> offers standardized, objective major field tests (MFT) exams for business and economics. The primary purpose of the MFT exams is to provide aggregate data/information to colleges and universities to use in curriculum evaluation, departmental self-study and end-of-major outcomes assessment.

ETS utilizes a rigorous scaling and equating process to ensure that scores on new exams are as comparable as possible to scaled scores on previous or future exams. Tests are revised at least once every five years.

To be able to infer from a test score that accurately reflects student learning, the assumption is made that individual test takers are motivated to put forth sufficient effort to demonstrate their knowledge and skills. “Good assessment design thus requires eliminating this threat to validity through appropriate attention to incentives to students to participate meaningfully.” (Dwyer, et al 2006) ETS does not recommend using the individual student scores as a means of assessing individual students or using it as a graduation requirement unless careful standard setting procedures are employed. “*Decisions about individual students should never be based on MFT scores alone.*”

http://www.programworkshop.com/custom/mft/About_Score_Reports.htm?sc=I004F1051...

Test content of the MFT exams reflect basic knowledge and understanding gained through the study in a curriculum. The tests have been designed to assess mastery of the concepts, principles, and knowledge expected of students when they conclude their major program of study. In addition to factual knowledge, the tests also evaluate the students’ abilities to analyze and solve problems, understand relationships, and interpret material. Questions require interpretation of graphs, diagrams, and charts related to the field as well as recall of information. Only correct answers are scored, therefore, students are not penalized for omissions or guesses.

The MFT exam reports a total score for each student and a group summary. The assessment indicators evaluate the following major fields of study within the business degree. This score is reported for the group only and not for individual students. The total number of questions on the test is 120. A minimum of five students is required for assessment indicators to be reported. The approximate number of questions in each category follows:

- Accounting (18)
- Economics (16)
- Management (18)
- Quantitative Business Analysis (13)
- Information Systems (12)
- Finance (16)
- Marketing (16)
- Legal and Social Environment (12)
- International Issues (~12% of the questions overlap and are drawn from accounting, economics, finance, management, marketing, and legal and regulatory environment)

The economics MFT exam is reported separately because it is a different exam. This test has 120 questions and the SBE added 20 additional questions as a control. It is anticipated that during years/semesters the ETS standardized exam is not given, the economics department will prepare their own exam with these specific questions included. The economics exam has two sub-score sections of microeconomics and macroeconomics, and two assessment indicators of data analysis and international issues.

Each test provides three types of scores:

- Individually Reliable Total Score: The score has statistical properties such that decisions about individual students can be made based on the scores. Total scores are reported based on a scale of 120-200.
 - The test scores report no more than an estimate of a student's achievement in an area. Individual student scores are reported with reliability coefficients and standard errors of measurement (SEM).
 - The reliability coefficients measure the internal consistency of the test or from the analysis of the performance of individuals on items within a test. The desired reliability is 0.90 or higher. Scores below 0.90 reliability should be interpreted more cautiously.
 - The SEM is the standard deviation of the difference between observed scores and their corresponding true scores. The score obtained by an individual usually falls between +1 and -1 SEM of the true score 68% of the time or between +2 and -2 SEM of the true score 95% of the time. Thus each score is treated as a band rather than a point.
- Individually Reliable Sub-scores: The business test does not report sub-scores, only assessment indicators (accounting, economics, management, quantitative analysis, finance, marketing, legal and social environment, and international issues. Information systems was added spring 2007). The economics test reports both sub-scores (micro and macro) and assessment indicators (data analysis and international issues). Sub-scores are reported on a scale of 20-100 and not reported for individual students.
- Group Reliable Scores: These are the assessment indicator scores referred to above that pertain to a major field of study. These scores cannot be reported for individual students and are reported as an average percent correct for a given group of students.

The SBE has set up cohorts (groups of students) based on the student's reported major. The following cohorts were set up for the SBE in spring 2006 and spring 2007:

- ACCT: spring 2006 and 2007
- BADM: spring 2006 and 2007
- ECON: spring 2006 and 2007* Note: Economics exam was a different MFT exam from business.
- HTMT: spring 2007 only
- INTB: spring 2006 and 2007

Comparative Data Tables can be accessed at www.ets.org/hea/mft/compare.html . The tables report data for seniors only from institutions testing 5 or more students in a cohort.

Methodology

- MFT exams were administered for both business and economics during spring 2006 and spring 2007 semesters in the major capstone courses.
- The decision was made late fall 2005 to administer the MFT exam during spring 2006 and as a result several problems ensued.
 - Little faculty buy-in.
 - Less student buy-in. Estimated 10+ students completed the exam in 15 minutes or less.
 - Logistics of administering exam were complicated.
 - Classrooms with student computer stations are required to administer the exam. Finding rooms with enough seats and times was a challenge.
 - MFT exams were given during reading day for the finals and four or five additional opportunities during finals.
 - Students signed up in their capstone course.

- Students were sent email reminders with exam day specifics. Students who forgot to show up or could not take the test on the assigned day were accommodated.
 - No ADA requirements were requested.
 - HTMT 488 capstone students did not take the exam unless they were also registered in a MGMT 408 course
 - Student Success Center personnel assisted with the exam proctoring.
 - No problems with the MFT economics exam.
 - Upon completion of all exams, individual results by course section were emailed to the appropriate professor.
- Preparations were made summer 2006 for administration of the spring 2007 MFT exam faculty and chairs were notified of the exams.
 - Somewhat better faculty buy-in.
 - Disagreement between faculty and chairs as to what if any incentives should be offered to students.
 - Students seemed to take the exam more seriously than in the prior year.
 - Associate Dean visited capstone courses to explain importance of taking the exam seriously.
 - Students were contacted via email regarding the importance.
 - Only 3 students finished the test in less than 15 minutes.
 - Logistics of administration.
 - Students were notified to sign up for the exam in their capstone courses.
 - A sign-up sheet was provided in the Student Success Center. This was a much easier sign-up format than 2006.
 - One student requested and was provided ADA accommodation.
 - Exams were scheduled mid-semester (last week in March) and during finals for 3 business sections and 1 economics section.
 - Computer lab availability presented a slight problem because of regular class schedules. (Two hours are allowed to take the actual exam, however, the log-in, information form, and practice tests can take up to 15-20 minutes. Also there are no time limits on the additional economics questions that were added).
 - Coordination of students double majoring in HTMT and BADM such that they did not take the test twice was somewhat challenging.
 - Students were sent email reminders with exam day specifics. Students who forgot to show up or could not take the test on the assigned day were accommodated.
 - One significant problem with the administration: Proctors were required to log-in using their user and password to each computer in the lab. A guest log-in user and password should be set up for the computer labs so that a proctor's individual log-in information and files cannot be accessed.
 - Upon completion of all exams, individual results by course section were emailed to the appropriate professor.

Data and Observations

Total score and assessment indicator data for both business and economics is attached in ADDENDUM III. The data analysis and observations will be divided into three sections: Mean Total Score analysis on the business exam for 2006 and 2007, assessment indicators analysis of the business exam for 2006 and 2007, and mean total score and assessment indicator analysis of the economics exam for 2006 and 2007.

Mean Score Analysis: Business MFT

- 2006: ETS reported mean total score data comparisons for 553 institutions and 143,349 students from February 2003 – June 2006.

- This report will address SBE total data only. The 2006 and 2007 major data for the majors ACCT, BADM, HTMT, and INTB are included in ADDENDUM III.
 - ETS Institutional Mean Total Score Distribution Data
 - Mean: 151.2
 - Median: 152.0
 - Standard Deviation: 6.8
 - ETS Individual Student Mean Total Score Distribution Data
 - Mean: 152.2
 - Median: 152.0
 - Standard Deviation: 13.8
 - SBE Mean Total Score Distribution Data
 - Mean: 154
 - Median: 155
 - Maximum: 189
 - Minimum: 120
 - Standard Deviation: 13.6
 - The SBE compares favorably with the national norms. The mean total score of 154 is above the national data by 2.8 points and 1.8 points respectively. The median score is 3 points above the national norm. The distribution of the scores is comparable to the national individual student mean total distribution.
 - We also tracked transcripts of the seniors taking the exam. The mean overall GPA was 3.07 and the mean major GPA was 3.04. These mean GPAs are comparable to the reported scores on the ETS demographic reports.
 - SAT scores were identified from the transcripts. 180 students took the ETS exam and 116 SAT scores were reported on the transcripts.
 - Mean SAT: 1123
 - Median SAT: 1130
 - Maximum: 1410
 - Minimum: 700
- 2007: ETS reported mean total score data comparisons for 181 institutions and 8,986 students from August 2006 – December 2006.
 - ETS Institutional Mean Total Score Distribution Data
 - Mean: 152.5
 - Median: 153.0
 - Standard Deviation: 6.6
 - ETS Individual Student Mean Total Score Distribution Data
 - Mean: 153.1
 - Median: 152.0
 - Standard Deviation: 13.5
 - SBE Mean Total Score Distribution Data
 - Mean: 157
 - Median: 157
 - Maximum: 187
 - Minimum: 126
 - Standard Deviation: 12.3
 - The SBE again compares favorably with both the ETS national norms and 2006 SBE data. The mean total score for the SBE was 4.5 points and 3.9 points higher than the respective norms. The median score is 4 and 5 points higher. The standard deviation is 2.2 points better than the student norm.

- The maximum total score for the SBE in 2007 is the only comparable score lower than SBE 2006 data. Improvement can probably be attributed to better communication with students and faculty regarding the importance of the exam for curriculum issues. Capstone section scores will not be reported in detail, however, there was no significant difference in scores between sections that offered incentives and sections that did not.
- Transcripts tracking data for 2007 shows that the mean overall GPA was 3.02 and mean major GPA 2.97. These are .05 and .07 points below 2006.
- SAT scores were identified from the transcripts. 207 students took the ETS exam and 164 SAT scores were reported on the transcripts.
 - Mean SAT: 1147
 - Median SAT: 1150
 - Maximum: 1490
 - Minimum: 790
- The SAT scores are relatively higher than 2006 and GPAs somewhat lower. More data analysis will be required to make any further determinations.

Assessment Indicators Analysis: Business MFT

- 2006 ETS Mean score distribution is based on 553 institutions. Data includes seniors from domestic institutions from February 2003 to June 2006.

	ETS Mean Score Distribution	ACCT	BADM	INTB	HTMT
Number of Institutions = 553					
ASSESSMENT INDICATORS		MEAN PERCENT SCORE			
Accounting	44.1	63	42	42	
Economics	42.5	52	43	55	
Management	56.8	57	59	68	
Quantitative Analysis/ Infor Sysms	56.1	64	58	60	
Finance	35.9	46	34	46	
Marketing	46.6	57	52	62	n/a
Legal & Social Environment	49.6	55	54	55	
International Issues	44.2	48	45	75	
Students responding to < 50% of questions		0	0	0	
Students in frequency of distribution		15	142	23	
Students tested		15	142	23	

- The ACCT major cohort scored higher than the national norm on all indicators. The mean major GPA is 3.18 and mean reported SAT score 1151.
- BADM major cohort indicates some difficulty with accounting and finance. Economics is not strong and international issues could be stronger. The quantitative disciplines appear to be problematic. The mean major GPA is 3.01 and the mean reported SAT is 1116.
- INTB major scored higher in all categories except accounting. Although finance was higher than the norm it is a significantly lower score than the other categories. Again, quantitative disciplines appear to be problematic. The mean major GPA is 3.05 and the mean reported SAT is 1143.
- The HTMT major was not measured.

- 2007 ETS Mean score distribution is based on 181 institutions. Data includes seniors from domestic institutions from August 2006 to December 2006. Scores cannot be readily compared with prior years because a new category, information systems, was added. This category was previously part of quantitative analysis.

	ETS Mean Score Distribution	ACCT	BADM	INTB	HTMT
Number of Institutions = 181					
ASSESSMENT INDICATORS		MEAN PERCENT SCORE			
Accounting	50.7	69	52	53	48
Economics	48.0	52	52	62	45
Management	55.4	61	62	73	58
Quantitative Business Analysis	47.0	50	52	61	47
Finance	55.9	65	61	67	50
Marketing	53.1	54	56	67	55
Legal & Social Environment	46.7	54	51	55	48
Information Systems	58.7	55	62	62	61
International Issues	54.4	56	60	83	47
Students responding to < 50% of questions		0	0	0	0
Students in frequency of distribution		17	130	31	29
Students tested		17	130	31	29

- The ACCT major cohort scored higher than the national norm on all indicators. The marketing indicator was the weakest. The mean major GPA is 2.95 and the mean reported SAT is 1172.
- BADM major cohort indicates improvement over 2006. All indicators are higher than the norms. Finance is particularly strong and the international issues indicator has improved. The mean major GPA is 2.99 and mean reported SAT is 1141.
- INTB major scored significantly higher in all categories. The mean major GPA is 2.99 and the mean reported SAT is 1203.
- HTMT majors appear to be weak in the quantitative indicators of accounting, economics, and finance. Quantitative analysis is at the norm and the international issues indicator is particularly weak. The mean major GPA is 2.89 and the mean reported SAT is 1122.
- One note of interest is that in 2006 major GPAs were higher and the indicator scores lower. 2007 students had lower major GPAs and significantly higher than the norm indicator scores.

Economics MFT Comparisons

- 2006 and 2007: ETS reported mean total score data comparisons for 75 domestic institutions and 3,615 students from February 2003 – December 2006.
 - ETS Institutional Mean Total Score Distribution Data
 - Mean: 150.1
 - Median: 151.0
 - Standard Deviation: 10.9
 - ETS Individual Student Mean Total Score Distribution Data
 - Mean: 153.6
 - Median: 153.0
 - Standard Deviation: 17.3

- 2006 Economics Mean Total Score Distribution Data (n=23)
 - Mean: 153
 - Median: 152
 - Maximum: 190
 - Minimum: 126
 - Standard Deviation: 14.4
- 2007 Economics Mean Total Score Distribution Data (n=22)
 - Mean: 152
 - Median: 150
 - Maximum: 174
 - Minimum: 129
 - Standard Deviation: 10.7
- The mean total score for economics in 2006 was .6 points lower than the ETS national norm and 1 point higher than 2007. The 2007 data was 1.6 points lower than the national norm. The median scores for both 2006 and 2007 were lower than the norm. The standard deviation in both 2006 and 2007 indicate lower dispersion in scores than the national norm.
- The maximum score in 2007 decreased 16 points from 2006 although the 2007 minimum score increased by 3 points.
- Both mean GPAs and reported SAT scores increased from 2006 to 2007.
 - 2006 overall mean GPA: 2.96 2007 overall mean GPA: 3.09
 - 2006 major mean GPA: 2.93 2007 major mean GPA: 2.99
 - 2006 mean SAT: 1165 n=11 2007 mean SAT: 1170 n=17
- The sample size in both years is very low. The students have consistently scored at or near the norm.
- 2006 and 2007 ETS Mean score distribution is based on 75 domestic institutions. Data includes seniors from February 2003 to December 2006.

	ETS Mean Score Distribution	ECON 2006	ECON 2007
Number of Institutions = 75			
ASSESSMENT INDICATORS	MEAN PERCENT CORRECT		
Macroeconomics	49.8	53	49
Microeconomics	49.6	52	52
Data Analysis	45.6	45	45
International Issues	41.8	46	38
Students responding to < 50% of questions		0	0
Students in frequency of distribution		23	22
Students tested		23	22

- In 2006 economics scored above the mean percent in both macroeconomics and microeconomics sub-scores. 2007 data remains stable for microeconomics but macroeconomics declined to the ETS mean score distribution falling 4 points from 2006.
- This decline in macroeconomics may be indicative of fewer elective courses offered in this sub-discipline.
- The data analysis assessment indicator shows that both 2006 and 2007 remain stable at the mean score distribution (.6 points less than the norm)
- The international issues assessment indicator is 4.2 points above the mean score distribution in 2006. However, 2007 falls 3.8 points below the mean score distribution and 8 points below 2006.

- The sample size for both years is low. However, given the importance of the global awareness learning goal, the department may want to examine coverage of international issues in the curriculum.

Remediation and Action

- Curriculum and students learning issues should be examined in the following disciplines:
 - Accounting for non-accounting majors
 - Finance
 - Economics for non-economics majors
 - General review of international issue coverage in non-international business majors.
- Core courses should be re-examined to determine what constitutes adequate knowledge and preparation within the broad fields of the discipline.
- Benchmark standards should be discussed to determine progress from future tests.
- A transcript tracking report is in progress. Once all student names and identification have been removed further data analysis will be made.
- Shift emphasis from teaching (telling or transmitting knowledge) to engaging students in learning.
 - More focus on how students learn.
 - Commitment by faculty to build and sustain a community of learners.

Assessment Recommendations

- Include the senior assessment exam information on the major declaration forms. The purpose to raise the awareness of the exam and create an environment where students take the exam and learning seriously.
- Document additional factors that may influence exam performance.
 - Temperature in the testing room
 - Student demographics
 - Familiarity with the exam process
 - ADA accommodations
- Actively create more awareness of the senior exam in sophomore and junior level core courses.
 - Mention in syllabus
 - Mention during lectures involving important concepts, ideas, etc.
- Create a more cohesive process embedded in the capstone courses for administration of the test.
 - Course incentives or no incentives?
 - Process to eliminate duplication – i.e. students majoring in HTMT and BADM taking both capstone courses. Which course? What if student takes the capstone courses in different semesters?
 - When should the exam be administered? During finals, mid-semester?
 - Who should administer the exam? Some professors prefer to administer exam during finals, others do not want to administer exam at all.
- Aplia <http://econ.aplia.com> has course material designed to prepare students for Finance classes. The exercises on this website are a perfect review for the ETS tests.
 - There are two problem sets for each subject area. The subject areas covered include:
 - Basic mathematics
 - Economics
 - Accounting
 - Statistics
 - Using a financial calculator
 - The website is constructed in such a manner as to allow easy revision, addition and deletion of questions. Additional question sets for marketing, management, and business law might be helpful.
 - Aplia was recently bought out by Thomson Learning. Price/licensing negotiations will need to be resumed with Thomson.
 - If the SBE can negotiate licensing, the recommendation would be to have this available exclusively on the Student Success Center computers.

- Tracking student usage will also be necessary to determine impact (if any) of preparation on ETS scores.
- Coordinate faculty across departments to develop an online exit test similar to the ETS Major Field test to be administered in capstone courses. The ETS test could be administered every three years to determine benchmarking data. Direct and indirect administration costs would be impacted by this decision in a number of ways:
 - The expense would be less than the yearly ETS cost of \$25/student (~\$5,000-\$6,000/semester)
 - A summer stipend could be offered for initial test development.
 - Future stipends may be offered to modify or revise the test.
 - All graduating seniors would be required to take the test providing a larger sample. Currently the test has only been administered in the spring.
 - Fall 2005 and Summer 2006 MGMT 408, MGMT 409, HTMT 488, ECON 400 enrollments = 185
 - Fall 2006 and Summer 2007 MGMT 408, MGMT 409, HTMT 488 and ECON 400 enrollments = 204
 - Representative discipline questions would more accurately reflect our curriculum.
 - Administration cost would be reduced if tests were given during scheduled finals.
- There is a series of books called The Thinker's Guide Library published by The Foundation for Critical Thinking www.criticalthinking.org. The cost of the books in this series is minimal, especially if they are ordered in bulk.
 - Consideration should be given to making all/some of the books required in the sophomore or junior level SBE core courses such as DSCI 232, MGMT 301, MKTG 302 (as an addition to the course textbook). This may facilitate SBE expectations of student learning.
 - Although many students will never look at the books, awareness of the importance of critical thinking and life-long deep learning should be elevated.
 - Students who do take an interest in the books may come to class better prepared and motivated to engage in deep learning.

EFFECTIVE COMMUNICATION ASSESSMENT

Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge. Conciseness and understanding one's audience is important to effective communication.

Essential traits of effective written and oral business communication have been discussed by faculty, in pedagogical literature, and by the news media. The following example is excerpted from the AACSB Assessment of Student Learning (Martel and Calderon 2004, pp 88-89):

- Identify and communicate a purpose
- Express information and ideas clearly and concisely
- Use appropriate grammar, sentence structure and word choice
- Organize and express information and ideas in a manner appropriate to the purpose
- Describe, analyze, and synthesize data, ideas and information correctly and effectively
- Use vocal delivery and non-verbal cues in a manner appropriate to the situation
- Show awareness and knowledge of the audience
- Listen and comprehend others' oral communication
- Ask questions of others to clarify information and gain understanding
- Adapt oral communications to a variety of situations
- Use presentation technology effectively

Written Communication

Spring 2006 written case studies were collected from seven sections of MGMT 408, the capstone course for business and accounting degrees.

Methodology

- 231 papers were collected from seven sections of MGMT 408
- In 3 of the seven sections a paper was collected at the beginning of the semester and another from the end of the semester. This allowed us to compare writing samples of 70 students in a before/after sampling.
- 432 students graduated Spring 2006. Sample size was 161 papers or 37% of seniors. AACSB recommends sampling size be at least 20%.
- A common rubric (see Addendum IV) was used to assess the writing samples using a three point scale (Exceeds = 3, Meets = 2, and Unsatisfactory = 1).
 - Form: grammar
 - Clarity: sentence structure and/or word choice
 - Focus: organization, style, tone, content

Data and Observations

- Students scored an average of 5.04 on a 9 point scale which included only paper number one.
- Students scored an average of 6.00 on a 9 point scale excluding paper number one.
- Deficiencies in business writing are evident. However, they are not as bad as anticipated.
- Students improved significantly when provided expectations as illustrated in the 70 before and after papers.
- The data observations from this assessment identified approximate baseline measures for written communications.
- Improvement = Less than 25% of papers sampled fall into unsatisfactory category.
- Focus: 82 of the 231 papers (35.5%) scored unsatisfactory exhibiting problems with organization, style, tone or content

- Form: 77 of the 231 papers (33.3%) scored unsatisfactory with multiple grammar errors
- Clarity: 63 of 231 papers (27.3%) scored unsatisfactory poor sentence structure or word choice

Action and Remediation

- Student Development Committee surveyed faculty to request program/process suggestions to improve business communication in classes. (Survey and feedback will be added in the near future)
- Customize resources to address specific business communication needs
 - Create user friendly linkages of various resources across campus
 - Writing lab
 - Speaking lab
 - Technology lab
 - Career services
 - Create heightened awareness of availability of user friendly resources for both faculty and students
- Bonnie Grossman and Marcia Snyder met with faculty and staff from student support services. The agenda is attached in Addendum VIII. Additional follow-up and communication required.
- Provide expectations to intended and declared majors
 - Post examples of “exceed expectations”, “meets expectations”, and “unsatisfactory” papers on web site
 - Post communications rubrics on web site. (Creating a rubrics library for faculty)
 - Outline expectations in declarations of major packet
- Establish web based business communications modules for review or reference
 - Bonnie Grossman and Marcia Snyder met with representatives of Thompson Learning and Irwin McGraw-Hill to discuss availability of web-based business communications modules
 - Appropriate low-cost modules are not available at this time.
 - Discussion of creating possible modules in-house continues
 - Multiple choice pre-post testing of core writing skills evaluating content, literacy, audience, strategy, and style. (Fraser, *et al* 2006)
- Web-based resources have been located. Copyright/use issues are being researched. Suggestion is to provide a link to these sites on our web site.
 - Podcast: “Grammar Girl’s Quick & Dirty Tips for Better Writing”
 - Notre Dame’s “Writing Irish” website
 - Business Writers’ Free Library http://www.managementhelp.org/commskls/cmm_writ.htm
- Establish a professional development speaker series focused on business communications issues
 - February 15, 2007: *Business Communications in the 21st Century*, Michael Kelley, Manager-Advisor Development, Commonwealth Financial Group. 41 students attended.
 - April 2, 2007: Net Generation, Lancie Affonso, Computer Science Department, College of Charleston. Presentation of web-based business communication techniques and networking strategies. 46 students attended.
 - Slated for Fall 2007: proper communication and dining etiquette presentation techniques, the power of vocabulary.

Assessment Recommendations

- Create rubric library
- Consider implementation of multiple choice test requirement when major is declared. Test would be web-based and allow for cross referencing data with written work. See (Fraser *et al* 2006)
- Request papers from business classes that assign written papers.
 - Preferably papers will be collected via email to facilitate storage and reduce paper use. However, SBE may need to budget labor to scan papers/documents into the system.

- Assessment committee will review a random sample of the papers collected.
- Code papers according to class level (sophomore, junior and senior) and rank according to rubric.
- Secure permission of students whose papers would be used as samples of exceptional and good work on website. All papers would remain anonymous.
- Design SBE server folder(s) to facilitate easy access of assessment material and reports for Administration, SACS, and AACSB accreditation teams.

Oral Presentation Communication

Two means of collecting data on oral communication were collected during Spring 2007. First, Laura Demarse, Career Services Director implemented a mock interview program for junior and senior majors from the SBE. This process is considered an authentic assessment (Goh 2004, p151-156) as it provides demonstration of higher order thinking skills observed in a “real world” setting.

Second, Holland Williams, visiting marketing instructor, sat in on multiple business classes and ranked presentation skills using a presentation rubric provided by one of the professors.

Methodology – Mock Interviews

- 98 mock interviews were conducted spring 2007.
- The selection process included 10 students who self selected and 88 students who were satisfying a course requirement.
- 65% of the students were juniors and 35% were seniors.
- The interview process is a minimum of 45 minutes.
- During sign-up and prior to the interview, students are instructed to dress professionally and bring a hard copy of their resumé.
- The mock interview process involves utilizing business communication skills, business etiquette/acumen and political savvy to answer the questions and navigate the lengthy and cumbersome process. These skills are critiqued during the interview with feedback presented at the end of the interview process.
- A copy of the Mock Interview Evaluation Form is attached as ADDENDUM V

Data and Observations: Mock Interviews

- The mock interviews have been well received by the students.
- 65% of the students performed well with at least one excellent mark on the evaluation form.
- 15% received recommendation to take a public speaking course to improve presentation skill.
- 20% needed internship experience on their resumé and were referred back to their home department for information on that process.
- There was follow-up contact with 48% of the students either via email, referrals across campus for Myers-Briggs, personality strengths finder tests, or resumé reviews and job placement.
- The process begins to engage the student in understanding the importance of good public speaking skills and offers immediate, direct, comprehensive, feedback. (what not to do/say/wear)
- Students are encouraged to reflect upon their interests and long-term goals integrating them with the reality of what they have learned in the classroom and other sources of information they may have gathered during internships, research papers, etc.

Remediation and Action: Mock Interviews

- Implementation of a series of questions about the process will be added to the Senior Survey.

Assessment Recommendations: Mock Interviews

- Continue with the mock interview process. Expand the marketing of the process through the internship program, student organizations and clubs, to faculty, and possibly integrating it into more business course requirements.

Methodology: Presentations

- Data has not been submitted
- Holland Williams was commissioned to observe presentations in _____ courses.
 - LIST COURSES
- A common rubric was used to assess presentation skills. Rubric is attached in Addendum VI.

Data and Observations: Presentations

Data has not been submitted

Remediation and Action: Presentations

Data has not been submitted

Assessment Recommendations: Presentations

Data has not been submitted

ETHICAL AWARENESS

Students will recognize and be able to appraise ethical dilemmas involved in business decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.

Timothy Fogarty notes that business school deans rank ethics as one of the top five learning goals for their programs. (Martell and Calderon 2005 pp 156-171) The AACSB Assessment List Serve has encouraged an active discussion of viable instruments to measure “ethics” outcomes. Most of the business schools weighing in on the topic have struggled with framing the learning outcome in such a way that it is measurable and does not measure specific ethics decisions.

Ethical awareness has not been explicitly assessed at the SBE. However, the inclusions of topics addressing ethical dilemmas are included in the syllabi of many business courses. While this in and of itself does not address the assessment of this learning outcome, it does allow us to note that the topic has been introduced into the curriculum.

Methodology

- Ethics assignment in one section of MGMT 408 capstone course

Data and Observations

- 23 student papers were submitted as one assignment for MGMT 408
- Students were asked to define ethics and discuss a business scenario involving an ethical dilemma.
- Students are aware of the basic concepts and could provide a scenario; however, no critical analysis or problem solving action was required as a part of the assignment.

Remediation and Action

- The SBE has adopted a *Student Code of Conduct/Honor Code Contract* that students will be required to sign at orientations, when they declare their intent to major and when they declare their major.

Assessment Recommendations

The EAC (ethics across the curriculum) Toolkit – Assessment Tools Module

<http://cnx.org/content/m14498/latest/> includes student modules and instructor resources intended to develop, refine and disseminate best practices assessment of EAC. The content objectives were developed by the AACSB Ethics Education Task Force. This is the most comprehensive assessment information found in the literature. My recommendation is to create a committee of interested faculty at the SBE to implement some or all of these strategies.

Additional assessment strategies reported in the context of ethics assessment follow:

Fogarty suggests that the following objectives be used in a grading rubric to gain some semblance of operational assessment (Martell and Calderon 2005 pp 162-163):

- Getting the facts straight.
- Extrapolating the consequence of action to other parties (including those remote to the action).
- Assessing utilitarian trade-offs among parties involved.
- Understanding the hierarchy of rights recognized by society.
- Appreciating how varying conceptions of equity can result in different evaluative conclusions.
- Looking at transactions from the perspective of other parties including corporate actors.
- Adjusting for generic biases known to exist in decision making.

- Learning from history.
- Limiting the expression of self-interest and other outcomes of marketplace logic.
- Abstaining from the tendency to justify the means by virtue of the end.

Tim Jares, Associate Dean, Montfort Business College, University of Northern Colorado, suggested on the AACSB Assessment List Serve that an ethical mini case be added to the ETS Major Field Test along with 10 or so multiple choice questions. The questions would be crafted to measure the student's ability to "ethically frame" an issue.

Diane S. Krider discusses two strategies to assessing ethics in the Integrative Public Relations program at Central Michigan University. The details of these strategies may be found at: (<http://www.provost.cmich.edu/assessment/posters/Ethics%20Assessment%20Instrument%20Discussion.pdf>) Her recommendations include a pre and post test in introductory courses as well as a 2 page response to an ethics case in the capstone course. Her focus is on concise writing, development of critical thinking skills, ability to identify potential problems, awareness of responsibilities.

GLOBAL AWARENESS

Students will recognize and examine the global implications of business decisions while evaluating and integrating innovative applications of these implications utilizing relevant discipline specific knowledge.

Methodology

The *Global Footprint* model developed by Ilan Alon and Craig McAllaster (May/June 2006) was used to set a baseline for establishing the SBE's global strategy. According to Alon and McAllaster the six components of a global program include:

- Core curriculum
- Language study
- Student diversity
- Faculty diversity
- Student global experience
- Faculty global experience

Data and Observations

- Curriculum
 - International Business Degree requires a language, culture or global minor: Language minor students achieve proficiency in second language
 - 2006 and 2007 ETS major field test results indicate an increasing awareness of international issues in SBE majors.
 - 2007 results for HTMT major and ECON major indicate lower awareness.
 - Recommendation: examine curriculums of these two majors for international issues content.
 - The School of Language, Culture, and World Affairs at the College works closely with the Director of the INTB program to coordinate international programs
 - Semester Abroad Partnerships have been developed with colleges/universities in Europe, Asia, North America, South America, Central America/Caribbean and Australia.
 - International internship opportunities have been created in Australia, Brazil, Europe.
 - Partnerships have been developed with local/regional firms having international ties.
 - BMW
 - AstenJohnson, Inc.
 - Daimler Chrysler
 - SC Ports Authority
 - OOCL
 - Robert Bosch, Inc.
 - U.S. State Department - Cuba
 - Partner with the SC World Trade Center
 - Offers internships to SBE students
 - Provides speakers and events
 - Every spring the Global Logistics students travel to Amsterdam visiting corporations
 - Every other year during May European MGMT/HIST Travel program is offered.
 - Additional travel study classes have included Brazil, China, Ireland, and Eastern Europe.
 - The SBE offers 12 global business courses across the disciplines of management, marketing, finance, economics, decision sciences, business law and transportation.
 - Three French language courses and two German language courses specifically cover business topics.
- Language Study at the College of Charleston

- All students are required to take four semesters of a foreign language or have the proficiency to test out of the language
- ADA Accommodations require four semesters of foreign culture classes
- Cultural diversity of SBE faculty
 - 2005/06 academic year fourteen faculty members were either foreign born or educated.
 - 2006/07 academic year four foreign born/educated faculty members were added to the roster.
 - 2007/08 academic year two foreign born/educated faculty are expected
 - Faculty teaching/travel abroad: The official report from the Controller's Office has not been received and will be submitted once it has arrived. An approximate estimate of travel/teaching abroad would be 25-30 faculty members or 40% of the SBE faculty.
- Cultural diversity of students
 - Student diversity detailed data included in Addendum VII
 - Currently SBE majors are not required to take INST/travel study.
 - Although the percentage of SBE majors enrolled in INST/travel is relatively low, students taking international study programs or travel classes continues to increase
 - 2003/04 academic year 46 SBE majors (3.4%) enrolled in INST/travel
 - 2004/05 academic year 59 SBE majors (4.1%) enrolled in INST/travel
 - 2005/06 academic year 77 SBE majors (4.6%) enrolled in INST/travel
 - 2006/07 academic year 131 SBE majors (8.4%) enrolled in INST/travel
 - With the exception of 2004/05 to 2005/06 academic years the percentage change in the number of students enrolled in these courses has increased significantly. The current academic year showed an 82.6% increase over 2005/06.
 - The low percentage of students taking INST/travel classes may also be attributed to the high number of SC students. 60% of SBE majors are from SC. While no income data is available, the affordability of INST/travel may be a factor.
 - Similarly, 2007 summer tuition costs for out-of state students resulted in a significant decrease in enrollment for travel courses.
 - The MGMT391 course usually requires a minimum of 15 students and only 11 enrolled this year. Previous years have had enrollments of 15-20 students.
 - The number of international students enrolled in programs or classes at the College of Charleston has fluctuated significantly since 911
 - SBE programs enroll approximately 25% of the total number of international students coming to the College of Charleston
 - Following 911 the percentage change in international students with SBE majors fell in all academic years except for the current year where the change was 0% from prior. Decrease ranged from 2.5% to 21.1%.
 - As the number of international students with SBE majors has significantly declined, the number of non-degree seeking international students has increased. Again, probably in response to the difficulty in obtaining student visas after 911.
 - Academic year 2000/01: 4.5%
 - Academic year 2001/02: 5.1%
 - Academic year 2002/03: 6.9%
 - Academic year 2003/04: 7.4%
 - Academic year 2004/05: 9.6%
 - Academic year 2005/06: 8.4%
 - Academic year 2006/07: 13.1%
 - 65.8% -76.2% of the courses taken by international students are finance, management or marketing course. Additional detail may be found in Addendum VI.
 - ETS major field test results from 2007 indicate that the SBE may want to reexamine global/international coverage in core curriculum. (See pp 17-20 of this report.)

Remediation and Action

- Although the College of Charleston is a public institution, there are a surprising number of global opportunities available to faculty and students. The importance of globalization transcends general education and discipline specific education across all Schools in the College.
- The global footprint and the international perspective of SBE programs, faculty, and students continue to grow as new opportunities and best practices are adopted.
- Increase the number and amount of travel scholarships for students.
- June 2007- The Global Trade Initiative Program will develop and support economic development through expanded global trade and commerce. It incorporates our BS in International Business, Global Logistics Concentration and our proposed concentration in Supply Chain Management. Trade at the global level is a key element of the economy of South Carolina and, for many of SC's small and medium sized enterprises international trade can and does make the difference between success or business failure. Thus, economic development in our state will increasingly depend upon individuals and firms with access to relevant information, technological expertise and knowledge of a range of global commerce areas including Supply Chain Management, Global Business Management and Entrepreneurship, Global Marketing, and Trade Finance.

Assessment Recommendations

- Need easier access to data on travel for both faculty and students.
- Need easier access to data regarding international students either majoring in SBE degrees or taking SBE courses.
- Develop Global Footprint information page on SBE website.

PROBLEM SOLVING ABILITY

Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.

“To learn content, students must learn to ask questions – both general and specific- that opens up the discipline, that help them take command of it, that help them see the complexities in it, that unify it.” (Paul & Elder, 2005, p 14.) Goal is student involvement – actually thinking about what they are learning.

Critical thinking within a discipline is defined by:

- Shared purposes, goals and objectives which orient the focus of the discipline
- Shared questions, issues and problems whose solutions they pursue
- Shared information, data, evidence and experience used as an empirical basis
- Shared modes of interpreting or judging information while recognizing implications and consequences
- Shared specialized concepts, theories, principles, definitions, laws and axioms used to organize the data
- Shared key assumptions and presuppositions setting a common starting point
- Shared point of view or frame of reference enabling the pursuit of common goals within a common framework (Paul & Elder, 2005, p 15.)

Methodology

- Not assessed.

Data and Observations

- Not assessed.

Remediation and Action

- Not assessed.

Assessment Recommendations

- Examine ways to embed assessment within courses utilizing tools being used by professors.
- Faculty buy-in is critical. Faculty Development Committee should provide feedback on ways to incorporate the process in an easy, flexible manner, establishing a culture of learning assessment in the SBE.
- Develop and streamline the reporting process such that professors can report aggregate data for the sections they teach to the assessment office.
- Rubrics are available to assess critical thinking and problem solving skills. Examples may be found in the rubrics library.
- Angelo and Cross (1993) present assessment techniques for critical thinking and problem solving from easy to complex.
- Experiments, class projects, case studies, simulations can be used to assess critical thinking skills.
- The marketing department has adopted a common multiple choice final for MKTG 302 courses. Well written objective multiple choice questions can measure higher order thinking skills.
 - Examples:

(I) Profits direct producers toward activities that increase the value of resources.

(II) Losses impose a penalty on those who reduce the value of resources.

- a. I is true; II is false.
- b. I is false; II is true.
- c. Both I and II are true.
- d. Both I and II are false.

Price discrimination adds to social welfare in the form of

- (i.) increased total surplus
 - (ii.) increased profits to the monopolist
 - (iii.) increased consumer surplus
- a. (i) and (ii)
 - b. (ii) and (iii)
 - c. (i) and (iii)
 - d. All of the above are correct.

CONCLUSION

The accountability of post secondary education to ensure our ability to compete in the global economy is a high profile issue. Stakeholders expect evidence of specific student learning outcomes to facilitate their decision-making process. Assessment and accountability mandates from the federal government are on the horizon. (Dwyer, *et al* 2006)

Over the past two+ years, the School of Business and Economics has developed a comprehensive, flexible, data-driven assessment process. This effort is not a temporary measure to meet accreditation guidelines. It is an on-going commitment by the administration, faculty, and staff to build and sustain a community of learners who will be workforce ready with a solid foundation in a liberal arts education.

The SBE has attempted to incorporate a wide variety of outcomes measures. These assessment measures should not remain static, but continually evolve as our students and needs change. The SBE assessment process is designed to:

- Align assessment and curriculum
- Assess workforce readiness
- Assess student “soft” skills and engagement
- Assess student learning outcomes in general knowledge and discipline specific knowledge and skills
- Focus on regular, systematic data collection from multiple sources
- Create a process of continuous improvement

To accomplish our goals successfully, the SBE must encourage a culture of awareness of student learning objectives and outcomes. This requires more faculty and student involvement in the process. It will also require continued commitment of time, resources, and funding.

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ADDENDUM I
School of Business and Economics General Data

Undergraduate and Graduate Declared Majors										
Fall 2002 – Fall 2006										
<small>Students with multiple majors are counted under each major</small>										
	2002		2003		2004		2005		2006	
	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD
Accounting	143	36	159	46	142	44	146	39	156	52
Business Administration	815	na	813	na	786	na	866	na	830	na
Economics	84	na	90	na	79	na	71	na	87	na
Hospitality and Tourism Management	na	na	na	na	na	na	112	na	188	na
International Business	251	na	219	na	216	na	205	na	211	na
All Declared Majors	6315	512	6365	578	6436	573	6546	530	6715	528

Total Enrollment in Undergraduate Level Courses						
Spring 2003 – Spring 2007						
<small>Independent studies, tutorials, thesis, bachelors essays included</small>						
Department	Courses	2003	2004	2005	2006	2007
Accounting & Legal Studies	ACCT	906	861	828	789	816
	BLAW	528	538	392	347	247
	Dept Total	1434	1399	1220	1136	1063
Economics & Finance	ECON	685	851	744	901	744
	FINC	364	390	391	400	580
	Dept Total	1049	1241	1135	1301	1324
Hosp & Tourism Management	HTMT	184	157	261	432	525
	Dept Total	184	157	261	432	525
Management & Entrepreneurship	MGMT	1063	976	1026	916	1002
	Dept Total	1063	976	1026	916	1002
Marketing & Supply Chain	DSCI	498	564	545	557	590
	MKTG	655	617	640	616	609
	TRAN	48	57	56	60	71
	Dept Total	1201	1238	1241	1233	1270
SBE Total		4931	5011	4883	5018	5184
College Total		47827	46983	47378	47623	46988

ADDENDUM I continued
School of Business and Economics General Data

Mean Cumulative GPA Undergraduate Degree Seeking Fall 2002 – Fall 2006					
MAJOR	2002	2003	2004	2005	2006
Accounting	2.89	2.96	2.96	2.93	2.95
Business Administration	2.69	2.75	2.78	2.81	2.81
Economics	2.84	2.94	2.90	2.85	2.93
Hospitality & Tourism Management	na	na	na	2.90	2.89
International Business	2.93	2.98	2.92	2.95	3.02
College	2.83	2.88	2.90	2.92	2.93

Degrees Awarded by Major By Academic Year										
	2002-03		2003-04		2004-05		2005-06		2006-07*	
	N	%	N	%	N	%	N	%	N	%
Accounting	24	1.11	52	2.41	51	2.43	44	1.99	32	na
Business Administration	296	13.69	286	13.23	288	13.73	302	13.67	221	na
Economics	21	0.97	22	1.02	30	1.43	17	0.77	30	na
Hospitality and Tourism Management	na	na	na	na	na	na	32	1.45	46	na
International Business	75	3.47	76	3.52	74	3.53	54	2.44	41	na
SBE Total	416	19.24	436	20.16	443	21.12	449	20.32	370	na
College Total	2162	100.00	2162	100.00	2098	100.00	2209	100.00	1890	100.00
* unofficial degrees awarded through June 7, 2007										

ADDENDUM II
Sample of Core Course Mapping

CORE COURSES	ACCOUNTING MAJOR			BUSINESS MAJOR			HTMT MAJOR			INT BUSINESS MAJOR		
	INTRODUCE	PRACTICE	MASTER	INTRODUCE	PRACTICE	MASTER	INTRODUCE	PRACTICE	MASTER	INTRODUCE	PRACTICE	MASTER
	Knowledge Understanding	Knowledge Understanding Application	Analysis Synthesis Evaluation	Knowledge Understanding	Knowledge Understanding Application	Analysis Synthesis Evaluation	Knowledge Understanding	Knowledge Understanding Application	Analysis Synthesis Evaluation	Knowledge Understanding	Knowledge Understanding Application	Analysis Synthesis Evaluation
ACCT 203	X			X			X			X		
ACCT 204	X			X			X			X		
ECON 201	X			X			X			X		
ECON 202	X			X			X			X		
BLAW 205	X			X			X					
DSCI 232	X	X		X	X		X	X		X	X	
MGMT 301		X			X			X			X	
MGMT 325											X	X
MKTG 302		X			X			X			X	
MKTG 326											X	X
FINC 303		X			X			X			X	
FINC 382											X	X
DSCI 300					X	X		X				
DSCI 304		X	X		X	X						
DSCI 314											X	X
ACCT 307		X										
ACCT 308		X	X									
ACCT 316		X										
ACCT 317		X	X									
ACCT 341		X										
ACCT 409			X									
HTMT 210							X					
HTMT 352								X				
HTMT 444								X	X			
HTMT 488									X			
MGMT 408			X			X						
MGMT 409												X
ELECTIVES		X	X		X	X		X	X		X	X

ADDENDUM III
ETS MAJOR FIELD TEST RESULTS

ETS Major Field Test Data¹ Comparison 2006									
ETS Individual Student Total Score Distribution					ETS Institutional Means Total Score Distribution				
ETS MEAN TOTAL SCORE					ETS MEAN TOTAL SCORE				
MEAN	152.2				MEAN	151.2			
MEDIAN	152.0				MEDIAN	152.0			
ST DEV	13.8				ST DEV	6.8			
n = 143,349					n = 553				
SBE Spring 2006					BADM Spring 2006				
	ETS Score	Overall GPA	Major GPA	*SAT Total		ETS Score	Overall GPA	Major GPA	*SAT Total
MEAN	154	3.07	3.04	1123	MEAN	152	3.06	3.01	1116
MEDIAN	155	3.14	3.11	1130	MEDIAN	153	3.15	3.10	1130
MAXIMUM	189	4.00	4.00	1410	MAXIMUM	189	4.00	4.00	1410
MINIMUM	120	1.89	1.75	700	MINIMUM	120	1.88	1.75	700
ST DEV	13.6				ST DEV	13.9			
cohort n= 180					cohort n= 142				
**n=116					**n=90				
ACCT Spring 2006					INTB Spring 2006				
	ETS Score	Overall GPA	Major GPA	*SAT Total		ETS Score	Overall GPA	Major GPA	*SAT Total
MEAN	160	3.17	3.18	1151	MEAN	161	3.03	3.05	1143
MEDIAN	161	3.19	3.22	1135	MEDIAN	162	3.03	3.13	1145
MAXIMUM	179	4.00	4.00	1250	MAXIMUM	182	3.71	3.75	1270
MINIMUM	142	2.17	2.12	1090	MINIMUM	127	2.11	1.81	880
ST DEV	11.5				ST DEV	12.3			
cohort n= 15					cohort n= 23				
**n=10					**n=16				
¹ Data includes seniors from domestic institutions - February 2003 - June 2006 ** n= number of reported scores									

ADDENDUM III
ETS MAJOR FIELD TEST RESULTS CONTINUED

ETS Major Field Test Data₂ Comparison 2007									
ETS Individual Student Total Score Distribution					ETS Institutional Means Total Score Distribution				
ETS MEAN TOTAL SCORE					ETS MEAN TOTAL SCORE				
MEAN	153.1				MEAN	152.5			
MEDIAN	152.0				MEDIAN	153.0			
ST DEV	13.5				ST DEV	6.6			
n = 8,986					n = 181				
SBE Spring 2007					BADM Spring 2007				
	ETS Score	Overall GPA	Major GPA	*SAT Total		ETS Score	Overall GPA	Major GPA	*SAT Total
MEAN	157	3.02	2.97	1147	MEAN	157	3.03	2.99	1141
MEDIAN	157	3.04	2.97	1150	MEDIAN	156	3.04	2.97	1135
MAXIMUM	187	4.00	4.00	1490	MAXIMUM	186	3.97	4.00	1400
MINIMUM	126	1.78	1.70	790	MINIMUM	126	1.87	1.83	790
ST DEV	12.3				ST DEV	11.5			
				**n=					**n=
cohort n= 207				164	cohort n= 130				115
ACCT Spring 2007₃					INTB Spring 2007				
	ETS Score	Overall GPA	Major GPA	*SAT Total		ETS Score	Overall GPA	Major GPA	*SAT Total
MEAN	160	3.03	2.95	1172	MEAN	165	3.16	2.99	1203
MEDIAN	160	2.99	2.86	1200	MEDIAN	164	3.16	2.94	1200
MAXIMUM	187	4.00	4.00	1490	MAXIMUM	183	3.83	3.91	1370
MINIMUM	135	1.78	1.82	880	MINIMUM	144	2.04	1.70	1030
ST DEV	15.3				ST DEV	10.3			
				**n=					**n=
cohort n= 17				10	cohort n= 31				23
HTMT Spring 2007₄					² Data includes seniors only - August 2006 - December 2006 ³ Two Masters students enrolled in MGMT 408 and took the ETS exam. No GPA included for these students ⁴ HTMT major- no separate cohort for spring 2006 ** n= number of reported scores				
	ETS Score	Overall GPA	Major GPA	*SAT Total					
MEAN	151	2.84	2.89	1122					
MEDIAN	153	2.86	2.93	1140					
MAXIMUM	170	3.83	3.81	1360					
MINIMUM	131	2.16	2.17	870					
ST DEV	9.7								
				**n=					
cohort n= 29				24					

ADDENDUM III
ETS MAJOR FIELD TEST RESULTS CONTINUED

2006 ETS MAJOR FIELD TEST ASSESSMENT INDICATORS					
	ETS* Mean Score Distribution	ACCT	BADM	INTB	HTMT
Number of Institutions = 553	MEAN PERCENT SCORE				
ASSESSMENT INDICATORS					
Accounting	44.1	63	42	42	n/a
Economics	42.5	52	43	55	
Management	56.8	57	59	68	
Quantitative Analysis/ Infor Systms	56.1	64	58	60	
Finance	35.9	46	34	46	
Marketing	46.6	57	52	62	
Legal & Social Environment	49.6	55	54	55	
International Issues	44.2	48	45	75	
Students responding to < 50% of questions		0	0	0	
Students in frequency of distribution		15	142	23	
Students tested		15	142	23	
* Data includes Seniors from domestic institutions - February 2003 - June 2006					

2007 ETS MAJOR FIELD TEST ASSESSMENT INDICATORS					
	ETS** Mean Score Distribution	ACCT	BADM	INTB	HTMT
Number of Institutions = 181	MEAN PERCENT SCORE				
ASSESSMENT INDICATORS					
Accounting	50.7	69	52	53	48
Economics	48.0	52	52	62	45
Management	55.4	61	62	73	58
Quantitative Business Analysis	47.0	50	52	61	47
Finance	55.9	65	61	67	50
Marketing	53.1	54	56	67	55
Legal & Social Environment	46.7	54	51	55	48
Information Systems	58.7	55	62	62	61
International Issues	54.4	56	60	83	47
Students responding to < 50% of questions		0	0	0	0
Students in frequency of distribution		17	130	31	29
Students tested		17	130	31	29
**Data includes seniors only - August 2006 - December 2006					

ADDENDUM III
ETS MAJOR FIELD TEST RESULTS CONTINUED

ETS Major Field Test Data₁ Comparison 2006									
ETS Individual <u>Student</u> Total Score Distribution					ETS <u>Institutional</u> Means Total Score Distribution				
ETS MEAN TOTAL SCORE					ETS MEAN TOTAL SCORE				
MEAN	153.6				MEAN	150.1			
MEDIAN	153.0				MEDIAN	151.0			
ST DEV	17.3				ST DEV	10.9			
n = 3,615 students					n = 75 domestic institutions				
ECON Spring 2006					ECON Spring 2007				
	ETS Score	Overall GPA	Major GPA	*SAT Total		ETS Score	Overall GPA	Major GPA	*SAT Total
MEAN	153	2.96	2.93	1165	MEAN	152	3.09	2.99	1170
MEDIAN	152	2.90	2.75	1130	MEDIAN	150	3.12	2.99	1190
MAXIMUM	190	3.87	3.93	1350	MAXIMUM	174	3.69	3.71	1360
MINIMUM	126	2.17	2.17	1020	MINIMUM	129	2.24	1.97	880
ST DEV	14.4				ST DEV	10.7			
cohort n= 23					cohort n= 22				
*n=11					*n=17				
*n includes only reported scores									
¹ seniors only from domestic institutions - February 2003 - December 2006									

ETS MAJOR FIELD TEST ASSESSMENT INDICATORS			
	ETS** Mean Score Distribution	ECON 2006	ECON 2007
Number of Institutions = 75	MEAN PERCENT CORRECT		
ASSESSMENT INDICATORS			
Macroeconomics	49.8	53	49
Microeconomics	49.6	52	52
Data Analysis	45.6	45	45
International Issues	41.8	46	38
Students responding to < 50% of questions	0		0
Students in frequency of distribution	23		22
Students tested	23		22
**Data includes seniors only domestic institutions February 2003 - December 2006			

ADDENDUM IV

Rubric for Writing Assignments

(Case analysis, managerial reporting, and bibliographic/original research)

INTENDED OUTCOME:

The student will use clear and concise business communication in the written form

Dimensions	Exceeds Expectations 3	<i>Meets Expectations</i> 2	<i>Unsatisfactory</i> 1	Score (circle one)
Form	Writing is essentially error free in its mechanics. Format is well adapted to the assignment and leads the reader to the writer's conclusions. Documentation of sources is thorough and follows convention.	Paper follows normal conventions for business style and has been carefully proofed. Style and format are easy to follow. Source documentation is incomplete or doesn't follow convention. The requirements of the assignment are fulfilled.	Multiple errors: subject/verb agreement, tense, sentence structure. Writing doesn't follow business style and/or format. No source documentation.	1 2 3
Clarity and Coherence	Writing flows smoothly from idea to idea. Writer has taken pains to help the reader follow the logic of the ideas presented.	Some errors in sentence structure and word choices. Additional effort required by the reader to understand the writer's meaning. The requirements of the assignment are fulfilled.	Sentence structure and/or word choice interfere with or obscure meaning. Sequencing of ideas and transitions between paragraphs and sections make following the writer's meaning difficult to understand.	1 2 3
Focus, Organization, Style/Tone, Content	Choices related to focus, organization and content make the piece a pleasure to read. Could be used as a positive example or model for other students.	Focus, organization, style/tone, and/or content result in generally effective communication. The requirements of the assignment are fulfilled.	Focus, organization, style/tone and/or content interfere with clear communication. The writer's purpose isn't fully achieved and parts of the assignment may not be fulfilled.	1 2 3
			Total -	

Revised 7/25/06

ADDENDUM V
MOCK INTERVIEW EVALUATION FORM

Mock Interview Evaluation

Student Name: _____

	Excellent	Fair	Needs Improvement
Appearance	_____	_____	_____
Eye Contact	_____	_____	_____
Body Language	_____	_____	_____
Communications/ Thoughts, ideas	_____	_____	_____
Resume	_____	_____	_____

Strengths: _____

Areas of Needed
Improvement: _____

Comments: _____

ADDENDUM VI
PRESENTATION RUBRIC

Data not submitted

**ADDENDUM VII
GLOBAL FOOTPRINT
STUDENT DIVERSITY**

COLLEGE OF CHARLESTON STUDENTS TAKING INST OR TRAVEL CLASSES													
No data available before Fall 2003													
	Fall 2003 - Summer 2004			Fall 2004 - Summer 2005			Fall 2005 - Summer 2006			Fall 2006 - Summer 2007			
Major	# Taking INST/ Travel classes	Total # majors	% of Total Major in INST/ Travel classes	# Taking INST/ Travel classes	Total # majors	% of Total Major in INST/ Travel classes	# Taking INST/ Travel classes	Total # majors	% of Total Major in INST/ Travel classes	# Taking INST/ Travel classes	Total # majors	% of Total Major in INST/ Travel classes	
ACCT	1	158	0.6%	3	160	1.9%	3	168	1.8%	9	165	5.5%	
BADM	13	891	1.5%	33	973	3.4%	34	993	3.4%	33	877	3.8%	
ECON	2	90	2.2%	4	83	4.8%	2	105	1.9%	11	92	12.0%	
HTMT	na	na	na	na	na	na	3	190	1.6%	11	205	5.4%	
INTB	30	228	13.2%	19	228	8.3%	35	230	15.2%	67	229	29.3%	
Total SBE	46	1367	3.4%	59	1444	4.1%	77	1686	4.6%	131	1568	8.4%	
% Change from previous period						20.6%				12.2%			82.6%

INTERNATIONAL STUDENTS							
TOTAL NUMBER OF INTERNATIONAL STUDENTS AT THE COLLEGE OF CHARLESTON							
	Fall 2000- Spr 2001	Fall 2001- Spr 2002	Fall 2002- Spr 2003	Fall 2003- Spr 2004	Fall 2004- Spr 2005	Fall 2005- Spr 2006	Fall 2006- Spr 2007
TOTAL	599	657	608	551	528	534	533
% Change between periods		9.7%	-7.5%	-9.4%	-4.2%	1.1%	-0.2%
NUMBER OF INTERNATIONAL STUDENTS MAJORING IN SBE PROGRAMS							
Major	Fall 2000- Spr 2001	Fall 2001- Spr 2002	Fall 2002- Spr 2003	Fall 2003- Spr 2004	Fall 2004- Spr 2005	Fall 2005- Spr 2006	Fall 2006- Spr 2007
ACCT	5	1	7	11	10	9	3
BADM	70	73	76	72	52	35	32
ECON	14	14	10	11	9	12	12
HTMT	0	0	0	0	0	7	9
INTB	55	70	61	34	30	25	32
SBE TOTAL	144	158	154	128	101	88	88
% of Total Intl Students attending CofC	24.0%	24.0%	25.3%	23.2%	19.1%	16.4%	16.5%
% Change in Intl students w/SBE majors between periods		9.7%	-2.5%	-16.9%	-21.1%	-12.9%	0.0%

**ADDENDUM VII
GLOBAL FOOTPRINT
STUDENT DIVERSITY CONTINUED**

NON-DEGREE INTERNATIONAL STUDENTS WHO TOOK SBE COOURSES							
Subject	Fall 2000- Spr 2001	Fall 2001- Spr 2002	Fall 2002- Spr 2003	Fall 2003- Spr 2004	Fall 2004- Spr 2005	Fall 2005- Spr 2006	Fall 2006- Spr 2007
ACCT	9	8	11	6	14	9	9
BLAW	1	1	4	0	1	1	5
DSCI	3	4	3	4	2	3	3
ECON	6	9	7	12	16	8	13
FINC	3	14	10	19	23	10	22
HTMT	3	4	3	6	3	7	13
MGMT	13	19	29	31	32	31	49
MKTG	7	21	17	22	25	23	42
Total (unduplicated)	27	34	42	41	51	45	70
% of Total Int Students	4.5%	5.1%	6.9%	7.4%	9.6%	8.4%	13.1%
COURSES NON-DEGREE INTERNATIONAL STUDENTS TOOK IN SBE							
Subject	Fall 2000- Spr 2001	Fall 2001- Spr 2002	Fall 2002- Spr 2003	Fall 2003- Spr 2004	Fall 2004- Spr 2005	Fall 2005- Spr 2006	Fall 2006- Spr 2007
ACCT	10	8	16	7	15	11	10
BLAW	1	1	4	0	2	1	5
DSCI	3	4	4	4	3	3	4
ECON	10	11	11	21	19	9	14
FINC	5	26	11	23	40	14	25
HTMT	4	6	5	11	3	10	22
MGMT	24	23	40	52	51	54	85
MKTG	10	30	26	26	37	35	67
Total	67	109	117	144	170	137	232
ACCT % Total	14.9%	7.3%	13.6%	4.8%	8.8%	8.0%	4.3%
ECON % Total	14.9%	10.0%	9.4%	14.5%	11.1%	6.5%	6.0%
HTMT % Total	5.9%	5.5%	4.2%	7.6%	1.7%	7.2%	9.4%
FINC % Total	7.4%	23.8%	9.4%	15.9%	23.5%	10.2%	10.7%
MGMT % Total	35.8%	21.1%	34.1%	36.1%	30.0%	39.4%	36.6%
MKTG % Total	14.9%	27.5%	22.2%	18.0%	21.7%	25.5%	28.8%
FINC + MGMT + MKTG % Total	58.2%		65.8%	70.1%	75.2%	74.6%	76.2%

ADDENDUM VIII

Agenda “Closing the Loop” on Business Communication January 31, 2007

Lancie Affonso, Department of Computer Science
Laura Demarse, Director, SBE Career Services
Bonnie Devet, Professor, English Department
Debra Fetner, Center for Student Learning
Steve Gibson, Director, Center of Student Learning
Bonnie Grossman, School of Business and Economics
Deborah McGee, Department of Communications
Marcia Snyder, School of Business and Economics

1. **Situation:**

- a. The results of assessment indicate a problem with students’ business communications.
 - i. Business writing
 - ii. Oral presentation skills
 - iii. Career communications
- b. While the college may have many of the resources across campus, they may not be linked in a user friendly manner.

2. **Task:**

- a. Close the loop on business communications
 - i. Avoid duplication; re-inventing the wheel
 - ii. Customize resources to address specific business communications needs

3. **Action:**

- a. Creating heightened awareness of value of business communication skills
 - i. Speaker series
 - ii. Survey of faculty needs and issues
 - iii. Fatal flaw beta test
 - iv. Web modules

4. **Results:**

- a. Measures
 - i. # hits on website
 - ii. # visits to Center for Student Learning
 - iii. Feedback from faculty
 - iv. Student surveys