

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
January 25, 2018
12:00 p.m.

1. Call to Order, Oath of Office and Roll Call – Chair L. Vincent Williams, presiding
2. Verification of Appropriate Notification of Public Meeting Action 2
3. Review and Approval of Agenda Action 1
4. Review and Approval of Minutes of Previous Meeting Action 3
5. Reports from Board Committees
 - a. Policy Review
 - b. Institutional Advancement
 - c. Recruitment and Retention
 - d. Finance
 - e. Academic Policies
 - f. Audit
6. Report from the University President
 - a. University Reports Forwarded by Board Committees
 - i. Business Administration, B.A. Program Review Action 8
 - ii. Economics, B.A. Program Review Action 143
 - iii. Proposed BOG Policy on Post Tenure Review Action 233
 - iv. Proposed BOG Policy on Records Retention Action 234
 - v. Proposed BOG Policy on Furlough Action 235
7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters
8. Other Matters
9. Next Meeting Date – *April 6, 2018*
10. Adjournment

West Virginia State University
Board of Governors Full Board Meeting

Date/Time: 1/25/2018 -- 12:00 PM

Location:

Erickson Alumni Center
Grand Hall
West Virginia State University
Institute, WV 25112

Purpose: Full Board Meeting

Notes:

This is a compliant meeting.

Meeting was approved : 1/16/2018 3:31:13 PM

West Virginia State University Board of Governors
Grand Hall, Erickson Alumni Center
December 8, 2017
Minutes

1. Call to Order and Roll Call

Mr. Williams called the meeting of the West Virginia State University (WVSU) Board of Governors (BOG) to order at 12:31 PM. He noted that the oath of office on the agenda would be delayed, as the new Board member was unable to attend.

Present: Mr. Buchanan, Mr. Jones, Mr. Kelley, Mr. Konstanty, Mrs. Pitchford, Mr. Roberts, Dr. Smith, Mr. Swingle, Dr. Vaughan and Mr. Williams. Several members of the administration, students, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Mr. Williams announced the verification of appropriate notice of public meeting.

3. Review and Approval of Agenda

Dr. Smith motioned for approval of the agenda as presented, and Mrs. Pitchford seconded the motion. The motion carried.

4. Review and Approval of Minutes of Previous Meeting

Mrs. Pitchford noted one technical correction where there was repetitive language under Item 6.a.iii. The words “before the Board’s consideration” will be stricken where repeated in that sentence. There being no further corrections noted, Mr. Swingle motioned for approval of the minutes of the September 14, 2017 meeting as amended, and Mr. Kelley seconded the motion. The motion carried.

5. Reports from Board Committees

Policy Review:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee met and reviewed two proposed new policies, Post Tenure Review and Records Retention.
- Following Committee discussion, it was agreed that faculty would meet to discuss the proposed Post Tenure Review policy and bring feedback and recommendations back to the Committee.
- The Committee discussed the proposed Records Retention policy. There was a consensus that the proposed policy was cumbersome and should have further review. In addition, the existing R&D Corporation policy on records retention will be reviewed as a comparison.
- A special meeting may be called prior to the regular scheduled meetings in January.

Presidential Review:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee completed the annual presidential review process.

- The review and subsequent findings will be discussed with the full Board during executive session later on the agenda. Following the executive session, there will be a recommended action item.

Recruitment and Retention:

Dr. Smith chaired the Committee and presented the report.

- The Committee received an update on the Royall & Company contract, which was terminated. Staff provided a comparison chart that indicated a 35 percent increase in enrollment since terminating the contract.
- Staff provided an update on partnerships to benefit transfer students. MOUs were signed with BridgeValley and New River Community and Technical Colleges for the new Straight 2 State initiative designed to help students transition from a two-year to four-year institution. Through the agreement, students in the program at their two-year institution are admitted into WVSU in their major and all of their credits are accepted.
- The Committee received an update on recruitment strategies, many of which are data driven.
- Vice President Underdue Murph presented on Map Works, which is a program that helps with retention efforts. The program interacts with Banner and other programs the University already utilizes.

Academic Policies:

Mr. Kelley chaired the Committee and presented the report.

- The Committee welcomed its new clerk, Brittany Fletcher.
- The Committee received a presentation on the Bachelor of Fine Arts in Music Performance program, which has been in effect for two years. The program has a current enrollment of 20 students and graduated 14 students, to date.
- The Music Department is applying for accreditation with the National Association of Schools of Music.

Finance:

Mrs. Pitchford chaired the Committee and presented the report.

- The Committee reviewed the budget report and actuals through October 31, 2017.
- The budget target is 33 percent and total revenue actual is \$13,291,088, which is above target.
- Expenses are \$12,243,399 and expenditures appear to be on target, as well.

Audit:

Mr. Lipscomb was unable to attend. As a result, Dr. Smith chaired the Committee and presented the report.

- The Committee received an in-depth presentation by Chris Knopik from CliftonLarsonAllen on the financial statement audit. The audit report resulted in a clean audit with no findings.
- The University met the HEPC audit deadline for completion.
- A detailed report will be presented later on agenda under the President's Report.

- Dr. Smith asked the Board to join her in applauding the Business and Finance staff for their hard work and diligence.

Mr. Williams asked to modify the agenda to move the report from the president before the executive session. Mr. Konstanty motioned for approval to move Item 7, with the exception of Item 7.a.i, before Item 6. Mr. Kelley seconded the motion, and the motion carried.

7. Report from the University President

President Jenkins welcomed everyone and acknowledged Dr. Deneia Thomas, who will join the University in January as Chief of Staff. He provided an overview of highlights from this year such as NASA Day, Governor's School for Math and Science, the science bowl and continued groundbreaking research. The University also received impressive state and national rankings. Students won amazing awards throughout the state, which is a testament to the quality education and overall development the University provides to students. The Black and Gold Gala was record breaking in attendance and funds raised. The first-to-second year retention rate is at a five-year high and trending upward. The University also launched three new academic programs with the BS in engineering and MS in sports studies and computer science, as well as new recruitment initiatives Straight 2 State and the Loyalty Programs. Athletics also had a great year. The women's tennis team captured its fourth conference title in five years. The football team had its first winning season since 2008. In addition, the University launched the Yellow Jacket Nation television show, making State one of few NCAA Division II schools in country to have such a show. Mr. Williams congratulated the music program and tennis and football teams on their successes.

a. University Reports Forwarded by Board Committees

Item 7.a.ii: President Jenkins introduced Chris Knopik from CliftonLarsonAllen, who provided a financial statement audit presentation to the full Board. The presentation included an overview of the audit process, audit results, governance communication and higher education trends. Mr. Knopik reported that the audit results indicate the financial statement amounts are an unmodified opinion and there were no findings of non-compliance. Following Board discussion, Mr. Swingle motioned that the West Virginia State University Board of Governors accepts the financial statements audit report as presented. Mr. Kelley seconded the motion, and the motion carried.

Items 7.a.iii and iv: President Jenkins said, as previously reported by Mr. Konstanty and the Policy Review Committee, there would be no action taken at this time on the proposed policies on Post Tenure Review and Records Retention.

6. Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel and Property Matters

Mr. Konstanty motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4 to discuss legal, personnel, and property matters. Mrs. Pitchford seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Konstanty, and Mr. Kelley seconded the motion. The motion carried. Mr. Konstanty asked for the record to reflect that the Board only discussed items related to the topics listed and no motions or votes were taken.

7. University Reports Forwarded by Board Committees (continued)

Item 7.a.i: Mr. Konstanty said the Presidential Review Committee met that morning and adopted a motion to make the following recommendation to the full Board.

“The Presidential Review Committee recommends to the full Board and thus moves that Chairman Williams report to the Chancellor that the end of contract cycle review of Anthony L. Jenkins, Ph.D., President of West Virginia State University, was conducted for the year 2017, in accordance with BOG Policy #61, and that based upon the interviews conducted by the Presidential Review Committee, and the comments of more than 80 individuals, comprised of students, staff, faculty and community stakeholders of West Virginia State University, the performance of Anthony L. Jenkins, Ph.D., as President of West Virginia State University exceeds expectations.”

Mr. Kelley motioned for approval by the full Board to adopt the recommendation of the Committee. Mr. Swingle seconded the motion, and the motion carried. Mr. Williams thanked the Committee and commended the group for their work. Mr. Konstanty noted that in the past the Committee Chair drafted brief letter from Board Chair to HEPC regarding the evaluation. It was agreed that the President’s Office staff would work with the chairs to prepare and submit the letter to HEPC.

8. Other Matters

No other matters were brought before the Board for discussion.

9. Next Meeting Dates

January 24-25, 2018

10. Adjournment

With there being no further business, the meeting adjourned at 4:13 PM.

Respectfully submitted,

Gail Pitchford
Secretary

Approved: _____
Mr. Leon Vincent Williams
Chair

**Agenda Item 6.a.i.
January 25, 2018**

Action

Business Administration, B.A. Program Review



West Virginia State University

Comprehensive Program Review

for

**Bachelor of Science in
Business Administration**

Submitted to

The Program Review Committee

Fall 2012—Spring 2017

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The Bachelor of Science in Business Administration degree (BSBA Program) at WVSU provides a structure and environment in which students can develop basic skills, acquire knowledge of the discipline, expand the ability to understand complex business situations, and achieve a level of overall maturity and sophistication expected of a business professional. Because the business world is constantly changing, the BSBA Program is continually re-evaluating its program curriculum and activities. The focus of the BSBA program is to enable students to have the foundational knowledge and fundamental tools to respond to a constantly changing business and economic environment. The BSBA Program prepares students to actively engage in problem solving and decision making using academic knowledge.

The BSBA Program at West Virginia State University has seven areas of concentration: accounting, energy management, finance, international business, management, management information systems, and marketing. All students graduate with a common framework of business knowledge and expertise in their chosen concentrations.

B. Program Outcomes

Upon successful completion of the BSBA Program degree programs, a student will be able to:

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for business functions
2. Think critically about business issues, theory and application
3. Use effective human relationship skills to work in a diverse culture and function positively in a team environment
4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources and using the information effectively and ethically
5. Evaluate business problems, gather, manipulate and interpret data, analyze alternatives, decide on most effective solution, implement solution and monitor results for continuous improvement

C. Consistency with University Mission

The Mission Statement of West Virginia State University (WVSU) stipulates, in part, that the “undergraduate education at the University offers comprehensive and distinguished baccalaureate programs in business.” The Mission Statement also asserts that “WVSU offers flexible course schedules in traditional classrooms, in non-traditional settings, and online” and “forges mutually beneficial relationships with other educational institutions, businesses, cultural organizations, governmental agencies, and agricultural and extension partners.”

The BSBA Program provides a comprehensive degree program that meets the needs of many employers in our region. Our graduates are employed in a wide range of businesses and governmental agencies in the surrounding area. Our students are hired for internships, part-time positions, and even full-time positions while still seeking their degrees.

Consistent with WVSU's Mission Statement, and because of the large number of non-traditional students, many of whom are employed full-time, the BSBA Program offers a large number of evening and online courses. Articulation agreements with other institutions, Bridge Valley Community and Technical College for example, provide students with a smooth transition from their two-year associate degree in Business to our four-year baccalaureate degree in Business Administration.

During the 2016 – 2017 Academic Year, the Accounting and Management concentrations, launched entirely online degree programs. WVSU entered into a strategic partnership with The Learning House (TLH) to offer the online degree programs. TLH is an educational resource/management company that partners with institutions of Higher Education to help implement and manage online course development as well as student advising and recruitment processes. The online degree modality is promising for future enrollment growth outside of traditional physical channels. These entirely online programs allow students to complete all of the coursework required for graduation via the Learning Management System adopted by WVSU, Moodle.

D. Previous Reviews and Corrective Actions

The BSBA Program was last reviewed in 2012. The recommendation from the Board of Governors (BOG) was continuation of the program at the current level of activity with no recommendation for follow-up reports, which was accepted by the BOG.

E. Accreditation Information

1. Accreditation organization:

The BSBA Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP). Accreditation by ACBSP is based on an independent evaluation of an institution's business school or program by a group of professionals that includes faculty and academic administrators in the field of business.

ACBSP describes itself as “a leading specialized accreditation body for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn. ACBSP acknowledges the importance of scholarly research and inquiry and believes that such activities facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable mutually beneficial balance between teaching and research. And further, ACBSP encourages faculty involvement within the contemporary business world to enhance the quality of classroom instruction and to contribute to student learning.”

The ACBSP website can be accessed at <http://www.acbsp.org>.

2. Year of accreditation:

Initial Accreditation was granted to the BSBA Program at WVSU in May 2005.

3. Accreditation status:

Reaffirmation of accreditation was granted by ACBSP for a ten-year period, effective Fall 2015. See Exhibit A, for a copy of the official letter. During the ten-year period, all institutions are required to file a Quality Assurance Report (QAR) biennially with ACBSP.

4. Accreditation organization report:

See Exhibit A, for a copy of the official letter from ACBSP referenced above.

5. Deficiencies and corrective actions:

Two notes were included in the ACBSP accreditation reaffirmation letter. Notes represent concerns of the Board of Commissioners of ACBSP; they do not negatively impact accreditation. Systematic changes made at the program and/or institutional level to address the notes must be included in the biennial QAR until such time the ACBSP Board of Commissioners remove the notes.

The two notes listed in the reaffirmation letter were related to (1) further documenting qualifications for faculty who are academically qualified, but teach in a field outside of their terminal degree and (2) the efficacy of university wide student support services. See Exhibit A, for a copy of the official letter from ACBSP referenced above.

The BSBA Program filed a QAR on September 15, 2017 which addressed specific progress made relative to the two notes, including a request to remove the notes. The ACBSP Board of Commissioners met in November 2017 and accepted the QAR as submitted, including removal of the notes. Since no notes or conditions exist, the next QAR will be due in four years instead of the regular two-year cycle. See Exhibit B for a copy of the official letter from ACBSP.

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science in Business Administration degree (BSBA Program) is designed to provide students with a broad foundation for a variety of careers in business. The curriculum consists of five categories: business core, business cognates, area of concentration, general education, and free electives. The design of the curriculum has been influenced by the ACBSP accrediting body and, in the area of accounting, by rules promulgated by the West Virginia Board of Accountancy, put forth in law by the West Virginia State Legislature. Because most individuals will hold multiple jobs during their careers and, therefore, cross-train in fields outside their primary area of emphasis, the Business Administration curriculum is broad and inclusive. Upon graduation, program majors earn a single Bachelor of Science in Business Administration degree with specific areas of concentration chosen from the following: accounting, energy management, finance, international business, management, management information systems, and marketing.

All students enrolled in the BSBA Program are required to complete business core courses that are purposed to provide knowledge for several common disciplines within business administration. The business core coursework is comprised of thirty-three credit hours, eleven individual courses, and illustrated in the following table.

Table 1: Business Core Courses and Brief Descriptions

Course number and name	Brief description (not from WVSU Academic Catalog)
BA 115: Business Information Skills	Provides an overview of the functional and BSBA Program concentration areas of business administration
BA 203: Business Statistics	Introduces various statistical measures, probability theory and computer applications
BA 209: Math Analysis for Business Decisions	Presents mathematical concepts relevant to the application of quantitative techniques in business, finite mathematics, and the mathematics of finance
BA 210: Business Law I	Provides an overview of commercial law, basics of contractual agreements, definitions, social forces, classifications and sources of civil law
BA 215: First Year Accounting I	Provides an introduction to the financial accounting cycle from analyzing economic events to financial statement preparation and use
BA 216: First Year Accounting II	Emphasizes the economic ideas underlying managerial planning and decisions, accounting for the various manufacturing environments, basic budgeting, short-term decision-making, and capital allocation
BA 301: Principles of Management	Provides an introduction to the theory and fundamental concepts of management including planning, organization, leadership and control
BA 305: Principles of Marketing	Provides an overview of marketing mix decision requirements within a framework of contemporary economic, social, technological, competitive and regulatory influences
BA 310: Human Resource Management	Provides a study of effectively selecting, utilizing, assessing and developing managers as well as the role of the Human Resource Department in a changing and demanding environment
BA 313: Business Finance	Provides an overview of conceptual and practical problems associated with financial management of the nonfinancial corporation
BA 420: Business Senior Seminar	Emphasizes integrated organizational activities, encompassing top, divisional, functional and operational levels, and including perspectives from marketing, accounting, human resources and other functional areas of management

All students enrolled in the BSBA Program are required to complete business cognate courses that provide foundational knowledge for several common disciplines within Business Administration and BSBA Program courses. Business cognate coursework is comprised of twelve credit hours and includes one three credit hour mathematics course, either MATH 118: College Algebra with Business Applications or MATH 120: College Algebra. The required math component provides the foundational mathematical knowledge for students in the BSBA Program. The remaining nine credit hours of Business cognate coursework consists of the following three credit-hour courses: Economics 201: Macroeconomics, an introductory course concerned with the working of the economy as a whole, Economics 202: Microeconomics, an introductory course concerned primarily with the functioning of specific parts of the economy, English 204: Writing for Business, in which study and applications of formats, style and organizational patterns, with particular emphasis on correspondence, reports, research and audience analysis is emphasized.

All students enrolled in the BSBA program must select a specific area of concentration from the seven available areas: accounting, energy management, finance, international business, management, management information systems, and marketing. Each area of concentration requires specific, in-depth courses. Credit hours in the concentrations range from 21 to 27 credit hours. A listing of courses required for each concentration is presented in Appendix II-A.

Students must complete free-elective coursework to successfully attain the required one-hundred and twenty credit hours for graduation. Free-electives are not restricted with respect to educational discipline at WVSU. However, all BSBA Program students are required to take Economics 201: Macroeconomics and Economics 202: Microeconomics. Certain BSBA Program concentrations require additional economics courses. Therefore, BSBA Program students sometimes use free-elective hours to earn a minor in economics or a second degree, a Bachelor of Arts in Economics.

Another option for free-elective credits is an internship for credit course. BA 466: Business Internship Advanced can range from a one to six credit hour course. Increased enrollment in BA 466 is the result of a concerted effort to enhance the availability of Business Administration internship opportunities at WVSU via an Academic Internship Program. The Academic Internship Program's mission is to provide students with opportunities to integrate academic theories and principles with practical learning in professional real-world environments in order to enhance their personal development and understanding of their local and global issue and opportunities. Such an approach allows students to contribute and develop solutions to complex problems in their academic fields. Furthermore, the Academic Internship Program gives employers the opportunity to assist and participate in the student's development, add to their workforce with emerging talent, and enhance their long-range recruiting efforts. The Academic Internship Program informs students about internship opportunities as they become available. Exhibit C illustrates the internships our students participate in are with recognizable organizations within the region.

The General Education component of the curriculum is in accordance with the university program. Either MATH 118: College Algebra with Business Applications or MATH 120: College Algebra fulfill the WVSU general education mathematics requirement, while also being counted in the Business cognate coursework requirements.

The curriculum for the 100% online concentrations of accounting and management is the same as the curriculum for the traditional programs. Best practices are used in adapting the course content to the online modality. Master courses are being developed for each required business course by a designated WVSU faculty member with support of a course designer from The Learning House (TLH) in accordance with quality standards presented by TLH and adopted by WVSU.

Curricular content is continually under review to meet the constantly changing demands of business. Since the last program review, all areas of concentration have been evaluated with changes made where appropriate. During the program review period, two new concentrations were introduced (1) Energy Management and (2) International Business. Appendix II-A contains the current curriculum requirements for all seven concentrations of the BSBA Program.

Development of the Energy Management concentration curriculum required coordination between the Physics and Business Administration faculty of WVSU. That coordination led to the leveraging of existing WVSU courses and development of new subject matter specific curriculum and coursework relative to the oil and gas industries. Due to the technical nature of oil and gas activities, several Physics courses are required for Energy Management Concentration students in order to form the foundational knowledge required for success in these industries. Business Administration courses developed for the Energy Management concentration include BA 302: Oil and Gas Accounting, BA 307: Property Abstracting, and BA 318 Oil and Gas Law. A listing of all required courses for students in the Energy Management concentration can be found in Appendix II-A.

Development of the International Business concentration curriculum required coordination between the Modern Foreign Languages and Business Administration faculty of WVSU. That coordination led to the leveraging of existing WVSU courses in the fields of Foreign Languages and Business Administration to provide a curriculum that provides the foundation for success in the field of international business. A listing of required courses for students in the International Business concentration can be found in Appendix II-A.

B. Faculty

The eleven full-time faculty of the BSBA Program are a strength of the program. Their academic expertise spans all the concentration areas, and in many instances, faculty have professional experience that enhances their classroom instruction. Six of the eleven full-time faculty hold terminal degrees, and each of the accounting faculty hold the Certified Public Accountant (CPA) designation, with one accounting faculty holding additional specialized accounting credentials.

The faculty are innovative in their teaching styles. One faculty member was recently recognized for International Teaching Excellence through the BSBA Program accrediting body Accreditation Council of Business Schools and Programs (ACBSP). Many faculty teach online and/or hybrid classes due to their expertise with various types of technology. Multiple faculty are actively engaged in research, most notably in the Accounting and Marketing concentrations.

Most of the business program is taught by full-time faculty. Nine of the eleven full-time faculty are in tenured or tenure-track positions. Two of the eleven, full-time faculty are in term positions. To comply with ACBSP guidelines regarding the number of credit hours and preparations faculty should have in an academic year, and the current course demand levels, use of adjunct faculty is necessary. See Appendix II-B for information regarding faculty, including adjunct faculty.

C. Students

1. Entrance Standards:

No additional entrance standards beyond those stipulated by WVSU are required for admission to the BSBA Program.

2. Entrance Abilities:

Many of the business courses are quantitative in nature; as such, students are advised to begin the necessary math coursework in their first semester of enrollment.

First-time freshman students enrolled in the BSBA program are enrolled in appropriate coursework based on standardized test scores. Transfer students are subject to the same criteria as first-time students. The American College Test (ACT) was the predominant standardized test completed by students enrolled in the BSBA Program during the Program Review period.

The following tables compare mean ACT Mathematics scores and mean High School GPAs for students enrolled at WVSU and the BSBA Program during the program review period.

Table 2: Average ACT Math Scores and High School GPA for all majors of WVSU, 2012-2016

WVSU					
	2012	2013	2014	2015	2016
ACT Math	18.1	18.5	18.5	18.8	18.7
GPA	3.03	3.03	3.05	3.08	3.10

Table 3: Average ACT Math Scores and High School GPA for BSBA Program majors, 2012-2016

BSBA Program					
	2012	2013	2014	2015	2016
ACT Math	18.7	19.0	19.3	19.4	19.6
GPA	2.90	3.00	3.00	3.00	3.10

An ACT Math score of 19 would make students eligible for a required Mathematics course, Math 118: College Algebra with Business Applications. The data indicates the average BSBA Program major at WVSU is ready to enroll in Math 118: College Algebra with Business Applications, which serves as a prerequisite for several BSBA Program courses. Overall, the average BSBA Program major is prepared for college and hence in the position to graduate on time, so long as courses are completed in proper sequencing.

3. Exit Abilities:

WVSU standards for graduation apply: 2.0 overall and 2.0 in the major. The assessment program provides an internal measure of graduates' abilities, but for comparison across the university, the only measure of exit abilities available is final GPA for graduates:

Table 4: Average Graduate GPA, 2012-2017

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
WVSU	3.0	3.1	3.1	3.0	3.1
BSBA	3.0	3.1	3.1	3.1	3.1

As the data show, BSBA Program graduates tend to have similar GPAs to the average WVSU graduate.

Additionally, graduates of the BSBA Program complete the Educational Testing Service (ETS) Major Field Test (MFT) in Business as a required component of the BA 420: Business Senior Seminar course. The MFT is an objective test that is designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge and help evaluate the ability of students to analyze and solve problems, understand relationships and interpret material from their major field of study. MFTs are revised periodically to keep content current with respect to dynamic business concepts and environments.

The results obtained by the MFT are considered comparative; not all institutions utilize the MFT, and those that do are not proportionally representative of the various types of higher education. MFT result excerpts are tabulated below.

Table 5: MFT Mean Scores, 2012 - 2017

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
WVSU Mean	150	151	150	151	148
ETS Mean	153	152	152	150	149

As the table illustrates, the mean MFT exam score of BSBA Program graduates tends to approximate the mean MFT exam score of the average ETS MFT Business examinee.

4. Graduates:

The BSBA Program graduated 224 students during the five-year Program Review period. Some have entered graduate studies, while others have sought employment directly upon graduation from WVSU. Exhibit D is a representative list of entities where graduates of the BSBA Program have found employment. This information is self-reported by the students approximately six months after graduation. The list of employers is diverse and includes business such as Arnett Carbis Toothman LLP, BrickStreet Insurance, Brown Edwards & Company LLP, City National Bank, Dow Chemical, Enervest, Toyota, as well as governmental entities such as the WV State Tax Department, WV Office of Technology and the WV Office of Economic Opportunity. A number of our students are employed in organizations where they remain after graduation and may become eligible for promotion upon graduation.

Many of our graduates stay in contact with various faculty upon graduation. Anecdotally, these graduates are positive about their education at WVSU and the resulting professional opportunities that are available to them.

D. Resources

1. Financial

There is a small supplies budget available to the BSBA Program. A limited amount of funding is available for faculty research, travel to conferences, and other professional development activities.

2. Facilities

All on-campus BSBA Program classes have been taught in Cole Complex during the review period. Classrooms utilized are furnished with tables and chairs and are equipped with permanently installed multimedia presentation equipment. A computer lab with twenty-six networked stations is available for use. This technological equipment was installed by WVSU, when the program relocated to its “new home” in Cole Complex in 2012.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

The comprehensive assessment plan, located in Appendix II-E, includes a Program Learning Outcome (PLO) component, regular administration of the Major Field Test (MFT) for external benchmarking, and for student satisfaction, a Graduate Exit Survey. Other means of collecting data is through the Academic Business Internship program and interaction with the Business Advisory Council. Supplemental Instruction, a program provided by Counseling and Academic Support Services (CASS), is available in select of business classes and provides course level feedback. To illustrate the assessment process, Table Six, below, details the timeframe of activities in the plan.

Table 6: Assessment Process Cycle

STEP	ACTION
1	Administer assessment instruments in accordance with the Program Learning Outcome (PLO) Curriculum Map. PLOs associated with the major areas of study are extensions of the five (5) primary PLOs.
2	Assess results in each respectively assessed BSBA Program course to evaluate student performance according to standardized rubrics via rankings that are based on elements with uniform descriptors. Levels of scoring for an assignment being utilized to perform PLO assessment from highest to lowest are: distinguished, mastery, proficient, and novice.
3	Faculty report class results in an excel file to the designated faculty member in the business program.
4	All term results are combined into a single excel file that permits dynamic analysis of data.
5	Term results shared with all faculty members via e-mail and/or departmental meeting.
6	Evaluation of results includes whether or not 70% benchmark is met for the current term, trend analysis, examination in conjunction with other assessment activities such as Major Field Test results, Graduate Exit Survey results, Supplemental Instruction results, Business Advisory Council member feedback, Employer satisfaction, etc.
7	Action plan developed for course level and/or program level changes for upcoming periods based on analyses of results.
8	Report results of assessment process to internal stakeholders at WVSU and to external stakeholders (ACBSP and Business Advisory Council).
9	Review of assessment process to identify areas of improvement.
10	Start new cycle over.

The current PLO assessment plan, first utilized during the 2012-13 Academic Year, provides a systematic and cyclical framework. Assessment instruments are selected by the full-time BSBA Program faculty and include course imbedded questions, writing assignments, oral presentations, preparation of business documents, problem based cases, and computer simulations as direct measures in assessment of PLOs. Instruments are evaluated utilizing standardized rubrics with uniform elements and common element descriptors. Courses used for assessment purposes begin with the students' freshmen year (BA 115: Business Information Skills) and conclude with their senior year (BA 420: Senior Business Seminar). Each PLO is scheduled to be assessed throughout the BSBA Program curriculum.

See Appendix II-E for further information regarding (1) Curriculum Map by PLOs, (2) Elements (Objectives) to be Assessed (3) Rubric Information for Elements, (4) Listing of PLOs Identifying Elements Being Assessed and (5) Assessment Plan - As of May 2017.

As part of the PLO assessment process, an analysis and review of assessment data and course level and program level results led to a departmental faculty approved change to the benchmark utilized for assessment purposes. PLOs are assessed on a scale of 1-4; "1" is Novice, "2" is Proficient, "3" is Mastery, and "4" is Distinguished. In Spring 2014, under the benchmark that used the proficient level, all five PLOs met the benchmark at the program level. Faculty approved a change of the benchmark for Academic year 2014-

15 from “70% of students would perform at the proficient level” to “70% would perform at the mastery level.” Since then, the results have been mixed with regard to the benchmark being met. On a positive note and from a trend perspective, the percentage of students in the lowest category, Novice, has generally been stable during the review period. In fact, under the benchmark standards from Spring 2014, at least 70% of students have performed at the proficient level for most PLOs during the review period. Overall results of the PLO assessment data during the review period is located in Exhibit E. The last two pages of this exhibit provides summary information for each PLO over the five year review period.

PLO assessment results indicate the majority of BSBA Program students graduate with a foundation in all areas of business. Beginning with the Fall 2015 semester through the Spring 2017 semester, approximately sixty-one percent of BSBA Program students achieved a ranking of at least Mastery. Additionally, PLO assessment data beginning Fall 2015 through Spring 2017 indicated an upward trend in the overall percentage of students that earned distinguished rankings. See Exhibit E for information on quantitative PLO assessment rankings beginning Fall 2015 through Spring 2017.

The second component of the comprehensive assessment plan is the administration of the Educational Testing Service (ETS) Major Field Test (MFT) in Business. In addition to the overall score reported by ETS, there are nine specific business areas of assessment: accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. Scores are reported as percent correct for each assessment indicator. Comparative data from the ETS Assessment Indicators shows relative strengths of the BSBA Program are in the areas of accounting and management, a relative weakness in the area of information systems, and relative stability in other areas such as marketing. See Appendix II-E for additional information regarding MFT results.

The third and final component of the comprehensive assessment plan is the administration of Graduate Exit Surveys (GES). GES have been administered within the program every semester, since Fall 2013, in BA 420: Senior Business Seminar. Portions of this survey are a reflection of the students’ perceptions of their mastery of the business PLOs and therefore are considered an indirect measure of PLOs from an academic assessment perspective. Prior to the Fall semester of 2013, WVSU administered the survey. A sample survey and resultant GES administration data are presented in Exhibit F.

2. Use of Assessment Data: Learning-Teaching-Curriculum

During the period of this program review, full-time faculty of the BSBA Program have evaluated the results of the PLO Assessment process periodically. The aforementioned PLO assessment evaluation process led to certain revisions at both the course and program levels.

As mentioned previously, continually evaluating PLO Assessment data resulted in the departmental decision to utilize a benchmark of “seventy percent of students performing at the Mastery level ranking or higher in all assessment instruments”. This change from the initial benchmark of “seventy percent of students performing at the Proficiency level ranking or higher in all assessment instruments” was instituted due to all PLO assessment instruments exceeding initial benchmark rankings for the initial PLO assessment periods.

In reviewing PLO Assessment instruments and rubrics during the 2015-2016 Academic Year, the BSBA Program elected to adopt uniform elements and common descriptors utilized in the rubrics for assessment instruments and all future assessment periods beginning with the 2016-2017 Academic Year. This election was made to further ensure that assessment instruments are performed as uniformly as possible with respect to student ranking and reporting.

During the 2016-2017 Academic Year, BSBA Program faculty evaluated the prior periods' PLO Assessment data and agreed to focus on two particular areas during the 2017-2018 Academic Year—critical thinking and electronic information. As such, current efforts are being made by all faculty, to improve opportunities for students to engage in activities that enhance critical thinking skills and informational acquisition processes. See Exhibit E for excerpts from reports related to PLO data review, analysis, and changes made at the course and program levels. Portions of this exhibit have been extracted from reports reviewed and accepted by ACBSP, which confirms, in part, acknowledgement of the use of assessment data in making program level changes, or what is commonly referred to as “closing the loop.”

In addition to PLO Assessment data review and analysis, MFT results are compiled and distributed to faculty members each academic year. Full-time faculty of the BSBA Program periodically review MFT results to determine the performance of BSBA Program students compared to all MFT test takers for the Business discipline, in each of the nine specific business areas. A direct example of topical content coverage modifications based on MFT result analyses is the area of Accounting. While many of the Accounting sub content area performance measures approximate national averages, there are select areas that could improve. As such, accounting faculty have made conscious efforts to deliver additional topical coverage on financial accounting sub content areas such as financial statements and their respective component information in order to improve the performance of BSBA Program students relative to national averages. This is another example of making data driven decisions in the assessment process known as “closing the loop.”

3. Graduate and Employer Satisfaction

Graduate Exit Survey (Survey) results were compiled for Fall 2013 through Spring 2017 from students enrolled in BA 420: Senior Business Seminar. Beginning in Fall 2013, the BSBA Program began administering the graduate exit survey in BA 420: Senior Business Seminar. BA 420: Senior Business Seminar requires that all business core courses be completed prior to enrollment in the course and is generally taken by students in their last semester prior to graduation. While the clear majority of students complete the survey, a small number elect not to do so. A blank survey and summary results are presented in Exhibit F.

The Survey asks students to rate items about the BSBA Program's efficacy in such areas as teaching effectiveness, class availability, use of technology, etc. These ratings range from zero (Not at All Satisfied) to three (Very Satisfied). Students were asked to compare their initial expectation of the program with the quality they received. Eighty-nine percent (176/198) remarked they were satisfied with their knowledge, skills, and abilities appropriate to their field of study.

Eighty-two percent (162/198) of the students remarked that they would recommend WVSU to others. This positive response was consistent across all areas of concentration within the BSBA Program. While the overall results of the Survey indicate that the BSBA Program has room for improvement, it is clear that a large percentage of our graduates are pleased with the education they received.

Anecdotally, there has been feedback from Business Advisory Council Members. Generally, the areas addressed in these informal situations include the need to prepare students to use critical thinking skills, to have good communication skills, both written and oral, and to have technical skills with respect to computer usage. All of these areas are addressed repeatedly throughout all levels of the BSBA Program curriculum.

One indirect evaluation of employer satisfaction includes the number of students who enter full-time employment with local businesses and organizations after having served as student interns. Another indirect evaluation is the number of students who expect to receive promotions in their workplace upon earning their degree, or in some cases, the post-graduate accounting certificate.

F. Advisory Committee(s)

The BSBA Program maintains a Business Advisory Council (BAC) with members from a variety of sectors in business, industry, and government from the Kanawha Valley region. Some examples of entities with members include Arnett Carbis Toothman LLP, Brookshire Barrett & Associates, City National Bank, Orders Construction, and the WV Board of Treasury Investments.

Contact is maintained with members of the BAC in a variety of ways. Members have participated in periodic meetings to provide recommendations and input regarding the BSBA Program and with the reaffirmation of ACBSP accreditation. Additionally, several members have participated in the annual Business Summit, presented by the BSBA Program, each spring semester. See Exhibit G for a listing of individuals and their respective entities who have most recently served on the BAC.

G. Program Strengths and Weaknesses

The BSBA Program has many strengths. The faculty are diverse and many have practical business experience to supplement the academic knowledge students are acquiring. The BSBA program has a long history of meeting the needs of nontraditional students, especially those who work full-time. In addition to the extensive number of evening courses we offer, the BSBA Program has been a leader in offering online courses.

During the 2016 – 2017 Academic Year, the Accounting and Management concentrations, launched entirely online degree programs. The curriculum for the entirely online BSBA Program concentrations of Accounting and Management are the same as the curriculum for the traditional programs. Best practices are used in adapting the course content to the online format. Master courses are developed for each required business course by a designated WVSU faculty member with support from a course designer from The Learning House (TLH) in accordance with quality standards presented by TLH and adopted by WVSU. Courses have been taught as 100% online courses or hybrid courses ranging from WEB-50 (50% in the classroom) to WEB-80 (1-4 class meetings). Faculty are continually updating course content to address the

changing needs of business. A greater reliance on computer-based components within the curriculum better enables our students to enter the workplace with up-to-date job skills.

The full-time faculty are actively engaged in institutional service and professional pursuits to enhance their teaching and are committed to students in the areas of advising and consultation. Many faculty in the department are dedicated to delivery of quality education to their students and keep up with their respective discipline updates through attendance/participation at conferences, review of scholarly journals, and/or webinars. Several faculty have completed specialized training to further their online teaching expertise and maintain currency with approaches to in-seat and online content delivery and student interaction.

Business Administration internship opportunities at WVSU have flourished over the past several years due to the formalized Academic Internship Program. The Academic Internship Program informs students about internship opportunities as they become available. Exhibit C shows the internships our students participate in are with recognizable organizations within the region.

All students meeting academic entrance requirements have opportunities to join business focused academic honor societies. *Delta Mu Delta*, the international business honorary, inducts newly qualified students each year. *Alpha Sigma*, an accounting honor society, was established to provide students exposure to local, regional and national professionals employed in the field of accounting through campus visits and other networking opportunities. Scholarships and internships are available to all BSBA Program students; and a long-range schedule of course offerings is maintained to assist students in planning.

Campus events are coordinated by faculty of the BSBA Program each academic year and include: an annual Business Summit in which faculty, students and regional industry professionals interact in a conference environment, professional skill workshops and networking events hosted by Alpha Sigma, and annual inductions into the Delta Mu Delta honor society.

WVSU has entered into an agreement with TLH to assist with marketing the BSBA Program online degree concentrations of Accounting and Marketing, providing course design services, and hosting the online learning management system, Moodle. One of the more significant roles TLH has is collaborating with faculty who are the subject matter experts in course design for development of 100% courses for the online programs. Leveraging this partnership with regard to technical course design and technical support will be instrumental in the success of the BSBA Program online degree concentrations.

The BSBA program has some weaknesses. Technological hardware and software located in the primary campus building for BSBA Program courses has not been updated since it was acquired in 2012. Funding for software packages, such as Adobe Acrobat, which is utilized to mark up and edit PDF documents, is not available for installation onto BSBA Program Faculty office computers. Additionally, funding for computer hardware and software that expedite and improve effectiveness in the online learning modality such as cameras, digital writing tablets, lecture recordation software, and microphone headsets is limited for BSBA Program faculty teaching online courses.

The BSBA Program anticipates the need of additional full-time faculty to support the stable enrollment of students in the in-seat BSBA Program modality and growth in the enrollment of the BSBA Program online modality.

Salaries of full-time and adjunct BSBA Program faculty have been noted as being at the bottom of the pay scale with comparable institutions, which may lead to difficulties in recruiting and retaining full-time and adjunct faculty for a program that provides stable enrollment to WVSU while being poised for growth via the traditional and online program modalities. In order to maintain current enrollment numbers, increase enrollment and retention rates, the BSBA Program needs sufficient financial resources to address the weaknesses mentioned above.

SECTION III: VIABILITY

A. Program Enrollment

The Program Enrollment Chart in Appendix III-A reflects enrollment over the five-year program review period. Program enrollment numbers by concentrations appear to be relatively stable with an average fall enrollment of three-hundred and fifty-three students. Total enrollment numbers in all concentrations, also appear to be relatively stable during the program review period.

As previously noted, during the 2016 – 2017 Academic Year, the Accounting and Management concentrations launched entirely online degree programs. Enrollment information for online degrees and in-seat degrees is presented in Appendix III-A. Although outside of the review period, it is worth mentioning that there were approximately seventy-six students enrolled in the BSBA Program online degree concentrations during the Fall 2017 semester.

B. Course Enrollment

Enrollment in all courses is relatively stable. The addition of the opportunity to complete all coursework required for the BSBA Program concentrations of Accounting and Management online will serve to help increase course enrollment and overall program enrollment.

C. Enrollment Projections

Enrollment was relatively stable during the review period. WVSU has undertaken several different approaches to increase enrollment. Because the BSBA Program has traditionally had strong job placement, it is reasonable to expect that any increase in overall WVSU enrollment should translate into increased BSBA program enrollment. Historically, the program has been at least the second highest at WVSU in terms of student enrollment. To facilitate the transfer of community college students to WVSU and this program, increased efforts with respect to articulation agreements have been made. Numbers may show growth in the coming semesters due in large part to the online concentration degree options now available to students.

D. Cost Analyses

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

$$\text{cost per student in major} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average number of majors 2012 – 2017}}$$

$$\text{cost per graduate} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average number of graduates 2012 – 2017}}$$

The total salary including fringe benefits for Business Administration faculty during the 2016–2017 year of the review period was \$783,606. Dividing by the average number of (unduplicated) majors in the degree program annually, which is 353, the cost per major is calculated to be \$2,220. To calculate the BSBA Program cost per graduate, the numerator remains the same but the denominator used is the average number of annual program graduates for the 2012–2017 period, which was found to be 45; thus the Business Administration cost per graduate was determined to be \$17,413.

$$\text{cost of courses offered in the program} = \frac{\text{2016 – 2017 program faculty salary}}{\text{Average SCH produced by program 2012 – 2017}}$$

The cost of offering courses in the BSBA Program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2012–2017. Aggregating Fall and Spring terms, there was an average of 4,133 standard credit hours (SCH) associated with courses taken by both majors and non- majors during this period. Based on these numbers, the cost per credit hour (CPCH) in the program is \$190.

The Facilities and Administrative cost (non- instructional operational cost) is also computed the using total faculty compensation for 2016–2017 in calculating this value, it is multiplied by the federal indirect rate of 56.9% or .569, which is a measure that is used to determine the cost of operation for grant administration. The Business Administration and Administrative cost (non-instructional cost) is therefore \$783,606 * 0.569 = \$445,872.

The ratios are exhibited in the table below:

Total Salary: \$ 783,606

	Avg Majors (AY12-AY16)	Avg Graduates (AY12-AY16)	CPCH (AY 12-AY16)	Cost of Operation (AY 2016)
Average per year	353	45	4,133	0.569
Cost Ratios	\$2,220	\$17,413	\$190	\$445,872

In summary, the total salary for faculty during the 2016-2017 year of the review period is \$783,606 and includes both part-time and full-time faculty salaries. The average cost per major is \$2,220 while the average cost per graduate is \$17,413. Both values include all unduplicated student majors and graduates for the 5-year review period. The cost of offering courses in the department for all students is based on the total semester credit hours (fall and spring combined) generated; that cost is \$190 per credit hour. The cost of operation (non-instructional cost) is \$445,872.

E. Service Courses

Service courses for other baccalaureate programs at WVSU represent a portion of the BSBA Program curriculum. A number of service courses are offered to the Economics Program, the Bachelor of Arts in International Studies (Business option), and the Secondary Education—Business option. Students in the Regents Bachelor of Arts program also enroll in BSBA Program courses in order to satisfy the requirements for the Business Area of Emphasis.

BA 203: Business Statistics is taken by students in other majors to fulfill their math/statistics requirements.

BA 312: Personal Finance was approved to be offered as a general education course for all majors at WVSU during the program review period and is currently being offered in that fashion.

See Appendix III-C for details.

F. Off-Campus Courses

Business courses have been offered off the WVSU campus during the review period as early enrollment courses at local and regional high schools to high school students who are nearing college entrance, typically juniors and seniors. See Appendix III-F for a listing of off-campus courses offered during the Program Review period.

G. Articulation Agreements

The most recent articulation agreement is with Bridge Valley Community and Technical College. This articulation agreement includes options in all BSBA Program degree concentrations. There has been strong interest in building relationships with other institutions to increase the number of articulation agreements and thus, WVSU and BSBA Program enrollment. All student transcripts are reviewed in a manner consistent with articulation agreements.

SECTION IV: NECESSITY

A. Similar Programs

Undergraduate business programs are available at most colleges and universities in the state: Marshall University, Strayer University and the University of Charleston are the closest. Online degree programs also exist in abundance as an option to students in our area. Degree requirements for undergraduate business programs are generally similar at different institutions.

Students choose WVSU for a variety of reasons. Our wide range of class times and our online course offerings accommodate students with limited daytime schedule availability. The cost of attending WVSU is generally less than that of attending other four-year institutions. Our students often choose WVSU because of its proximity to their residences.

A large number of our students are transfer students from both two-year and four-year higher education institutions. Our small class sizes and the student-faculty interaction provide students with tools to be successful in the collegiate setting.

B. Job Placement

Many of our students are enrolled in the BSBA Program for job advancement in entities where they are already employed. Others work in part-time positions (perhaps as interns) that may become full-time positions upon graduation. Students are generally successful at finding a wide range of employment opportunities upon graduation. This may differ depending upon certain variables such as each student's area of concentration and academic performance. Exhibit D is a list of representative employers of graduates of the BSBA Program.

Through a platform called Jobweb, the WVSU office of Career Services and Cooperative Education provides students and alumni with the opportunity to have their information entered into a candidate pool for employers seeking to fill positions. BSBA Program Faculty and the Office of Career Services and Cooperative Education collaborate in matching job seekers with job openings.

Appendices

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Accounting Concentration, Traditional and 100% online	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs & West Virginia Board of Accountancy	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 314 Cost Accounting	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 315 Personal Income Tax	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA 325 Business Tax Topics	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	BA 363 Intermediate Accounting I	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	BA 364 Intermediate Accounting II	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	BA 365 Intermediate Accounting III	3			*History	3
BA 301 Organization and Management	3	BA 403 Auditing	3			*Humanities	3
BA 305 Principles of Marketing	3	BA 418 Advanced Accounting	3			*International Perspectives	3
BA 310 Human Resource Management	3					MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3					OR	
BA 420 Senior Seminar	3					MATH 120 College Algebra	3
						*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						*Wellness	2
						Electives	14-16
						*From approved General Education Courses	
Total Required Major Hours:	33	Total Additional Major Hours:	24	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	54

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Energy Management Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 302 Oil and Gas Accounting	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 307 Property Abstracting	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA 318 Oil and Gas Law	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	BA 346 Project Management	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	BA 440 Production and Operational Management	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	PHYS 111 Energy and Environment	3			*History	3
BA 301 Organization and Management	3	PHYS 350 Petroleum Geology	3			*Humanities	3
BA 305 Principles of Marketing	3	PHYS 351 Pipelines for Business	3			*International Perspectives	3
BA 310 Human Resource Management	3					MATH 118 College Algebra with Business Applications OR	3
BA 313 Business Finance	3					MATH 120 College Algebra	3
BA 420 Senior Seminar	3					*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						*Wellness	2
						Electives	14-16
						*From approved General Education Courses	
Total Required Major Hours:	33	Total Additional Major Hours:	24	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	54

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Finance Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 316 Financial Management	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 414 Investments	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA 421 Problems in Corporate Finance	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	ECON 308 Money, Banking, and Monetary Theory	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	BA / ECON 416 International Finance	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3					*History	3
BA 301 Organization and Management	3	And two of the following:				*Humanities	3
BA 305 Principles of Marketing	3	BA 363 Intermediate Accounting I	3			*International Perspectives	3
BA 310 Human Resource Management	3	BA 317 Real Estate	3			MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3	BA 319 Risk Management & Insurance	3			OR	
BA 420 Senior Seminar	3					MATH 120 College Algebra	3
						*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						*Wellness	2
						Electives	17-19
						*From approved General Education Courses	
Total Required Major Hours:	33	Total Additional Major Hours:	21	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	57

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, International Business Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 320 Organizational Behavior	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 347 Entrepreneurship	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA / ECON 416 International Finance	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	BA 442 Global Marketing	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	BA 460 International Business	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	BA 465 International Management	3			*History	3
BA 301 Organization and Management	3	ECON 410 International Economics	3			*Humanities	3
BA 305 Principles of Marketing	3					*International Perspectives	3
BA 310 Human Resource Management	3					MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3					OR	
BA 420 Senior Seminar	3					MATH 120 College Algebra	3
						*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						SPAN 201 or FR 201 Intermediate Language I	3
						SPAN 202 or FR 202 Intermediate Language II	3
						*Wellness	2
						Electives	11-13
						*From approved General Education Courses	
Total Required Major Hours:	33	Total Additional Major Hours:	21	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	57

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Management Concentration, Traditional and 100% online	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 314 Cost Accounting	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 320 Organization Management	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA 346 Project Management	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	BA 347 Entrepreneurship	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	BA 440 Production and Operation Management	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	BA 465 International Management	3			*History	3
BA 301 Organization and Management	3	BA 475 Change Management	3			*Humanities	3
BA 305 Principles of Marketing	3					*International Perspectives	3
BA 310 Human Resource Management	3					MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3					OR	
BA 420 Senior Seminar	3					MATH 120 College Algebra	3
						*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						*Wellness	2
						Electives	17-19
						*From approved General Education Courses	
Total Required Major Hours:	33	Total Additional Major Hours:	21	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	57

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Management Information Systems	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	CS 101 Programming Fundamentals	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	CS 102 The Object Oriented Paradigm	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	CS 230 Data Base Management Systems	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	CS 240 Data Communications and Networking	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	CS 410 Systems Administration	3			GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	BA 345 E-Commerce	3			*History	3
BA 301 Organization and Management	3	BA 480 Management Information Systems	3			*Humanities	3
BA 305 Principles of Marketing	3					*International Perspectives	3
BA 310 Human Resource Management	3					MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3					OR	
BA 420 Senior Seminar	3					MATH 120 College Algebra	3
						*Natural Science	3-4
						*Scientific Reasoning	3-4
						*Social Science	3
						*Wellness	2
						Electives	17-19
						*From approved General Education	
Total Required Major Hours:	33	Total Additional Major Hours:	21	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	57

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Business Administration, Marketing Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
BA 115 Business Information Skills	3	BA 335 Consumer Behavior	3	ECON 201 Principles of Macro Economics	3	*Arts	3
BA 203 Business Statistics	3	BA 405 Marketing Communications	3	ECON 202 Principles of Micro Economics	3	COMM 100 Speech Communications	3
BA 209 Math Analysis for Business Decisions	3	BA 424 Marketing Management	3	ENGL 204 Writing for Business	3	ENGL 101 English Composition I	3
BA 210 Business Law I	3	BA 436 Marketing Research	3			ENGL 102 English Composition II	3
BA 215 Principles of Accounting I	3	And three of the following:				GED 101 First Year Experience	3
BA 216 Principles of Accounting II	3	BA 306 Branding	3			*History	3
BA 301 Organization and Management	3	BA 309 Retailing	3			*Humanities	3
BA 305 Principles of Marketing	3	BA 311 Professional Selling	3			*International Perspectives	3
BA 310 Human Resource Management	3	BA 347 Entrepreneurship	3			MATH 118 College Algebra with Business Applications	3
BA 313 Business Finance	3	BA 370 E-Marketing	3			OR	
BA 420 Senior Seminar	3	BA 411 Sales Management	3			MATH 120 College Algebra	3
		BA 413 Sales Marketing	3			*Natural Science	3
		BA 433 Marketing Channels Management	3			*Scientific Reasoning	3-4
		BA 442 Global Marketing	3			*Social Science	3-4
						*Wellness	2
						Electives	17-19
						*From approved General Education	
Total Required Major Hours:	33	Total Additional Major Hours:	21	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	57

Note:

APPENDIX II-B: Faculty Data Sheets

CURRENT FULL-TIME FACULTY

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Cyrus M. Aleseyed	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: 1995
Area of Specialization: Finance	

Professional registration/licensure:	
Years of employment at present institution:	15
Years of employment in higher education:	31
Years of related experience outside higher education:	7

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 313 Business Finance - 2 sections	25
2015/Fall	BA 316 Financial Management - 2 sections	7
2015/Fall	BA 416 International Finance	6
2016/Spring	BA 313 Business Finance - 2 sections	26
2016/Spring	BA 421 Problems In Corporate Finance	4
2016/Summer	BA 313 Business Finance	9
2016/Fall	BA 313 Business Finance - 2 sections	33
2016/Fall	BA 316 Financial Management	1
2016/Fall	BA 416 International Finance	5
2017/Spring	BA 313 Business Finance - 2 sections	25
2017/Spring	BA 421 Problems in Corporate Finance	4

- (B). If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
- Visited the following Colleges and University as an evaluator for Accreditation Council for Business Schools and Programs (ACBSP)
 - American InterContinental University, Hoffman Estates Illinois February 27 - March 3, 2012
 - Texas Women's University, Denton Texas September 25 – 28, 2012
 - Thomas Moore College, Crestview Hills, Kentucky, February 24-27, 2013
 - Findlay University, Ohio September 29-October 2, 2013
 - Albany State Universities, Albany, Georgia, October 12-15, 2014
 - Medgar Evers College, City University of New York (CUNY), New York, March, 16-19, 2015
 - Coppin State University, MD, October 2015
 - Member of Global Business Committee in region 2 of ACBSP (ECBSP)
 - Served as treasurer for Scott Acres Maintenance Association
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- Revised the Business Administration/Finance curriculum. The revision was submitted for the EPC approval. Under the new revision, we purposed two new courses in the area of Finance (Risk Management and Insurance, and Real Estate Investment). In addition, we purposed a Certificate in Asset Management. Certificate includes the following courses: BA 313: Business Finance, BA 317: Real Estate, BA 319 Risk Management and Insurance, and BA 414: Investments.
 - Included in my classroom are relevant strategies to improve my delivery of the course content. Examples are as follows:
 - Training/workshops on pedagogy or educational technology
 - Discussion with colleagues
 - Adoption of new classroom strategies
 - Assessment of teaching effectiveness
 - Learning from colleagues via discussions
 - Instructional Technology: Use of Multi-Media equipment in class
 - Instructional materials: Problem solving and critical thinking (homework, case study, term paper, research assignment, and in class presentation).
 - Sakai / Moodle was / are utilized in my classes for hand-outs, syllabi, Power-Point slides and other class related materials.
 - Aplia is utilized in all classes for problem solving and discussions.
 - Serving on the following committees have contributed to effective teaching:
 - The Faculty Search Committee for Business Administration
 - International and Multicultural Affairs Committee
 - Faculty Grievances Committee
 - Faculty Scholarship Committee
 - General Education Committee
 - Cyberinfrastructure Committee
 - Intellectual Property Council Committee
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Azam Bejou	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ed.D.
Degree Conferred by: Virginia State University	Date Degree Received: 2010
Area of Specialization: Business Management	

Professional registration/licensure:	
Years of employment at present institution:	4
Years of employment in higher education:	6
Years of related experience outside higher education:	10

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 115 Business Information Skills	22
2015/Fall	BA 347 Entrepreneurship	20
2015/Fall	BA 466 Business Internship- Advanced - 2 sections	1
2016/Spring	BA 115 Business Information Skills	19
2016/Spring	BA 312 Personal Finance	9
2016/Spring	BA 347 Entrepreneurship	10
2016/Spring	BA 466 Business Internship- Advanced - 2 sections	5
2016/Summer	BA 115 Business Information Skills	4
2016/Summer	BA 301 Organization and Management	5
2016/Summer	BA 312 Personal Finance	2
2016/Summer	BA 465 International Management	7
2016/Summer	BA 466 Business Internship- Advanced - 2 sections	5
2016/Fall	BA 115 Business Information Skills - 2 sections	34
2016/Fall	BA 347 Entrepreneurship	24
2016/Fall	BA 466 Business Internship- Advanced	3
2017/Spring	BA 115 Business Information Skills - 2 sections	38
2017/Spring	BA 312 Personal Finance	0
2017/Spring	BA 347 Entrepreneurship	18
2017/Spring	BA 466 Business Internship- Advanced	7

- (B). If degree is not in area of current assignment, explain:
- Doctor of Education in Educational Administration and Supervision: Virginia State University, June 2010
 - MBA in Business Administration with Management Concentration: Strayer University – 2002

- (C). Identify your professional development activities during the past five years.
- Sakai Certificates - Online course development and delivery modules
 - Quality Matters Certificate – Quality online course development and delivery modules
 - ACBSP Annual Conference – 2014, 2016, 2017
 - ACBSP Annual Conference – Atlanta, Accreditation Evaluator Training – June 15-20, 2016
 - ACBSP Best practices in Student Outcome Assessment workshop – June 15, 2017
 - ACBSP workshop – Aligning program-level student learning outcome to course-level student learning outcome to assessment activities – 2014
 - Moodle training – BP 500, MT240 & MT203, MT 205 and Online course development and delivery methods – 2016 - WVSU
 - Moodle master course developer – 2016 -WVSU
 - Editorial Board Member – Journal of Relationship Marketing 2013 to present
 - Reviewer ACBSP Transnational Journal of Business
 - Co-presented to Charleston Area Alliances Entrepreneurs in 2013 (affiliated with WV Chamber of Commerce) successful activities and strategies of entrepreneurship in local, statewide, and international markets
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Invited to submit scholarly research and article to the Journal of Advances in Management Sciences and Information Systems
 - Invited to participate in 4th Biotechnology World Congress for 2015
 - Invited to write a book for Nova Science Publishers in the areas of: International perspectives in management and educational efficiency
 - Recipient of 2015 PEER Research grant at WVSU to investigate the international Fortune 100 companies’ practices in management such as ethics and corporate social responsibility.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- Bejou, Azam (2016), “Human Rights, Corporate Social Responsibility, and Fortune Companies”. *Journal of Relationship Marketing*, 15(1): 1-12
 - Bejou, Azam (2013), “An Empirical Investigation of the Correlates of Satisfaction in Public Schools”. *Journal of Relationship Marketing* 12(4): 243-260
 - Nath, Anupam K and Azam Bejou (2012), “Offshored Data Privacy: Determining the Factors and their relative Effect,” *Proceedings of the Eighteenth American Conference on Information Systems*, Seattle, Washington, August 9-12.
 - Nath, Anupam, K, Debjani Kanjilal, and Azam Bejou (2012), “Streamlining the Management and Governance of Government Processes: A Digital Collaboration Approach for Development Approval,” *Allied Academies International Conference*, Las Vegas, October 10-1
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Matthew R. Carroll	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: MBA
Degree Conferred by: Strayer University	Date Degree Received: 03/24/2014
Area of Specialization: Accounting	

Professional registration/licensure:	CPA, CFE, CGMA
Years of employment at present institution:	3.5
Years of employment in higher education:	3.5
Years of related experience outside higher education:	7

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 115 Business Information Skills	29
2015/Fall	BA 215 First Year Accounting I	29
2015/Fall	BA 365 Intermediate Accounting III	13
2015/Fall	BA 441 Business Forecasting and Fluctuations - 2 sections	7
2016/Spring	BA 215 First Year Accounting I	19
2016 Spring	BA 302 Oil and Gas Accounting	7
2016/Spring	BA 414 Investments	8
2016/Summer	BA 215 First Year Accounting I - 2 sections	19
2016/Summer	BA 216 First Year Accounting II	8
2016/Fall	BA 215 First Year Accounting I	18
2016/Fall	BA 319 Risk Management and Insurance	3
2016/Fall	BA 365 Intermediate Accounting III	14
2017/Spring	BA 215 First Year Accounting I - 2 sections	26
2017/Spring	BA 302 Oil and Gas Accounting - 2 sections	11
2017/Spring	BA 414 Investments - 2 sections	5

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- Attended "Connecting WV's Future Business Leaders to the Marketplace", WVSU College of Business and Social Sciences, 3/2/2016 - 3/3/2016
- Attended "Human Rights and Energy", , WVSU College of Business and Social Sciences, 3/30/2016 - 4/1/2016
- Attended "Learning House 2016 Connect Conference", Learning House, 7/20/2016 & 7/21/2016
- Attended "The Impact of the Underground Economy, and How Analytics Can Fight It", ACFE, 7/26/2016
- Attended "How to Improve Your Whistleblower Program and Address Impediments to Reporting", ACFE 8/4/2016
- Attended "Building a Fraud-Resistant Organization", ACFE, 8/4/2016
- Attended "Deterring Financial Fraud: What Else Can Be Done?", ACFE, 8/4/2016
- Moodle master course developer – 2016 –WVSU
- Completed Moodle training – BP 500, MT240 & MT203, MT 205 and Online course development and delivery methods – 2016 - WVSU
- Organized and attended "Connecting Students to Leaders", WVSU College of Business and Social Sciences, 3/6/2017 - 3/8/2017
- Organized and attended WVSU Human Rights Conference, WVSU College of Business and Social Sciences, 3/29/2017 & 3/30/2017
- Attended "Preparing Students for Career Success", ACBSP, 6/24/2017 – 6/27/2017
- Classes toward terminal degree D.B.A in Accounting

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Recipient of 2016 PEER Research grant at WVSU to Investigate Recent Securities and Exchange Commission Developments Regarding Fuzzy Math in Company Earnings
- 2016 Accreditation Council for Business Schools and Programs (ACBSP) Region 2 International Teaching Excellence Award recipient

(E). Indicate any other activities that have contributed to effective teaching.

- Developed BA 302 – Oil and Gas Accounting to serve the Energy Management concentration
- Developed BA 319 Risk Management & Insurance for the Finance concentration
- Certificate includes the following courses: BA 313: Business Finance, BA 317: Real Estate, BA 319 Risk Management and Insurance, and BA 414: Investments
- Included in my classroom, relevant strategies to improve my delivery of course content.
- Consistently utilize and apply Technology such as multi-media equipment and software for course applications to help students with skillset development
- Serving on the following committees have contributed to effective teaching: Faculty Personnel Committee, Library Committee, Business and Economics Summit Committee, Online Learning Advisory Committee, Academic Appeals Committee, Departmental Assessment Committee, International Human Rights Committee.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

- Awarded a grant in AY 2016-2017 from AXA Equitable Foundation to train students enrolled in BA 414 - Investments to sit for their FINRA Series 7 examination.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Oliver Cruz-Milan	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Texas Rio Grande Valley	Date Degree Received: 2016
Area of Specialization: Marketing	

Professional registration/licensure:	
Years of employment at present institution:	2
Years of employment in higher education:	9
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 115 Business Information Skills	30
2015/Fall	BA 305 Principles of Marketing	26
2015/Fall	BA 311 Professional Selling	15
2015/Fall	BA 335 Consumer Behavior	9
2016/Spring	BA 305 Principles of Marketing - 2 sections	25
2016/Spring	BA 335 Consumer Behavior	1
2016/Spring	BA 413 Service Marketing	6
2016/Spring	BA 424 Marketing Management	12
2016/Fall	BA 305 Principles of Marketing - 2 sections	33
2016/Fall	BA 335 Consumer Behavior	12
2016/Fall	BA 399 Special Topics: Branding in Marketing	15
2017/Spring	BA 305 Principles of Marketing - 2 sections	29
2017/Spring	BA 370 E-Marketing	17
2017/Spring	BA 424 Marketing Management	17
2017/Spring	BA 413 Service Management	1

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Attended the Academy of Marketing Science's Annual Conference, in Coronado Island (San Diego), California to present a research paper from 05/24/17 to 05/27/17
 - Attended the Association of 1890 Research Directors' (ARD) Research Symposium, in Atlanta, Georgia, to serve as judge of research papers presentation from 04/01/17 to 04/04/17
 - Attended a webinar "Which Latino-Owned Businesses Survive? A Comprehensive Picture from Restricted-Access U.S. Census Data" about factors that contribute to small business survival, offered by North Central Education/Extension & Research Activity (NCERA-216) on 01/19/17
 - Attended the 2016 Summer American Marketing Association Educator's Conference and the PhD Project Marketing Doctoral Students Association Conference in Atlanta, Georgia from 08/03/16 to 08/07/16
 - Attended the SPSS Modeler webinar, a professional workshop on 01/13/16
 - Attended the 2017 Business, Economics, & Social Sciences Summit at WVSU
 - Attended the International Human Rights Conference at WVSU on 03/30/17
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Awarded membership of the Beta Gamma Sigma International Honor Society
- (E). Indicate any other activities that have contributed to effective teaching.
- In the spring of 2017, students in the BA-424 Marketing Management senior-level course conducted worked with real businesses as part of the semester projects. Under my supervision and coaching, the students assisted small business and organizations in Charleston, Dunbar, and Logan, West Virginia, collaborating in developing marketing plan proposals to enhance their marketing practices. Through this type of experiential learning, students were able to link concepts and theories from the classroom to real-world business settings.
 - Attended the webinar "Tips for Teaching a Digital Marketing Course", offered by CENGAGE Learning on March 20, 2017. The webinar helped me to implement new activities in the BA370 E-Marketing course in spring 2017.
 - Adopted new classroom strategies to improve learning experience and outcomes of students. In fall 2015, Implemented new teaching techniques in BA311 (Professional Selling) including role-play videos to simulate customer-salesperson interactions. In BA413 (Service Marketing) students mailed letters to real businesses to analyze company's reaction to consumer's demands.
- (F). List professional books/papers published during the last five years.
- Cruz-Milán, Oliver (2017). "Plog's Model of Typologies of Tourists". In Linda L. Lowry (Ed.), *The SAGE International Encyclopedia of Travel & Tourism*. Thousand Oaks, CA: SAGE Publications, Inc.
 - Cruz-Milán, Oliver (2017). "Mexico (World Tourism Countries)". In Linda L. Lowry (Ed.), *The SAGE International Encyclopedia of Travel & Tourism*. Thousand Oaks, CA: SAGE Publications, Inc.
 - Cruz-Milán, Oliver, Joseph J. Simpson, Penny M. Simpson, and Choi Wonseok (2016). "Reassurance or Reason for Concern: Security Forces as a Crisis Management Strategy," *Tourism Management*, Vol. 56 (October), pp. 114-125.
 - Simpson, Joseph J., Penny M. Simpson, and Oliver Cruz-Milán (2016). "Attitude Towards Immigrants and Security: Effects on Destination-loyal Tourists," *Tourism Management*, Vol. 57 (December), pp. 373-386.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Edward C. Goldberg	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: J.D.
Degree Conferred by: West Virginia University	Date Degree Received: 1967
Area of Specialization: Pre-Business	

Professional registration/licensure:	
Years of employment at present institution:	48
Years of employment in higher education:	48
Years of related experience outside higher education:	50

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 210 Business Law I	55
2015/Fall	BA 308 Business Law II	12
2015/Fall	BA 375 Business Ethics	13
2016/Spring	BA 210 Business Law I	61
2016 Spring	BA 308 Business Law II	20
2016/Spring	BA 375 Business Ethics	12
2016/Fall	BA 210 Business Law I	50
2016/Fall	BA 308 Business Law II	8
2016/Fall	BA 375 Business Ethics	6
2017/Spring	BA 210 Business Law I	55
2017/Spring	BA 308 Business Law II	8
2017/Spring	BA 375 Business Ethics	12

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Attended conferences in assigned classes taught
 - Updated materials with new legislation, executive orders, administrative and judicial opinions.
 - Used The Economist and Wall Street Journal in classroom
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: John P. Hodges	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: MPA
Degree Conferred by: West Virginia University	Date Degree Received: 1981
Area of Specialization: Accounting	

Professional registration/licensure: CPA	
Years of employment at present institution:	33
Years of employment in higher education:	34
Years of related experience outside higher education:	2

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 215 First Year Accounting I	18
2015/Fall	BA 314 Cost Accounting	15
2015/Fall	BA 330 Accounting Info Systems	18
2015/Fall	BA 363 Intermediate Accounting I	17
2016/Spring	BA 215 First Year Accounting I	13
2016/ Spring	BA 314 Cost Accounting	21
2016/Spring	BA 363 Intermediate Accounting I	10
2016/Spring	BA 403 Auditing	13
2016/Fall	BA 215 First Year Accounting I	17
2016/Fall	BA 314 Cost Accounting	23
2016/Fall	BA 330 Accounting Info Systems	14
2016/Fall	BA 363 Intermediate Accounting I	23
2017/Spring	BA 215 First Year Accounting I	18
2017/Spring	BA 314 Cost Accounting	18
2017/Spring	BA 363 Intermediate Accounting I	13
2017/Spring	BA 403 Auditing	10

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Attendance at the West Virginia Accounting Educator's Conference each year.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- Participated in running two businesses during the last 20 years. Responsible for accounting, marketing management and finance.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Michael D. Lewis	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Marshall University	Date Degree Received: 1989
Area of Specialization: Management, Information Systems	

Professional registration/licensure:	
Years of employment at present institution:	28
Years of employment in higher education:	28
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 203 Business Statistics	22
2015/Fall	BA 209 Math Analysis for Business Decisions - 2 sections	43
2015/Fall	BA 300 Statistical Sampling	14
2016/Spring	BA 203 Business Statistics	22
2016 Spring	BA 209 Math Analysis for Business Decisions	16
2016/Spring	BA 346 Project Management - 2 sections	15
2016/Spring	BA 440 Operations Management	22
2016/Summer	BA 203 Business Statistics	8
2016/Summer	BA 209 Math Analysis for Business Decisions	6
2016/Summer	BA 312 Personal Finance	3
2016/Fall	BA 203 Business Statistics	15
2016/Fall	BA 209 Math Analysis for Business Decisions - 2 sections	40
2016/Fall	BA 300 Statistical Sampling	16
2017/Spring	BA 203 Business Statistics	12
2017/Spring	BA 209 Math Analysis for Business Decisions	17
2017/Spring	BA 346 Project Management - 2 sections	27
2017/Spring	BA 440 Operations Management	26

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Online training for online course development and teaching.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Abainesh Mitiku	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: D.B.A.
Degree Conferred by: United States International University (now Alliant University)	Date Degree Received: 1992
Area of Specialization: Strategic Management	

Professional registration/licensure:	
Years of employment at present institution:	25
Years of employment in higher education:	40
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 301 Organization and Management	21
2015/Fall	BA 320 Organizational Behavior	6
2015/Fall	BA 420 Senior Business Seminar - 2 sections	17
2016/Spring	BA 420 Senior Business Seminar - 2 sections	30
2016/Spring	BA 465 International Management	12
2016/Fall	BA 301 Organization and Management	12
2016/Fall	BA 320 Organizational Behavior	11
2016/Fall	BA 420 Senior Business Seminar - 2 sections	23
2017/Spring	BA 301 Organization and Management	23
2017/Spring	BA 420 Senior Business Seminar - 2 sections	33
2017/Spring	BA 465 International Management	15

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Participated in a 10-day Faculty Development Program to China (May 17-27, 2017) hosted by the University of Colorado Denver CIBER (Center for International Business and Economic Research) and co-hosted by the International Assembly for Collegiate Business Education and eight other universities in the United States of America including the University of Washington that fully funded my scholarship for travels and accommodations within China.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

- Maintained a membership with the Academy of Management and read several of their publications related to areas of teaching
- Participated in several relevant academic-oriented webinars
- Completed several training sessions to further develop ability to teach online

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Alan R. Tillquist	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: D.B.A.
Degree Conferred by: Nova Southeastern University	Date Degree Received: 2002
Area of Specialization: Management/Leadership	

Professional registration/licensure:	
Years of employment at present institution:	13
Years of employment in higher education:	19
Years of related experience outside higher education:	12

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 301 Organization and Management	23
2015/Fall	BA 310 Human Resource Management - 2 sections	37
2015/Fall	BA 475 Change Management	18
2016/Spring	BA 301 Organization and Management	13
2016 Spring	BA 310 Human Resource Management - 2 sections	29
2016/Spring	BA 320 Organizational Behavior	14
2016/Summer	BA 301 Organization and Management	9
2016/Summer	BA 310 Human Resource Management	11
2016/Fall	BA 301 Organization and Management - 2 sections	36
2016/Fall	BA 310 Human Resource Management - 2 sections	34
2016/Fall	BA 475 Change Management	23
2017/Spring	BA 301 Organization and Management - 2 sections	37
2017/Spring	BA 310 Human Resource Management - 2 sections	39
2017/Spring	BA 320 Organizational Behavior	4

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Introduction to Quality Matters Rubric (HEPC), AY 2012-13
 - Sakai Training, AY 2012-13
 - CAPSIM Management Simulation, AY 2012-13
 - FERPA, AY 2013-14
 - CAPSIM Management Simulation (Simulation Software) , AY 2013-14
 - Blackboard, AY 2013-14
 - Unlawful Harassment for Higher Education Faculty, AY 2013-14
 - APA in the Classroom, AY 2014-15
 - Code of Conduct and Ethics, AY 2014-15
 - Academic Improvement Model (AIM) , AY 2014-15
 - FERPA for Higher Education, AY 2014-15
 - Bully Prevention, AY 2014-15
 - The International Student, AY 2014-15
 - Harassment and Discrimination Awareness for Employees, AY 2015-2016
 - Clearly Training, AY 2015-2016
 - Graduate Faculty Certification, AY 2015-2016
 - Ethics and Code of Conduct, AY 2015-2016
 - Security Awareness and Privacy Principles, AY 2015-2016
 - Learning Outcome Assessment and Results and Competency Report, AY 2015-2016
 - Quality Enhancement Program, Measuring Student Learning, AY 2015-2016
 - Decision Making for Difficult Situations, AY 2015-2016
 - Preventing Discrimination and Sexual Violence (Title IX, VAWA, Cleary Act), AY 2015-2016
 - FERPA, AY 2015-2016
 - E-Mail Security, AY 2016-2017
 - Password Security, AY 2016-2017
 - Security Essentials, AY 2016-2017
 - Active Shooter Response for Higher Education, AY 2016-2017
 - Unlawful Harassment for Higher Education Faculty, AY 2016-2017
 - Moodle Training (2 courses), AY 2016-2017
 - Faculty Information Literacy, AY 2016-2017
 - Respectful Workplace & Ethics Training, AY 2016-2017
 - FERPA, AY 2016-2017
 - Clinton Global Initiative (Virtually), AYs 2012-15
 - The World Business Forum (Virtually), AYs 2012-15
 - WVSU Business Summit, AY 2015-2016
 - WVSU Human Rights Conference, AY 2016-2017
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Selected to Academic Key's Who's Who in Business Education, AY 2016-2017
- (E). Indicate any other activities that have contributed to effective teaching.
- Regularly read academic journals and books to maintain currency in discipline
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Deborah A. Williams	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.P.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1982
Area of Specialization: Accounting	

Professional registration/licensure:	CPA
Years of employment at present institution:	12
Years of employment in higher education:	14
Years of related experience outside higher education:	21

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 216 First Year Accounting II	12
2015/Fall	BA 418 Advanced Accounting I	21
2016/Spring	BA 216 First Year Accounting II - 2 sections	28
2016 Spring	BA 364 Intermediate Accounting II	12
2016/Fall	BA 216 First Year Accounting II - 3 sections	38
2016/Fall	BA 418 Advanced Accounting I	12
2017/Spring	BA 216 First Year Accounting II - 2 sections	25
2017/Spring	BA 364 Intermediate Accounting II	23
2017/Spring	BA 399 Special Topics: Ethics and Leadership	1

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- Continuing Professional Education sufficient to maintain active license as CPA in West Virginia
 - Selected courses of study include: Ethics and Professional Conduct for West Virginia CPAs (11/26/14)
 - Small Business Owner: Cash Flow Basics (11/30/13)
 - Excel 2010 Basics: Worksheets, Formulas, and Functions (12/8/13)
 - Accounting and Financial Reporting: Current Developments (12/27/12)
 - ACBSP Annual Meeting: Preparing Students for Career Success (June 24—27, 2017)
 - West Virginia Society of CPAs: Committee Day (May 12, 2017)
 - ACBSP Annual Conference: Creating New Knowledge in the Classroom (June 17—20, 2016)
 - West Virginia Society of CPAs: Committee Day (May 6, 2016)
 - West Virginia Accounting Educators' Conference (September 22—24, 2016)
 - ACBSP Annual Conference: Partnering with Business for Student Success: Integrating the Boardroom into the Classroom (June 12—15, 2015)
 - West Virginia Society of CPAs: Committee Day (May 1, 2015)
 - ACBSP Annual Conference: Engaged Learning in the Digital Age (June 27—30, 2014)
 - ACBSP Annual Conference: Sustainability and Corporate Responsibility in the Classroom (June 21—24, 2013)
 - West Virginia Accounting Educators' Conference: General Topics in Accounting (September 20, 2013)
 - West Virginia Accounting Educators' Conference: General Accounting (September 13—15, 2012)
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- MT 205: Faculty Orientation to Moodle (Summer 2016)
 - ACBSP Evaluator Training (June 2015)
 - ACBSP Accreditation Conference (June 2013)
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

**OTHER CURRENT FACULTY AND
FACULTY NO LONGER AT WVSU**

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: William H. Alderman	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A
Degree Conferred by:	Date Degree Received: 1999
Area of Specialization:	

Professional registration/licensure:	
Years of employment at present institution:	2
Years of employment in higher education:	19
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/ Fall	BA 305 Principles of Marketing	20
2016/Spring	BA 309 Retailing	5

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Mark G. Andersen	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: California State University	Date Degree Received: 1984
Area of Specialization: Management	

Professional registration/licensure:	
Years of employment at present institution:	11
Years of employment in higher education:	20+
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Ryan Bailey	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: University of Charleston	Date Degree Received: 2011
Area of Specialization: Business Administration	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Fall	BA 115 Business Information Skills	36
2016/Spring	BA 115 Business Information Skills	32

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: David Bejou	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Memphis	Date Degree Received: 1994
Area of Specialization: Business Administration, Marketing	

Professional registration/licensure:	
Years of employment at present institution:	4
Years of employment in higher education:	20
Years of related experience outside higher education:	8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Spring	BA 436 Marketing Research	12
2016/Summer	BA 305 Principles of Marketing	4
2016/Summer	BA 335 Consumer Behavior	3

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- ACBSP Annual Conference -2014, 2016, 2017
 - Editor-in Chief- Journal of Relationship Marketing- May 1997 to present
 - Attended "Connecting WV's Future Business Leaders to the Marketplace" 2016
 - Attended "Human Rights and Energy", 2016
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: John D. Bird	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A., M.A.T.
Degree Conferred by: Marshall University	Date Degree Received: 2003, 2006
Area of Specialization: Quantitative Analysis	

Professional registration/licensure:	
Years of employment at present institution:	9
Years of employment in higher education:	9
Years of related experience outside higher education:	11

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Steven L. Burgess	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.S.
Degree Conferred by: Marshall University	Date Degree Received: 1999
Area of Specialization: Industrial / Employee Relations	

Professional registration/licensure:	
Years of employment at present institution:	
Years of employment in higher education:	2
Years of related experience outside higher education:	41

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Mavery L. Davis	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.S.
Degree Conferred by: Strayer University	Date Degree Received: 2015
Area of Specialization: Accounting	

Professional registration/licensure:	CPA
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	10

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Fall	BA 115 Business Information Skills	29

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Suvayan De	Rank: Associate Professor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Memphis	Date Degree Received: 2008
Area of Specialization: Economics	

Professional registration/licensure:	
Years of employment at present institution:	9
Years of employment in higher education:	9
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Spring	BA 203 Business Statistics	24

- (B). If degree is not in area of current assignment, explain:

- Dr. De is academically qualified by ACBSP, the international accrediting body for his program, in economics.
- Dr. De took graduate courses in statistics and econometrics.

- (C). Identify your professional development activities during the past five years.
- Chairperson: Southern Economic Association 2008, Midwest Economic Association 2013, 2017 Human Rights Conference 2014, 2015, Eastern Economic Association 2015, WEI International Academic Conference 2015, International Academy of Business and Economics Conference 2016, Southwestern Social Science Association 2017
 - Advisor of Omicron Delta Epsilon 2010-present
 - Organizing Committee: Human Rights Conference 2014, 2015, 2016, 2017
 - Student Poster Competition Judge at Human Rights Conference
 - Economics Division Judge in West Virginia State Social Studies Fair, 2015
 - Reviewer for International Journal of Education Economics and Development (IJEED)
 - Attended and presented research in the following conferences:
 - (Southwestern Social Science Association conference in Austin, in April 2017)
 - (Midwest Economic Association Conference in Cincinnati, in Mar 2017)
 - (IABE summer conference held in Washington D.C., in April 2016)
 - (WEI International Academic Conference at Harvard University, in June 2015)
 - (Eastern Economic Association conference in New York, in Feb 2015)
 - (Midwest Economic Association Conference at Columbus, in Mar 2013)
 - Member of the following committees:
(Program Review Committee, Admissions Committee, Educational Policy Committee, Faculty Grievance Committee, Faculty Scholarship Committee, Faculty Personnel Committee (Chair), Business Summit)
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Invited Lecture on Economic Update in 10th Annual Public Pension Financial Forum (P2F2) educational conference held in Scottsdale, Arizona on October 30, 2013.
 - Provided Seminar for local and small business owners in collaboration with the Charleston Area Alliance in West Virginia, 2014
- (E). Indicate any other activities that have contributed to effective teaching.
- Completed Online Teaching Institute in WV State University – Fall 2014 (Training program for faculty interested in teaching web-based courses)
 - Completed Quality Matters training workshop for online courses in WVSU
 - Certified Moodle training
- (F). List professional books/papers published during the last five years.
- “Do Microfinance Programs decrease corruption?” (Published in WEI International Academic conference proceedings, 2015)
 - “Does farmers’ behavior decreases corruption?” (Published in International Journal of Humanities and Social Science, Vol 3, No 16, 2013)
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Brunetta C. Dillard	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: University of Phoenix	Date Degree Received: 2006
Area of Specialization: Business Administration	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.

- (F). List professional books/papers published during the last five years.

- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Gregory A. Elam	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: J.D.
Degree Conferred by: West Virginia University College of Law	Date Degree Received: 1992
Area of Specialization:	

Professional registration/licensure:	
Years of employment at present institution:	3
Years of employment in higher education:	3
Years of related experience outside higher education:	25

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Fall	BA 325 Business Tax Topics	17
2016/Spring	BA 315 Personal Income Tax Procedure	8
2016/Spring	BA 399 Special Topics: Vita Program	1
2017/Spring	BA 315 Personal Income Tax Procedure	25

- (B). If degree is not in area of current assignment, explain:
- Undergraduate degree in Business Administration and law degree provides a foundation for tax research at federal, state, and municipal levels.
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Keisha L. Freeman	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.S.
Degree Conferred by: Capella University	Date Degree Received: 2011
Area of Specialization: Organizational Leadership	

Professional registration/licensure:	
Years of employment at present institution:	1
Years of employment in higher education:	
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2017/Spring	BA 203 Business Statistics	14

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Timothy J. Gibson	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Colorado Technical University	Date Degree Received: 2009
Area of Specialization: Finance	

Professional registration/licensure:	
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2017/Spring	BA 115 Business Information Skills	29

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: David J. Hardy	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: J.D.
Degree Conferred by: University of Tennessee College of Law	Date Degree Received: 1983
Area of Specialization:	

Professional registration/licensure:	
Years of employment at present institution:	1
Years of employment in higher education:	1
Years of related experience outside higher education:	34

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2016/Spring	BA 308 Business Law II	6

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Mahmoodul Islam	Rank: Professor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: Wayne State University	Date Degree Received: 1985
Area of Specialization: Economics	

Professional registration/licensure:	
Years of employment at present institution:	30
Years of employment in higher education:	33.5
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 203 Business Statistics	27
2016/Spring	BA 209 Math Analysis for Business Decisions	24
2016/Fall	BA 203 Business Statistics	24
2017/Spring	BA 209 Math Analysis for Business Decisions	25

- (B). If degree is not in area of current assignment, explain:

- Took graduate level Econometrics and advanced undergraduate level Statistics and Math courses while doing graduate work in Economics, which required strong quantitative background.

- (C). Identify your professional development activities during the past five years.

- Attended 2015 Annual International Conference of the Academic Business World (ABW) in Nashville, Tennessee, May 2015.
- Attended 2015 annual conference of the Academic Business Research in Indianapolis, September 2015.
- Attended 2016 annual international conference of the Eastern Economic Association in Washington D.C., February 2016.
- Attended WVSU Business Summit conferences in 2015 and 2016.
- Attended WVSU Human Rights Conferences in 2014, 2015, and 2016.
- Attended workshops in Online Teaching at WVSU in 2015, 2016, 2017

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- “ Europe Must Address Its Fundamental Economic Issues”, Wall Street Journal, January 19, 2012
 - “Tax Cuts are Fine but Where Are All of the New Jobs”, Wall Street Journal, May 18, 2012.
 - “How Long Can We Depend on Cheap Money”, Charleston Gazette-Mail (Sunday paper), April 30, 2013.
 - “Waiting on Pakistan to Apologize”, New York Times (international edition), January 4, 2014.
 - “An Orphan Called Bangladesh”, Daily Star (largest English daily in Bangladesh), January 3, 2014.
 - “What if the Fed Isn’t All That Apolitical?” Wall Street Journal, May 29, 2014.
 - “Fortress America Garrisoned by the Idle Army”, Wall Street Journal, September 10, 2016
 - “What Bank Deposit Rate Would be Right”, abstract of paper published in the Proceedings of the 2015 conference of the Academic Business World.
 - “Right Tool at the Wrong Time”, abstract of paper published in the Proceedings of the 2015 conference of the Academy of Business Research.
 - “Two Questions on the Interest on Bank Reserves”, abstract of paper published in the Proceedings of the 2016 annual conference of the Eastern Economic Association International.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Treena L. Kinder	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: MBA
Degree Conferred by: University of Charleston	Date Degree Received: 2009
Area of Specialization: Accounting	

Professional registration/licensure:	
Years of employment at present institution:	3
Years of employment in higher education:	3
Years of related experience outside higher education:	10

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/ Fall	BA 216 First Year Accounting II	20
2016/Spring	BA 115 Business Information Skills	19
2016/Spring	BA 301 Organization and Management	23

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Paul A. Konstanty	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: J.D.
Degree Conferred by: Albany Law School, Union University	Date Degree Received: 2000
Area of Specialization:	

Professional registration/licensure:	
Years of employment at present institution:	2
Years of employment in higher education:	2
Years of related experience outside higher education:	17

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 318 Oil and Gas Law	6
2016/Fall	BA 399 Special Topics: Property Abstracting	9
2017/Spring	BA 318 Oil and Gas Law	5

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- 24 hours of CLE bi-annually for West Virginia Bar
 - 12 hours of CLE annually for Commonwealth of Kentucky Bar
 - Attended, Energy & Mineral Law Foundation, 2014

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- "Construction Projects in the National Gas Industry: Benefits to Gain -- Dangers to Avoid," West Virginia Construction & Design Expo, Charleston, WV, March 2013
 - "Preparing Expert Witnesses for Deposition/Testimony," Defense Trial Counsel of West Virginia Expert Witness Seminar, November 2012
 - "Trucking Accident Do's and Don'ts," West Virginia Trucking Association Annual Convention September 2012
 - "Trucking Companies to Independent Contractors - Federal and State Regulations in the Marcellus and Utica Shales," Steptoe & Johnson PLLC Energy Webinar Series, August 2012
 - "Jury Selection and Voir Dire Tips," Steptoe & Johnson PLLC Litigation Associate Training Series, May 2012
 - "Deposition Techniques," Steptoe & Johnson PLLC Litigation Associate Training Series, January 2012
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- "Kentucky Tax Sale Deeds," Energy & Mineral Law Foundation, 2014
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Melinda S. Lendon	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Marshall University	Date Degree Received: 2010
Area of Specialization: Business Administration, Accounting	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education: 6

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.

- (F). List professional books/papers published during the last five years.

- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Ralph E. McKinney	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Marshall University	Date Degree Received: 2003
Area of Specialization: Management	

Professional registration/licensure:	
Years of employment at present institution:	
Years of employment in higher education:	7
Years of related experience outside higher education:	14

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Deepay Mukerjee	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Cleveland State University	Date Degree Received: 1985
Area of Specialization: Business Administration	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.

- (F). List professional books/papers published during the last five years.

- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Thomas E. Nelson	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Louisville	Date Degree Received: 2012
Area of Specialization: Entrepreneurship	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education: 2
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Christopher J. Passero	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: M.P.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1985
Area of Specialization: Accounting and Finance	

Professional registration/licensure:	CPA
Years of employment at present institution:	8
Years of employment in higher education:	8
Years of related experience outside higher education:	28

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Christopher C. Price	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A
Degree Conferred by: University of Charleston	Date Degree Received: 2011
Area of Specialization: Business Administration	

Professional registration/licensure:	
Years of employment at present institution:	3
Years of employment in higher education:	3
Years of related experience outside higher education:	6

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 312 Personal Finance	14

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Wallace F. Suttle	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned:
Degree Conferred by:	Date Degree Received:
Area of Specialization:	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Jerry R. Thornton	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: West Virginia University	Date Degree Received: 1970
Area of Specialization: Business Administration, Statistics	

Professional registration/licensure:	
Years of employment at present institution:	
Years of employment in higher education:	36
Years of related experience outside higher education:	47

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.

- (F). List professional books/papers published during the last five years.

- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: James A. Winter	Rank: Adjunct
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct	Highest Degree Earned: M.B.A.
Degree Conferred by: Marshall University	Date Degree Received: 1981
Area of Specialization: Business Administration	

Professional registration/licensure:
Years of employment at present institution:
Years of employment in higher education:
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.
- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Ali Ziyati	Rank: Professor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct	Highest Degree Earned: Ph.D.
Degree Conferred by: Ohio University	Date Degree Received: 1995
Area of Specialization: Communications	

Professional registration/licensure:	
Years of employment at present institution:	6
Years of employment in higher education:	14
Years of related experience outside higher education:	30

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	BA 405 Integrated Marketing Communications	18
2016/Fall	BA 405 Integrated Marketing Communications	15
2017/Spring	BA 436 Marketing Research	19

- (B). If degree is not in area of current assignment, explain:

Academic qualifications provide a foundation for subject matter expertise related to marketing communications and end-consumer product branding research.

- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-E: Assessment

APPENDIX II-E: Assessment

BUSINESS ADMINISTRATION PROGRAM LEVEL OUTCOMES

The Program Learning Objectives (PLOs) for the Bachelor of Science in Business Administration Program focus on fundamental theories and concepts in the field of Business Administration as well as the tools and information skills needed for problem solving and decision-making. The PLOs are designed to enable graduates to:

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for business functions
2. Think critically about business issues, theory and application
3. Use effective human relationship skills to work in a diverse culture and function positively in a team environment
4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources and using the information effectively and ethically
5. Evaluate business problems, gather, manipulate and interpret data, analyze alternatives, decide on most effective solution, implement solution and monitor results for continuous improvement

The Bachelor of Science in Business Administration program employs a multi-prong approach to program level assessment. The program consists of a single degree with multiple concentrations. All concentrations are required to take thirty-three (33) credit hours of common business core courses. Each concentration requires twenty-one (21) to twenty-seven (27) additional credit hours.

This multi-prong approach includes three broad areas of assessment, as listed below.

1. Program level assessment consists of five (5) Program Learning Outcomes (PLOs). Each PLO is assessed multiple times within the business core courses. In addition, each of the concentrations has extended PLOs for the concentration area. Hence, each area of concentration has PLOs at the beginning and end of the academic requirements. PLOs, including concentration level PLOs, are assessed via rubrics using common elements, or objectives. Each PLO is assessed using certain elements. See the following pages for further details.
2. Educational Testing Service (ETS) Major Field Test (MFT). The MFT is administered each semester in the business capstone course, BA 420, Senior Seminar. Results from this test are analyzed by total scores obtained by students taking the exam at our institution. Trends from semester to semester as well as comparative analysis with scores from other institutions who administer the test are analyzed. ETS also provides test results for nine specific areas of assessment: accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. This information is used to identify opportunities for improvement in the program and concentrations.

3. A Graduate Exit Survey yields information about the program overall as well as the individual areas of concentration. This is administered by the Department of Business Administration to students who are enrolled in a program level capstone course. With this approach, in addition to an overall assessment of the Business Administration degree program, each concentration area will have three distinct areas of assessment—within specific capstone courses, MFT test results by assessment indicator, and exit survey results from graduating students.

Curriculum Map by PLOS

Program Learning Outcomes Assessment Program (Eff. Fall 2016)																	
Business Core Courses																	
PLO	115	203	209	210	215	216	301	305	310	313	420	Areas of Concentration				MIS	
	403	421	440	424	480												
1	X					X	X	X		X	X						
2	X						X									X	
3	X										X						
4	X									X	X				X		
5	X					X				X	X				X		
PLOS for Areas of Concentration																	
Accounting:																	
1											X						
5											X						
Finance:																	
4												X					
5												X					
Management																	
4														X			
5														X			
Marketing																	
1																X	
2																X	
MIS																	
4																	X

Elements (Objectives) to be Assessed

In an effort to standardize the assessment process there are ten (10) elements, or objectives, faculty will select from when assessing PLOs with rubrics. Common descriptors have been developed to provide additional guidance. Below are the elements, along with their definitions and a rubric containing all ten elements with their descriptors for the various levels of student performance, as well as a listing of the PLOs identifying elements being assessed.

Listing of Elements

Element	Category	Definition
A.	Mechanics	<i>Uses correct grammar and vocabulary that is appropriate to the intended audience and is unbiased. Apply writing and reporting conventions appropriate to a business setting in the organization of a cohesive, accurate, and politically correct product with an identifiable structure and a well-articulated purpose.</i>
B.	Content	<i>Demonstrate core level knowledge common to all disciplines in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected area.</i>
C.	Conclusion Development	<i>Demonstrate basic core-level knowledge in the disciplines (accounting, economics, finance, information systems, management, marketing, or international business) in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected areas.</i>
D.	Technology	<i>Demonstrate use of current technology in composition and in visual and oral presentation of work to an audience. Incorporate appropriate forms of technology usage in all solutions proposed. Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the major discipline studied.</i>
E.	Style	<i>Use the Publication Manual of the appropriate format (ex. APA, MLA) as style guidelines in the preparation of written reports. Conduct that would exemplify professional business practices and acumen</i>
F.	Information	<i>Identify business problem(s) by analyzing the impact of contextual factors, the validity of information (relevancy, sufficiency and accuracy), and the influence of assumptions. Collect additional information, as needed, independently, uses a variety of relevant sources, to resolve the problem.</i>
G.	Critical Thinking	<i>Graduates of business programs identify problems, analyze information, and form conclusions within the business context. Use problem solving techniques to make informed decisions about all issues, including those with dissonant information, develop and answer provocative questions, and chose a realistic solution that will provide maximum benefit for the organization and all of its functions</i>

H.	Data Analysis	<i>Evaluate, synthesizes, and organizes information to form a position and create a coherent set of conclusions to support the decisions and solutions. Use appropriate quantitative methods and software (spreadsheets or statistical packages), including descriptive and inferential statistics and survey design, to evaluate company operations. Analyze data to diagnose strengths, weaknesses, opportunities and threats of business operations, translating the results of data analysis into plans for remediation of problems and growth of the company.</i>
I.	Team Dynamics	<i>Confer and collaborate with colleagues, staff, and supervisors in the decision-making and problem-solving process and in the implementation of appropriate, theory-based management strategies to foster teamwork leading to improvements in productivity and communication. Challenge others to think critically through clarification and justification of their ideas, using an appropriate critical thinking strategy for personnel at various levels within an organization.</i>
J.	Comprehension	<i>Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the major discipline studied.</i>

Rubric Information for Elements

	Distinguished	Mastery	Proficient	Novice
A. Mechanics (grammar, vocabulary, spelling)	Writing demonstrates exceptionally strong control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates quite solid control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage). Minor errors do not hinder readability.	Numerous errors in mechanics (e.g., punctuation, spelling, capitalization, and usage) distract the reader and make the text difficult to read.
B. Content	A central thesis has been well developed with main ideas that are prominent and supported with plentiful details suitable to audience and purpose. Writing is extremely understandable, focused, and interesting.	The reader understands central thesis, however it may be a bit broad. Supporting details are present in submission.	The reader understands the central thesis, however, it may be exceedingly broad or simplistic thus limiting the overall results.	The writing lacks a central thesis with ideas that are extremely limited or simply unclear. Paper may be too short to demonstrate proper development of a central thesis.
C. Conclusion Development	The student evaluated, synthesized, and organized all information provided and collected independently to form a succinctly stated professional proposal and create a coherent and perceptive set of conclusions to support the decisions and solutions.	The student evaluated, and organized information to form a decision and create a set of conclusions to support the decisions and solutions. Most of the information reviewed is clearly incorporated. With some significant assistance, the conclusions can be finalized for use.	The student formed a decision and reached conclusions; however they were limited or shallow and provided minimal support for the decisions and solutions. One or two key points in the information was overlooked or undigested, requiring significant effort to complete for use.	The student formed a decision, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear cut strategy. Serving, as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures if implemented.

	Distinguished	Mastery	Proficient	Novice
D. Technology	Flawlessly demonstrates use of appropriate technology in completing assignment. Technology is always employed when necessary with no errors.	Demonstrates use of appropriate technology in completing assignment. Technology is almost always employed when necessary with minimal errors.	Demonstrates some use of appropriate technology in completing assignment. Technology is sometimes employed when necessary but may contain errors.	Demonstrates rudimentary use of appropriate technology in completing assignment. Technology is not always employed as necessary and contains errors when it is used.
E. Style (Presentation) (posture, voice, form)	Communication level is such that presenter(s) maintains eye contact with audience and seldom returns to notes. Presenter(s) utilizes a clear voice, correct tone, and precise pronunciation so that all audience members can hear presentation.	Presenter(s) maintains eye contact. All words have been pronounced correctly and audience members can hear presentation.	Presenter(s) maintains eye contact most of the time but frequently returns to notes. Almost all words have been pronounced correctly and audience members can hear presentation.	Style may not match the particular audience or occasion. Presenter(s) tone of voice or other mannerisms may create alienation from the audience. Presenter rarely maintains eye contact, utilizes a low voice, and incorrectly pronounced numerous and various terms.
F. Information (handling, gathering, use)	The analysis of information required for problem was perceptive, and the student engaged in active information gathering, delving deeply into the materials available. A comprehensive review of relevancy resulted, incorporating a wide variety of sources, leading to a professional quality analysis that draws clearly on personal and professional experience.	Relevant information for the problem was identified. The student successfully engaged in information gathering and found additional materials that were relevant presenting a comprehensive plan. Only one type of sources was used and documented appropriately. The analysis was mostly on	Information relevant to the problem was identified. The student found additional information to fill the gaps in their knowledge, but it was limited in its scope. The efforts for discover appropriate information were inadequate which did not yield a thorough coverage of what was needed. The student may not have looked beyond the	Information was assumed without any investigation and was presented at face value, without benefit of active questioning. As a result, several gaps in the information are apparent. The resulting analysis was off base in one or more significant ways.

	Distinguished	Mastery	Proficient	Novice
		target. It is evident that the student has limited professional experience upon which to draw.	information provided in the problem. The analysis was shallow but still correct, ready for expansion and refinement.	
G. Critical Thinking (logic, arguments)	. Effectively communicates connections among key points, indicates contradictions and continuities, recognizes cause and effect, and consistently demonstrates sound logic.	Satisfactorily communicates a connection among key points, indicates a contradiction or continuity, recognizes a cause or an effect, mostly demonstrates sound logic.	Communication demonstrates little connection among key points. Lacks deeper development and demonstration of sound logic.	Basically restates or summarizes with no attempt at communicating deeper ideas. Noted lack of sound logic. May even demonstrate faulty reasoning.
H. Data Analysis (synthesis)	Highly Relevant data is generated and organized in a systematic manner. Data source and methodology well clarified. Exceptionally well-integrated to generate, interpret and convert data into information useful for decision making.	Relevant data is generated and organized in a systematic manner. Data source and methodology well clarified. Well integrated to interpret and convert data into information for useful decision making.	Some omissions in data gathering but well organized nevertheless. Data source and methodology clarified. Some flaws in the integration and interpretation but still manage to convert information into somewhat useful decision-making tool.	Lack of systematic data generation and organization. Questionable data collection methods Unreliable Data source and methodology. Erroneous interpretation and not so useful information for decision making due to inconsistent and unreliable data and methodology
I. Team Dynamics	Student worked well with others in providing a solution to the problem. Evidence of good team communication is present and the student demonstrated collaborative learning.	Student worked moderately well with others in providing a solution to the problem. Some unresolved team issues still present. Evidence of good team communication is present and the student demonstrated	Student worked with others in providing a solution to the problem but there was too much unresolved conflict and the conclusion of the project... Little evidence of good team communication is present and the student only minimally	Student did not work well with others in providing a solution to the problem. No evidence of good team communication is present and the student failed to demonstrate collaborative learning.

	Distinguished	Mastery	Proficient	Novice
		some collaborative learning.	demonstrated collaborative learning.	
J. Comprehension	The presented work reflects no statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.	The presented work reflects minimal statement indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.	The presented work reflects a few statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.	The presented work reflects numerous statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.

Listing of PLOs Identifying Elements Being Assessed

PLO 1: Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.

- A. Mechanics
- B. Content
- D. Technology
- E. Style

PLO 2: Think critically about business issues, theory, and application.

- B. Content
- C. Conclusion Development
- F. Information
- G. Critical Thinking

PLO 3: Use effective human relationships to work in the global community and function positively in a team.

- B. Content
- D. Technology
- E. Style
- I. Team Dynamics

PLO 4: Apply critical thinking skills to identify what information is needed and how to obtain this Information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.

- F. Information
- G. Critical Thinking
- H. Data Analysis
- J. Comprehension

PLO 5: Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.

- C. Conclusion Development
- F. Information
- H. Data Analysis
- J. Comprehension

Assessment Plan - As of May 2017

Number	Program Learning Outcome	Where Measured	Assessment Activity
1	Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.	BA 115	Article Analysis - Understanding Economics and How It Affects Business
		BA 216	Project requiring analysis of data to determine appropriate use culminating in preparation of financial statements/documents presented in good form
		BA 305	Writing Sample
		BA 310	Writing Sample
		BA 313	Problem based case
		BA 420	Stockholders' Debrief Report and Presentation (CapSim Simulation)
2	Think critically about business issues, theory, and application.	BA 115	Personal SWOT Analysis
		BA 209	Problem based assignment
		BA 310	Writing Sample
		BA 420	Written case analysis
3	Use effective human relationship skills to work in the global community and function positively in a team.	BA 115	Group presentation - Building Customer and Stakeholder Relationships: Helping Buyers buy
		BA 420	Stockholders' Debrief Report and Presentation (CapSim Simulation)—Evaluation of teaming
4	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.	BA 115	Group presentation - Demanding Ethical and Socially Responsible Behavior
		BA 209	Problem based assignment
		BA 313	Problem based case
		BA 420	Written case analysis

5	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.	BA 115	Article Analysis – Doing Business In Global Markets & Using Technology to Manage Information
		BA 209	Problem based assignment
		BA 210	Written analysis of actual legal controversies and/or hypothetical factual situations encompassing disputes. Activities include identifying and ascertaining relevant factual situations, understanding the issues propounded in controversies, and understanding the processes involved in legalistic conflict resolution.
		BA 216	Project requiring analysis of data to determine appropriate use culminating in preparation of financial statements/documents presented in good form
		BA 313	Problem based case
		BA 420	Written case analysis
1 _{ACC}	Communicate financial information effectively and articulately in written, oral, and electronic form as appropriate for the accounting function.	BA 403	Audit Project—communicate findings of audit project.
5 _{ACC}	Evaluate financial information as to its adherence to appropriate professional standards and/or internal accounting requirements.	BA 403	Audit Project—evaluate a complete set of financial statements
4 _{FIN}	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information	BA 421	Written case analysis involving financial analysis of a company's annual report, including a comparative analysis of a competitor. The analysis will include breakeven and ratio analyses, forecasting, cost of capital, and investment and capital budget analyses.

	effectively and ethically. Through case analysis in Finance, students should develop analytic insights with recommendations by having a point of view about the problem, a recommendation, and an analysis to back both of them up.		
5 _{FIN}	Apply critical thinking skills to demonstrate knowledge of financial management to evaluate, integrate, critique, and identify problems and where appropriate propose solutions.	BA 421	Written case analysis involving financial analysis of a company's annual report, including a comparative analysis of a competitor. The analysis will include breakeven and ratio analyses, forecasting, cost of capital, and investment and capital budget analyses.
4 _{MGT}	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically as it pertains to an integration of quantitative and qualitative data.	BA 440	Written case analysis—scheduling problem. Investigate, compile data, and create an effective schedule.
5 _{MGT}	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement as it pertains to the integration of quantitative and qualitative data.		Written case analysis—scheduling problem. Create and evaluate multiple solutions to a single problem
1 _{MKTG}	In a collaborative task setting, create and present a marketing plan that reflects familiarity with conditions in the relevant	BA 424	Oral presentation and written analysis of a principal semester project

	macro and industry environments, knowledge of current best marketing practices, and proficiency in written and oral communication.		
2 _{MKTG}	Critically examine selected social science and human-communication theories in the context of their application to marketing actions and consumer response.	BA 424	Written case analysis/embedded test questions
4 _{MIS}	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically as it relates to a career in Management Information Systems	BA 480	Project based assignment

Educational Testing Service (ETS) Major Field Test (MFT) Summary

	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
WVSU Participants	42	57	34	46	56
WVSU Mean Score	149	151	150	151	148
ETS Individual Mean Score	152.4	150.1	150.1	150.1	151.9
WVSU Median Score	147	149	150	150	147
ETS Individual Median Score	152	151	151	151	152
WVSU Standard Deviation	10	11	12	12	13
ETS Standard Deviation	13.8	6.7	6.7	6.7	13.8
WVSU Range of Scores	133-179	128-185	129-185	124-188	123-185
ETS Range of Scores	120-200	120-200	120-200	120-200	120-200

Major Field Test (MFT) Specific Business Areas of Assessment

Major Field Test Assessment Indicator		AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16		AY 2016-17	
Number	Title	<u>WVSU</u>	<u>ETS Mean</u>	<u>WVSU</u>	<u>ETS Mean</u>	<u>WVSU</u>	<u>ETS Mean</u>	<u>WVSU</u>	<u>ETS Mean</u>	<u>WVSU</u>	<u>ETS Mean</u>
		<u>Mean</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent</u>	<u>Mean</u>	<u>Percent</u>
		<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>	<u>Correct</u>
1	Accounting	48	43.8	45	41.3	45	41.3	44	41.3	44	43.3
2	Economics	41	44.2	39	39.6	36	39.6	41	39.6	38	40.8
3	Management	58	57.0	57	54.1	60	54.1	57	54.1	60	61.7
4	Quantitative Business Analysis	35	40.5	35	36.3	36	36.3	38	36.3	34	34.1
5	Finance	39	42.6	46	42.3	38	42.3	42	42.3	42	43.3
6	Marketing	52	55.0	57	54.9	54	54.9	56	54.9	50	50.4
7	Legal and Social Environment	61	55.5	57	59.4	61	59.4	57	59.4	44	46.9
8	Information Systems	44	48.4	46	49.9	43	49.9	48	49.9	49	51.5
9	International Issues	50	52.8	44	40.1	37	40.1	40	40.1	41	40.2

APPENDIX III-A

Program Enrollment Data

<u>Semester</u>	<u>Number of Majors</u>	<u>Number of Graduates</u>
Fall 2012	368	21
Spring 2013	326	25
Fall 2013	354	25
Spring 2014	339	31
Fall 2014	335	19
Spring 2015	315	13
Fall 2015	354	13
Spring 2016	317	28
Fall 2016	352	17
Spring 2017	339	32

APPENDIX III-A: Program Enrollment Data

Academic Term	Pre-Business	Accounting	Accounting-Online	Finance	International Business	Management	Management-Online	Marketing	Management Information Systems	Energy Management	Post-Graduate Accounting Certificate	Post-Graduate Energy Management Downstream	Post-Graduate Energy Management Upstream	Total
Fall 2012														
Enrollment	6	122	0	24	0	120	0	71	16	0	9	0	0	368
Graduates	0	9	0	0	0	6	0	6	0	0	0	0	0	21
Spring 2013														
Enrollment	5	107	0	23	0	99	0	66	14	0	12	0	0	326
Graduates	0	7	0	2	0	4	0	10	1	0	1	0	0	25
Fall 2013														
Enrollment	6	117	0	25	0	137	0	49	10	0	10	0	0	354
Graduates	0	7	0	2	0	6	0	5	4	0	1	0	0	25
Spring 2014														
Enrollment	5	113	0	28	0	131	0	50	4	2	6	0	0	339
Graduates	0	15	0	4	0	6	0	5	0	0	1	0	0	31
Fall 2014														
Enrollment	4	109	0	22	0	130	0	52	5	4	6	1	2	335
Graduates	0	5	0	2	0	8	0	3	1	0	0	0	0	19
Spring 2015														
Enrollment	3	101	0	20	0	121	0	53	4	9	3	0	1	315
Graduates	0	5	0	0	0	4	0	4	0	0	0	0	0	13
Fall 2015														
Enrollment	4	95	0	25	0	136	0	69	9	12	3	0	1	354
Graduates	0	4	0	1	0	3	0	5	0	0	0	0	0	13
Spring 2016														
Enrollment	1	88	0	22	0	116	0	65	10	13	2	0	0	317
Graduates	0	14	0	1	0	4	0	8	0	0	1	0	0	26
Fall 2016														
Enrollment	1	83	1	30	4	137	7	59	13	14	3	0	0	352
Graduates	0	2	0	1	0	5	0	5	1	3	0	0	0	17
Spring 2017														
Enrollment	0	91	10	26	3	108	23	55	11	11	1	0	0	339
Graduates	0	8	0	4	0	12	0	6	0	1	1	0	0	32

APPENDIX III-B: Course Enrollment Data

APPENDIX III-B LOWER DIVISION COURSE ENROLLMENT

Course #	Course Name	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
BA 115	Business Information Skills	53	41		85	101	6	97	74	4	81	70	4	99	67
BA 199	ST: Intro to Entrepreneurship	13													
BA 199	ST: Current Accounting Issues									1					
BA 203	Business Statistics	43	32	14	34	31	8	37	39	16	49	46	8	39	26
BA 209	Math Analysis for Bus Decision	36	37	7	44	46	5	36	33	4	43	40	6	40	42
BA 210	Business Law I	41	37		44	50		44	57		55	61		50	55
BA 215	First Year Accounting I	31	32		43	25	6	26	28	5	47	32	19	35	44
BA 216	First Year Accounting II	29	31		27	37	7	19	29	8	32	28	8	38	25
BA 299	SP TOP: Business Admin					2									

APPENDIX III-B UPPER DIVISION COURSE ENROLLMENT															
Course #	Course Name	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
BA 300	Statistical Sampling	15			16			23			14			16	
BA 301	Organization & Management	46	35		26	24	7	40	32	5	44	36	14	48	60
BA 302	Oil & Gas Accounting								9			9			11
BA 305	Principles of Marketing	31	36	11	28	23	4	37	25	2	46	25	4	33	29
BA 308	Business Law II	20	17		18	12		13	13		12	26		8	8
BA 309	Retailing	20										5			
BA 310	Human Resource Management	22	37		45	33	7	20	30	9	37	29	11	34	39
BA 311	Professional Selling				16				15						
BA 312	Personal Finance		13		17	13	6	11	14	4	14	9	5		
BA 313	Business Finance	28	26	9	28	28	12	22	17	7	25	26	9	33	25
BA 314	Cost Accounting	15	17		23	25		21	15		15	21		23	18
BA 315	Personal Income Tax Procedure		10			14			20			8			25
BA 316	Financial Management	9			6			3			7			1	
BA 318	Oil & Gas Law					4		5			6				5
BA 319	Risk Management & Insurance													3	
BA 320	Organizational Behavior	17	16		16	15	9	9	13		6	14		11	4
BA 325	Business Tax Topics	10			8			3			8			17	
BA 330	Accounting Info Systems	7			25			16			18			14	
BA 335	Consumer Behavior	15			22			10			9	1	3	12	
BA 340	Management Science	16													
BA 345	Fundamentals of E-Commerce				8										
BA 346	Project Management					14			15			15			27
BA 347	Entrepreneurship		15		11	9			23		20	10		24	18
BA 363	Intermediate Accounting I	17	11		18	19		16	14		17	10		23	13
BA 364	Intermediate Accounting II	16	8			15			22			12			23
BA 365	Intermediate Accounting III	9	14		17			17			13			14	
BA 370	E-Marketing	12						10							17
BA 375	Business Ethics		27		6	19		9	4		13	12		6	12
BA 399	ST: Organizational Leadership				8										
BA 399	SP TOP: Business Admin						1								
BA 399	SP TOP: Financial Economics							10							
BA 399	SP TOP: Vita Program											1			
BA 399	SP TOP: Property Abstracting													9	
BA 399	SP TOP: Branding in Marketing													15	
BA 399	SP TOP: Ethics & Leadership														1
BA 403	Auditing		10		15	12			24			13			10
BA 405	Integrated Mktng Comm		14					11			18			15	
BA 413	Services Marketing					19						6			1
BA 414	Investments		14			9			7			8			5
BA 416	International Finance	6			7			3			6			5	
BA 418	Advanced Accounting I	6	13		13	10		17			21			12	
BA 420	Senior Business Seminar	21	25		29	32		22	12		17	30		23	33
BA 421	Problems in Corporate Finance		5			6			3			4			4
BA 424	Marketing Management		18			15			9			12			17
BA 436	Marketing Research		18			6	3		7	6		12			19
BA 440	Operations Management		8			15			11			22			26
BA 441	Bus Forecasting & Fluctuations				12			2			7				
BA 442	Global Marketing		15						11						
BA 465	International Management		11			21	1		10	3		12	7		15
BA 466	Business Internship- Advanced				2	3	1	1	5	1	1	5	5	3	7
BA 475	Change Management							18			18			23	
BA 480	Management Info Systems							1							

APPENDIX III-B 100% ONLINE COURSE ENROLLMENT			
Course #	Course Name	Fall 2016	Spring 2017
BA 115	Business Information Skills	17	16
BA 215	First Year Accounting I	4	4
BA 216	First Year Accounting II	4	
BA 301	Organization & Management	13	14
BA 310	Human Resource Management		21

* Online BSBA Program Accounting and Management
Degrees began Fall 2016

APPENDIX III-C

Service Courses

Course	Other Program
BA 115	Education (Business Education), International Studies, Health Science (Community Health Education)
BA 203	Economics, Education (Business Education)
BA 209	Economics, Education (Business Education)
BA 210	Economics, Education (Business Education), General Education
BA 215	Economics, Education (Business Education)
BA 216	Economics,
BA 301	Education (Business Education)
BA 310	Education (Business Education)
BA 312	General Education
BA 313	Economics, Education (Business Education)
BA 363	Economics
BA 409	Education (Business Education)
BA 420	Education (Business Education)

APPENDIX III-F

Off-Campus Courses

<u>Course</u>	<u>Enrollment</u>	<u>Location</u>	<u>Semester</u>
BA 115 Business Information Skills	9	Pruntytown Correctional Center	Fall 2015
BA 115 Business Information Skills	4	Boone Career & Tech Center	Fall 2015
BA 115 Business Information Skills	1	Pruntytown Correctional Center	Spring 2017
BA 199 ST: Intro to Entrepreneurship	17	Wyoming Career & Tech Center	Fall 2012
BA 312 Personal Finance	27	Scott High School	Fall 2016

Exhibits

EXHIBIT A

2015 Reaffirmation of Accreditation Letter



ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

January 15, 2016

Dr. Brian O. Hemphill
President
West Virginia State University
PO Box 1000
Institute, West Virginia 25112

Dear President Hemphill,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 19, 2015 and reaffirmed the business program accreditation at West Virginia State University. Congratulations!

Conditions and notes indicate that either the Standard or Criteria is not fully met, and should be viewed as an opportunity to move your program to a higher level of excellence. It would be extremely rare that a school receive accreditation without these conditions or notes given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution, and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction."

The accreditation decision included the following Notes provided by the Board of Commissioners:

Note on Standard 5, Criterion 5.3: A clear process for determining faculty qualifications needs to be in place, particularly with respect to faculty members with out of field doctorates. The peer review team noted several irregularities and the institution responded with justifications and reasons as to why these faculty members are academically qualified. There are numerous ways in which faculty members may be qualified. It would be useful for the institution to identify which specific criterion (for example--#5 of the allowed options), and provide the curricular and experience basis for their decision).

Note on Standard 6, Criterion 6.2.1: There are a large number and array of student services available to students. These likely are of great value to students. However, the institutional response itself acknowledges that there is limited data as to the efficacy of the services. The QAR due in 2017 should reflect continued progress in this arena.

Progress on the Notes must be reported in future Quality Assurance Reports. You are encouraged to work with David Frantz on the removal of the Notes. Frantz may be contacted by phone at: 765-973-8337, or by e-mail at: dfrantz@iue.edu. You may also contact Diana Hallerud at 913-339-9356, or by e-mail at dianahallerud@acbsp.org.

Your Quality Assurance Report will be due on September 15, 2017, and every two years after that. Your ten year reaffirmation will be due in 2025.

11520 West 119th Street • Overland Park, Kansas 66213
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

ACBSP will inform the public of decisions on accreditation status made by the Boards of Commissioners by posting the accreditation decisions on the ACBSP Website. The decisions on accreditation status can be accessed from www.acbsp.org/?page=decisions and will appear as the following:

West Virginia State University (Institute, WV)

Reaffirmation of Accreditation with improvement opportunities in the following criteria: Criterion 5.3 and Criterion 6.2.1

If you have any comments concerning this notification please let me know.

ACBSP encourages you to publicly announce that your business programs are accredited. In the next few weeks, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

The following business programs at West Virginia State University are accredited by the Accreditation Council for Business Schools and Programs:

**Bachelor of Science in Business Administration
Bachelor of Art in Economics**

Please take this opportunity to review the accuracy of the programs listed above as well as the institution name (below) as it will appear on your Certificate of Accreditation. If any information is not correct, please notify Diana Hallerud via e-mail at dianahallerud@acbsp.org and provide the correction by February 16, 2016.

Name of institution as it will appear on the certificate:

**West Virginia State University
Institute, West Virginia**

The 2016 ACBSP Conference will be June 17-20 in Atlanta, GA, and our host hotel will be the Atlanta Marriott Marquis. Please mark your calendar to join us in Atlanta, where we will honor you and all other schools receiving initial or reaffirmation of accreditation during the 2015-2016 membership year. You are encouraged to attend along with your Chief Academic Officer and Dean or Head of the Business School or Program. Many institutions invite faculty to this prestigious celebration. Your institution will also be announced during the Baccalaureate/Graduate Degree Institution annual meeting held at the conference.

There is a breakfast on Sunday morning, June 19 for registered conference attendees from institutions receiving initial or reaffirmation of accreditation. At least one institutional representative must attend the breakfast. The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that will be followed at the accreditation gala.

In addition to the breakfast, a professional photographer will be available on Sunday, June 19 to photograph all institutional representatives along with the ACBSP Chief Accreditation Officer and the Chair of the Baccalaureate/Graduate Degree Board of Commissioners. Appropriate dress for the photo session and banquet is business professional.

West Virginia State University
January 15, 2016
Page Three

For updates on the Conference, visit the ACBSP website, www.acbsp.org. On-line registration is available beginning in January.

Congratulations on maintaining such a high quality business program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.
Chief Accreditation Officer

Cc: Dr. Kumara Jayasuriya, Provost & VPAA
Dr. Deborah Williams, Champion
Dr. David Bejou, Co-Champion

EXHIBIT B

2017 ACBSP Quality Assurance Report Letter



January 03, 2018

Ms. Deborah A. Williams
Interim Dean, College of Business and Social Sciences
West Virginia State University
112 Hill Hall
PO Box 1000
Institute, WV 25112-1000

Dear Ms. Williams,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 30, 2017, and reviewed your Quality Assurance Report. After review, the board voted to accept the report with no notes, conditions, or OFI's. The Board provided the following comments:

Remove the notes on Standard 5, Criterion 5.2 and 5.3 and Standard 6, Criterion 6.2.1. The business unit describes a process for evaluating faculty credentialing. This addresses the Note contained in the previous report.

Your Full Quality Assurance Report will be due 9/15/2021 and your reaffirmation is scheduled for 2025. Please contact Ms. Kristina Collins at 913-339-9356, or by e-mail at collinskl@tiffin.edu with any questions or concerns.

We hope to see you at the Annual Conference June 8 -11, 2018. For more information on the conference including its location and host hotel, please see www.achsp.org. Additional information will be available on our website beginning January 31, 2018.

ACBSP is looking forward to our continued relationship with West Virginia State University. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.
Chief Accreditation Officer

C: Ms. Kristina Collins, Baccalaureate/Graduate Degree Board of Commissioner

EXHIBIT C

Student Internship Representative Listing

Student Internship Listing
Academic Internship Program
Spring 2014 through Spring 2017

<i>Semester</i>	<i>Major</i>	<i>Internship Organization</i>	<i>Credit Hours</i>	<i>Compensation Per Hour</i>
Spring 2014	Finance	YMCA	6	\$7.25
Summer 2014	Accounting	YMCA	6	\$7.25
Spring 2015	Accounting	Suttle & Stalnaker	6	\$16.00
Spring 2015	Management	City Holding Company	6	\$12.33
Spring 2015	Accounting	Morgan Stanley	6	\$10.00
Spring 2015	Marketing	State Farm	6	\$14.25
Summer 2015	Accounting	Shonk Land Company	6	\$11.00
Spring 2016	Accounting	YMCA	6	\$8.00
Spring 2016	Accounting	Teed & Associates	6	\$8.75
Fall 2016	Accounting	Brown, Edwards & Company, LLP	6	\$15.00
Fall 2016	Management	Sherwin Williams	3	\$11.50
Fall 2016	Management	American Electric Power	3	\$17.50
Spring 2017	Management	Chick-fil-A	6	\$10.00
Spring 2017	Accounting	Orders Construction	6	\$12.50
Spring 2017	Marketing	Ameriprise Financial	6	\$10.00
Spring 2017	Management	Lawngistics	6	\$20.00

EXHIBIT D

List of Representative Employers of BSBA Program Graduates

LIST OF REPRESENTATIVE EMPLOYERS OF GRADUATES

December 2012

Kanawha Scales and Systems
WV Dept. of Health and Human Services
USDA Rural Development
CDI Corporation
Americorp VISTA – National Guard
CVS Management
Holiday Inn Express

May 2013

BrickStreet Inc.
Deva and Associates
TGI Fridays
Alpha Natural Resources
Graduate School – Wilmington University
Peyton Law Firm
Kanawha County Library
Starbucks

December 2013

Bill One, LLC
Fedx
Johnstone and Gabhart LLP
Maynard C. Smith Construction
WV Dept. of Highways
Boll Medical
Kroger

May 2014

Absten and Sons LLC.
Justice For Girls
USDA
Putnam County Bank
Regal Entertainment Group
Rowan and Associates
Sleepy Hollow Country Club
Chico's
WV Office of Economic Opportunity
Toyota – Cost Accountant
Dollar General
Kay Casto and Chaney
Ernst and Young
IHOP
Young and Associates
Enervest
BrickStreet
Graduate School – University of Charleston

December 2014

Worley, Erhart-Graves Financial Advisors
WVDHHE
CASCI
Summit Insurance Services
City National Bank
WV State police
BrickStreet
CAMC
Republic National Distributing Company
WV Tax Dept.
Liberty Tax Service

May 2015

Moses BMW
BridgeValley CTC
National Travel
WV Office of Technology
Graduate School – University of Charleston
Edgewood Country Club
Suttle and Stalnaker

December 2015

Marriott- Charleston Town Center
Longhorn Steakhouse
E.J. Thompson and Son LLC.
Logan –Mingo Mental Health Center
Calvin Broyles Jewelers
Little General Stores
Discount Emp. Inc.
Damon's Psychological Services
Total Quality Logistics
Asian Market

May 2016

Chick-Fil-a – Team Member
84 Lumber Co. – Management
YMCA – Payroll
Safety Caution Equipment Company
Arnett, Carbis, Toothman
Civic Center
Teeau Associates
Workforce WV
Town Parke Inc.

December 2016

Eagle Research Corporation
CAMC
Suttle and Stalnaker
Dow Chemical
Toyota Plant
Clay Center Box Office

May 2017

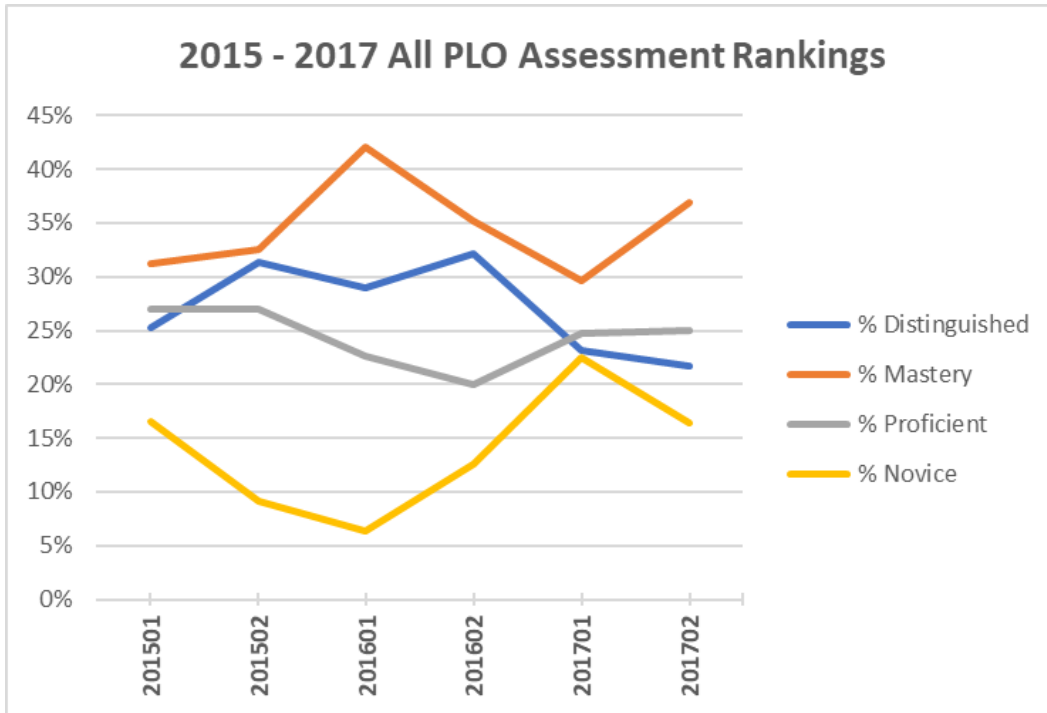
Old Colony
WV Outdoor Advertising
Dohm Cycles
WV Dept of Education (intern)
Silverhart Rentals
Solutions PBS
McJunkin Redman Corp
Sports City
Golden Corral
Brewer and Company WV
Vanguard Financial
Arnett, Carbis, Toothman

SOURCE OF INFORMATION: WVSU Office of Career Services and Cooperative Education

EXHIBIT E

Assessment Results—Excerpts from ACBSP Reports

2015 – 2017 All PLO Assessment Rankings



2015 – 2017 All PLO Assessment Rankings

Element	% Distinguished	% Mastery	% Proficient	% Novice	Distinguished and Mastery
201501	25%	31%	27%	16%	56%
201502	31%	33%	27%	9%	64%
201601	29%	42%	23%	6%	71%
201602	32%	35%	20%	13%	67%
201701	23%	30%	25%	22%	53%
201702	22%	37%	25%	16%	59%
Grand Total	27%	34%	25%	14%	56%

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Definition	
Performance Indicator	Analysis of Results
Performance Measure	Current Results F 15 through Sp 17
Measurable goal	What are the results?
What is your goal?	What did you learn from the results?
Historical Information Sp 14 through Sp 15	Action Taken or Improvement made
Results/What we learned/Next Steps	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>PLO 1: Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions. At least 70% of students will perform at or above the Mastery Range.</p>	<p>Historical Information Sp 14 through Sp 15 Benchmark met in Sp 14; not quite met in AY 14-15. Percentage of students scoring in "deficient" range was decreasing while "mastery" was increasing. Weaknesses in elements include conclusion development and critical thinking. BA 305: Marketing class added APA citation style book to syllabus and provided feedback to English department for ENG 204; Writing for Business.</p> <p>Current Results F 15 through Sp 17 Results show improvement from fall 2016, however still slightly below benchmark. Assessment results show 81% scored at least proficient in AY 2016-17.</p> <p>What are the results? Elements that show weaknesses (identified through scores derived from rubrics) include content and technology.</p> <p>What did you learn from the results? Continued emphasis on use of technology in classroom assignments; possible mini workshop(s) for technology, patterned after the Excel workshop conducted in AY 2016-17. Emphasis in 2017-18 on critical thinking element may have a side benefit relative to content.</p> <p>Action Taken or Improvement made What did you improve or what is your next step?</p>
<p>PLO 2: Think critically about business issues, theory, and application. At least 70% of students will perform at or above the Mastery Range.</p>	<p>Historical Information Sp 14 through Sp 15 Benchmark met in all three terms. Students scoring in "novice" range is decreasing while the percentage scoring in "Mastery" is increasing. All three courses (BA 115, 310, and 420) where assessment occurred had relative weaknesses in F 14. Critical thinking skills are taught across the university curriculum and are emphasized in business. Simulation changed in BA 420 course that better emphasized critical thinking skills and strategy.</p> <p>Current Results F 15 through Sp 17 Results show decline over period reflected. Additional analysis shows 70% or more were at least proficient in this area. The results are a shift away from distinguished and mastery to proficient while the novice category was not impacted as much. Assessment results show 79% scored at least proficient in AY 2016-17.</p> <p>What are the results? The results are a shift away from distinguished and mastery to proficient while the lowest category, novice, was not impacted as much.</p> <p>What did you learn from the results? Critical thinking is one of two elements being emphasized in 2017-18 by business faculty in all courses. This element is evaluated in PLO 2.</p> <p>Action Taken or Improvement made Continued emphasis on group/team work in entry level and senior capstone course.</p>
<p>PLO 3: Use Effective human relationship skill to work in the global community and function positively in a team. At least 70% of students will perform at or above the Mastery range.</p>	<p>Historical Information Sp 14 through Sp 15 Benchmark consistently met during three semesters. Benchmark met in entry level (BA 115) and capstone (BA 420) courses. Group/team work is emphasized in part due to external business community feedback. Groupwork in BA 420 utilizes peer feedback for evaluation purposes.</p> <p>Current Results F 15 through Sp 17 Results in F 16 are below the benchmark, but rebounded in Sp 17.</p> <p>What are the results? All individual elements, including style and team dynamics, exceeded the 70% benchmark, especially in the senior capstone course.</p> <p>What did you learn from the results? Continued emphasis on group/team work in entry level and senior capstone course.</p> <p>Action Taken or Improvement made What did you improve or what is your next step?</p>

<p>PLO 4: Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using this information effectively and ethically. At least 70% of students will perform at or above the Mastery range.</p>	<p>Benchmark consistently met. Results indicate greater numbers of students being evaluated in the "Distinguished" range across all three terms. Benchmark met in all courses where assessment occurs except for finance discipline (BA 313 in core and BA 421 in concentration). Relative weakness in quantitative skills. Continuous supplemental instruction in BA 313.</p>	<p>Results in F 16 were unusually low, but rebounded somewhat in Sp 17. The two elements Faculty will be emphasizing in AY 2017-18 are critical thinking and data analysis, both of which are evaluated in this PLO. Assessment results show 76% scored at least proficient during AY 2016-17.</p>	<p>Opportunities for improvement across all business courses, especially in BA 313, Business Finance.</p>	<p>A specialized math course, College Algebra for Business, was created and offered for the first time in Spring 2017. Improvements in early quantitative coursework should yield positive results in subsequent courses such as Math Analysis for Business Decisions and Business Finance.</p>	<p style="text-align: center;">PLO 4</p>
<p>PLO 5: Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solutions, implement solutions, and monitor results for continuous improvement. At least 70% of students will perform at or above the Mastery range.</p>	<p>Benchmark met two out of three terms. Results indicate greater numbers of students being evaluated in the "Distinguished" range across all three terms. Benchmark met in BA 115 and BA 420. Simulation changed in BA 420 course that required broader knowledge for all students. Relative weakness in this PLO evident in BA 313, Business Finance. Increase explanation of assignments; identify additional tools for students to use in completing assignments.</p>	<p>Results in F 16 low but rebounded slightly in Sp 17. One of the two elements being emphasized in AY 2017-18 is data analysis, which is evaluated in this PLO. Assessment results show 81% scored at least proficient during AY 2016-17.</p>	<p>Emphasis on conclusion development and data analysis should have a positive impact student outcomes.</p>	<p>Weakness continues to be evident in BA 313, Business Finance. Data Analysis is being emphasized across the business curriculum in AY 2017-18.</p>	<p style="text-align: center;">PLO 5</p>

EXHIBIT F

Graduate Exit Survey—Sample and Results



West Virginia State University
Dept. of Business Administration
Exit Survey



To assist the department in improving upon programs and services, please complete the following questions with respect to perceptions of your education at WV State University. All information provided will be held in strict professional confidence and utilized only for program evaluation and will only be reported in a format whereby individual responses will not be identifiable.

1. While attending WV State, what was your longest commute for any one semester?
 15 miles or less, 16-30 Miles, 31 or More Miles, Campus Student

2. Did you begin college at WV State or transfer from another institution?
 Started at WV State Transferred to WV State

3. Approximately how many credits have you completed at WV State?
 80-90, 90-100, 100-110, 110-120, more than 120 hours

4. Approximately how many hours per week do you spend outside of class in preparation?
 1-5, 6-10, 11-15, 16-20, more than 20 hours

5. If you could start an undergraduate degree program over, would you attend WV State?
 YES NO

6. Would you recommend WV State to others?
 YES NO

7. What is your concentration within the business administration program?
 Accounting Energy Management Finance Management MIS Marketing

8. To what extent would you rate the instructors in the department on each of the following?

Please complete demographic information listed below to be utilized in statistical analysis of participants.

Expected semester of graduation:
 Fall Spring Summer Year: _____

Concentration: _____

Status: Full-Time Part-Time

Age: _____

Gender: Male Female

Self reported GPA? _____

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Set high expectations for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback frequently and promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicate critical concepts and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate teamwork as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be accessible to counsel and advise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- | | <u>Yes</u> | <u>No</u> |
|---|-----------------------|-----------------------|
| 9. Are you satisfied with your communication skills? | <input type="radio"/> | <input type="radio"/> |
| 10. Are you satisfied with your written communication skills? | <input type="radio"/> | <input type="radio"/> |
| 11. Are you satisfied with your oral communication skills? | <input type="radio"/> | <input type="radio"/> |
| 12. Are you satisfied with your technology/computer applications skills? | <input type="radio"/> | <input type="radio"/> |
| 13. Are you satisfied with your peers' effectiveness as a follower or a leader? | <input type="radio"/> | <input type="radio"/> |
| 14. Are you satisfied with your ability to effectively lead and follow in a team environment? | <input type="radio"/> | <input type="radio"/> |
| 15. Are you satisfied with your knowledge and skills appropriate to the field of study? | <input type="radio"/> | <input type="radio"/> |
| 16. Are you satisfied with your problem solving abilities? | <input type="radio"/> | <input type="radio"/> |

Exit Survey
 Business Administration Department
 Developed December, 2013 by Dr. Alan Tillquist

How satisfied were you with:	Excellent	Good	Fair	Poor
Business Office				
Freshmen Orientation				
Classroom Facilities				
Coop Education				
Library Holdings				
Student Government				
Food Service				
Tutoring/Learning Center				
Career Services				
Bookstore				
Financial Aid				
Helpfulness of Library Staff				
Counseling				
Library Hours				
Computer Labs				
Fitness Center				
Admissions				
Campus Police				
Student Activities				
Health Center				
Registrar & Records				
Library Book Collection				

Graduate Exit Survey Results Summary

Fall 2015 through Spring 2017

 <p>ACBSP ACCREDITED</p>	<p>West Virginia State University Dept. of Business Administration Exit Survey Results F 15 through Sp 17</p>	
<p><small>To assist the department in improving upon programs and services, please complete the following questions with respect to perceptions of your education at WV State University. All information provided will be held in strict professional confidence and utilized only for program evaluation and will only be reported in a format whereby individual responses will not be identifiable.</small></p>		

Question(s)	Fall 2015	Spring 2016	Fall 2016	Spring 2017
If you could start your undergraduate degree program over, would you attend WVSU?	Yes = 15 No = 2	Yes = 19 No = 10	Yes = 12 No = 10	Yes = 24 No = 9
Would you recommend WVSU to others?	Yes = 15 No = 2	Yes = 23 No = 6	Yes = 13 No = 9	Yes = 26 No = 7
Are you satisfied with your overall communication skills?	Yes = 17 No = 0	Yes = 26 No = 2	Yes = 21 No = 1	Yes = 32 No = 1
Are you satisfied with your written communication skills?	Yes = 15 No = 2	Yes = 28 No = 0	Yes = 21 No = 1	Yes = 30 No = 3
Are you satisfied with your oral communication skills?	Yes = 15 No = 2	Yes = 26 No = 2	Yes = 20 No = 2	Yes = 27 No = 6
Are you satisfied with your technology/computer application skills?	Yes = 16 No = 1	Yes = 25 No = 3	Yes = 16 No = 6	Yes = 28 No = 5
Are you satisfied with your ability to effectively lead and follow in a team environment?	Yes = 17 No = 0	Yes = 28 No = 0	Yes = 20 No = 2	Yes = 33 No = 0
Are you satisfied with your knowledge, skills, and abilities appropriate to the field of study?	Yes = 16 No = 1	Yes = 26 No = 2	Yes = 18 No = 4	Yes = 29 No = 4
Are you satisfied with your problem solving abilities?	Yes = 17 No = 0	Yes = 28 No = 0	Yes = 21 No = 1	Yes = 32 No = 1

How satisfied were you with:				
	F 15	Sp 16	F 16	Sp 17
	N=17	N=29	N=23	N=30
Business Office	3.29	3.34	2.59	3.20
Freshmen Orientation	3.23	3.00	2.95	3.23
Classroom Facilities	3.06	3.00	2.68	3.21
Coop Education	2.93	3.00	2.67	3.06
Library Holdings	3.00	3.15	2.79	3.15
Student Government	2.73	2.96	2.70	2.73
Food Service	2.73	2.52	2.29	2.73
Tutoring/Learning Center	3.25	3.07	2.68	3.25
Career Services	3.14	3.11	2.63	3.14
Bookstore	3.00	3.14	2.59	3.00
Financial Aid	2.69	3.07	2.43	2.69
Helpfulness of Library Staff	3.19	3.30	3.10	3.19
Counseling	2.94	3.08	2.45	2.94
Library Hours	2.94	3.04	2.67	2.94
Computer Labs	3.12	3.15	2.67	3.12
Fitness Center	2.62	2.81	2.55	2.62
Admissions	3.29	3.11	2.73	3.29
Campus Police	2.69	2.93	2.45	2.69
Student Activities	2.53	2.92	2.45	2.53
Health Center	2.40	2.92	2.75	2.40
Registrar & Records	2.94	3.21	2.64	2.94
Library Book Collection	3.13	3.12	2.70	3.13

Graduate Exit Survey Results Summary

Fall 2013 through Spring 2015

Question(s)	Fall 2013	Spring 2014	Fall 2015	Spring 2015
If you could start your undergraduate degree program over, would you attend WVSU?	Yes = 27 No = 2	Yes = 20 No = 10	Yes = 17 No = 4	Yes = 11 No = 6
Would you recommend WVSU to others?	Yes = 26 No = 3	Yes = 26 No = 4	Yes = 18 No = 3	Yes = 15 No = 2
Are you satisfied with your overall communication skills?	Yes = 29 No = 0	Yes = 29 No = 1	Yes = 21 No = 0	Yes = 14 No = 3
Are you satisfied with your written communication skills?	Yes = 27 No = 2	Yes = 29 No = 1	Yes = 20 No = 1	Yes = 16 No = 1
Are you satisfied with your oral communication skills?	Yes = 26 No = 3	Yes = 23 No = 7	Yes = 19 No = 2	Yes = 16 No = 1
Are you satisfied with your technology/computer application skills?	Yes = 25 No = 4	Yes = 27 No = 3	Yes = 20 No = 1	Yes = 16 No = 1
Are you satisfied with your ability to effectively lead and follow in a team environment?	Yes = 26 No = 3	Yes = 29 No = 0	Yes = 21 No = 0	Yes = 16 No = 1
Are you satisfied with your knowledge, skills, and abilities appropriate to the field of study?	Yes = 26 No = 3	Yes = 29 No = 1	Yes = 16 No = 5	Yes = 16 No = 1
Are you satisfied with your problem solving abilities?	Yes = 27 No = 2	Yes = 28 No = 2	Yes = 21 No = 0	Yes = 15 No = 2

EXHIBIT G

Business Advisory Council Member Listing

BUSINESS ADVISORY COUNCIL MEMBER LISTING
AS OF MAY 2017

Member Name	Employer Name	Years of Membership during Review Period
Amanda Ware	City National Bank	5
George Barrett	Brookshire, Barrett & Associates	5
Gary Swingle	Arnett Carbis Toothman Wealth Advisors	5
Gregory Elam	WV Offices of the Insurance Commissioner	3
Karl Shanholzer	WV Board of Treasury Investments	3
Leah Cooper	WV Offices of the Insurance Commissioner	3
Megan Lorenz	Bridge Valley Community and Technical College	3
Ric Cavender	Charleston Main Streets	3
Steven Carr	Orders Construction	1

**Agenda Item 6.a.ii.
January 25, 2018**

Action

Economics, B.A. Program Review



West Virginia State University

Comprehensive Program Review

for

**Bachelor of Arts in
Economics**

Submitted to

The Program Review Committee

Fall 2012—Spring 2017

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

Economics is the study of how the economy works using descriptions, called models, of how individuals and organizations may make decisions to achieve their goals. Economic models are used to make predictions or forecasts.

The B.A. degree in Economics at West Virginia State University is designed to provide the opportunity and structure for students to acquire the knowledge and proficiency necessary for success as economics professionals when they go to work for business, government, and international organizations. The program offers two concentrations: Social Science Economics and Business Economics. The two concentrations share the same economics core requirements, while the concentration and restricted elective course requirements vary. The electives are mostly economics courses for the general economics option, and mostly business courses for the business economics option. The cognate requirements for the two concentrations may be different or similar depending on the particular interest of the students.

There are many career options available to the graduates of the Economics program. These range from pursuing a professional career in government, business, finance industry, or international organization, to pursuing graduate or professional education in economics, business, law, or public health administration.

B. Program Outcomes

Graduates in the Economics program will be able to accomplish the following:

1. Communicate effectively and articulately in written, oral, and electronic form as appropriate for business/economic functions.
2. Think critically about business/economic issues, theory, and application.
3. Use effective human relationship skills to work in the global community and function positively in a team.
4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.
5. Evaluate business/economic problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution and monitor results for continuous improvement.

C. Consistency with University Mission

Consistent with WVSU's mission statement, the Economics program's academic plans, policies, and decisions are aligned with the University's mission of providing the opportunity to receive a high quality baccalaureate education to a diverse body of students. The Economics curriculum preserves a liberal arts orientation that prepares students for graduate education in economics as well as entry-level jobs in business, the financial industry, and government. Courses and classes are scheduled across the days and evenings of the week, to accommodate the needs of traditional and non-traditional students. The Economics program maximizes

efforts to work with students to increase retention and graduation rates. Scheduling classes across the day and evening time slots as well as the days of the week, offering online and hybrid courses, holding classes by special arrangement, coordinating classes with the Business Administration program, and advising and providing tutorial assistance in faculty offices are examples of the department's efforts directed at student retention. All three current members of the Economics faculty hold the doctoral degree from accredited graduate schools. All are involved in faculty development activities of a professional and scholarly nature. They also come from diverse ethnic backgrounds.

D. Previous Reviews and Corrective Actions

In the last comprehensive program review in 2012, the program review committee recommended continuation of the program at a reduced level of activity with a reduced number of concentrations(tracks) and a follow-up report showing the development of a comprehensive assessment plan and collection of data. In compliance with the instructions, the Economics program eliminated three of the five concentrations, developed a comprehensive assessment plan, and started collecting program assessment data. The follow-up report was approved by the Board of Governors in 2015.

On August 17, 2015, WVSU received a letter from HEPC placing the B.A. in Economics program in probationary status due to low productivity. WVSU responded with information about viability and cost-effectiveness within the allowable time frame. There has not yet been a response from HEPC.

(Please see Exhibits E and F for details)

E. Accreditation Information

1. Accreditation organization:

The Economics Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP). Accreditation by ACBSP is based on an independent evaluation of an institution's business school or program by a group of professionals that includes faculty and academic administrators in the field of business and economics.

ACBSP describes itself as "a leading specialized accreditation body for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn. ACBSP acknowledges the importance of scholarly research and inquiry and believes that such activities facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable mutually beneficial balance between teaching and research. And further, ACBSP encourages faculty involvement within the contemporary business world to enhance the quality of classroom instruction and to contribute to student learning."

The ACBSP website can be accessed at <http://www.acbsp.org>.

2. Year of accreditation:

Initial Accreditation was granted to the Economics Program at WVSU in May 2005.

3. Accreditation status:

Reaffirmation of accreditation was granted by ACBSP for a ten-year period, effective Fall 2015. See Exhibit A, for a copy of the official letter. During the ten-year period, all institutions are required to file a Quality Assurance Report (QAR) with ACBSP.

4. Accreditation organization report:

See Exhibit A, for a copy of the official letter from ACBSP referenced above.

5. Deficiencies and corrective actions:

Two notes were included in the ACBSP accreditation reaffirmation letter. Notes represent concerns of the Board of Commissioners of ACBSP; they do not negatively impact accreditation. Systematic changes made at the program and/or institutional level to address the notes must be included in the biennial QAR until such time the Board of Commissioners remove the notes.

The two notes listed in the reaffirmation letter were related to (1) further documenting qualifications for faculty who are academically qualified, but teach in a field outside of their terminal degree and (2) the efficacy of university wide student support services. (See Exhibit A)

The Economics Program filed a QAR on September 15, 2017 which addressed specific progress made relative to the two notes, including a request to remove the notes. The ACBSP Board of Commissioners met in November 2017 and accepted the QAR as submitted, including removal of the notes. Since no notes or conditions exist, the next QAR will be due in four years instead of the regular two-year cycle. See Exhibit A for a copy of the official letter from ACBSP.

SECTION II: ADEQUACY

A. Curriculum

The baccalaureate program in Economics requires 120 credit hours of work consisting of WVSU's general education (35-40) program, cognates (18-19), core (18), required electives (18), and free electives (25-31). The required 18 hours of core and required electives for the two tracks of the program (social science and business economics) compare well with the national norm of 33-39 hours. The two concentrations, Social Science and Business Economics, share the same economics core requirements, while the elective course requirements vary. The common core courses in the program are Econ 201, Econ 202, Econ 301, Econ 302, Econ 410 and Econ 420. The Social science track majors choose the required concentration electives as upper-level Economics courses. Students in the Business Economics concentration take business courses and any two-upper level economics courses as concentration electives. Students who major in the Social Science concentration have an option to select any three upper level courses from either Psychology, Sociology or Political Science as their cognates. Curriculum by categories for the two concentrations is presented below.

Bachelor of Arts in Economics Social Economics Concentration

Core Economics Courses

- ✓ ECON 201 PRINCIPLES OF MACROECONOMICS
- ✓ ECON 202 PRINCIPLES OF MICROECONOMICS
- ✓ ECON 301 INTERMEDIATE MACROECONOMICS
- ✓ ECON 302 INTERMEDIATE MICROECONOMICS
- ✓ ECON 410 INTERNATIONAL ECONOMICS
- ✓ ECON 420 SENIOR SEMINAR

Cognates

- ✓ BA 203 Business Statistics
- ✓ BA 209 Math Analysis for Business Decisions or MATH 206 Analytic Geometry and Calculus I
- ✓ BA 210 Business Law I

PLUS ONE OF THE TWO OPTIONS BELOW:

- ✓ OPTION 1. THREE COURSES FROM ANY ONE OF FOLLOWING DISCIPLINES: POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY
- ✓ OPTION 2. BA 215, 216 AND EITHER 313 OR 363

Social Science Concentration Courses

Take any six 300/400 level Economics courses other than those included in the Economics Core.

- | | | | |
|---|---------|-------|-----------|
| ✓ | 300-400 | LEVEL | ECONOMICS |
| | COURSE | | |
| ✓ | 300-400 | LEVEL | ECONOMICS |
| | COURSE | | |
| ✓ | 300-400 | LEVEL | ECONOMICS |
| | COURSE | | |
| ✓ | 300-400 | LEVEL | ECONOMICS |
| | COURSE | | |
| ✓ | 300-400 | LEVEL | ECONOMICS |
| | COURSE | | |

**Bachelor of Arts in Economics
Business Economics Concentration**

Core Economics Courses

- ✓ ECON 201 PRINCIPLES OF MACROECONOMICS
- ✓ ECON 202 PRINCIPLES OF MICROECONOMICS
- ✓ ECON 301 INTERMEDIATE MACROECONOMICS
- ✓ ECON 302 INTERMEDIATE MICROECONOMICS
- ✓ ECON 410 INTERNATIONAL ECONOMICS
- ✓ ECON 420 SENIOR SEMINAR

Cognates

- ✓ BA 203 Business Statistics
- ✓ BA 209 Math Analysis for Business Decisions or MATH 206 Analytic Geometry and Calculus I
- ✓ BA 210 Business Law I
- ✓ BA 215 Principles of Accounting I
- ✓ BA 216 Principles of Accounting II
- ✓ BA 313 Business Finance

✓ **Business Economics Concentration Courses**

- ✓ 300-400 LEVEL MANAGEMENT COURSE
- ✓ 300-400 LEVEL MARKETING COURSE
- ✓ 300-400 LEVEL ACCOUNTING COURSE
- ✓ 300-400 LEVEL FINANCE COURSE (EXCLUDING BA 313)
- ✓ Plus Take any two 300/400- level Economics courses other than those included in the Economics Core.

B. Faculty

All three faculty in the economics program hold terminal degrees in economics and are tenured. Another faculty member in the business administration program also holds a Ph.D. in Economics. He regularly teaches in the economics program.

C. Students

1. Entrance Standards:

The Bachelor of Arts in Economics program does not have its own admission standards beyond those used by West Virginia State University.

2. Entrance Abilities:

The Economics program does not utilize a standardized test for admission. The following tables compare mean ACT Mathematics and ACT English scores and mean High School GPAs for first-time freshman at WVSU during the review period.

Table 1: Average ACT Math and English Scores at WVSU, 2012-2016

WVSU

	2012	2013	2014	2015	2016
ACT Math	18	19	19	19	19
ACT English	20	20	19	20	20
GPA	3.02	3.04	3.06	3.09	3.16

Table 2: Average ACT Math and English Scores for Economics Majors, 2012-2016

	2012	2013	2014	2015	2016
ACT Math	18	N/A	18	18	22
ACT English	20	N/A	23	19	20
GPA	2.75	N/A	3.38	3.49	3.58

Average ACT scores in Math and English for students entering the economics program are similar to average ACT scores for all students entering WVSU. Average GPAs for students entering the economics program are higher than average GPAs for all students entering WVSU across the same time periods.

3. Exit Abilities:

WVSU standards for graduation apply: 2.0 overall and 2.0 in the major. Students enrolled in the capstone course, ECON 420: Senior Seminar, are typically required to complete a research paper. The assessment program provides an internal measure of graduates' abilities, but for comparison across the university, the only measure of exit abilities available is final collegiate GPAs for graduates:

Table 3: Average Graduate GPA, 2012-2017

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
WVSU	3.0	3.1	3.1	3.0	3.1
Economics	2.51	3.24	3.52	2.9	3.1

As the data show, graduates in Economics tend to have similar or slightly better GPAs than the average WVSU graduate.

4. Graduates:

The Economics program prepares students to pursue different careers. Graduates work in government agencies, the business and financial entities, international organizations, or pursue post-baccalaureate professional education in economics, law, business or public health administration. The Department collects both formal and informal graduate information. Their places of employment include local businesses such as Cherry River Construction, MRC Global, WV Legislative Evaluation and Research Division and Keller Williams Realty. There were a total number of 51 graduates in the review period.

Please see Exhibit B for a sample list of employment.

D. Resources

1. Financial

There is a small supplies budget available to the Economics program. A limited amount of money is also available for faculty research, travel to conferences, and other professional development activities.

2. Facilities

The Economics program shares a computer lab with the Business Administration program. The three faculty members have offices located on the first floor of Hill Hall. Most Economics classes have been taught in Cole Complex during the review period. The classrooms utilized are furnished with tables and chairs and are equipped with permanently installed multimedia presentation equipment.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

In 2013 and in 2014, the Economics program was using the method of Pre-Test and Post-Test as an instrument to assess the Economics students. The method consisted of administering a test to students on the content of each course at the beginning of each semester and again giving them the same test at the end of the semester.

The advantage of the Pre- and Post- Test method is that it allows faculty to know the initial starting point of students' existing knowledge. It also provides for a simple but quantifiable way to measure the gains in knowledge over the semester. The disadvantage of this method, however, is that it does not convey a clear indication of the students' acquisition of a specific set of practical skills and theoretical knowledge.

In addition to the Pre-Test and Post-test method, a writing assignment was used as an instrument for evaluation of program learning outcomes. Each semester, students were asked to write a term paper that was collected and evaluated based on pre-established

program learning outcomes. A positive aspect of the writing assessment was that it allowed students to sharpen their writing skills while giving them a platform to express themselves on a subject matter.

While Economics students benefited from the writing exercise, the associated PLOs did not adequately capture the need for skills sets in quantitative reasoning and practical problem-solving. Flaws in framing the PLOs lead economic faculty to make some important adjustments. The first was to redesign new PLOs that adequately respond to the quantitative as well as communicative needs of our students. The second was to align the Economics PLOs with that of the Business program, which were more consistent with guidelines established by the accrediting body, ACBSP. The third was to introduce a data analysis and a quantitative component in the assessment exercise.

The implementation of these changes took effect during the spring 2015 semester with the goal of establishing a unified, integrated and effective assessment program for the Economics program that would meet the internal needs of the program while satisfying external accrediting body requirements.

In the new and improved assessment plan, data analysis and problem solving were imbedded in the quantitative reasoning component of the PLO. The goal of this new approach is to gauge the extent to which students use quantitative skills in solving practical economic problems. This exercise involves the handling, organizing and conversion of data into meaningful information for decision making while applying the appropriate theoretical and quantitative economic tools for a given problem. Please see appendix IIE for the instruments used in the new assessment plan.

Appendix- IIE contains the assessment plan, curriculum map, and instruments used in the new plan.

2. Use of Assessment Data: Learning-Teaching-Curriculum

Fall 2013-Fall 2014- Old Assessment Plan

Program level assessment consists of six Program Learning Outcomes (PLOs). Each PLO is assessed within the economics core courses using different tools to measure learning outcomes.

Student Assessment Methods

a	Pre-Test
b	Post-Test
c	Assessment-Test
d	Writing Assignment

Most graduates in the economics program are Business Economics concentration majors. Students in this concentration who enroll in BA 420: Senior Business Seminar, take the Educational Testing Service (ETS) Major Field Test (MFT) which includes a sub part in economics. The economics scores on this sub part is a proxy for assessing the economics students who are double majoring in business administration.

Data analysis over this period showed improvement in the results but the indicated benchmark was not met. Assessment results shows weakness in quantitative and writing skills. Common Rubrics are used for testing the writing assignment. Results are discussed with the faculty of the program to determine corrective action. For example, if it appears that failure to correctly answer questions that involve numbers is widespread, then approaches to address that particular deficiency would be identified, such as increased use of calculations in lectures

2013- 2014 ACTION PLAN BASED ON DEFICIENCIES OF CURRENT RESULTS

- i) Modify core curriculum and revise PLO's.
- ii) Writing assessment added in core courses.
- iii) Presentation skill will be evaluated.
- iv) Increased class time on quantitative skills.
- v) In addition to the Exit Survey of the graduating seniors, the pre-test and the post-test in the core courses, and the writing assessment with the help of new common rubrics, use of the Economics MFT will be explored.

Fall 2015-Spring 2017 New Assessment Plan

Since Spring 2015, new PLOs have been implemented and assessed in alignment with the Business program. Alignment of the assessment program is beneficial since the two programs have the same ACBSP accreditation. During 2016-2017, a set of assessment methods that consisted of tying PLOs with appropriate elements, and rubrics was used in the economics program. The instruments used in assessing program learning outcome include writing assignments, in-class presentations, and quantitative reasoning and technology applications in solving real-life problems. All the program faculty participated in administering assessment instruments as well as collecting data for their respective courses. During the review period, goals have been to improve and refine the assessment instruments and processes used in the new plan.

One of the goals of an effective assessment plan is to utilize the results to make program changes to ensure PLOs are being met. Changes made utilizing assessment data is commonly referred to as “closing the loop.”

- In the areas of effective communication in writing (PLO 1), students scored in the range of 82% (content and technology) to 86 % in mechanics in the two courses this PLO is assessed in, ECON 201 and ECON 420. In ECON 302, 100% of students scored higher than the established proficiency level in the area of mechanics and content while 93 percent achieved that goal in the area of technology.
- In the area of practical applications of theories (PLO 2), 64% scored at the level of proficiency and above in mechanics while 78% were proficient or higher in critical thinking. 100% of students in ECON 202 met the benchmark in the areas of mechanics, conclusion development, and critical thinking. Econ 202.

- In the area of effective communication (PLO3), team work assignment was given to students. Students exceeded the benchmark in group work.
- In the area of application of critical thinking (PLO4) to identify relevant information in writing a term paper, results ranged from 72% in mechanics to 81% in critical thinking.
- In the area of quantitative analysis and problem solving (PLO5), the results range from 82% in comprehension to 93% in information gathering. Conclusion development and data analysis scored high with 84% and 93% respectively in ECON 201. In Econ 302, 93% of students score above proficiency in data analysis, comprehension and conclusion development while 100% of students did above proficiency in information gathering and data analysis. For the same four categories listed above, 100% of the students in ECON 420 scored at or above Mastery.

In conclusion, the data collected shows that students' abilities relative to the Program Learning Objectives are developing in the manner expected as they progress through the program. Students achieved mastery level in all PLO's.

Appendix IIE contains detailed assessment results.

3. Graduate and Employer Satisfaction

Graduate exit survey result were obtained for one semester during the review period. No employer satisfaction information has been gathered. For double majors (Business and Economics), exit survey data is available from the business program.

There has been feedback from Business and Economics Advisory Council Industry Members. The areas addressed include critical thinking skills, good communication skills, both written and oral, and appropriate technical skills concerning computer usage. These areas are repeatedly addressed throughout all levels of the economics curriculum. The Graduate Exit Survey asks students to rate items such as the communication skills, use of technology, writing skills, etc. The survey has rating from very satisfied to not at all satisfied. Please see the summary results in Exhibit C.

F. Advisory Committee(s)

The Economics program shares the Business and Economics Advisory Council with the Business program. The Council during the review period includes members from a variety of sectors in business, industry, and government in the Kanawha Valley region. They have participated in periodic meetings to provide recommendations and input regarding the Programs and with the reaffirmation of ACBSP accreditation. Please see Exhibit D for a listing of individuals who have served on the council in recent years.

G. Program Strengths and Weaknesses

Program strengths include the following:

- a. Competitive graduates who are successful in their choice of employment and graduate education
- b. Faculty members, all of whom hold Ph.Ds. are involved in service to their program, department, college and University. They promote effective instruction, and are actively engaged professionally in external organizations.
- c. The program has an established international economics honorary, Omicron Delta Epsilon, for majors and students from other qualifying disciplines.
- d. The addition of the Business Economics concentration encourages Business Administration majors to also major in Economics.
- e. ACBSP accredits the B.A. in Economics program. The ACBSP is one of the leading and prestigious accrediting bodies of business and economics programs in the world.
- f. Online economics courses are highly successful. The Economics program offers service courses online for General Education and cognate courses for the online version of Accounting and Management concentration degree in Business Administration program.
- g. The economics program offers service courses to other programs. Econ 201 and Econ 202 are cognates to business, one of the largest programs at WVSU. Econ 308 is a required course in the Finance concentration. Econ 201 or Econ 202 are cognates to the Political Science program. Economic courses are offered in two different general education categories: Social Structures (ECON 101: American Economy) and International Perspectives (ECON 109: Introduction to World Economy.)
- h. The Center for Economic Research and Entrepreneurship is located in the Business and Economics department.

Program weaknesses include the following:

- a. The technology of Cole Complex has been in place since 2012.
- b. Locally available Economics internship opportunities are sparse.

SECTION III: VIABILITY

A. Program Enrollment

Increase in the enrollment has been slow but steady during the review period. The increase came primarily from the popularity of the business economics track of the Economics program, which complements the curriculum students in business follow. The Banner computer system's failure to count students who declared Economics as their second major as Economics majors has resulted in under-counting of majors in the past and it continues to be so at present. Below is an excerpt from the report prepared for the HEPC response relative to this issue:

Banner system misses secondary majors

Significant difficulties exist in the methods of counting and reporting of economics majors. The current method within Banner captures only one major per student, which results in an undercounting of major areas of study for students working on two areas of study. For example, there are four (4) prospective graduates in economics for December 2015, none of whom are recognized as enrolled students in the economics program within Banner. This is due to the fact that the Banner system under its current configuration classifies them only in a single major field of study, typically in business administration.

The baccalaureate program in Economics continues to be among the viable academic programs at West Virginia State University.

B. Course Enrollment

Enrollment in the two lower-level courses (Econ 202 and Econ 202) increased steadily in the review period. Enrollments in the upper-level courses appear to be stable.

C. Enrollment Projections

The Economics majors increased late in the review period. The interest for pursuing double majors (Business and Economics) remains high. Since the online programs of Business Administration (Management and Accounting) are increasing at a higher rate, it may have an impact on the economics program as well.

Expectations are for the number of majors to increase by each year during the following program review period. This is based in part on the two general education courses, which may help students develop an interest in majoring in the economics program.

D. Cost Analyses

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we considered the base salaries of the Economics department.

$$\text{cost per student in major} = \frac{\text{2016-2017 program faculty salary}}{\text{Average number of majors 2012-2017}}$$

$$\text{cost per graduate} = \frac{\text{2016-2017 program faculty salary}}{\text{Average number of graduates 2012-2017}}$$

The aggregate base salary of the Economics Department is \$224,860.02 for 2016–2017 year of the review period. Assuming the fringe benefits was 30% of the base salary, the total salary with fringe benefits of the Economics Department is \$292,318.03. Dividing by the average number of primary majors in the degree program annually, which is 15.6, the *cost per major* is calculated to be \$18,738.34.

The number of students who, in fact, are economics majors is undercounted. A large portion of students who major in economics are seeking a second degree. The Banner computer system is designed to capture only one major per student, thereby failing to count students who consider Economics as their second major.

To calculate the program *cost per graduate*, the numerator remains the same but the denominator used is the average number of annual program graduates for the 2012–2017 period, which was found to be 9.8; thus the Economic program cost per graduate was determined to be \$29,828.37

$$\text{Cost of courses offered in the program} = \frac{\text{2016-2017 program faculty salary}}{\text{Average SCH produced by program 2012-2017}}$$

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2012–2017. Aggregating Fall and Spring terms, there was an average of 1075.2 credit hours associated with courses taken by both majors and non- majors during this period. Based on these numbers, the *cost per credit hour* in the Economics program is \$271.87

The Facilities and Administrative cost (non- instructional operational cost) is also computed the using total faculty compensation for 2016–2017; in calculating this value, it is multiplied by the federal indirect rate of 56.9% or .569, which is a measure that is used to determine the cost of operation for grant administration. The *Economics Program Facilities and Administrative cost* (non-instructional cost) is therefore \$292318.03 * 0.569 = \$166,328.96.

The ratios are exhibited in the table below.
Total Salary: \$ 292,318.03

	Avg Majors (AY12- AY16)	Avg Graduates (AY12-AY16)	CPOCH (AY 12-AY16)	Cost of Operation (AY 2016)
Average per year	15.6	9.8	1,075	0.569
Cost Ratios	\$18,738	\$29,828	\$272	\$166,329

In summary, the total salary for faculty during the 2016-2017 year of the review period is \$224,860 and includes both part-time and full-time faculty salaries. The average cost per major is \$18,738 while the average cost per graduate is \$29,828. Both values include all unduplicated student majors and graduates for the 5-year review period. The cost of offering courses in the department for all students is based on the total semester credit hours (fall and spring combined) generated; that cost is \$272 per credit hour. The cost of operation (non-instructional cost) is \$166,329.

E. Service Courses

Some Economics course offerings serve many baccalaureate programs. One or both of the two lower-level courses (Econ 201 and 202) are required courses in many degree programs, while the upper-level Economics courses primarily serve our Business majors.

The program provides service courses to other programs, including, Business, Sociology, Political Science, Education, Regents' Bachelor of Arts, and International Studies. The two General Education course ECON 101 and ECON 109 serve the University community at large.

The following courses are identified as service courses:

ECON 101: The American Economy
ECON 109: Intro to World Economy
ECON 201: Principles of Macroeconomics
ECON 202: Principles of Microeconomics
ECON 308: Money and Banking
ECON 416: International Finance

(Please see Appendix III E for details.)

F. Off-Campus Courses

The course American Economy (Econ 101) was offered at SCOTT High School as an off-campus course.

G. Articulation Agreements

The program currently has no articulation agreements.

SECTION IV: NECESSITY

A. Similar Programs

The only institution within the fifty-mile radius that has an economics program is Marshall University. When the outer limit of West Virginia State University's service area is considered, Marshall is not a viable choice for many commuting students who reside in Kanawha County. Marshall University has a track in International Economics, but not Business Economics.

B. Job Placement

The college placement office has the responsibility of disseminating information regarding job availability in and out of the state. The Economics program encourages students to visit the job fairs organized by Career Services to meet potential employers. The faculty provides support by writing recommendation letters. The graduates from 2012 to the present have found employment with various roles in the State of West Virginia.

Appendices

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts in Economics, Social Science Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
ECON 201 Principles of Macro Economics ECON 202 Principles of Micro Economics ECON 301 Intermediate Macro Economics ECON 302 Intermediate Micro Economics ECON 410 International Economics ECON 420 Senior Seminar	3 3 3 3 3 3	Six of the following Economics courses: ECON 306 Public Finance, Taxation and Fiscal Policy ECON 308 Money, Banking and Monetary Theory ECON 305 Econometrics ECON 310 Economic Development ECON 315 Behavioral Economics ECON 318 Financial Economics ECON 320 Labor Economics ECON 330 Urban Economics ECON 340 Contemporary Economic Issues ECON 351 Economics of Energy Exploration ECON 399 Special Topics in Economics ECON 401 History of Economic Thought ECON 406 Comparative Economic Systems ECON 409 Mathematical Economics ECON 411 Contemporary Economic Thought ECON 415 Managerial Economics ECON 416 International Finance ECON 417 Health Economics	18	BA 203 Business Statistics BA 209 Math Analysis for Business Decisions OR Math 206 Analytical Geometry and Calculus I BA 210 Business Law I Plus One of the Two Options : Option 1: BA 215 Principles of Accounting I BA 216 Principles of Accounting II BA 313 Business Finance OR BA 363 Intermediate Accounting I Option 2: Three courses from any of the following disciplines: *Political Science *Psychology *Sociology	3 3 4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 9	GED 101 First Year Experience ENGL 101 English Composition I ENGL 102 English Composition II COMM 100 Speech Communications MATH 118 College Algebra with Business Applications OR MATH 120 College Algebra *Scientific Reasoning *Fine Arts *Humanities *International Perspectives *History *Natural Science *Social Science *Wellness Electives *From approved General Education Courses	3 3 3 3 3 3-4 3 3 3 3 3-4 3 2 25-31
Total Required Major Hours:	18	Total Additional Major Hours:	18	Total Cognate Hours:	18-19	Total Gen. Ed./Elective Hours:	60-68

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts in Economics, Business Economics Concentration	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: Accreditation Council for Business Schools and Programs	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
ECON 201 Principles of Macro Economics ECON 202 Principles of Micro Economics ECON 301 Intermediate Macro Economics ECON 302 Intermediate Micro Economics ECON 410 International Economics ECON 420 Senior Seminar	3 3 3 3 3 3	One 300-400 Level Course in Each: *Marketing *Finance (excluding BA 313) *Management *Accounting Two of the Following Economics Courses ECON 306 Public Finance, Taxation and Fiscal Policy ECON 308 Money, Banking and Monetary Theory ECON 305 Econometrics ECON 310 Economic Development ECON 315 Behavioral Economics ECON 318 Financial Economics ECON 320 Labor Economics ECON 330 Urban Economics ECON 340 Contemporary Economic Issues ECON 351 Economics of Energy Exploration ECON 399 Special Topics in Economics ECON 401 History of Economic Thought ECON 406 Comparative Economic Systems ECON 409 Mathematical Economics ECON 411 Contemporary Economic Thought	3 3 3 3 6	BA 203 Business Statistics BA 209 Math Analysis for Business Decisions OR Math 206 Analytical Geometry and Calculus I BA 210 Business Law I BA 215 Principles of Accounting I BA 216 Principles of Accounting II BA 313 Business Finance	3 3 4 3 3 3	GED 101 First Year Experience ENGL 101 English Composition I ENGL 102 English Composition II COMM 100 Speech Communications MATH 118 College Algebra with Business Applications OR MATH 120 College Algebra *Scientific Reasoning *Fine Arts *Humanities *International Perspectives *History *Natural Science *Social Science *Wellness Electives *From approved General Education Courses	3 3 3 3 3 3-4 3 3 3 3 3-4 3 2 19-21
Total Required Major Hours:	18	Total Additional Major Hours:	18	Total Cognate Hours:	18-19	Total Gen. Ed./Elective Hours:	60-68

Note:

APPENDIX II-B: Faculty Data Sheets

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Suvayan De	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Memphis	Date Degree Received: 2008
Area of Specialization: Economics	

Professional registration/licensure:
Years of employment at present institution: 9
Years of employment in higher education: 9
Years of related experience outside higher education: 0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	ECON 202 Principles of Micro Economics - 2 sections	48
2015/Fall	ECON 301 Intermediate Macro Economics	20
2015/Fall	ECON 399 SP TOP: Financial Economics	16
2016/Spring	ECON 201 Principles of Macro Economics - 2 sections	60
2016/Spring	ECON 302 Intermediate Micro Economics	13
2016/Summer	ECON 202 Principles of Micro Economics	13
2016/Summer	ECON 101 American Economy	13
2016/Fall	ECON 202 Principles of Micro Economics - 3 sections	63
2016/Fall	ECON 301 Intermediate Macro Economics	9
2016/Fall	ECON 399 SP TOP: Financial Economics	9
2017/Spring	ECON 201 Principles of Macro Economics - 2 sections	53
2017/Spring	ECON 302 Intermediate Micro Economics	15
2017/Spring	ECON 305 Econometrics	8
2017/Spring	ECON 420 Senior Seminar	5

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- Chairperson: Southern Economic Association 2008, Midwest Economic Association 2013, 2017 Human Rights Conference 2014, 2015, Eastern Economic Association 2015, WEI International Academic Conference 2015, International Academy of Business and Economics Conference 2016, Southwestern Social Science Association 2017
- Advisor of Omicron Delta Epsilon 2010-present
- Organizing Committee: Human Rights Conference 2014, 2015, 2016, 2017
- Student Poster Competition Judge at Human Rights Conference
- Economics Division Judge in West Virginia State Social Studies Fair, 2015
- Reviewer for International Journal of Education Economics and Development (IJEED)
- Attended and presented research in the following conferences

(Southwestern Social Science Association conference in Austin, in April 2017), (Midwest Economic Association Conference in Cincinnati, in Mar 2017), (IABE summer conference held in Washington D.C., in April 2016) (WEI International Academic Conference at Harvard University, in June 2015), (Eastern Economic Association conference in New York, in Feb 2015), (Midwest Economic Association Conference at Columbus, in Mar 2013)

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Invited Lecture on Economic Update in 10th Annual Public Pension Financial Forum (P2F2) educational conference held in Scottsdale, Arizona on October 30th, 2013.
- Provide Seminar for local and small business owners in collaboration with the Charleston Area Alliance in West Virginia, 2014

(E). Indicate any other activities that have contributed to effective teaching.

- Completed Online Teaching Institute in WV State University – Fall 2014 (Training program for faculty interested in teaching web-based courses)
- Completed Quality Matters training workshop for online courses in WVSU Certified Moodle training

(F). List professional books/papers published during the last five years.

- “Do Microfinance Programs decrease corruption?” (Published in WEI International Academic conference proceedings, 2015)
- “Does farmers’ behavior decreases corruption?” (Published in International Journal of Humanities and Social Science, Vol 3, No 16, 2013)

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Frehot Hailou	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Howard University	Date Degree Received: 2007
Area of Specialization: Economics	

Professional registration/licensure:	
Years of employment at present institution:	9
Years of employment in higher education:	16
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2017	ECON 109 Intro to World Economy	30
	ECON 201 Principles of Macroeconomics	16
	ECON 201 Principles of Macroeconomics	25
Spring 2017	ECON 109 Intro to World Economy	29
	ECON 109 Intro to World Economy	23
	ECON 109 Intro to World Economy	29
	ECON 202 Principles of Microeconomics	14
	MPA 640 Economic Analysis for Public Administration	12
	ECON 420 Senior Seminar	3
Fall 2016	ECON 201 Principles of Macroeconomics	25
	ECON 201 Principles of Macroeconomics	13
	ECON 302 Intermediate Micro Economics	6
	ECON 306 Public Finance, Taxation, and Fiscal Policy	9
	ECON 420 Senior Seminar	4
Spring 2016	ECON 202 Principles of Microeconomics	17
	ECON 202 Principles of Microeconomics	19
	ECON 301 Intermediate Macro	15
	ECON 351 Economics of Energy Exploration	11

B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- *Certificate WebCT 2012.*
- *Certificate Sakai 2013.*
- *Certificate Moodle 2015.*
- *Certificate in IMPLAN 2015.*
- *Certificate Quality Matters 2016.*
- *Certificate in responsible research 2016.*
- *Completed the REMI Economic Forecasting Course 2017.*

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- *West Virginia State University Faculty Service Award (2016).*
- *College of Business and Social Sciences Faculty Service Award (2016)*
- *Nominated for the 2014 WVSU Outstanding Faculty Award.*

(E). Indicate any other activities that have contributed to effective teaching.

- *Attended teaching workshop in international perspective in teaching methods (2013-2016)*

(F). List professional books/papers published during the last five years.

- *“Uncertainty, Profits and International Trade.”* Published in the Journal Encuentros, Vol.11 No.2 pp. 145-154. ISSN: 1692-5858.
- *“Iceberg Type Trade Costs and International Trade.”* Published in the International Academy for Business and Public Administration (IABPAD) Conference Proceedings, , Las Vegas, NV. Oct 24-27, 2013.

(G). List externally funded research (grants and contracts) during the last five years.

- *Recipient of PEER Grant (2016)*

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Mahmoodul Islam	Rank: Professor of Business & Economics
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Wayne State University	Date Degree Received: 1985
Area of Specialization: Economics	

Professional registration/licensure:
Years of employment at present institution: 30
Years of employment in higher education: 33.5
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Fall	ECON 101 American Economy	19
2015/Fall	ECON 201 Principles of Macro Economics	16
2015/Fall	ECON 399 SP TOP: Global Economy	6
2016/Spring	ECON 101 American Economy	12
2016/Spring	ECON 202 Principles of Micro Economics	20
2016/Spring	ECON 308 Money, Banking, and Monetary Theory	10
2016/Fall	ECON 101 American Economy	27
2016/Fall	ECON 201 Principles of Macro Economics	29
2016/Fall	ECON 308 Money, Banking, and Monetary Theory	4
2017/Spring	ECON 101 American Economy	11
2017/Spring	ECON 202 Principles of Micro Economics- 2 sections	31

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

Attended 2015 Annual International Conference of the Academic Business World (ABW) in Nashville, Tennessee, May 2015.

Attended 2015 annual conference of the Academic Business Research in Indianapolis, September, 2015.

Attended 2016 annual international conference of the Eastern Economic Association in Washington D.C., February 2016.

Attended WVSU Business Summit conferences in 2015 and 2016.

Attended WVSU Human Rights Conferences in 2014, 2015, and 2016.

Attended workshops in Online Teaching at WVSU in 2015, 2016, 2017

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

- “ Europe Must Address Its Fundamental Economic Issues”, Wall Street Journal, January 19, 2012
- “How Long Can We Depend on Cheap Money”, Charleston Gazette-Mail (Sunday paper), April 30, 2013.
- “Waiting on Pakistan to Apologize”, New York Times (international edition), January 4, 2014.
- “An Orphan Called Bangladesh”, Daily Star (largest English daily in Bangladesh), January 3, 2014.
- “What Bank Deposit Rate Would be Right”, abstract of paper published in the Proceedings of the 2015 conference of the Academic Business World.
- “Right Tool at the Wrong Time”, abstract of paper published in the Proceedings of the 2015 conference of the Academy of Business Research.
- “Two Questions on the Interest on Bank Reserves”, abstract of paper published in the Proceedings of the 2016 annual conference of the Eastern Economic Association International.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Cyrus M. Aleseyed	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: 1995
Area of Specialization: Economics and Finance	

Professional registration/licensure:
Years of employment at present institution: 15
Years of employment in higher education: 31
Years of related experience outside higher education: 7

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Spring	ECON 410 International Economics	6
2016/Spring	ECON 410 International Economics	13
2017/Spring	ECON 410 International Economics	7

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

As an evaluator for Accreditation Council for Business Schools and Programs (ACBSP), I visited the following Colleges and University:
 American InterContinental University, Hoffman Estates Illinois February 27 - March 3, 2012
 Texas Women’s University, Denton Texas September 25 – 28, 2012
 Thomas Moore College, Crestview Hills, Kentucky, February 24-27, 2013
 Findlay University, Ohio September 29-October 2, 2013.

Albany State Universities, Albany, Georgia, October 12-15, 2014
Medgar Evers College, City University of New York (CUNY), New York, March, 16-19, 2015.
Coppin State University, MD, October 2015.

Member of Global Business Committee in region 2 of ACBSP (ECBSP)

Served as treasurer for Scott Acres Maintenance Association

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

The revision of the Business Administration/Finance curriculum. The revision was submitted for the EPC approval. Under the new revision we purposed two new courses in the area of Finance (Risk Management and Insurance, and Real Estate Investment). In addition, we purposed a Certificate in Asset Management. Certificate includes the following four courses:

BA 3131: Business

BA 317: Real Estate

BA 319 Risk Management and Insurance

BA 414: Investments

I have included in my classroom relevant strategies to improve my delivery of the course content. I attend training/workshop on pedagogy or educational technology; engage in discussion with colleagues; adopt new classroom strategies; assess teaching effectiveness; learn from colleagues via discussions.

Instructional Technology: Use of Multi-Media equipment in class

Instructional materials: Problem solving and critical thinking (homework, case study, term paper research

assignment, and in class presentation).

I utilize Saki and Moodle in all of my classes for hand-outs, syllabi, Power-Point slides and other class related materials.

I utilize Aplia in all of my classes for problem solving and discussions.

Serving on the following committees have contributed to effective teaching:

The Faculty Search Committee for Business Administration, International and Multicultural Affairs Committee, Faculty Grievances Committee, Faculty Scholarship Committee, General Education Committee, Cyberinfrastructure Committee, and Intellectual Property Council Committee

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

Appendix II E

West Virginia State University
College of Business and Social Sciences
Bachelor of Arts in Economics
Assessment Plan

The B.A. degree in Economics is designed to provide the opportunity and structure for students to acquire the knowledge and proficiency necessary for success as economics professionals. The program offers two alternative concentrations – General Economics and Business Economics. These two concentrations share the same core requirements, while the elective and cognate course requirements may vary depending on the student’s particular interest.

Areas of Assessment

1. Program level assessment for Economics is conducted using five Program Learning Outcomes (PLOs) each of which are evaluated on the basis of ten elements with carefully crafted descriptors and rubrics.
2. The economics component of the Major Field Test (MFT) of the Educational Testing Service (ETS). The MFT is administered each semester in the business capstone course, BA 420, Senior Seminar. Results from the economics part of the test is retrieved, analyzed and compared to outcome of other institutions.
3. A Graduate Exit Survey is administered by the West Virginia State University. The Exit Survey results and responses are usable measures of graduate satisfaction with economics majors as they are with other majors. The program also plans to implement some sort of survey of opinions for the graduates.

Program Learning Outcomes Assessment Plan—Economics

Program Learning Outcomes

1. Communicate effectively and articulately in written, oral, and electronic form as appropriate for business/economics functions.
2. Think critically about business/economics issues, theory, and application.
3. Use effective human relationship skills to work in the global community and function positively in a team.
4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.
5. Evaluate business/economics problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution and monitor results for continuous improvement.

Program Learning Outcomes Extended to Core Courses Areas

Principles of Macroeconomics:

1_{PMA} Communicate macroeconomic information effectively and articulately in written, oral, and electronic form.

4_{PMA} Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.

5_{PMA} Collect and organize macroeconomic data to evaluate and interpret the result and make effective decisions.

Principles of Microeconomics:

2_{PMI} Identify appropriate theoretical and technical tools in analyzing and effectively solving business issues.

3_{PMI} Team Assignment problem

4_{PMI} Apply critical thinking skills to identify and obtain information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.

5_{PMI} Collect and organize microeconomic data to evaluate and interpret the result and make effective decisions.

Intermediate Microeconomics:

2_{IMI} Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions

2_{PMI} Identify appropriate theoretical and technical tools in analyzing and effectively solving business issues.

Senior Seminar:

1_{SSE} Communicate macroeconomic information effectively and articulately in written, oral, and electronic form.

5_{SSE} Collect and organize macroeconomic data to evaluate and interpret the result and make effective decisions.

Elements (Objectives)

In an effort to standardize the assessment process there are ten (10) elements, or objectives, faculty will select from when assessing PLOs with rubrics. Common descriptors have been developed to provide additional guidance. Faculty should select two or three common elements for each PLO they are assessing. Below are the elements, along with their definitions and a rubric containing all ten elements and their descriptors.

A. Mechanics Uses correct grammar and vocabulary that is appropriate to the intended audience and is unbiased. Apply writing and reporting conventions appropriate to a business setting in the

organization of a cohesive, accurate, and politically correct product with an identifiable structure and a well-articulated purpose.

- B. **Content** Demonstrate core level knowledge common to all disciplines in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected area.
- C. **Conclusion Development** Demonstrate basic core-level knowledge in the disciplines (accounting, economics, finance, information systems, management, marketing, or international business) in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected areas.
- D. **Technology** Demonstrate use of current technology in composition and in visual and oral presentation of work to an audience. Incorporate appropriate forms of technology usage in all solutions proposed. Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the major discipline studied.
- E. **Style** Use the Publication Manual of the appropriate format (ex. APA, MLA) as style guidelines in the preparation of written reports. Conduct that would exemplify professional business practices and acumen
- F. **Information** Identify business problem(s) by analyzing the impact of contextual factors, the validity of information (relevancy, sufficiency and accuracy), and the influence of assumptions. Collect additional information, as needed, independently, uses a variety of relevant sources, to resolve the problem.
- G. **Critical Thinking** Graduates of business programs identify problems, analyze information, and form conclusions within the business context. Use problem solving techniques to make informed decisions about all issues, including those with dissonant information, develop and answer provocative questions, and chose a realistic solution that will provide maximum benefit for the organization and all of its functions
- H. **Data Analysis** Evaluate, synthesizes, and organizes information to form a position and create a coherent set of conclusions to support the decisions and solutions. Use appropriate quantitative methods and software (spreadsheets or statistical packages), including descriptive and inferential statistics and survey design, to evaluate company operations. Analyze data to diagnose strengths, weaknesses, opportunities and threats of business operations, translating the results of data analysis into plans for remediation of problems and growth of the company.
- I. **Team Dynamics** Confer and collaborate with colleagues, staff, and supervisors in the decision-making and problem-solving process and in the implementation of appropriate, theory-based management strategies to foster teamwork leading to improvements in productivity and communication. Challenge others to think critically through clarification and justification of their ideas, using an appropriate critical thinking strategy for personnel at various levels within an organization.

J. Comprehension Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the major discipline studied.

Rubric Information for Elements

	Distinguished	Mastery	Proficient	Novice
A. Mechanics (grammar, vocabulary, spelling)	Writing demonstrates exceptionally strong control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates quite solid control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage). Minor errors do not hinder readability.	Numerous errors in mechanics (e.g., punctuation, spelling, capitalization, and usage) distract the reader and make the text difficult to read.
B. Content	A central thesis has been well developed with main ideas that are prominent and supported with plentiful details suitable to audience and purpose. Writing is extremely understandable, focused, and interesting.	The reader understands central thesis, however it may be a bit broad. Supporting details are present in submission.	The reader understands the central thesis, however, it may be exceedingly broad or simplistic thus limiting the overall results.	The writing lacks a central thesis with ideas that are extremely limited or simply unclear. Paper may be too short to demonstrate proper development of a central thesis.
C. Conclusion Development	The student evaluated, synthesized, and organized all information provided and collected independently to form a succinctly stated professional proposal and create a coherent and perceptive set of conclusions to support the decisions and solutions.	The student evaluated, and organized information to form a decision and create a set of conclusions to support the decisions and solutions. Most of the information reviewed is clearly incorporated. With some significant assistance, the conclusions can be finalized for use.	The student formed a decision and reached conclusions; however they were limited or shallow and provided minimal support for the decisions and solutions. One or two key points in the information was overlooked or undigested, requiring significant effort to complete for use.	The student formed a decision, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear cut strategy. Serving, as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures if implemented.

D. Technology	<p>Flawlessly demonstrates use of appropriate technology in completing assignment. Technology is always employed when necessary with no errors.</p>	<p>Demonstrates use of appropriate technology in completing assignment. Technology is almost always employed when necessary with minimal errors.</p>	<p>Demonstrates some use of appropriate technology in completing assignment. Technology is sometimes employed when necessary but may contain errors.</p>	<p>Demonstrates rudimentary use of appropriate technology in completing assignment. Technology is not always employed as necessary and contains errors when it is used.</p>
E. Style(Presentation) (posture, voice, form)	<p>Communication level is such that presenter(s) maintains eye contact with audience and seldom returns to notes. Presenter(s) utilizes a clear voice, correct tone, and precise pronunciation so that all audience members can hear presentation.</p>	<p>Presenter(s) maintains eye contact. All words have been pronounced correctly and audience members can hear presentation.</p>	<p>Presenter(s) maintains eye contact most of the time but frequently returns to notes. Almost all words have been pronounced correctly and audience members can hear presentation.</p>	<p>Style may not match the particular audience or occasion. Presenter(s) tone of voice or other mannerisms may create alienation from the audience. Presenter rarely maintains eye contact, utilizes a low voice, and incorrectly pronounced numerous and various terms.</p>
F. Information (handling, gathering, use)	<p>The analysis of information required for problem was perceptive, and the student engaged in active information gathering, delving deeply into the materials available. A comprehensive review of relevancy resulted, incorporating a wide variety of sources, leading to a professional quality analysis that draws clearly on personal and professional experience.</p>	<p>Relevant information for the problem was identified. The student successfully engaged in information gathering and found additional materials that were relevant presenting a comprehensive plan. Only one type of sources was used and documented appropriately. The analysis was mostly on target. It is evident that the student has limited professional experience upon which to draw.</p>	<p>Information relevant to the problem was identified. The student found additional information to fill the gaps in their knowledge, but it was limited in its scope. 'The efforts for discover appropriate information were inadequate which did not yield a thorough coverage of what was needed. The student may not have looked beyond the information provided in the problem. The analysis was shallow but still correct, ready for expansion and refinement.</p>	<p>Information was assumed without any investigation and was presented at face value, without benefit of active questioning. As a result, several gaps in the information are apparent. The resulting analysis was off base in one or more significant ways.</p>
G. Critical Thinking (logic, arguments)	<p>. Effectively communicates connections among key points, indicates contradictions and continuities, recognizes cause and effect, and consistently demonstrates</p>	<p>Satisfactorily communicates a connection among key points, indicates a contradiction or continuity, recognizes a cause or an effect, mostly demonstrates</p>	<p>Communication demonstrates little connection among key points. Lacks deeper development and demonstration of sound logic.</p>	<p>Basically restates or summarizes with no attempt at communicating deeper ideas. Noted lack of sound logic. May even demonstrate faulty reasoning.</p>

	sound logic.	sound logic.		
H. Data Analysis (synthesis)	<p>Highly Relevant data is generated and organized in a systematic manner.</p> <p>Data source and methodology well clarified.</p> <p>Exceptionally well integrated to generate, interpret and convert data into information useful for decision making.</p>	<p>Relevant data is generated and organized in a systematic manner.</p> <p>Data source and methodology well clarified.</p> <p>Well integrated to interpret and convert data into information for useful decision making.</p>	<p>Some omissions in data gathering but well organized nevertheless.</p> <p>Data source and methodology clarified.</p> <p>Some flaws in the integration and interpretation but still manage to convert information into somewhat useful decision making tool.</p>	<p>Lack of systematic data generation and organization.</p> <p>Questionable data collection methods</p> <p>Unreliable Data source and methodology.</p> <p>Erroneous interpretation and not so useful information for decision making due to inconsistent and unreliable data and methodology</p>
9. Team Dynamics	<p>Student worked well with others in providing a solution to the problem. Evidence of good team communication is present and the student demonstrated collaborative learning.</p>	<p>Student worked moderately well with others in providing a solution to the problem. Some unresolved team issues still present. Evidence of good team communication is present and the student demonstrated some collaborative learning.</p>	<p>Student worked with others in providing a solution to the problem but there was too much unresolved conflict and the conclusion of the project... Little evidence of good team communication is present and the student only minimally demonstrated collaborative learning.</p>	<p>Student did not work well with others in providing a solution to the problem. No evidence of good team communication is present and the student failed to demonstrate collaborative learning.</p>
J. Comprehension	<p>The presented work reflects no statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects minimal statement indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects a few statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects numerous statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>

CURRICULUM MAP BY PLOs

Program Learning Outcomes Assessment Program								
(Eff. Spring 2015)								
Economics Courses								
PLO	201	202	301	302	420			
1	x	X	X	X	X			
2		X						
3		X						
4	x	X						
5	x	X	X	X	X			

Assessment Plan

Number	Program Learning Outcome	Where Measured	Assessment Activity
1	Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.	ECON 201	- Written Assignment
		ECON 202	- Written Assignment
		ECON 301	- Written Assignment
		ECON 302	- Written Assignment
		ECON 420	- Written Assignment/Research Paper
2	Think critically about business issues, theory, and application.	ECON 202	- Finding the right theoretical tools in solving business and economic problems.
3	Use effective human relationship skills to work in the global community and function positively in a team.	-ECON 202	Team Assignment
4	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.	ECON 202	<ul style="list-style-type: none"> - Apply critical thinking to identify and obtain relevant information for decision making - Use appropriate technology to organize data in an efficient manner.

5	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.	ECON 201	- Manipulate and interpret data for business and economic solutions
		ECON 202	- Analyzing the elasticity of demand for optimal level of production of goods or services.
		ECON 301	- Quantitative analysis assignment
		ECON 302	- Quantitative analysis for business solutions
		ECON 420	- Quantitative analysis for business solutions./Research Paper

Assessment (2013-2014)

(Assessment Coordinator) : Dr. Suvayan De

1. Program level assessment consists of six Program Learning Outcomes (PLOs). Each PLO is assessed within the economics core courses.
2. A pre-test is given at the beginning of each semester in each of the core level economics courses except the capstone course. The pre- test in the upper level core course is a combined micro and macro multiple-choice test consisting of about equal number of questions from the two main branches of economic analysis. Post-test is also given in all the core courses excluding the capstone course. Nominal incentives are used to motivate students to take the test to the best of their abilities. Scores are discussed in the departmental meetings to identify deficiencies and discuss possible remedial actions. For example, if it appears that failure to correctly answer questions that involve numbers is widespread, then we would decide to address that particular deficiency through increased use of calculations in lectures. For all upper level core courses, assessment is also done on the basis of common writing rubric.
3. A Graduate Exit Survey is administered by West Virginia State University. The Exit Survey results and responses are usable measures of graduate satisfaction with the economics major as they are for other majors. The program also implements some sort of survey of opinion for the graduating seniors.
4. The large fractions of graduates in the program are Business Economics concentration majors'. Students in this concentration has to take ETS Field Test in business capstone course, BA 420, Senior Seminar and ETS also provides test results for economics areas of assessment. The department will consider using assessment tests such as the ETS field exam for the Economics majors in the near future. In the meantime, the scores on the Economics portion of the same exam that our Business Administration seniors take, may perhaps be a crude means of assessing the (double) majors. Information received from the test is helpful for the improvement of the program.

Assessment Results: Fall 2013

Number	Program Learning Outcome	Where Measured	Assessment Activity	Current Results
1	Demonstrate the knowledge of the cost-benefit principle	ECON 302	Assessment Test Writing assignment	Average 76.7%, Standard Deviation 6.0% 50 percent score 80 percent or higher Average grade is approximately 67% of students have a grade of 80 percent or higher
2	Familiarity with the causes and cures of economic fluctuations.	ECON 301	Assessment Test Writing assignment	Average 80.4%, Standard Deviation 5.9% 66.6 percent score 80 percent or higher Average grade is approximately 72.7% of students have a grade of 80 percent or higher
3	To analyze various government expenditure programs and taxation policy	ECON 306	Assessment Test Writing assignment	Average 61.2%, Standard Deviation 7.5% 67 percent score 80 percent or higher Average grade is approximately 72% of students have a grade of 80 percent or higher
5	Explain and analyze flow of goods, services and money across international borders.	Econ 410	Assessment Test Writing assignment	Average 81.8%, Standard Deviation 10.5% 53.3 percent score 80 percent or higher Average grade is approximately 61.5% of students have a grade of 80 percent or higher

Assessment Results: Spring 2014

Number	Program Learning Outcome	Where Measured	Assessment Activity	Current Results
1	Demonstrate the knowledge of the cost-benefit principle	ECON 202 (SECTION 1)	PRE-TEST	Average 61.3% ,Standard Deviation 11.7% 10 percent score 80 percent or higher
			POST-TEST	Average 61.4% ,Standard Deviation 23.5% 14.2 percent score 80 percent or higher
		ECON 202 (SECTION 2)	PRE-TEST	Average 46.9% ,Standard Deviation 22.1% 7.6 percent score 80 percent or higher
			POST-TEST	Average 66.7% ,Standard Deviation 19.9% 50 percent score 80 percent or higher
		ECON 202 (SECTION 3)	PRE-TEST	Average 57.7% ,Standard Deviation 10.0% 0 percent score 80 percent or higher
			POST-TEST	Average 55.8% ,Standard Deviation 18.3% 8.3 percent score 80 percent or higher
		ECON 202 (SECTION 4)	PRE-TEST	Average 57.3% ,Standard Deviation 11.9% 0 percent score 80 percent or higher
			POST-TEST	Average 61.2% ,Standard Deviation 26.4% 36.3 percent score 80 percent or higher
		ECON 302	Assessment Test	Average 25.1% ,Standard Deviation 7.4% 0 percent score 80 percent or higher
			Writing assignment	62.5 percent score 80 percent or higher
2	Familiarity with the causes and cures of economic fluctuations.	ECON 201 (SECTION 1)	PRE-TEST	Average 65.7% ,Standard Deviation 9.7% 8.69 percent score 80 percent or higher
			POST-TEST	Average 78.7% ,Standard Deviation 19.8% 69.56 percent score 80 percent or higher
		ECON 201 (SECTION 2)	PRE-TEST	Average 70.0% ,Standard Deviation 4.4% 0 percent score 80 percent or higher
			POST-TEST	Average 82.4% ,Standard Deviation 15.1% 71.42 percent score 80 percent or higher

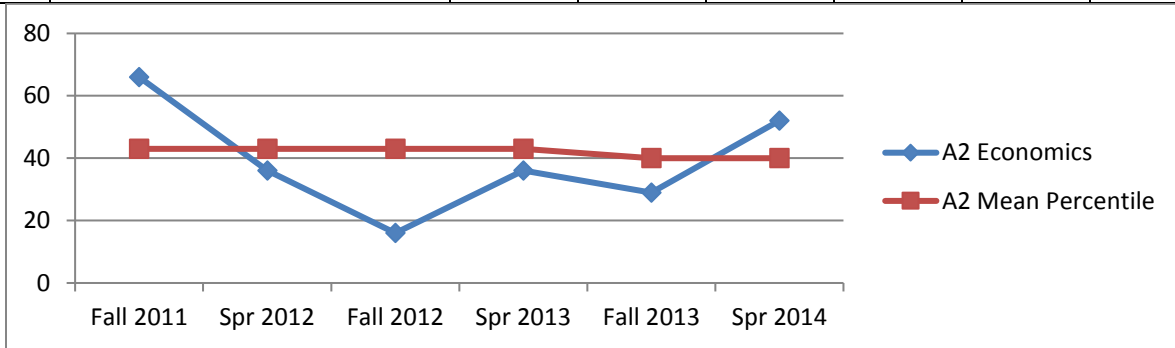
		ECON 201 (SECTION 3)	PRE-TEST	Average 45.7% , Standard Deviation 21.9% 0 percent score 80 percent or higher
		ECON 301	POST-TEST	Average 63.7% , Standard Deviation 18.7% 11.1 percent score 80 percent or higher
			Assessment Test	Average 70.8% 25 percent score 80 percent or higher
			Writing assignment	67 percent score 80 percent or higher
4	Explain the workings of the financial markets and institutions	ECON 308	Assessment Test	Average 58.8%, Standard Deviation 22.8% 27.2 percent score 80 percent or higher
			Writing assignment	Average grade is approximately 66.6% of students have a grade of 80 percent or higher
6	Conduct independent research	ECON 420	Graduate Essay	Average grade is approximately 100% of students have a grade of 80 percent or higher

ACTION PLAN BASED ON DEFICIENCIES OF CURRENT RESULTS

vi)	We will modify our core curriculum and revise our PLO's.
vii)	Writing assessment will be done in our principle level courses.
viii)	Presentation skill will also be tested.
ix)	Increase class time on quantitative skills.
x)	In addition to the Exit Survey of the graduating seniors, the pre-test and the post-test test at the core courses, and the writing assessment with the help of new common rubrics, the graduates will be asked to take the ETS Field Exam for Economics in the near future. The data will be organized and compiled.

ETS/MFT RESULTS
ECONOMICS

		Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014
A2	Economics	66	36	16	36	29	52
	Mean Percentile	43	43	43	43	40	40



Department of Business and Economics: Action Plan for 2014-15
Based on 2013-14 MFT Item Analysis

Performance Measure	Analysis	Action Plan
MFT Spring 2014	Percent correct for WVSU generally lower than national in subcontent area dealing with market failure and monetary/fiscal policy	<p>Add a writing assignment (Term paper) in introductory micro on the topic related with “The imperfections of the free market policy” and introductory macro on the topic related with “ The Great Recession in U.S (Causes and Remedies of Economic Recession)” in Fall and Spring Semester.</p> <p>Increase emphasis on understanding the economic concepts of market, government and Federal Reserve policies.</p> <p>Increase class time on quantitative skills.</p>

ASSESSMENT (2014-2015)

Assessment Liaison: Suvayan De (Fall 2014)

I. Program Learning Outcomes.

6. Demonstrate the knowledge of the cost-benefit principle.
7. Familiarity with the causes and cures of economic fluctuations.
8. To analyze various government expenditure programs and taxation policy
9. Explain the workings of the financial markets and institutions.
10. Explain and analyze flow of goods, services and money across international borders.
11. Conduct independent research.

II. Which of the outcomes were assessed?

Course	Title	Program Learning Outcome
ECON 201	Principles of Macroeconomics	2
ECON 202	Principles of Microeconomics	1
ECON 301	Intermediate Macroeconomics	2
ECON 302	Intermediate Microeconomics	1
ECON 306	Public Finance, Taxation and Fiscal Policy	3
ECON 308	Money, Bank and Monetary Theory	4

Program level assessment consists of six Program Learning Outcomes (PLOs). Each PLO is assessed within the economics core courses. We use Writing Assignment to measure learning outcomes. A Graduate Exit Survey is administered by West Virginia State University. The Exit Survey results and responses are usable measures of graduate satisfaction with the economics major as they are for other majors. The program also implements some sort of survey of opinion for the graduating seniors. The large fractions of graduates in the program are Business Economics concentration majors'. Students in this concentration has to take ETS Field Test in business capstone

course, BA 420, Senior Seminar and ETS also provides test results for economics areas of assessment. The program will consider using assessment tests such as the ETS field exam for the Economics majors in the near future. In the meantime, the scores on the Economics portion of the same exam that our Business Administration seniors take, may perhaps be a crude means of assessing the (double) majors. Information received from the test is helpful for the improvement of the program.

Action Plan for 2014-15: Based on 2013-14 MFT Item Analysis

Performance Measure	Analysis	Action Plan
MFT Spring 2014	Percent correct for WVSU generally lower than national in subcontent area dealing with market failure and monetary/fiscal policy	<p>Add a writing assignment (Term paper) in introductory micro and macro courses.</p> <p>Increase emphasis on understanding the economic concepts of market, government and Federal Reserve policies.</p> <p>Increase class time on quantitative skills.</p>

**Bulle
ted
summar
y of
results
and
findings**

• D
ata
analysis

shows improvement in the results but the indicated benchmark not being met.

- Assessment results shows weakness in quantitative and writing skills.

Bulle ted summary of action plan resulting from the above findings

1. We will modify our core curriculum and revise our PLO's.
2. Quantitative assessment will be done in our core courses.
3. Presentation skill will also be tested.
4. Increase class time on quantitative skills.

(Spring 2015 assessment –Dr. Frehot Hailou (Assessment Coordinator))

Introductory narrative of the new assessment program

Since 2013, the Department of Economics was using the method of Pre-Test and Post -Test as an instrument to measure the incremental value accrued to the student's knowledge base in economics. The method consisted of administering a test to students on the content of each course at the beginning of each semester and again giving them the same test at the end of the semester. The difference in average student grade between the two periods is taken as a proxy for net incremental knowledge gained during the course of the semester.

The advantage of the Pre and Post – Test method is that it allows for equal initial starting point for all students. It also provides for a simple but quantifiable way to measure the gains in knowledge. The downside

of this method, however, is that it does not convey a clear indication of the student's acquisition of a specific set of practical skills and theoretical knowledge.

In addition to the Pre-Test and Post method, a writing assignment was used as an instrument for evaluation of program learning outcomes. Students were asked to write a term paper that were collected and evaluated at the end of each semester on the basis of pre-established program learning outcomes. A positive aspect of the writing assessment was that it allowed students to sharpen their writing skills while giving them a platform to express themselves on a subject matter.

Although our students benefited from the writing exercise, the associated PLOs did not adequately capture the need for skills sets in quantitative reasoning and practical problem solving. Flaws in framing the PLOs combined with the above noted shortcomings of the Pre-Test and Post-test lead economic faculty to make four important adjustments. The first was to redesign new PLOs that adequately respond to the writing, quantitative as well as communicative needs of our students.

The second was to re-align the Economics PLOs with that of the Business department. A committee made up of faculty members from the two departments, were tasked to come up with a single, comprehensive, assessment document that was tabled and approved at the general departmental meeting. The previous Economics PLO was too focused on specific concepts and could not accommodate a substantial portion of the learning process. It was also too narrowly framed to capture essential assessment objectives. The creation of a single PLO paved the way for a systematic department wide assessment practice that facilitates exchange between faculty and continuity in its contextual refinement. The joint PLOs for Business and Economics program are expected to be implemented in 2016 and beyond.

The third was to introduce a data analysis and a quantitative component in the assessment exercise. The fourth was the assignment of a new assessment liaison for economics by the chair of the Department of Business and Economics.

The implementation of these changes took effect in earnest during the spring 2015 semester with the goal of establishing a unified, integrated and effective assessment program. In the new and improved assessment methods, data analysis and problem solving were imbedded in the quantitative reasoning component of the PLO. The goal of this new approach is to gauge the extent to which students' use quantitative skills in solving practical economic problems. This exercise involves the handling, organizing and converting data into meaningful information for decision making while harnessing the ability to identify the appropriate theoretical and quantitative tools for a given problem. Preliminary observations of student reaction has been very positive in that this approach has given them ownership of the decision making process. It empowers them to know they have acquired knowledge and skills they could use to solve actual problems.

ASSESSMENT (Spring 2015)

Assessment Liaison: Dr. Frehot Hailou

Program Learning Outcomes

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for economics function
2. Think critically about economic issues, theory and application
3. Use effective human relationships to work in the global communicate and function positively in a team

4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology evaluating the quality and relevance of the sources, and using the information effectively and ethically
5. Evaluate economic problems, gather, manipulate, and interpret data, decide on most effective solutions, monitor results for continuous improvement

Which of the outcomes were assessed?

- PLOS 1, 2, 4 & 5 were assessed.

Bulleted summary of results and findings

- In the areas of effective communication in writing (PLO1), students scored between the range 87% (content) to over 90% in all other criteria including mechanics, critical thinking and comprehension. (Econ 201, Econ 302 & 420) (Dr De)
- In the area of gathering, manipulating data (PLO5), results for quantitative analysis is 86% (conclusion development) and above that for the remaining assessment elements (Econ 201, Econ 302 & 420) (Dr De)
- In the area of effective communication class presentation (PLO1), success rate ranged from 66% in content to 83% (style) (Econ 399) (Dr. Hailou)
- In the area of practical application of theories (PLO2), the success rate was 80 percent and above for principles of microeconomics class (Econ 202) (Dr Hailou)
- In the area of identifying and obtaining information and appropriate technology (PLO4), results ranged from 55% for conclusion development while 83% of students scored well in mechanics and style. PLO 4 (Econ 202) (Dr Hailou)
- In the area of quantitative analysis with business solutions (PLO5) 77% percent of students scored at the proficiency level while a high end of 88 percent was scored in data analysis and solution recommendation (Econ 202) (Dr. Hailou)
- In the area of identifying and obtaining information and appropriate technology (PLO4), and quantitative analysis (PLO5) student success rate was 100 percent in all area of evaluations (Econ 201& 202) (Dr Islam)

Bulleted summary of action plan resulting from the above findings

- Include PLO on student teamwork during the next semester assessment
- Introduce uniformity in approach and evaluation systems
- Refine methods

ASSESSMENT (2015-2016)

Assessment Liaison: Dr. Frehot Hailou

Program Learning Outcomes

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for business function
2. Think critically about business issues, theory and application
3. Use effective human relationships to work in the global communicate and function positively in a team
4. Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology evaluating the quality and relevance of the sources, and using the information effectively and ethically
5. Evaluate business problems, gather, manipulate, and interpret data, decide on most effective solutions, monitor results for continuous improvement

Which of the outcomes were assessed?

- PLOS 1, 2, 3, 4 & 5 were assessed.

Bulleted summary of results and findings

- In the areas of effective communication in writing (PLO1), the success rate was 82% (mechanics), 93% in content and 82% in technology. (Econ 201) (Dr. De)

Further assessment results show 100% success rate for mechanics, 90% for content and 90% for technology.(Econ 302) (Dr. De)

Dr. Islam assessed PLO 1 but this time with a different setting of Econ 308. The results looked to moved decidedly upward ranging from 71% in mechanics to 85% in content and technology. (Econ 308) (Dr. Islam)

- In the area of practical application of economic theory (PLO2), success rate ranged from 71% in mechanics to 78% (conclusion development) and 82% in critical thinking (Econ 202) (Dr. Hailou). Still staying with PLO2, we have results from Econ 202 that show success ranging from 75% in mechanics to 87% in team dynamism. (Econ 202) (Dr. Islam)
- In the area of effective use of human relationship (PLO3), the success rate was 75% and class doing substantially better in team dynamics with 92% (Econ 202) (Dr Hailou)
- In the area of quantitative analysis with business solutions (PLO5) 78% percent of students scored at the proficiency level while a high end of 85 percent was scored in data analysis and solution recommendation (Econ 202) (Dr. Hailou)
- In the area of applying critical thinking and obtaining information (PLO4), 64 % did well with the mechanics while 78% of students in conclusion development.(Econ 351)
(Dr Hailou)

- In the area of gathering, manipulating data (PLO5), results for quantitative analysis indicate 73% success rate for conclusion development, while information 71%, data analysis 67%, and comprehension 71% round out the outcome.(Econ 302) (Dr De)

Keeping with the same PLO, assessment on conclusion development, information, data analysis and comprehension yielded a success rate of 63%, 72%, 72% and 63% respectively. (Econ 302) (Dr. De)

Bulleted summary of action plan resulting from the above findings

- We will maintain the assessment of all PLOs in the coming school year.
- Work on formalizing uniformity in approach and evaluation systems
- Continue to refine methods
- Create systemic content variety in assessment.

ASSESSMENT (2016-2017)

Assessment Liaison: Dr. Frehot Hailou

Program Learning Outcomes:Updated PLO used during 2016 – 2017

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for business function.
2. Think critically about business issues, theory and application.
3. Use effectively human relationships to work in the global community and function positively in a team.
4. Apply critical thinking skills to identify what information is needed and how to obtain this information.
5. Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives. Decide on most effective solution, implement solution, and monitor results for continuous improvement.

Which of the outcomes were assessed?

-
- PLOS 1, 2, 3, 4 & 5 were assessed as part of consolidating the increase in the number of PLOs from previous years.

The following courses were assessed during the Fall 2016 semester.

Course	Title	Program Learning Outcome
ECON 201	Principles of Macroeconomics	2, 3, 5
ECON 202	Principles of Microeconomics	1,5
ECON 301	Intermediate Macroeconomics	1,5
ECON 302	Intermediate Microeconomics	1
ECON 306	Public Finance, Taxation and Fiscal Policy	1,4

In addition to the above PLOs, a Graduate Exit Survey is administered by West Virginia State University. The Exit Survey results and responses are usable measures of graduate satisfaction with the economics major as they are for other majors. The program also implements some sort of survey of opinion for the graduating seniors. The large fractions of graduates in the program are Business Economics concentration majors.

The following courses were assessed during the Fall 2016 and Spring 2017 semester.

Number	Program Learning Outcome	Where Measured	Assessment Activity
1	Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.	ECON 201	- Written Assignment
		ECON 202	- Written Assignment
		ECON 302	- Written Assignment
		ECON 420	- Written Assignment
2	Think critically about business issues, theory, and application.	ECON 202	- Finding the right theoretical tools in solving business and economic problems.
3	Use effective human relationship skills to work in the global community and function positively in a team.	ECON 202	---
4	Apply critical thinking skills to identify what information is	ECON 202	- Apply critical thinking to identify and obtain relevant information

	needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.		for decision making - Use appropriate technology to organize data in an efficient manner.
4	Applying critical thinking skills	ECON 109	- Written Assignment
5	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.	ECON 201	- Manipulate and interpret data for business and economic solutions
		ECON 202	- Analyzing the elasticity of demand for optimal level of production of goods or services.
		ECON 302	- Quantitative analysis for business solutions
		ECON 420	- Quantitative analysis for business solutions.

•

Summary of results and findings

Econ 201, Econ 202, Econ 301, Econ 306, were assessed in Fall 2016.

Econ 109, Econ 201, Econ 202, Econ 302, Econ 420 were assessed in Spring 2017.

During 2016-2017, we used set of assessment methods that consisted of tying PLOs with appropriate elements, and rubrics. The instruments used in assessing program learning outcome include, writing assignment, in class presentations, quantitative reasoning and technology applications in solving real life problems. In that sense, the program made a radical departure from previous method of assessment.

All the program faculty participated in administering assessment test as well as collecting data for their respective courses.

The results and findings for the spring 2017 are summarized as follows:

- In the areas of effective communication in writing (PLO1), students scored between the range 82% (content and technology) to 86 % in mechanics Econ 201 and 420 (Dr De). On a related noted but this time for Econ 302, Dr. De reports that 100 percent of students scored higher than the established proficiency level in the area of mechanics and content while 93 percent achieved that goal in the area of technology is in communication Econ 302 (Dr De).

With regards to effective communication in activities related to class presentation, the results are 68 % for information while 81% of students score above proficient level for style. Econ 109 (Dr Hailou).

- In the area of practical applications of theories (PLO2), 64% fared at the level of proficiency and above in mechanics while 78 percent did well in the area of critical thinking. Econ 202 (Dr. Hailou). Dr. Islam reports that 100 percent of his students score above proficient in the area of mechanics, conclusion development, and critical thinking. Econ 202 (Dr. Islam)
- In the area of effective communication (PLO3), team work assignment was given to students. They were very enthusiastic and this is reflected in the 85% score recorded for team dynamics. Econ 202 (Dr. Hailou)
- In the area of applying critical thinking to identify what information is needed (PLO4), in writing a term paper, results ranged from 72% in mechanics to 81 % in critical thinking Econ 109

(Dr Hailou)

- In the area of quantitative analysis and problem solving (PLO5), the results range from 82 percent in comprehension to 93 percent information gathering. Conclusion development and data analysis scored high with 84 percent and 83 percent respectively. Econ 201 (Dr. De) . In Econ 302, 93% of students score above proficiency in data analysis, comprehension and conclusion development while 100 percent of students did above proficiency in information gathering and manipulation in Econ 302 (Dr. De). For the same four categories listed above, Dr. reports that 100 percent of students recorded a score of mastery and above. Econ 420 (Dr. De).
- In Econ 201 scored 71 percent in the use of technology in solving real life business problems, while 64 percent were adept in data analysis and 84 percent of them performed at a proficiency level. Econ 201 (Dr. Hailou)
- In areas of technology, information gathering and manipulation, and data analysis, 100 percent of Dr. Islam' Econ 202 class achieved a score of proficient and above econ 202 (Dr. Islam)

Bulleted summary of action plan (if any) resulting from the above findings

Based on the Spring 2017 assessment results, it is recommended that

- Instructors refine the testing and reporting methods.
- Identify the appropriate time for testing
- Continue to focus in those areas of weakness in student performance.

APPENDIX III-A

Program Enrollment Data

APPENDIX III-A: Program Enrollment Data			
Academic Year	Academic Semester	Number of Majors	Number of Graduates
2012-2013	Fall 2012	10	1
	Spring 2013	15	7
	Summer 2013	4	1
2013-2014	Fall 2013	15	3
	Spring 2014	12	7
	Summer 2014	2	0
2014-2015	Fall 2014	15	2
	Spring 2015	15	5
	Summer 2015	1	1
2015-2016	Fall 2015	16	3
	Spring 2016	21	10
	Summer 2016	6	0
2016-2017	Fall 2016	18	5
	Spring 2017	19	4

APPENDIX III-B: Course Enrollment Data

APPENDIX III-B COURSE ENROLLMENT															
Course #	Course Name	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
101	American Economy				7	7		7	10		7	7	13	27	11
109	Intro to World Economy														81
201	Principles of Macro Economics	67	52	8	66	54	19	50	60	12	56	60	15	67	53
202	Principles of Micro Economics	45	45	10	39	59	7	51	63	18	48	56	13	63	45
301	Intermediate Macro Economics	13	10		13	6		11	1		20	11		9	
302	Intermediate Micro Economics	7	18		7	9		7	18		7	13		6	15
305	Econometrics														8
306	Pub Fin, Tax, & Fiscal Policy	6			7			12			15			9	
308	Money, Bank & Monetary Theory	10	22			14		7	1			10	8	4	
310	Economic Development	8													
351	Econ of Energy Exploration											11			
399	SP TOP: World Financial Crisis		13												
399	SP TOP: Financial Economics							10			16		9		
399	SP TOP: Global Economy										6				
399	SP TOP: Behavioral Economics								15						
399	ST: Econ of Energy Exploration		16								15				
410	International Economics		16		18		9		6			13			7
415	Managerial Economics		7							3					
416	International Finance	1			1			1							
420	Senior Seminar		3			2			6			3		4	5

APPENDIX III-B 100% ONLINE COURSE ENROLLMENT

Course #	Course Name	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
109	Intro to World Economy														23
201	Principles of Macro Economics													13	
202	Principles of Micro Economics													17	

APPENDIX III-C

APPENDIX III-C: Service Courses

Course	Other Program
ECON 101	General Education, Sociology
ECON 109	General Education
ECON 201	Business Administration, Political Science, Education (Business Education)
ECON 202	Business Administration, Political Science, Education (Business Education)
ECON 306	Business Administration

APPENDIX III-F

APPENDIX III-F: Off-Campus Courses

Course	Enrollment	Location	Semester
ECON 101 American Economy	18	SCOTHS	Fall 2016

Exhibits

EXHIBIT A



ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

January 15, 2016

Dr. Brian O. Hemphill
President
West Virginia State University
PO Box 1000
Institute, West Virginia 25112

Dear President Hemphill,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 19, 2015 and reaffirmed the business program accreditation at West Virginia State University. Congratulations!

Conditions and notes indicate that either the Standard or Criteria is not fully met, and should be viewed as an opportunity to move your program to a higher level of excellence. It would be extremely rare that a school receive accreditation without these conditions or notes given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution, and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction."

The accreditation decision included the following Notes provided by the Board of Commissioners:

Note on Standard 5, Criterion 5.3: A clear process for determining faculty qualifications needs to be in place, particularly with respect to faculty members with out of field doctorates. The peer review team noted several irregularities and the institution responded with justifications and reasons as to why these faculty members are academically qualified. There are numerous ways in which faculty members may be qualified. It would be useful for the institution to identify which specific criterion (for example--#5 of the allowed options), and provide the curricular and experience basis for their decision).

Note on Standard 6, Criterion 6.2.1: There are a large number and array of student services available to students. These likely are of great value to students. However, the institutional response itself acknowledges that there is limited data as to the efficacy of the services. The QAR due in 2017 should reflect continued progress in this arena.

Progress on the Notes must be reported in future Quality Assurance Reports. You are encouraged to work with David Frantz on the removal of the Notes. Frantz may be contacted by phone at: 765-973-8337, or by e-mail at: dfrantz@iue.edu. You may also contact Diana Hallerud at 913-339-9356, or by e-mail at dianahallerud@acbsp.org.

Your Quality Assurance Report will be due on September 15, 2017, and every two years after that. Your ten year reaffirmation will be due in 2025.

11520 West 119th Street • Overland Park, Kansas 66213
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

West Virginia State University
January 15, 2014
Page Two

ACBSP will inform the public of decisions on accreditation status made by the Boards of Commissioners by posting the accreditation decisions on the ACBSP Website. The decisions on accreditation status can be accessed from www.acbsp.org/?page=decisions and will appear as the following:

West Virginia State University (Institute, WV)

Reaffirmation of Accreditation with improvement opportunities in the following criteria: Criterion 5.3 and Criterion 6.2.1

If you have any comments concerning this notification please let me know.

ACBSP encourages you to publicly announce that your business programs are accredited. In the next few weeks, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

The following business programs at West Virginia State University are accredited by the Accreditation Council for Business Schools and Programs:

**Bachelor of Science in Business Administration
Bachelor of Art in Economics**

Please take this opportunity to review the accuracy of the programs listed above as well as the institution name (below) as it will appear on your Certificate of Accreditation. If any information is not correct, please notify Diana Hallerud via e-mail at dianahallerud@acbsp.org and provide the correction by February 16, 2016.

Name of institution as it will appear on the certificate:

**West Virginia State University
Institute, West Virginia**

The 2016 ACBSP Conference will be June 17-20 in Atlanta, GA, and our host hotel will be the Atlanta Marriott Marquis. Please mark your calendar to join us in Atlanta, where we will honor you and all other schools receiving initial or reaffirmation of accreditation during the 2015-2016 membership year. You are encouraged to attend along with your Chief Academic Officer and Dean or Head of the Business School or Program. Many institutions invite faculty to this prestigious celebration. Your institution will also be announced during the Baccalaureate/Graduate Degree Institution annual meeting held at the conference.

There is a breakfast on Sunday morning, June 19 for registered conference attendees from institutions receiving initial or reaffirmation of accreditation. At least one institutional representative must attend the breakfast. The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that will be followed at the accreditation gala.

In addition to the breakfast, a professional photographer will be available on Sunday, June 19 to photograph all institutional representatives along with the ACBSP Chief Accreditation Officer and the Chair of the Baccalaureate/Graduate Degree Board of Commissioners. Appropriate dress for the photo session and banquet is business professional.

West Virginia State University
January 15, 2016
Page Three

For updates on the Conference, visit the ACBSP website, www.acbsp.org. On-line registration is available beginning in January.

Congratulations on maintaining such a high quality business program.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Parscale". The signature is fluid and cursive, with the first name "Steve" and last name "Parscale" clearly distinguishable.

Steve Parscale, Ph.D.
Chief Accreditation Officer

Cc: Dr. Kumara Jayasuriya, Provost & VPAA
Dr. Deborah Williams, Champion
Dr. David Bejou, Co-Champion



January 03, 2018

Ms. Deborah A. Williams
Interim Dean, College of Business and Social Sciences
West Virginia State University
112 Hill Hall
PO Box 1000
Institute, WV 25112-1000

Dear Ms. Williams,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 30, 2017, and reviewed your Quality Assurance Report. After review, the board voted to accept the report with no notes, conditions, or OFI's. The Board provided the following comments:

Remove the notes on Standard 5, Criterion 5.2 and 5.3 and Standard 6, Criterion 6.2.1. The business unit describes a process for evaluating faculty credentialing. This addresses the Note contained in the previous report.

Your Full Quality Assurance Report will be due 9/15/2021 and your reaffirmation is scheduled for 2025. Please contact Ms. Kristina Collins at 913-339-9356, or by e-mail at collinskl@tiffin.edu with any questions or concerns.

We hope to see you at the Annual Conference June 8 -11, 2018. For more information on the conference including its location and host hotel, please see www.acbsp.org. Additional information will be available on our website beginning January 31, 2018.

ACBSP is looking forward to our continued relationship with West Virginia State University. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.
Chief Accreditation Officer

C: Ms. Kristina Collins, Baccalaureate/Graduate Degree Board of Commissioner

EXHIBIT B

List of Employment Sites for Economics Majors

May 2013 – Cherry River Construction

May 2014 – MRC Global, WV Legislative Evaluation and Research Division

December 2014 – Keller Williams Realty

May 2015 – WVU Graduate School

December 2015 – The Webb Law Center

May 2016 – Moses Auto Group, Gray Griffith and Mays, Volvo Heavy Equipment Dealership (Branch Manager), U.S. General Services Administration, YMCA (Payroll), and Medical Practice Management Solutions.

December 2016 – Pioneer Federal Credit Union, Physical Exams Inc.

SOURCE OF INFORMATION: WVSU Office of Career Services and Cooperative Education

EXHIBIT C: Graduate Exit Survey Results Summary



West Virginia State University Economics Program Exit Survey



To assist the department in improving upon programs and services, please complete the following questions with respect to perceptions of your education at WV State University. All information provided will be held in strict professional confidence and utilized only for program evaluation and will only be reported in a format whereby individual responses will not be identifiable.

- While attending WV State, what was your longest commute for any one semester?
 15 miles or less, 16-30 Miles, 31 or More Miles, Campus Student
 4 1 0 0
- Did you begin college at WV State or transfer from another institution?
 Started at WV State Transferred to WV State
 4 1
- Approximately how many credits have you completed at WV State?
 80-90, 90-100, 100-110, 110-120, more than 120 hours
 0 0 0 1 4
- Approximately how many hours per week do you spend outside of class in preparation?
 1-5, 6-10, 11-15, 16-20, more than 20 hours
 1 2 1 1 1
- If you could start an undergraduate degree program over, would you attend WV State?
 - YES - NO
 2 3
- Would you recommend WV State to others?
 - YES - NO
 5
- What is your concentration within the business administration program?
 Social Science Business Economics International Economics Financial Economics Political Economy
 0 4 0 1 0
- To what extent would you rate the instructors in the department on each of the following?

Please complete demographic information listed below to be utilized in statistical analysis of participants.

Expected semester of graduation:
 Fall Spring Summer Year: 2015

Concentration: 1 Finance and 4 Economics majors

Status: Full-Time Part-Time

Age: Average 28

Gender: Male Female

Self reported GPA? Average 3.4

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Set high expectations for learning	3	2		
Provide feedback frequently and promptly	4	1		
Effectively communicate critical concepts and ideas	3	2		
Incorporate teamwork as part of the learning process	3	2		
Be accessible to counsel and advise	4	1		

	<u>Yes</u>	<u>No</u>
9. Are you satisfied with your communication skills?	5	0
10. Are you satisfied with your written communication skills?	4	1
11. Are you satisfied with your oral communication skills?	5	0
12. Are you satisfied with your technology/computer applications skills?	5	0
13. Are you satisfied with your peers' effectiveness as a follower or a leader?	4	1
14. Are you satisfied with your ability to effectively lead and follow in a team environment?	4	1
15. Are you satisfied with your knowledge and skills appropriate to the field of study?	4	1
16. Are you satisfied with your problem solving abilities?	5	0

Exit Survey
 Business Administration Department
 Developed December, 2013 by Dr. Alan Tillquist

How satisfied were you with:	Excellent	Good	Fair	Poor
Business Office	3	2	X	X
Freshmen Orientation	1	2	1	X
Classroom Facilities	2	3	X	X
Coop Education	1	3	1	X
Library Holdings	X	3	X	2
Student Government	X	3	2	X
Food Service	X	1	2	1
Tutoring/Learning Center	1	1	3	
Career Services	2	X	2	1
Bookstore	1	4	X	X
Financial Aid	X	4	1	X
Helpfulness of Library Staff	1	2	1	X
Counseling	1	3	1	X
Library Hours	X	2	X	1
Computer Labs	X	2	1	1
Fitness Center	X	3	1	X
Admissions	1	2	2	X
Campus Police	2	2	1	X
Student Activities	X	2	2	1
Health Center	X	3	X	1
Registrar & Records	1	3	X	X
Library Book Collection	X	3	X	2

Graduate Exit Survey Results Summary

Fall 2015 through Spring 2017



West Virginia State University
Dept. of Business Administration
Exit Survey Results
F 15 through Sp 17



To assist the department in improving upon programs and services, please complete the following questions with respect to perceptions of your education at WV State University. All information provided will be held in strict professional confidence and utilized only for program evaluation and will only be reported in a format whereby individual responses will not be identifiable.

Question(s)	Fall 2015	Spring 2016	Fall 2016	Spring 2017
If you could start your undergraduate degree program over, would you attend WVSU?	Yes = 15 No = 2	Yes = 19 No = 10	Yes = 12 No = 10	Yes = 24 No = 9
Would you recommend WVSU to others?	Yes = 15 No = 2	Yes = 23 No = 6	Yes = 13 No = 9	Yes = 26 No = 7
Are you satisfied with your overall communication skills?	Yes = 17 No = 0	Yes = 26 No = 2	Yes = 21 No = 1	Yes = 32 No = 1
Are you satisfied with your written communication skills?	Yes = 15 No = 2	Yes = 28 No = 0	Yes = 21 No = 1	Yes = 30 No = 3
Are you satisfied with your oral communication skills?	Yes = 15 No = 2	Yes = 26 No = 2	Yes = 20 No = 2	Yes = 27 No = 6
Are you satisfied with your technology/computer application skills?	Yes = 16 No = 1	Yes = 25 No = 3	Yes = 16 No = 6	Yes = 28 No = 5
Are you satisfied with your ability to effectively lead and follow in a team environment?	Yes = 17 No = 0	Yes = 28 No = 0	Yes = 20 No = 2	Yes = 33 No = 0
Are you satisfied with your knowledge, skills, and abilities appropriate to the field of study?	Yes = 16 No = 1	Yes = 26 No = 2	Yes = 18 No = 4	Yes = 29 No = 4
Are you satisfied with your problem solving abilities?	Yes = 17 No = 0	Yes = 28 No = 0	Yes = 21 No = 1	Yes = 32 No = 1

How satisfied were you with:				
	F 15	Sp 16	F 16	Sp 17
	N=17	N=29	N=23	N=30
Business Office	3.29	3.34	2.59	3.20
Freshmen Orientation	3.23	3.00	2.95	3.23
Classroom Facilities	3.06	3.00	2.68	3.21
Coop Education	2.93	3.00	2.67	3.06
Library Holdings	3.00	3.15	2.79	3.15
Student Government	2.73	2.96	2.70	2.73
Food Service	2.73	2.52	2.29	2.73
Tutoring/Learning Center	3.25	3.07	2.68	3.25
Career Services	3.14	3.11	2.63	3.14
Bookstore	3.00	3.14	2.59	3.00
Financial Aid	2.69	3.07	2.43	2.69
Helpfulness of Library Staff	3.19	3.30	3.10	3.19
Counseling	2.94	3.08	2.45	2.94
Library Hours	2.94	3.04	2.67	2.94
Computer Labs	3.12	3.15	2.67	3.12
Fitness Center	2.62	2.81	2.55	2.62
Admissions	3.29	3.11	2.73	3.29
Campus Police	2.69	2.93	2.45	2.69
Student Activities	2.53	2.92	2.45	2.53
Health Center	2.40	2.92	2.75	2.40
Registrar & Records	2.94	3.21	2.64	2.94
Library Book Collection	3.13	3.12	2.70	3.13

Graduate Exit Survey Results Summary

Fall 2013 through Spring 2015

Question(s)	Fall 2013	Spring 2014	Fall 2015	Spring 2015
If you could start your undergraduate degree program over, would you attend WVSU?	Yes = 27 No = 2	Yes = 20 No = 10	Yes = 17 No = 4	Yes = 11 No = 6
Would you recommend WVSU to others?	Yes = 26 No = 3	Yes = 26 No = 4	Yes = 18 No = 3	Yes = 15 No = 2
Are you satisfied with your overall communication skills?	Yes = 29 No = 0	Yes = 29 No = 1	Yes = 21 No = 0	Yes = 14 No = 3
Are you satisfied with your written communication skills?	Yes = 27 No = 2	Yes = 29 No = 1	Yes = 20 No = 1	Yes = 16 No = 1
Are you satisfied with your oral communication skills?	Yes = 26 No = 3	Yes = 23 No = 7	Yes = 19 No = 2	Yes = 16 No = 1
Are you satisfied with your technology/computer application skills?	Yes = 25 No = 4	Yes = 27 No = 3	Yes = 20 No = 1	Yes = 16 No = 1
Are you satisfied with your ability to effectively lead and follow in a team environment?	Yes = 26 No = 3	Yes = 29 No = 0	Yes = 21 No = 0	Yes = 16 No = 1
Are you satisfied with your knowledge, skills, and abilities appropriate to the field of study?	Yes = 26 No = 3	Yes = 29 No = 1	Yes = 16 No = 5	Yes = 16 No = 1
Are you satisfied with your problem solving abilities?	Yes = 27 No = 2	Yes = 28 No = 2	Yes = 21 No = 0	Yes = 15 No = 2

EXHIBIT D

BUSINESS ADVISORY COUNCIL MEMBER LISTING **AS OF MAY 2017**

Member Name	Employer Name	Years of Membership
Amanda Ware	City National Bank	5
George Barret	Brookshire, Barrett & Associates	5
Gary Swingle	Arnett Carbis Toothman Wealth Advisors	5
Gregory Elam	WV Offices of the Insurance Commissioner	3
Karl Shanholzer	WV Board of Treasury Investments	3
Leah Cooper	WV Offices of the Insurance Commissioner	3
Megan Lorenz	Bridge Valley Community and Technical College	3
Ric Cavender	Charleston Main Streets	3
Steven Carr	Orders Construction	1

EXHIBIT E
(HEPC Letter)

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way:

Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700

Charleston, West Virginia 25301

www.wvhepc.edu

August 10, 2015

RECEIVED

AUG 17 2015

ACADEMIC AFFAIRS

Dr. Brian O. Hemphill
President
West Virginia State University
Post Office Box 1000
Campus Box 399
Institute, WV 25112

Dear President Hemphill:

The West Virginia Higher Education Policy Commission at its meeting on August 7, 2015 accepted a report on the biennial review of low-productivity academic degree programs conducted under provisions of Series 10, *Policy Regarding Program Review*. As provided in Series 10, the Commission recommends that the program listed below be placed on probationary status for a four-year period, during which time the institution will have an opportunity to improve the viability and cost-effectiveness of the designated program. Also, as provided in Series 10, please submit a short statement on how West Virginia State University plans to enhance viability of the program. The statement should be submitted to the Academic Affairs office by October 9, 2015.

➤ B.A. Economics

If you have questions, please contact the Academic Affairs office at 304-558-0261.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Hill", is written over a faint, larger version of the signature.

Paul L. Hill
Chancellor

cc: **Dr. Kumara Jayasuriya, Provost**
Dr. Mark Stotler, Director of Academic Programming

CHANCELLOR'S OFFICE
(304) 558-0699 phone • (304) 558-1011 fax

Exhibit F

Response to HEPC Recommendation Regarding Economics Program

This report is in response to a recommendation by the West Virginia Higher Education Policy Commission (HEPC) to place the West Virginia State University Bachelor of Arts program in Economics on a four-year probationary status for what it referred to as a low productivity academic program. Pursuant to that, the HEPC has indicated that during this time the institution will have an opportunity to improve the viability and cost-effectiveness of the program.

Brief summary of deliberations and findings

- The number of **graduates** from the B.A. in Economics program exceeds the minimum number required under HEPC guidelines for continuation of programs (Table 1).
- The number of students who declared Economics as their **primary major** was inadequate in 2007-12, but since then has exceeded HEPC minimum requirements (Tables 1 and 2)
- The number of students who, in fact, are economics majors is undercounted. A large portion of students who major in economics are seeking a second degree. The Banner computer system is designed to capture only one major per student, thereby failing to count students who consider Economics as their **second major**.
- **Reasonable estimates of true enrollment in Economics indicate sufficient program size** (Table 2). The cost-effectiveness numbers, as presently calculated, are therefore necessarily distorted.
- Even though the numbers of primary as well as secondary majors are slowly increasing, identifiable **opportunities and potentials** for program growth exist.

I. WVSU Economics satisfies HEPC standards

According to Series 10, Policy Regarding Program Review of the HEPC, a bachelor degree program is considered “low productive” if it awards fewer than 5 undergraduate degrees and enrolls fewer than an average of 12.5 students per year over a review period of five years.

Table 1 clearly shows that WVSU Economics graduation numbers are well above the HEPC standard for all years since 2007 (see Table 2). The number of primary majors (5.4) was inadequate during the 2007-2012, but it has increased past the standard (12.5) in the most recent three-year period (13.3).

Table1. Number of Economics graduates and primary majors versus the HEPC standards

	Graduation			Enrollment		
		Economics graduates			Economics primary majors	
Degree Level	HEPC Standard	Fall 2007 – Spring 2012	Fall 2012 – Present	HEPC Standard	Fall 2007 – Spring 2012	Fall 2012 - Present
Baccalaureate	5.0	7.6	8.66	12.5	5.4	13.3

The average annual graduation numbers are based on 38 graduates during 2007-12 and 26 during 2012—2015 for a total of **64** in the last eight academic years. This calculation includes all graduates of the Economics program, including those who were never captured in the Banner system in the enrollment numbers for economics.

(Note that the enrollment numbers reported in Table 1 above do not include students who declared Economics as their second major)

II. Banner system misses secondary majors

Significant difficulties exist in the methods of counting and reporting of economics majors. The current method within Banner captures only one major per student, which results in an undercounting of major areas of study for students working on two areas of study. For example, there are four (4) prospective graduates in economics for December 2015, none of whom are recognized as enrolled students in the economics program within Banner. This is due to the fact that the Banner system under its current configuration classifies them only in a single major field of study, typically in business administration.

III. A better enrollment picture

Table 2 reports the total number of majors including an estimate of the secondary majors which are not captured in the Banner System. These totals are unquestionably more reflective of the size of the Economics program. Since 2007-08, the total number of Economics majors has been on an **upward trend rising from 32 to an estimated 42**. This trend parallels a rising trend in the number of primary majors.

Table2. Actual Total Enrollments

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of graduates	8	5	9	10	6	8	11	7
Total number of Majors ¹	32	30	33	35	32	35 ³	38 ³	42 ³
Primary Majors	8	7	7	7	8	10	15	15
Secondary Majors ²	24	23	26	28	24	25 ³	23 ³	27 ³

¹ Total number of majors in any given year is equal to that year's graduates plus the graduates of the next three consecutive years assuming a 4-year degree completion time (average is around 6 years).

² Number of secondary majors is equal to total number of majors minus the number of primary majors.

³ Due to lack of graduation data beyond 2014-15, the total numbers of majors for the last three years are estimates assuming approximately 10% growth.

To further validate the issue arising from limitations within the Banner system to capture only one field of study per student, out of the 64 students who graduated with a degree in economics in the last eight years, 36 were double majors and never part of the official enrollment reported for economics.

IV. Service to other programs

The program also provides service courses to many other programs, including Business Administration, Political Science, Education, Regents' Bachelor of Arts, and International Studies. Enrollments in these courses continue to be large.

The following courses are identified as service courses:

- ECON 101: The American Economy
- ECON 201: Principles of Macroeconomics
- ECON 202: Principles of Microeconomics
- ECON 308: Money and Banking
- ECON 410: International Economics
- ECON 416: International Finance

Economics professors continue to teach courses for other department such as Business Administration and General Education. Examples of such courses taught recently are:

- GEN ED 100: Origins
- GEN ED 200: Race, Gender, Human Identity
- BA 203: Business Statistics

V. Cost Effectiveness

The cost effectiveness numbers utilized in this process are negatively impacted due to the undercounting of majors. A more inclusive reporting method for counting double majors would result in a reasonable cost effectiveness outcome for the program.

VI. Viability of the Program

a. Job Outlook and Prospects for Economics Majors

The job outlook for economics majors is very positive both at national and state levels. According to the U.S. Bureau of Labor Statistics Employment Projection Program, employment for economics majors is projected to grow 14 percent from 2012 to 2022. Businesses and organizations across many industries are increasingly relying on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists should grow as a result of the increasing complexity of the global economy, new financial regulations, and a more competitive business environment. As a result, demand for economists should be best in private industry, especially in management, scientific, and professional consulting services.

A survey of 10,000 college seniors from 17 different majors conducted by the National Association of College Employers (NACA) in spring 2014 showed economics to be the degree with the second –greatest number of job offers. Some 61.5% of economics majors had at least one offer upon graduation, ahead of accounting (61.2%) and engineering (59%).

Center for Economic and Entrepreneurial development (CEED) - The Economics Program will be an integral part of a proposed economic research center to be housed at WVSU. The program, in conjunction with the research center will serve as a collaborative space for experienced faculty to work on issues raised by local businesses, government agencies, and the overall community. Students in the economics program will have opportunity to participate in meaningful research at the undergraduate level. In addition to extending academic and essential research services, the center aims at establishing a much needed institutional presence and visibility at the state and national level.

VII. Plan for Program Growth

The leadership, faculty and staff of the economics program are cognizant of the challenges and opportunities that lie ahead and the need for improvement in order to make the program more viable and cost effective. To that end, the following initiatives will be undertaken while continuing to provide high quality education and create an environment conducive to learning.

a. Accurate counting of double majors

A systematic approach has been put in place to capture data for all students enrolled in an upper-level economics course. This will better able the program to report on all economics majors, not just those reflected in Banner.

b. Conducting more outreach to recruit students

The Economics program will take part in university wide recruitment and retention effort with the aim of improving the number of economic majors and consequently the number of graduates. One of the ways to recruit freshmen would be to establish contact with area high school students, through their counselors, to disseminate information about WVSU economics program. The WVSU website will be used to promote the program. Efforts to present the economics degree as an option for undecided students at WVSU will be undertaken.

c. Create more issue- and information-oriented courses

In the last two years, the economics faculty has developed three new courses with the aim of attracting potential majors. One course is American Economy (ECON 101), a general education course, designed to appeal to the broader university community. An additional course, The Economics of Energy Exploration (ECON 351), is in the area of energy economics and addresses the impact of energy resources on the future of West Virginia and the nation at large. This course was first offered in the spring of 2015 and was well attended. A third course, Introduction to World Economy (ECON 109) is in the final stage of development. To the degree it is appropriate and applicable, economics courses would include a West Virginia component highlighting local and regional issues and their feasible resolution.

d. Address student retention issues

Student retention is connected to the issue of student success in courses, as such; faculty members will actively monitor student progress toward the degree. Faculty, in conjunction with WVSU initiatives, will engage in more proactive academic advising processes. This effort will be complemented by improvement in the assessment of student learning outcomes.

e. Publicize career opportunities for graduates

Career options and internship opportunities available to the Economics graduates, with information on possible range of income, will be publicized periodically through emails and bulletin boards. These opportunities typically include, but are not limited to, careers in federal and state government agencies, consulting firms in management and accountancy, financial and investment industry, and international organizations such as the U.N., the World Bank and the International Monetary Fund. Job responsibilities typically involve forecasting, analyses, evaluation, monitoring, inspection or administration of programs or particular projects. A good number of our own graduates have moved on to graduate schools in business administration, economics, and law and established themselves as successful professionals and entrepreneurs.

IX. Conclusions and recommendations

- The baccalaureate program in Economics at WVSU continues to be a viable program as defined by HEPC based on the number of graduates and total enrollment, especially when students who consider economics as a second major are included.
- The reported **cost of program numbers** for the last program review cycle (2007-12) for Economics **was not allocated across total enrollment, which would have resulted in more reasonable cost effectiveness numbers.**
- WVSU will continue to develop and implement **plans for potential growth** of the program.

In summary, the economics program at WVSU provides a high quality education to students in its program. It is staffed with three faculty members with terminal degrees in their respective fields. The economics program has specialized accreditation, in conjunction with the Bachelor of Science in Business Administration, from the Accreditation Council for Business Schools and Programs.

WVSU highly recommends continuation of the economics program along with immediate removal of the program from its probationary status based on the information contained in this report.

Agenda Item 6.a.iii.
January 25, 2018

Action

Proposed BOG Policy on Post Tenure Review

Materials will be distributed prior to the meeting.

Agenda Item 6.a.iv.
January 25, 2018

Action

Proposed BOG Policy on Records Retention

Materials will be distributed prior to the meeting.

**Agenda Item 6.a.v.
January 25, 2018**

Action

Proposed BOG Policy on Furlough

Materials will be distributed prior to the meeting.