



AACSB

Continuous Improvement Report

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PART 1: INSTITUTIONAL & BUSINESS SCHOOL OVERVIEW

Executive Summary

The *C. Lamar and Ann Wright School of Business* (WSOB) is an academic unit of Dalton State College (DSC), a small state college with a teaching mission. As one of 26 units of the University System of Georgia (USG), Dalton State College is governed by a Board of Regents (BOR) that oversees financing, strategic planning, and curriculum management.

Located 20 miles south of Chattanooga, Tennessee and 75 miles north of Atlanta Georgia on the I-75 transportation and logistics corridor (which serves the majority of the US eastern time zone), DSC is located at the southern end of the Appalachian and Blue Ridge mountains and is part of the city of Dalton, Georgia. DSC serves the residents of Northwest Georgia (NWGA), spanning an area from the Appalachian Mountains to the Alabama state line and from Chattanooga, Tennessee to the northern suburbs of Atlanta, Georgia. Founded in 1968 and approved to offer business baccalaureate degrees in 1998, today, DSC has grown to offer 24 undergraduate degrees with an enrollment of 5,118 students as of [Fall 2018](#).

Since the last AACSB reaffirmation visit in 2014, DSC has made significant changes in its mission, moving away from its long-standing relationship with the Technical College System of Georgia to rapidly becoming a traditional, residential college with athletics, a residence hall and campus life programs. In addition to major changes in our physical infrastructure supporting the WSOB, significant changes have been driven by President Margaret Venable's, strategic plan for DSC to become a "First-Choice Destination College" and BOR's initiatives for a [College 2025 Initiative roadmap](#) for essential skills, [Complete College Georgia](#) to increase access and attainment of a post-secondary degree, and [Momentum Year](#) activities guiding students in their critical freshman year. In the WSOB, actions include developing BBA progression charts and enrolling freshman in three business courses.

The Momentum Year Experience has focused our attention on clear pathways and curriculum for WSOB students to earn baccalaureate degrees, preparing them for professional careers that support NWGA. The community embraces Dalton's becoming a "college town" with DSC as the focal point for post-secondary education in region. The DSC campus community works diligently to meet the needs of the traditional college-age population, while continuing to serve adults returning to higher education. DSC is also proud to be the first Hispanic-Serving Institution in GA.

The WSOB has led this transition beginning with our initial AACSB accreditation in 2010. Most significantly, a major alumni gift of \$5 million (pledged in July 2015 and fulfilled in 2016-2019), matched by the BOR, resulted in the naming of the *C. Lamar and Ann Wright School of Business* and the \$10 million renovation of Gignilliat Memorial Hall (completed in summer 2019), with facilities and technologies critical to providing leading edge undergraduate business education.

The area business community has been changing, too, diversifying from the carpet and floorcovering manufacturing cluster that dominated the area before the Great Recession to one encouraging industry diversity and stressing the region’s entrepreneurial roots. New industries, such as [Hanwha Q](#), a solar panel manufacturer in the new industrial park, lead this diversification. In support, the WSOB has expanded beyond the main campus in 2018 into space in the [Dalton Innovation Accelerator](#) (DIA) in the Landmark Building in downtown Dalton’s business district. The DIA is a public-private partnership from the Greater Dalton Chamber of Commerce’s “Believe Greater Dalton” strategic initiatives. In the DIA, WSOB practicum students (MARK 4800) assist nascent entrepreneurs in their new venture creations. Among the most important are planning yearly “pitch” competitions, editing podcasts, and participating in “wayfinding meetings.”

There have been substantial changes in the ethnic composition of our students, reflecting the large Hispanic community that arrived in Dalton in the 1990s to early 2000s to support local industry. The result is DSC’s 2018 designation as the first Hispanic-Serving Institution in Georgia. WSOB has a current enrollment of approximately 800 students and employs 24 full-time faculty and offers Bachelor of Business Administration (BBA) degrees in:

- Accounting
- Finance & Applied Economics
- Logistics & Supply Chain Management
- Management
- Management Information Systems
- Marketing

Our newest BBA degree in Logistics and Supply Chain Management (LSCM) supports the transportation infrastructure in the region and state priorities. These include the completion of the Appalachian Regional (Inland) port in adjacent Murray County in 2018 which is a part of the state-wide initiative to make Georgia an import/export leader. The opening of the Murray County facility is in conjunction with improvements in the Port of Savannah to accommodate Panamax ships.

The WSOB offers eleven minors, including four available campus-wide to non-business majors. The newest FinTech minor is delivered by a consortium of [USG institutions](#):

Minors for Business Majors	Minors for Non-Business Majors
Business Analytics (2016/17)	Business for Non-Business Majors (2014/15)
Entrepreneurship (2017/18)	Business Analytics for Non-Business Majors (2018/19)
Finance (2019/20)	Management for Non-Business Majors (2013/14)
FinTech (2019/20)	Marketing for Non-Business Majors (2013/14)
Forensic Accounting (2014/15)	
Human Resource Management (2017/18)	
International Business (2017/18)	

Our WSOB organizational chart is presented in Appendix 1.1. The current structure reflects an evolution from two administrators (Dean and Associate Dean) in place during the 2014 visit

through a one-year experiment with department chairs to today's more efficient structure employing an Assistant Dean (Jamie Connors), responsible for student issues including overseeing internships and career placement; and an Associate Dean (Mike D'Itri), responsible for faculty deployment, evaluation, and development; and Dean (Marilyn Helms).

Section 1: Engagement, Innovation, and Impact

When evaluating the many examples of innovation, engagement, and impact of the WSOB, it is important to view these metrics within the context of our mission which is to prepare our diverse student body for careers as future business leaders. Additional examples are in Appendix 1.2.

Engagement

Dalton, Georgia has led the rise of the new South by becoming a center of entrepreneurship, innovation, and execution.¹ As the regional economy continues to diversify, the WSOB has evolved in parallel by focusing on student preparation for area careers; almost 80% of our students remain to live and work in the region after graduation. Our highest priority activities promote engagement with the community and facilitate the seamless integration of the WSOB graduates into their professional careers as summarized below.

Integration within the USG and DSC. System-wide engagement examples include participation in *Complete College Georgia* and the *Momentum Year Experience*, international workshops and bringing speakers to campus. The WSOB participates in USG's Nexus degrees and FinTech Academy where WSOB students are enrolled in eCore and eMajor classes.

Consortium Participation. The WSOB is one of nine institutions that comprise the University of South Carolina's Center for International Business Education and Research (CIBER) consortium. In 2019, the consortium supported one WSOB student (for study in Japan) and two WSOB faculty members (for study in Africa). Dr. Robert Culp and 28 other consortium faculty studied in South Africa, Botswana, Namibia and Zambia, and met with business leaders, academics, governmental and nongovernmental agencies. Learning firsthand the unique business challenges in Sub-Saharan Africa provides insights Dr. Culp will share with his economics classes and the larger college community. In his study/research program to South Africa's Cullinen diamond mine, to Mozambique and to Eswatini, Professor Keith Carruthers noted, "While most Western investors

¹Deaton, T. (1993). *Bedspreads to broadloom: The story of the tufted carpet industry*. Acton, MA. Jorge, J., & Carpet Rug Institute. (1971). *From tough times to tufting: A study of the growth and development of the carpet industry in the North Georgia area (CRI reports V3)*. Dalton, GA: Carpet and Rug Institute. Patton, R., & Parker, D. (1999). *Carpet capital: The rise of a New South industry (Economy and society in the modern South)*. Athens, GA: University of Georgia Press. Patton, R. (2002). *Shaw Industries: A history*. Athens: University of Georgia Press. Shaheen, S. (1984). *World Carpets, the first thirty years*. Dalton, GA: S. Shaheen.

still are not aware of the continent’s potential, many Asian investors, particularly from China and India, realize that much of Africa is ‘Open-for-Business’ and have made significant investments in the region.” Part-time faculty member, Dr. Ray Smith, has been awarded three semester-long Fulbright grants. In addition, in his second Fulbright Specialist award in fall 2019, he will assist Mykolas Romeris University in Vilnius, Lithuania.

Study Abroad Programs and Exchanges. WSOB students, often supported by our Foundation scholarships, participate in USG study abroad programs as well as our WSOB short-term study abroad experiences to [Peru](#) (2015 & 2018); S. Korea, Germany, and Morocco (2016); and Costa Rica (2017). Since 2011, annual cohorts of Belgian students’ have studied in the WSOB as part of our partnership with Odisee University. Thirteen WSOB students participated in (2014) short-term study abroad programs with another trip planned for Spring 2020. The Belgian students offer an internationalization enrichment to WSOB students who have not participated in study abroad.

Engaging with DSC’s School of Science, Technology, and Math. WSOB faculty are engaged with other DSC faculty, area leaders, and work in partnership with GA Tech in the Alliance for Innovation and Sustainability (AIS), a group committed to promoting innovation and sustainability. Our WSOB management information systems (MIS) courses are cross listed with ST&M for their IT major, and students in both schools and programs benefit from the collaboration.

Classroom Integration of Technology with Leading-Edge Business Practices. Our partnership with FreightWaves in Chattanooga, Tennessee brings their Sonar logistics freight futures knowledge into the classroom, and our students competed in the inaugural [FreightTech 24-hour challenge](#) in Chattanooga, Tennessee. The DSC team of undergraduate students competed against teams of MBA students and [won third place](#) and a \$1,000 cash prize. The team shared their award-winning recommendations with WSOB students and the Provost in an open session.

An SAP-University Alliance Membership. Through this resource, faculty integrate state-of-the-art enterprise resource management software and experiential learning simulations throughout the WSOB curriculum. Research indicates that the integration of SAP software into an introductory financial accounting course can result in improved conceptual learning, especially if students use the software repeatedly. Familiarity with SAP systems enhance students’ internship possibilities and career qualifications, especially since the course is typically taken in the sophomore year.

Students Earn Industry Certifications. These credentials, including [Project Management](#), VITA income tax preparation, and Hootsuite social media marketing, earned in upper division (UD) classes. This accomplishment further differentiates WSOB students as they enter the job market.

Faculty-Led Initiatives to Engage with Local Executives. WSOB faculty engage with the area and bring the latest examples to the classroom. These events include faculty plant tours of Chattanooga’s Volkswagen manufacturing facility in 2018 and the Amazon Distribution Facility in 2019. The WSOB has held off-site faculty meetings at Dalton Utilities and Shaw Industries Inc.’s

Design Center to further integrate faculty with industry counterparts.

Servant Leadership. WSOB junior Cody Oglesby won the “2019 Jason Ramos Servant Leadership Award” for civic learning and democratic engagement, collecting over 130 voter registration forms, and recognizing DSC as one of three “[Voter-Friendly Campuses](#)” in GA.

Business Analytics. This annual WOSB publication is shared with area Chamber of Commerce members, business professional organizations, is e-mailed to alumni and friends, and is available on-line (<https://www.daltonstate.edu/skins/userfiles/files/Spring2019Edition.pdf>).

Latino/a Focus. Actively embracing DSC’s Hispanic status and diversity, the WSOB has three Spanish-speaking faculty members, two of whom represent the cultures of Peru and Venezuela. The WSOB has an active ALPFA (Association of Latino Professionals for America) club focused on preparing Latino/a professionals for careers as business leaders. All WSOB bi-lingual faculty volunteer at New Student Orientation to answer parents’ questions in Spanish.

Community Engagement with the WSOB. Two area Congressmen spoke to WSOB Business Law classes during Constitution Week. Our WSOB Business Ethics professor invited DSC administrators, the Mayor of Dalton, area business executives, and the chair of the Whitfield County Commission to present their views on ethical business practices. In MGIS 4701 (Systems Analysis and Design) students used their Access database knowledge to automate data entry for a local CPA firm. This class has designed systems and processes to improve area businesses. The *Dalton Daily Citizen* newspaper frequently asks faculty for comments on emerging business topics, including recent issues about tax abatements. In spring 2019, community members served as “mock interviewers” for 94 students in the Professional Development class.

Engagement in Professional Organizations and Credentialing by Faculty. Students attend area professional development meetings for APICS, the NWGA Transportation Club, Civitans, Kiwanis, and Rotary where they learn first-hand the role of professional and non-profit organizations. Students also participated in Kiwanis’ student organization, Circle K’s, annual convention supported by WSOB funding. To better prepare students for certification exams, several WSOB faculty have recently completed professional certifications in transportation and logistics, business analytics, SAP, production and inventory control, quality management, and as a Series 65 Uniform Investment Advisor. These certifications allow faculty to incorporate practical, engaging examples into lectures that students can immediately benefit from in life and careers.

Innovation

The application of innovative technique has been instrumental to the economic development of the NWGA region, and the WSOB has incorporated this priority by integrating innovative pedagogical techniques to advance the goals of both the DSC and the Dalton region. WSOB faculty teach work-ready technologies for our professional business students and employ creative technologies including tutorials for students, flipped classrooms, hybrid and on-line classes, use of faculty-

created cases for student negotiation practice, competitions (which incorporates a paid internship as a prize for the winner), faculty-led summer tutorials for accounting majors entering intermediate classes, and Friday review sessions for statistics students.

Finance and Applied Economics & Logistics and Supply Chain Management BBA Degrees. The WSOB faculty develops curriculum to meet developing regional needs. The F&AE degree introduced fall 2016 and the LSCM degree (fall of 2017) were approved through the BOR's expedited approval process because these are high demand fields within the state of Georgia.

Learning Outside of the Classroom. Participation with the DIA allows students to consult with start-ups in our WSOB space in the downtown accelerator. Entrepreneurship faculty developed educational walks within the Downtown Dalton Development Authority's (DDDA) business district where students learned from owners' presentations and tours. Faculty mentor Morris Innovative High School students in the DIA and encourage their innovative business ideas.

Live Cases in the Capstone. Dr. Ralph Boe, our WSOB Executive-in-Residence, teaches his company case, Carpets International. The case was recently published by Dr. Boe and Dean Helms to use in the capstone strategic management class.

Student Competitions. WSOB student teams to test their knowledge in state-wide entrepreneurship teams and business plan competitions, in the [FreightTech logistics competitions](#), and the Georgia Chamber of Commerce's InVenture Prize for entrepreneurship. Latino students also participated in the [Emory University Hispanic Heritage month](#) case competition to solve business problems and WSOB students volunteer to judge Dalton Middle School "Innovation and Entrepreneur Camp" business plans.

Student-Led Campus Social Media Marketing and Sports Marketing Courses. Marketing students provide content for social media posts across multiple platforms while earning Hootsuite® certification for their resumes. New courses such as Sports Marketing (MARK 4480) support the re-introduction of collegiate athletics at DSC, ensuring our curriculum is innovative and relevant. A joint faculty/student social media research project, presented at the DSC Spring 2018 Student Research Showcase, shared high-impact practices with the campus.

Faculty Participation in DSC "Bold Talks" each spring. WSOB faculty present their classroom teaching strategies and innovations in a TED-talk style presentation to DSC faculty.

Community Members Judge Class Presentations and Offer Prizes. Members of our WSOB Business Advisory Council (BAC), area business leaders, and our Executive-in-Residence, Dr. Ralph Boe, judge presentations in the capstone courses in our six functional BBA areas, judge strategic management team presentations, business plans in entrepreneurship and offer trophies and cash prizes to winners. In the MNGT 4501 Entrepreneurship class in Fall 2018, 11 local and regional business leaders spoke to the class and an additional seven local business leaders judged the final business plan presentation with the winner of an in-class competition earning a \$25,000

paid internship with local company, Barret Properties.

Georgia Governor's Teaching Fellows and Chancellor's Learning Scholars Program. The WSOB is fortunate to have two faculty members chosen for these programs. The Governor's Teaching Fellows Program provides 18 USG higher education faculty members expanded opportunities for developing important teaching skills and is delivered by the [University of Georgia's Institute of Higher Education](https://www.elon.edu/u/the-undergraduate-experience/). Chancellor's learning scholars are active on campus, meeting six times per semester in cross-disciplinary learning communities to improve teaching delivery. Other faculty in the WSOB participate in yearly book clubs as they read, discuss, and implement relevant teaching-based publications, most recently reading *The Undergraduate Experience* by Peter Felten, John N. Gardner, Charles C. Schroeder. And Leo M. Lambert. <https://www.elon.edu/u/the-undergraduate-experience/>

Impact

Many examples demonstrate student successes including graduation rates and anecdotal comments from the area businesses who employ our graduates. We are confident that we are significantly impacting our WSOB students and the Dalton, GA region. Because the overwhelming majority of our students live and work in the area after graduation, faculty see our alumni on an almost daily basis in the community, and we frequently receive comments about how DSC changed their lives and what the BBA degree did for their careers and for their family's standard of living. Our alumni call us when they need business students to fill openings at their companies, and the cycle of impact continues.

To quote our most prominent donor, C. Lamar Wright, "We are changing lives at DSC." Nowhere is this more evident than in the confidence our students exhibit after completing the junior-level Professional Development class (BUSA 3701) where students interact with WSOB faculty, administrators, and the area community. Student feedback includes such comments as: "This course forced me out of my comfort zone and has really improved my confidence, especially through the mock interview" and "The guest speakers helped me better prepare for life after graduation. Events like the Career Fair, the Business Networking events and the Etiquette dinner were very helpful. This shows DSC cares about our success and future" and "The mock interview is GREAT. My leaders (at Mohawk Industries, her new employer) talked to me this week about how my interview skills impressed them."

Job Shadowing, Internships, and Independent Study Growth. With the addition of a student-facing Assistant Dean (Jamie Connors) in 2017, the WSOB has implemented job shadowing, and expanded internships (averaging over 20 students per year), independent study classes, and linking of students to part-time college jobs and career placements. Professor Connors surveys students (see Appendix 1.3) of their interest in these opportunities then provides participation requirements. As a result, our community partners and loyal WSOB alumni contact the Assistant Dean directly with their entry-level job openings, resulting in efficiency and clear communications.

The Voluntary Income Tax Assistantship Program (VITA). Accounting students prepared over 1,000 federal and state tax returns in 2019 with a benefit to clients of over \$1.12 million. Thirty-five students were involved in working 568 total hours in partnership with Georgia United Credit Union, and results were shared in our WSOB [Business Analytics](#) publication.

Embedded Reference Librarian Instruction. Business reference librarians are assigned to courses and follow the curriculum and train students on topics such as APA referencing, gathering secondary research through ABIInfrom, ProQuest, and IbisWorld databases, and using production/videotaping equipment and virtual media. The Director of the Roberts Library, Melissa Whitesell, has co-authored several pedagogical articles with WSOB faculty on this high impact practice. She assesses student presentations, adjusts her library curriculum to continuously improve instruction, and meets with student teams in 30-minute appointments to mentor their search for secondary data and references for final papers and presentations.

Campus-Wide Career and Professional Development Support. A “Career Closet” providing free apparel to students which is supported by donations from the community, WSOB Business Advisory Council (BAC) members, and alumni. Having professional attire increases students’ confidence when participating in professional development activities, mock interviews, and the job search process.

Minors for Non-Business Majors Impacts Students Across the Campus. Science and history majors have chosen business minors to support their career choices. In the WSOB, our minor in Human Resource Management is supported by the local SHRM (Society for Human Resource Management) Chapter, whose members made presentations to WSOB students including the January 2018 panel presentation on the importance of editing social media before a job-search. SHRM president, Mary Ann Sasser, spoke to professional development classes about Shaw Industry’s behavioral-based interviewing techniques. And Sharon Byers, Business Support at Shaw Industries, Inc., authored an article for our WSOB [Business Analytics](#) publication on [Behavioral-Based Interviewing](#). Our Staffing and Talent Development course (MNGT 4112) is a result of discussions with area SHRM professionals who stressed the growing trends of stand-alone courses for talent acquisition and development. This course will be offered in Fall 2019 and taught by Ms. Christie Nelson, MBA, the Senior Global Human Resources Manager at Shaw Industries, Inc., who supports staffing in 15 countries, teaches this course.

Impact of Alumni Engagement. In 2019, DSC celebrates 20-years of BBA degrees with activities to engage alumni. These have included the first alumni basketball game in February 2019 which was well attended by former students and faculty and laid the basis for future events planning. The impact of our alumni as mentors to current students and for fundraising continues to increase.

Student Presentations and Student/Faculty Joint Research. Faculty/Student research presented each semester at the DSC Undergraduate Research Symposium showcase cases using content from in capstone classes, independent study projects with local businesses, and study abroad research. In the spring 2019 Symposium, WSOB students presented “Tourism in Peru,” “Generations in the

Workforce,” “Doing Business in Peru,” “NFL Game Prediction and Market Efficiency,” Share Repurchases and Their Impact on Firm Performance, “Combining Sport and Performance: Dramaturgical Identify Enactment among Independent Wrestlers,” and “Thornton Home Inspections.” Dr. Williams’ marketing students presented at the Atlantic Marketing Association and their [article](#). A systematic review of anti-brand website literature” was published in the conference proceedings. Other faculty/student research on [Social Media Marketing](#), [Big Data](#), and [URL Names](#) has been published in [Business Analytics](#).

Faculty Research. As shown later in AACSB Table 12-2 and the quality/impact supplement, faculty research has improved our student knowledge, community understanding and classroom teaching effectiveness. Faculty research has been largely focused on pedagogy or contribution to practice during this review period in alignment with our mission.

PK-12 Involvement. WSOB faculty impact our area PK-12 students. In Murray county, faculty led a “reality check” for 9th graders in financial literacy; faculty judged new business ideas for Dalton’s City Park School’s engineering club for 4th and 5th grade girls competing at Georgia Institute of Technology; faculty led a seminar on professionalism for CTAE (Career, Technical and Agricultural Education); CTAE teachers who have visited the DSC campus to learn about dual enrollment opportunities from WSOB leaders; faculty judged regional high school FBLA (Future Business Leaders of America) competitions. WSOB faculty participated in Georgia’s Reach Scholarship program, recognizing deserving area 8th graders. WSOB administrators present at local high schools and our WSOB Business Communication professor has edited resumes of dual enrollment students at Dalton High School as a project of the GA High School Bridge Program.

MBA Program Involvement. Speakers from nearby MBA programs (Kennesaw State University and the University of Tennessee at Chattanooga) address WSOB seniors. The Professional Development class routinely incorporates speakers from the DSC Dean of Student’s office who present a module on preparing for graduate school. Students attend the spring campus Graduate School Fair and use [LibGuides](#) for GMAT exam preparation.

Assessments of Courses, Majors, and Programs. Program assessment and Assurance of Learning (AoL) activities are pervasive and consistent with USG, DSC, and WSOB requirements. [Weave](#) is a campus-wide tool for capturing the impact of courses and majors and documenting areas for continuous improvement. As part of our SACSCOC college accreditation, this data is incorporated into WSOB AoL metrics. Targets and measures lead to action plans for course improvements. Weave example by course (Appendix 1.4), the assessment schedule (Appendix 1.5), and a Weave example by major (Appendix 1.6) are included. USG Comprehensive Program Reviews (CPRs) for accounting and for management (Appendix 1.7A & B) are provided. These reviews assess the value of academic programs along with their viability, productivity, and quality. The reviews include links to program-level outcomes, further documenting impact.

Instructional Technology Column and IT Support. WSOB MIS faculty member David Brown authors a regular instructional technology column in DSC’s [Journal for Academic Excellence](#). His

videos train faculty in using the technology, smart boards, and lab equipment in the WSOB.

Students visit the Georgia State Capitol. Six WSOB students visited the Georgia State Capitol on June 20, 2019 meeting with legislators and the Governor about pressing business issues. Media coverage as well as involvement by DSC's Director of Government and External Relations bring these issues to the broader WSOB and DSC campus.

Section 2: Situational Analysis

Location and Community

DSC's county, [Whitfield](#), with a population of 104,658 and per capita personal income of \$39,408 had 4.1 percent unemployment in November 2018. The [NW Georgia region](#) has a population of 682,755 and Georgia has a state population of 10.4 million. DSC primarily serves a ten-county area in NWGA and Southeast Tennessee (Tennessee students pay in-state tuition), but we are international with 43 countries represented by our DSC students.

Dalton, home to more than 150 firms in the flooring industry, includes leading international floor-covering firms, that employ state-of-the art technology to manufacture carpet, rugs and luxury vinyl tile and import a variety of tile flooring. The industry is the major area employer and provides jobs to more than 30,000 people in Whitfield County alone. More than 90% of the carpet and other flooring produced in the world today is made within a 65-mile radius of the city. Dalton is also home to the Dalton Convention Center, which showcases the Georgia Athletic Coaches' Hall of Fame and hosts a variety of sporting and other community events.

The area's current production of carpet and floorcovering is greater than ever, while employment remains constant, not increasing since the level reached during the Great Recession. This exemplifies how Dalton is a center for the development and application of advanced manufacturing technologies that improve output and productivity for this global industry. The top five industries, by place-of-work employment are manufacturing, retail trade, health care and social assistance, transportation, warehousing, and wholesale trade. The three largest industry employers in the region are Shaw Industries, Inc., Mohawk Industries, and Engineered Floors LLC/J&J Flooring Group. Shaw was ranked a [top ten Georgia employer](#) for 2019. The largest non-industry employers are Whitfield County Schools, Hamilton Medical Center, and Dalton Public Schools.

The five years following our last AACSB team visit have brought about profound change and development in NWGA, at DSC and at the WSOB. In 2012, [Dalton had the highest](#) unemployment rate in the United States. By 2014, as our previous AACSB CIR report noted, the "Carpet Capital of the World," as Dalton is known, was still reeling from the aftermath of the worst economic downturn in the housing market since the Great Recession. At the same time, DSC ended its nearly 40-year joint venture with the Technical College System of Georgia and in 2014 was grappling with significant changes in student demographics and a mission evolving from a commuter school providing technical and vocational content for working adults toward a more

traditional residential mission focused on providing top-tier undergraduate education.

DSC and WSOB Transitions

DSC milestones achieved during this transition period include the reintroduction of athletics in 2013, after a 35-year absence, and the reorganization of the College into five schools (the Wright School of Business, the School of Education, the School of Health Profession, the School of Liberal Arts, and the School of Science, Technology, and Mathematics). In 2015, Dr. Margaret Venable became DSC’s first female President. Adjacent Wood Valley Apartments were purchased, and in 2015, were demolished to provide space for traditional on-campus housing. Roadrunner Place Student Housing opened in fall 2016 and accommodates over 300 residents.

Of DSC’s students, 51% are first generation and more than 70% are eligible for need-based aid such as PELL grants with 56% earning [grants or scholarships](#). The average high school freshman GPA is 3.28 on a 4.0 scale and the average freshman SAT is 948. Sixty-one percent of students are Caucasian, 29% Latino, 4% African American, and 1-2% of Asian descent. Female students represent 60% of the enrollment. A total of 90 students (less than one percent) is international. The 2019-20 in-state yearly tuition and fees are \$4,324 for 15-credit hours.

Overall, DSC and WSOB enrollment levels, as shown in Table 2.1 below, and by BBA major in Table 2.2, peaked in Fall 2016. [College enrollments](#) in the fall of 2018 were 5,118 students and 865 for the WSOB.

Table 2.1: DSC and WSOB Enrollment 2014 to 2019

Year	Semester	ALL WSOB*	WSOB BBA Only	ALL DSC	WSOB BBA/DSC
		Enrollment	Enrollment	Enrollment	Percent
2014-2015	Fall	993	781	4852	16.6%
	Spring	955	747	4,496	16.7%
2015-2016	Fall	1,042	845	5,044	17.3%
	Spring	945	797	4,620	17.2%
2016-2017	Fall	997	887	5,188	17.5%
	Spring	911	828	4738	17.2%
2017-2018	Fall	950	890	5,164	16.9%
	Spring	816	802	4,759	16.9%
2018-2019	Fall	870	865	5,118	
	Spring	800	799	4,652	17.2%

* Includes enrollment from legacy certificates, AAS, AS, and BAS degree programs

Table 2.2: WSOB BBA Degree Enrollment by Major*

Year	Semester	ACCT	F&AE	LSCM	MNGT	MGIS	MARK
2014-15	Fall	213			358	77	133
	Spring	211			334	77	125
2015-16	Fall	227	5		382	89	142
	Spring	207	34		336	88	132
2016-17	Fall	209	71		369	85	153
	Spring	194	68		338	72	156
2017-18	Fall	205	74	17	376	66	152
	Spring	166	66	23	338	66	143
2018-19	Fall	186	69	35	352	66	157
	Spring	153	63	34	345	70	134

* The F&AE and LSCM degrees were introduced in 2015 and 2017 respectively. In fall, 2014, certificate, AAS, AS, and the Bachelor of Applied Science degrees had a total of approximately 200 students in addition to 780 enrolled in BBA degrees. These degrees were discontinued in 2012 when DSC moved away from affiliation with the Technical College System of Georgia and teach-out continued through 2015/16. The BAS degree was moved to the School of Science, Technology, and Math in 2018, these students should be taught-out by 2020. Since the last review, the Marketing Systems program changed its name in 2016, dropping the “Systems” to become simply “Marketing,” reflecting a shift toward social media marketing rather than logistics and channels of promotion. Enrollments are combined for the Marketing and Marketing Systems BBAs.

While overall BBA enrollments are generally stable, the introduction of the F&AE and LSCM degrees had the initial effect of cannibalizing some of the existing ACCT degree, and to a lesser extent MNGT degree enrollments. The BBA degree in MGIS has felt the enrollment effects of the introduction of the Bachelor of Applied Science (BAS) degree in Information Technology offered through the School of Science Technology and Math. Their IT degree program serves the more technical and computer science related skillsets and has enabled the WSOB to focus efforts toward students pursuing careers in business information systems.

WSOB Strengths-Weaknesses-Opportunities-Threats Analysis (See Appendix 2.1 for detail)

STRENGTHS	WEAKNESSES
<p><u>System and Structure</u></p> <ul style="list-style-type: none"> • Powerful Education. • Part of the USG System. • AACSB Accreditation. • DSC’s mission. • Georgia’s First Hispanic Serving Institution. • New senior administrative team at DSC. • DSC Library services. See Appendix 2.2. • DSC Testing Center. • DSC Foundation. 	<p><u>Funding and Budgetary Challenges</u></p> <ul style="list-style-type: none"> • Georgia formula funding model. • Difficulty attracting and retaining faculty. • Limited administrative and support staff. • Breadth of faculty. • Depth of professional advisors. • Faculty turnover. • Limited WSOB Operating Budget. • Limited databases for faculty research. • Serving DSC’s Gilmer campus.

<p><u>WSOB Classrooms, Faculty and Curriculum</u></p> <ul style="list-style-type: none"> • Named school. • Talented, Credentialed Faculty. • Downtown classroom/workspace. • Dalton Innovation Accelerator (DIA). • Strong new faculty hires. • Three Spanish-speaking faculty. • Strong Professional Advisor. • Engaged Dean of Student’s Office. • Integration of local business executives. • Success internationalizing the curriculum. • Two new BBAs. • Outstanding Beta Gamma Sigma Chapter. • Streamlined, focused curriculum. • Integration of Technology. • Student Certifications. • Software and databases. <p><u>Community Support and Career Focus</u></p> <ul style="list-style-type: none"> • Exceptional Community. • Internships/placement (See Appendix 2.3). • Executive-in-residence. • Business Advisory Council. • Professional Development course. • Business Analytics, a WSOB publication. <p><u>Data-Driven Improvements</u></p> <ul style="list-style-type: none"> • Multi-Focused Assessments. • Carl Vinson Salary Study. • New DSC faculty evaluation process. 	<p><u>Infrastructure and Curriculum Needs</u></p> <ul style="list-style-type: none"> • Need for larger computer labs. • Need more transportation infrastructure. • Implementation of standardized syllabi. • Standardized, comprehensive final exams. <p><u>Serving an Extremely Diverse Student Population</u></p> <ul style="list-style-type: none"> • Decline in student club participation. • Challenges in serving a broad spectrum of student needs. • Scheduling challenges
<p style="text-align: center;">OPPORTUNITIES</p> <p><u>To Support Faculty</u></p> <ul style="list-style-type: none"> • Encourage faculty to pursue doctorates. • Tuition Assistance Program (TAP). • Travel Support. <p><u>To Support Students</u></p> <ul style="list-style-type: none"> • Grow our job shadow program. • Offer more Perspectives classes. • The “Wright” Club. • Change Evening Course start times. 	<p style="text-align: center;">THREATS</p> <p><u>Growing Competition</u></p> <ul style="list-style-type: none"> • From a strong economy. • From degree-completion programs. • From nearby USGs system competitors. • From USG eCore and eMajor courses. • From technical colleges. <p><u>Managing Enrollment and Demographics</u></p> <ul style="list-style-type: none"> • Flat enrollment.

<p><u>To Raise Money</u></p> <ul style="list-style-type: none"> • Increase the diversity of funding streams. • Fund Raising. • More Donations. • Pursue Grants. <p><u>To Engage Alumni and the Community</u></p> <ul style="list-style-type: none"> • Engage with alumni as donors. • Enroll the community in business courses (See Appendix 2.4). • Gather more data from area employers. • Offer more seminars to the community. • Work more with targeted PK-12 students. • Recruit more dual-enrollment students • Further Marketing of WSOB Programs. • Investigate continuing education. 	<p><u>Grow Offerings and their Delivery Options</u></p> <ul style="list-style-type: none"> • No complete on-line BBA degrees. • The UGS does not allow State Colleges to offer graduate degrees.
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Section 3: Progress Made Since Reaffirmation Visits in 2014 and 2009

September 2014 Visit (fall 2009 to spring 2014)	
Associated Standard & Issue	Update to 2019
<p>Standard 10: The Peer Review Team noted that, while there is a possibility of bringing the number of academically qualified faculty in accounting from 1 out of 6 in fall 2014 to 3 out of 6 (e.g., 50%) by fall 2015, such an outcome is far from certain and does not reflect the current or immediate past reality. This situation is particularly concerning due to the importance of the accounting degree program to the overall enrollment of the School of Business as well as the prominence of that degree program as a source of high- quality job placement for graduates. Accordingly, the Peer Review Team urges the school and college administration to obtain academically qualified faculty in accounting. At a minimum, by fall 2015, the school must hire or obtain via internal faculty reclassification at least one additional academically qualified faculty in accounting. In addition, while Table 10-2 shows no AQ faculty in Finance, it was determined that Dean Larry Johnson is academically qualified in Finance.</p>	<p>(CIR team met December 15, 2014). (Team Chair, Susan West Engelkemeyer and members Douglas Lyon and M. Barry O'Brien). (See Appendix 3.1).</p> <p>The WSOB has made significant progress in increasing our faculty who hold doctoral degrees. Since the last reaffirmation visit, and as the committee requested, a qualified candidate with a doctorate in accounting was hired and began teaching in fall 2014. At that same time, an internal faculty member achieved ABD status. We communicated these positive changes to AACSB International, fulfilling our sixth-year review requirement. Today we have an appropriate mix of academically and professionally qualified faculty consistent with the school's mission.</p>

2009 Visit (fall 2005 to spring 2009)	Update to 2019
The School of Business should accelerate its fund-raising efforts. (not mentioned in the 2014).	The 2016 Wright family gift and match by the BOR resulted in a \$10 million renovation and expansion of Memorial Hall and the new named WSOB. A WSOB reorganization has allowed the dean to work with the Dalton State Foundation on fundraising activities and friend-building in the community. Recent training seminars for Professional Eye Associates employees (April 2019) resulted in a donation for the WSOB general fund.
The School of Business should evaluate the long-term feasibility of low enrollment majors.	The AAS in Supervision and Office Administration and the AS in Business Administration were discontinued and the BAS degree in Technology Management was moved from the WSOB to the DSC School of Science, Technology, and Math.
The School of Business should examine the distinction between what are designated as majors versus what could be considered concentrations.	The overall result of the changes in the curriculum has removed the sources of these concerns resulting in today's six focused BBA degrees.
The School of Business should focus on job placement as the number of traditional students increase.	The compilation of meaningful placement statistics and tracking the careers of graduates is a persistent challenge to most schools. The Professional Development course has been moved to the dean's office to better track students, and the new assistant dean position is monitoring job and career placement. We are also working diligently to capture and maintain alumni contact information.

In summary, since the last AACSB reaffirmation visit, the community, DSC and the WSOB have gone through profound restructuring. The transition has focused the WSOB on a clear path forward as we build upon our legacy, strengths, and opportunities. With a strong faculty, engaged community and donors, industry partnership, a growing alumni base from 20-years of bachelor's degrees at DSC, we are in a stronger position to offer students a solid, high quality education experience that includes professional career experiences designed to launch our graduates into career-track positions in our area, particularly in local Fortune 500 firms.

Fall 2019 is the third accreditation visit for the WSOB and there have been many improvements since the last visit in the fall of 2014. Among these is the transition to the 2013 AACSB standards. The most substantive concern expressed by the 2014 visitation team was the lack of accounting faculty credentialed at the Scholarly Academic (SA) level (Academically Qualified (AQ) under the 2003 Accreditation Standards) and this deficiency resulted in a sixth-year review. The inadequacy was resolved through one existing faculty member achieving ABD status and the hiring of a recent Ph.D. graduate. The current complement of full-time accounting faculty includes two graduates of the AACSB bridge program who hold SA classification and one full-time member with Instructional Practitioner (IP) classification and two part-time faculty members with IP status. Because the all-but-dissertation (ABD) faculty member exhausted the three-year eligibility at the end of fall 2018, she is classified Scholarly Practitioner (SP) today because of her peer-reviewed publications. She is on schedule to complete her dissertation by the end of the calendar year 2019.

The WSOB faculty classification document, shown in Appendix 3.2, was reviewed and approved to re-classify ABD candidates as SP (and not SA) status. This necessity reflects our policy of providing opportunities for faculty with master's degrees to earn doctoral status in our "grow-your-own-faculty" initiative. Many of our master's faculty are classified as part-time students in their doctoral programs, resulting in extended periods in ABD status. The WSOB has a policy that faculty may hold ABD status for three years after defense of proposal.

With two SA accounting faculty members, the ratio of SA faculty is (44.4%), and classifying the one ABD candidate as SP allows the SA+PA+SP proportion to exceed the expected 60% (with the ABD candidate classified as "other," the ratio would be 44.4%) as shown in AACSB Required Table 15.1. While the faculty turnover referenced in the prior 2014 Accreditation Review Team Report continued to be a concern through 2017, with the hiring of the new dean, the school had a very successful recruiting effort in the fall of 2018 by securing two SA faculty members (Management and Accounting) as well as two exceptional IP faculty members with a broad range of industry experience, one in Business Communications/Marketing and another bi-lingual faculty member in Finance.

Faculty turnover during 2017-2018 was attributed to one catastrophic medical event, three expected retirements, and three faculty moving to higher salaries at other universities. Efficient use of short-term course overloads and part-time faculty were used until more effective recruiting practices were put in place. Today, we have a dedicated WSOB faculty and foresee stability in staffing for the future. While there are many factors to explain the recent success in faculty recruiting, new procedures that charged the faculty development committee with executing recruiting deserves much of the credit (as do the members of the WSOB faculty development committee). A team-based recruiting effort with multiple chances to review the candidate's fit with the DSC and the WSOB mission have vastly improved the process. Our recruitment process is documented in Appendix 3.3.

Staffing the Principles of Finance course was noted as a possible concern for the 2014 reaffirmation visit until the accreditation team determined Dean Larry Johnson was credentialed for finance as SA. However, Dean Johnson retired while the BOR authorized fast-track approval of the Finance and Applied Economics BBA degree which included the addition of two faculty members credentialed at the Scholarly Academic level in finance and another credentialed as an instructional practitioner. Of the two SA faculty members in finance today, one is a recent Ph.D. graduate, and another is a mathematician who completed the AACSB Finance bridge program. The IP faculty member has three master's degrees, industry experience and is fluent in Spanish.

Another BBA program added since the last visitation was the fast-tracked degree in Logistics and Supply Chain Management (LSCM) which was largely staffed using faculty originally hired for the IOMG degree or the Operations Management concentration within management program. One position was added for an industry practitioner with an M.B.A. and industrial experience in logistics in the floorcovering industry. In addition, he is a Malcolm Baldrige National Quality Award examiner.

While the successful recruiting during the 2018 significantly improved the overall level of compliance by spring of 2019, there are two areas that warrant attention. One significant change affecting staffing since the last AACSB reaffirmation visit is the discontinuation of the legacy technical programs which included the AAS program, certificates and mini certificates in Supervision and Office Administration. The final program change made since the last visit, as previously mentioned, was the transfer of the Bachelor of Applied Science (BAS) degree from the WSOB to the DSC's School of Science, Technology and Math (ST&M). The intent of the BAS degree is to provide a path for students who have earned AAS degree to matriculate to a bachelor's degree. The ST&M School was approved to offer their own BAS degree and currently offers several AAS degrees, moving the BAS in Management Technology to DSC's ST&M school was an improved fit with their mission. This move also allowed improvements in standardizing the business core and other efficiencies in the WSOB.

While the WSOB does incorporate part-time faculty, they are carefully selected from industry to provide real-world perspectives and support our efforts in coordination with local industry partners. Use of these industry professionals provides another pathway for our students to the world of work. The use of part-time faculty has always been low. Thus, meeting the sufficiency requirements in *AACSB Standard 5* has been easily achieved. Faculty overloads are also minimal and used only if necessary.

Part 2: The Four Areas of Accreditation

Strategic planning at the WSOB operates inside the broader context for USG and DSC, both of which provide objectives and constraints that the WSOB must adhere to as it designs and implements its own strategic vision and plan.

Section 4: Strategic Management and Innovation

The current [University System of Georgia Strategic Plan](#) specifies three strategic imperatives which member schools are expected to comply with through their planning process:

1. Academic Excellence and Degree Completion.
2. Economic Development and World Class Research.
3. Accountability, Efficiency and Innovation.

Strategic Planning at Dalton State College

The current [strategic plan for DSC](#) was developed during the 2015-2016 academic year for 2016 through 2019. President Venable mandated the plan would be extended through 2019-2020 academic year with the creation of a new plan to commence fall 2020. The latest update is the [2019 progress report](#).

The planning process at DSC is faculty-driven and was developed by a broad and inclusive cross-section of the college faculty and staff as well as participation from community leaders. The current strategic plan includes four broad categories of work which are likely to remain relevant for the next several years. These include:

1. Student Success
2. Academic Excellence
3. Community Engagement
4. Operational Excellence

Although DSC's development of a new strategic plan was postponed, the WSOB is proceeding according to the original cycle, and will review and amend its plan when DSC establishes new strategic goals and priorities.

Strategic Planning at the WSOB

WSOB has a standing faculty-led strategic planning committee that reviews our plan and revises goals and the mission and vision statements. These plans are reviewed, discussed, edited, and approved by the WSOB faculty with input from a variety of industry, student, staff, business advisory council and adjunct faculty stakeholders. In this process, WSOB faculty input ideas and suggestions from the business community into the strategic planning process. With this input, our strategic planning committee incorporates these priorities into the WSOB strategic planning process while ensuring consistency with the strategic objectives of the USG and DSC.

Review of Current Mission, Vision, and Goals Statements

Strategic planning in the WSOB has emphasized currency in the mission, vision, values, and goals. These have been consistently updated and reviewed by the WSOB faculty. The Strategic Planning Committee (SPC) leads the process of continuously examining our mission and vision. This is accomplished in regular monthly faculty meetings, at faculty retreats on campus and at off-site local businesses. The most recent strategic plan was developed in response to DSC's 2016-2019 strategic plan during the spring of 2017. The changes were initiated during a February 2017 faculty retreat and were refined in a subsequent monthly faculty meeting (See Appendix 4.1A & 4.1B for Strategic Planning and Assessment Process Results 2014 [completed] and current 2018 goals and timelines) and finally approved with minor changes in Fall 2018 (See Appendix 4.2 for an example of discussion within the minutes of the October 16, 2018 faculty meeting). In coordination with the reestablished Business Advisory Council (BAC) (See Appendix 4.3) and to better incorporate stakeholder priorities, a revised strategic planning process is being implemented in Fall 2019, that is more granular and takes into consideration a wider array of WSOB activities and processes.

As shown the flow chart in Appendix 4.4, the strategic planning process for the WSOB is predicated on an annual assessment of planning results. A faculty-driven process that reviews key results from the prior academic year which is documented in our Annual Assessment Report.

Written and approved, the Annual Assessment Report provides the opportunity for faculty to review and refine the mission of the WSOB and, if appropriate, initiate a new strategic planning cycle. In accordance with USG and DSC strategic planning cycles, the strategic plan for the WSOB is written for approval by the faculty early in the spring semester. The Annual Assessment Report and Strategic plan is presented annually to the BAC in the early spring. This information, along with input from the BAC, is the basis for the WSOB's annual report to the Provost as well as DSC's college-level budget hearings. In early February, the Vice President for Financial Affairs schedules campus-wide budget hearings with a list of budget questions which the WSOB is expected to address (See Appendix 4.5). In the most recent iteration, all five schools were asked to discuss how they might increase efficiency if funding were available to assist in this effort. The WSOB dean gathers faculty suggestions to form a "wish-list" of items that further the strategic plan and align with the mission of the WSOB. These include faculty support, technology, and databases for research. Based on the results of the budget hearings, senior administration provides an estimated budget to the WSOB for the upcoming year. This budget is matched to our strategic plan. Each fall the dean reviews the budget and funding priorities with faculty and asks faculty for their travel needs to present papers at academic conferences as well as other databases and technology.

With accumulated assessments of the progress of the strategic plan, the WSOB administrative team will compile information through the summer semester 2019 in preparation for the next assessment of the strategic plan the following fall. The annual report and the faculty input are synthesized to provide a summary of the budget expenditures in preparation for budget hearings as well as the future strategic planning cycles. The most recent WSOB financial strategies linked to our strategic goals are summarized in Table 4.1.

Table 4.1 Financial Strategies Linked to WSOB Strategic Plan - 2018-19

Goal	Objective	Tactic	Financial Resources	Sources of Resources	Responsibility	Impact
Goal 2.0 Encourage innovative instructional practices to improve student engagement and course learning outcomes	S2.6 Encourage adoption of experiential curriculum materials	Funding support for a Bloomberg lab to support the Applied Portfolio Management Course	Estimated at \$500,000 initially with 12 terminals (\$90,000 each) and a world clock plus other supplies and technology \$1.2 million corps to fund recurring \$100,000 yearly membership fees	Dalton State Foundation donor support	Dalton State Foundation	Support and encourage students to sit for their CFA exams following this experience
Goal 2.0 Encourage innovative instructional practices to improve student engagement and course learning outcomes	S2.5 High Impact Practices- Provide Instructional Tools to deliver programs to meet community needs	Support SAP Enterprise Resource Management Software for WSOB faculty	\$8,000	WSOB Budget and often end-of-year monies from the Provost	Dean to allocate funding	Continue to offer modules and effective use additional faculty funds to support training for SAP infusion across all BBA areas
Goal 4.0 Promote faculty-initiated research with a balanced contribution to practice and pedagogy	S4.5 Encourage and support academic conference attendance - faculty travel	Faculty Travel	\$23,600	Both the WSOB budget as well as the Dalton State Foundation budget allocated to the WSOB	Associate Dean and Dean to approve faculty travel based on research presentation and dissemination component of travel	Increased participation by faculty in professional societies, increasing research productivity
Goal 4.0 Promote faculty-initiated research with a balanced contribution to practice and pedagogy	S4.1 Provide resources to support faculty research	Databases and software support	\$1,600 Cabell's database SAP software license \$8,000 Sedona database \$2,357	WSOB Budget	Dean	Continue to support SAP enterprise resource planning (ERP) software integration and faculty training to support implementation across BBA majors
Goal 5.0 Create, promote and disseminate	S5.1 <i>Business Analytics</i> publication	<i>Business Analytics</i>	\$2,000	WSOB Budget for printing costs	Dean	Continue to support the local community's need for economic data

research to people in the local economic area.	and dissemination					and share WSOB expertise
Goal 7: Endorse development and engagement of professional staff and faculty	Improve faculty salaries	DSC Campus-wide Carl Vinson UGA Study (see Appendix 4.6) of salaries at peer and aspirant schools by area	DSC campus wide funds of \$193,888 for FY20 of which \$20,326.85 were distributed to WSOB faculty	College budget	DSC Administration and Human Resources	Improved several WSOB faculty salaries and should impact retention based on the new benchmarked faculty salary scale and structured job descriptions and recruitment processes standardization Hire an additional professional advisor for the future
Goal 7: Endorse development and engagement of professional staff	Provide Merit Pay Increases	Allocate raises from 1-4% (2% average) to all WSOB in service over one year	\$32,138.97	USG and BOR funding for merit raises	WSOB Dean to allocate based on performance data provided by the Associate Dean's Annual Review of Faculty	Faculty morale continues to improve and linking raises with teaching, research, and service continues to stress our goals and link goal attainment to performance

Strategic Planning Timeline

Step 1: Strategic Planning Review and Assessment (fall) is an annual, comprehensive review of progress toward strategic plan goals and objectives by the WSOB faculty. The structured process is initiated in early fall and begins with a review of significant performance results from the prior year including the Annual Assessment Report. Community input including the Business Advisory Council and senior College administration budget projections may prompt revision of specific components of the strategic plan or this may result in a new strategic plan. When revising or originating a new strategic planning cycle, the SPC is charged with generating the appropriate documents (i.e., mission statement, vision, goals, objectives) for review, discussion, and ultimate approval by the entire WSOB faculty.

Step 2: Solicitation of stakeholder input from the college and community (spring) takes place in late spring, where the assessment of the strategic plan is reviewed by the Business Advisory Council (BAC). In addition to providing the strategic plan, we will present updates of our progress including results of AoL data, program reviews, and develop, at a minimum, objectives for the coming year. The BAC will provide feedback and insights on the report.

Step 3: Data collection is systematically performed and compiled (summer). The WSOB annual report is developed from the assembled information including faculty annual reviews and their updates into our Sedona database, AoL results including ETS scores, placement and retention statistics, and other year-end data.

Strategic Planning Continuous Improvements

For fall 2019 and beyond, the structure of the WSOB strategic planning committee has been modified to invite at least one DSC WSOB student and one BAC member to provide additional brainstorming capabilities for the SPC. Gathering stakeholder data alone should be augmented with first-hand knowledge of needs and strategic directions.

Financial Strategies and Allocation of Resources

As a state college with flat enrollments, DSC and the WSOB continually face resource constraints. However, the WSOB budget has grown from \$2.38 million in 2015 to \$2.82 million. Table 4.2 above describes budget allocations for 2015 and 2019.

Dalton State Foundation funding to the WSOB also supports faculty travel as well as alumni activities and events not approved for USG expenditures. Foundation funding, shown in Table 4.3 below, augments the WSOB budget and supports additional faculty travel and conference participation, alumni events, and marketing. In addition, the Foundation supports student scholarships and in the 2019-20 academic year, \$63,620 was awarded to 49 WSOB students. These scholarships are largely from community, alumni, former WSOB and business donors as shown in Appendix 4.7.

Table 4.2 WSOB Budget Overview 2015 & 2019

	2015			2019	
Personal Services					
Faculty					
Salaries - Regular Faculty	1,667,391.00			1,893,855.00	
Salaries - Part-Time Faculty	45,000.00			60,000.00	
Salaries - Summer Faculty	87,000.00			125,000.00	
Total		\$ 1,799,391.00			\$ 2,078,855.00
Non-Faculty					
Salaries- Professional/Admin	176,500.00			174,878.00	
Salaries- Staff	33,995.00			36,429.00	
Salaries-Casual Labor	10,000.00			10,000.00	
Total		\$ 220,495.00			\$ 221,307.00
Benefits					
FICA	143,463.00			173,103.00	
Retirement Systems	215,432.00			299,975.00	
Group Insurance	196,274.00			221,352.00	
Total		\$ 555,169.00			\$ 694,430.00
Travel					
Employee Non- Mileage	25,441.00			19,816.00	
Non-Employee - Non-mileage	3,617.00			3,812.56	
Total		\$ 29,058.00			\$ 23,628.56
Operating Expenses					
Supplies & Materials	18,866.00			13,980.00	
Repair & Maintenance	1,200.00			-	
Rent - equipment	4,000.00			-	
Other Operating Expense	18,000.00			20,500.00	
Software	2,000.00			7,356.13	
Publication & Printing	1,500.00			3,603.33	
Per Diem and Fees	4,000.00			6,000.00	
Equipment Purchases	-			19,887.44	
Equipment - Small Value	-			2,056.59	
Telecommunications	7,103.00			-	
Total		\$ 56,669.00			\$ 73,383.49
TOTAL		\$ 2,660,782.00			\$ 3,091,604.05

Table 4.3 Dalton State Foundation Business Grant Expenditures by WSOB

Fiscal Year and Dates	Amount
FY15 (4/1/14 – 3/31/15)	\$7,585.00
FY15A (4/1/15-12/31/15)	\$6,167.00
FY16 (1/1/16-12/31/16)	\$6,859.00
FY17 (1/1/17-12/31/17)	\$8,988.13
FY18 (1/1/18-12/31/18)	\$5,432.82

The College’s mission must correspond with the mission of the USG since 39% of our [operating funds](#) come from the USG based upon an established funding formula which considers student enrollment, institution level, and specific program requests. Tuition represents 22% of the overall budget and tuition and fees are set by the USG. Federal grants and contracts, which are primarily Pell Grants, make up 27% of the budget and 3% come from private gifts. Auxiliary funding is 8%, while state grants and contracts are 1%. Although there is a two-year lag between enrollment increases and receipt of funds, DSC has managed overall funding well, and faculty positions are generally approved in a timely fashion to maintain the low student-to-full-time-faculty ratio of 30.6:1 and a student to total-faculty ratio of 18.9:1. This allows for individual attention to business students which differentiates the college and the WSOB from larger state-funded competitors in Tennessee and Georgia.

The System obtains funding from the General Fund of the State of Georgia and from the Hope Scholarship and Hope Grant programs funded by the [Georgia Lottery](#). While there are cyclical restrictions on General Funding during weak economic periods, the Hope programs continue to show steady increases and proven quite popular with state voters and who are resistant to occasional political efforts to alter the program’s restrictions on amounts, GPA, and number of courses that can be taken. Students graduating from a Georgia high school and meeting grade point and other requirements receive a four-year scholarship covering approximately 85% of tuition (100% of tuition for 3.7 high school GPA for Zell Miller Scholarship) to any eligible Georgia postsecondary institution to which they obtain admission as long as they maintain the required GPA. The Hope Grant program has less stringent GPA requirements with more restricted benefits.

In addition to state funding, the Dalton State Foundation (which is the College’s fundraising unit) provides several support programs to assist the WSOB, including two endowed professorships, student scholarships, faculty development support, and expenses not covered by state funds including recruiting and receptions for graduating seniors. Specifically, the DS Foundation has available the earnings from a \$2.0 million corpus to fund two chaired faculty positions in the WSOB, \$50,000 to fund business scholarships, and \$850,000 in other endowment monies directed at the college’s academic programs which are available to all of the college’s schools and departments including the WSOB. The chaired faculty positions are not filled at present because the earnings of the funds are insufficient to meet AACSB salary levels.

The Dalton State Foundation, as of 2018/19, directed individual schools to be responsible for their own fund-raising efforts to augment their state-funded budget. The WSBO faculty have garnered donations to the WSOB general fund from various community training programs and are more actively working to raise monies from alumni. In fall 2019, we celebrate twenty-years of bachelor's degrees in business at DSC and encourage alumni gifts as we mark this milestone.

Until 2018, the WSOB did not raise funds directly but supported the Dalton State Foundation's fund-raising efforts. Previously, the Foundation provided an annual grant to the WSOB for faculty development, conferences, faculty meetings, and publication of scholarly work, promotional material, graduation receptions, and other needs not supported or allowed to be purchased via state funding. The Foundation has been very supportive of the WSOB and its outreach activities. Changes in the mission of the Dalton State Foundation will allow the WSOB to assist the Foundation with fundraising.

DSC has a new initiative to improve grant funding campus wide. Dr. Garen Evans, an Economics faculty member in the WSOB closely reviews federal grant announcements, agency alerts, and [Grants Resource Center Bulletins](#), identifies and shares relevant business grant opportunities and disseminates calls for proposals to faculty based on their expertise and fit for the WSOB.

Faculty Development

The pedagogy of the WSOB emphasizes the practical use of research results; thus, faculty development is important and encouraged throughout the annual review process. Developing discipline-specific capabilities such as proficiency with SAP, FreightWaves, VITA, FinTech and entrepreneurship are significant aspects of an individual faculty members' development plan. Engagement with these industry practices and interacting with industry practitioners ensures faculty bring practical context to their pedagogy. This on-going professional development is intended to be incorporated into faculty's teaching practices, and research productivity and is documented and recorded through the annual review process.

New faculty benefit from clarified procedures and a new *WSOB Faculty Handbook* as well as new faculty on-board activities training and checklists (See Appendix 4.8). A multi-focused orientation within the WSOB, as well as a year-long DSC college-level orientation, helps faculty understand our culture and processes. A significant portion of the New Faculty Academy at DSC is to build upon the pedagogical needs of each participant and includes monthly sessions, readings and textbooks, and various assessments. The program, as shown in Appendix 4.9 ensures new faculty know understand interactive lecturing, course management, and techniques for student engagement and motivation.

WSOB faculty are reviewed annually and, since 2017, both the associate dean and the dean have reviewed faculty performance together, stressing ways to continuously increase research productivity and quality. Our recent slate of peer-reviewed journal article (PRJ) publications, as shown in AACSB Required Table 2.2 Intellectual Contributions and Faculty Research Impact, are

assessed based on their impact to teaching as well as rates them by current measures of impact. Interestingly most measures commonly used to rank research give the highest ratings to basic discovery research. DSC's WSOB stresses research that is primarily pedagogical or supports a contribution to business practice. Of importance to the WSOB are research activities that engage students. Research with roots in area industry that offer contributions to practice are also important to the WSOB. Therefore, the qualitative comments in the last column of the supplement to Table 2.2 have meaning and significance for the WSOB and our unique blend of research designed to support area businesses and improve education for our first-generation and Hispanic student audiences as well as adult learners.

Completely implemented in fall 2019, the annual review procedures for faculty in the WSOB now operate within a college-level process designed to promote consistency across the campus. All DSC faculty are required to submit a statement of goals to outline expected accomplishments for the upcoming academic year. Prior to their annual review meeting, business faculty submit an evaluation of their prior year's goals along with teaching evaluations, participation in area community service, in-field professional development activities (conference presentations and proceedings), grade distributions, the number of DWFI (grades of D, Withdrawals, grades of F, and Incompletes), copies of their publications and a summary of other accomplishment, and achievements during the year. These documents, along with their evaluation of their goals, are the basis for the annual review.

Faculty members' evaluation of goals are reviewed item-by-item on a 4-point scale (excellent [4], very good [3], satisfactory [2], or needs improvement [1]) for each of three areas of assessment; teaching, professional development, and service as shown in Appendix 4.10. The overall evaluation of the faculty member is rated along the same scale and this corresponds to points toward promotion. These accumulated points track the faculty member's progress toward promotion as shown. The timetable for promotion for tenure-track faculty and for lecturers is in Appendix 4.11 and promotion guidelines based on annual review points are in Appendix 4.12. Faculty who drop below minimum standards complete a faculty development/remediation plan with the associate dean and dean as shown in the Faculty Evaluation Handbook in Appendix 4.13. WSOB faculty are made aware of these requirements at orientation, at on-boarding within the WSOB and in consultation with their assigned WSOB mentor.

At DSC, tenure also follows BOR policy and time in rank. The flowchart of the DSC tenure process is shown in Appendix 4.14. The general expectation within the WSOB is that faculty qualified to be an associate professor will also be qualified for tenure. Tenure may be awarded upon recommendation by the President upon completion of a probationary period of at least five years of full-time service at the rank of assistant professor or higher. At the time of hire, a faculty member may bring in up to three-years of probationary credit for service in tenure-track positions. Within the WSOB, only faculty qualified as SA are eligible for tenure. Composition of the WSOB P & T committee is shown in Appendix 4.15.

All new faculty members are evaluated in their first semester at DSC with an in-class teaching observation and report as shown in Appendix 4.16 and faculty evaluation form as shown in Appendix 4.17. In addition to first year “on-boarding experiences” specified by the BOR and DSC policy, there is a third-year review of tenure-track faculty to assess progress toward tenure and provide feedback to the faculty member on teaching, research/scholarship, and service. Once tenured, faculty without administrative positions all serve on the WSOB Promotion and Tenure committee and review these guidelines.

The WSOB faculty committee reviews teaching of all part-time and non-tenure track faculty (Instructors, Lecturers and Senior Lecturers). The WSOB Promotion and Tenure Committee reviews faculty in tenure-track positions, while the reviews of non-tenure track faculty become part of their first-year annual evaluation. Adjustments to teaching are suggested and managed through the mentoring process.

For IP faculty, WSOB administration provides a career path for them to become tenure track faculty in a “grow-your-own-faculty” program in the WSOB. IP faculty are encouraged to enter doctoral programs and are mentored by research faculty during their coursework and dissertation. To encourage faculty movement from IP to SP to SA faculty, the administration of the WSOB strongly stresses movement to doctoral programs for all full-time non-tenure track lecturers. IP or SP faculty who qualify may apply for open tenure-track positions in the WSOB.

Growing Portfolio of Intellectual Contributions

Table 4.4 summarizes the intellectual contributions for the school over the time period 2009-2014 compared to the current 2014-2019 review period. The table includes works by faculty employed at DSC at the time of publication, regardless of current employment status as a faculty member.

Table 4.5 presents intellectual contributions by discipline for current faculty and former faculty. The data includes joint-authored papers among WSOB faculty. While the number of intellectual contributions varies among disciplines, it is consistent with the number of faculty members specializing in these disciplines in the WSOB. The lower numbers in 2014-2019 as compared to 2009-2014 reflect the restructuring of the WSOB towards fewer SA faculty and recruiting of new SA faculty who are early in their publishing careers. The turnover in the current review period and the loss of several senior faculty members due to retirement and higher-salaried positions elsewhere also explain the differences.

Table 4.4. Research/Outreach Activity 2009-2014 and 2014-2019

Research Activity	2009-2014	2014-2019
Articles in Refereed Journals	77	79
Articles in Refereed Journals (In Press)	n/a	9
Books, Monographs, Compilations, Manuals, Supplements, Chapters, Cases, Readings	9	4
Grants - Funded (Both Refereed and Non-Refereed)	n/a	1
Other Research, Non-Refereed	13	24
Other Research, Refereed and Publicly Available	n/a	1
Presentations of Non-Refereed Papers	32	61
Presentations of Refereed Papers	79	77
Publications in Refereed Conference Proceedings	n/a	27
Publications of Non-Refereed or Invited Papers	n/a	14
Research Report, Non-Refereed	n/a	4
Research Report, Refereed and Publicly Available	n/a	1
Total Activities	210	302

Table 4.5. Peer Reviewed Journal Articles by Discipline 2009-2014 and 2014-2019

Discipline	2009-2014	2014-2019
Accounting	17	13
Finance and Applied Economics	14	12
Logistics and Supply Chain Management	n/a	5
Management	50	49
Management Information Systems	20	5
Marketing	12	3
Total	113	87

Peer-Reviewed Journal Articles by Faculty 2014-2019

AACSB Required Table 2.1 is a compilation of peer-reviewed journal articles (PRJs) by faculty currently at DSC and published during this 2014-2019 review period. Notable highlights from spring 2019's 24 full-time faculty include:

- 70.8% of full time, permanent faculty (15/24) have generated intellectual contributions.
- 75.0% of the SA qualified, permanent faculty (12/16) have produced at least two refereed journal publications. Four of the 16 Scholarly Academic (SA) faculty include three members who recently completed AACSB Bridge programs and one ABD faculty currently completing a doctoral program.

Most peer-reviewed articles reported during this AACSB review period are in recognized and established journals with direct relationship to the faculty member’s area of teaching and expertise. A similar pattern exists with conference-proceeding publication and presentations. In addition to the generation of intellectual contributions in the form of peer reviewed journal articles within the faculty member’s discipline, DSC’s WSOB also supports interdisciplinary scholarship and encourages collaboration between faculty within the WSOB as well as cross-disciplinary research with others in the field or in other schools at DSC. The key measure of impact is in the final column and the second part of the table gathers data from prior PRJs (not published during this five-year review period) that are still showing current relevance along with other intellectual contributions (OICs) that have been instrumental to improving teaching and research.

The mission and vision of the WSOB is teaching. We strive to provide outstanding instruction to our students and to promote the economic development of our Northwest Georgia region. Our research supports pedagogical innovation as well as contributions that impact practice rather than basic discovery research. Faculty are expected to author scholarly publications within their discipline, and co-authoring with faculty in the WSOB is strongly encouraged. As shown in Table 4.6 below, 30.7% of faculty publications focus on teaching pedagogy and 46.6% of faculty publications are applied research. Only 22.7% of faculty research is basic or discovery research, and these are largely from new faculty publishing their initial dissertation research. Thus 77.3 % of faculty publications in PRJs are directly linked to the mission of the WSOB.

Table 4.6. Peer Reviewed Journal Articles Linked to WSOB Mission 2014-2019

Publication Focus	2014-2019
Teaching and Learning Scholarship (TLS)	30.7%
Applied or Integration/Application Scholarship (AIS)	46.6%
Total TLS and AIS – supporting WSOB mission	77.3%
Basic or Discovery Scholarship	22.7%
Total	100%

WSOB faculty research is assessed for impact on our teaching mission as well as innovation for teaching pedagogy or advancement. Finally, intellectual contributions by faculty are assessed by their linkages to current business practice and application. We assess PRJs by the journal’s focus, its listing in the Cabell’s Classification Index or in the Australian Business Dean’s Classification or justification as relevant and vetted by the associate dean. We also consider a journal’s SJR Factor or SC Imago Journal Rank (SJR), along with the Journal Citation Report (JCR) impact factor, the Scholar Google Citation Count as of June 1, 2019, the AACSB scholarship classifications of Teaching and Learning, Applied or Integration/Application, and (3) Basic or Discovery Scholarship. The last, and most powerful data to show impact for research meeting the DSC mission, is the final column.

Our business faculty have a practice of collaborating on intellectual contributions, a pattern the WSOB strongly encourages because these efforts reduces silos among disciplines. Collaboration is an important part of the WSOB mission, as it allows experienced faculty to act as mentors for junior faculty members and faculty currently in doctoral programs in our “grow-your-own” faculty recruitment/retention model. Today, several IP faculty members have moved to SP classifications through their research productivity. New SA faculty hires have also changed the WSOB culture, increasing research productivity and inclusion.

New Degree Programs

Since the last program review, the WSOB added a sixth BBA degree in logistic and supply chain management (LSCM), due to initiatives that brought about the new inland port in adjacent Murray county. A WSOB-hosted panel presentation with Inland Port representatives in fall 2017 packed Memorial auditorium with area logistics company representatives. Because of statewide forecasted demand for the major, our LSCM degree was approved in a fast-track process. Copies of the proposal for the two recent degrees including Finance & Applied Economics and the LSCM BBA are shown in Appendix 4.18A and B. The LSCM degree was an invited presentation at the November 15, 2017 meeting of the BOR as a “Campus Spotlight” degree that meets the needs of the regional industry and was presented by President Venable, Dr. Helms, and the first LSCM student, Mollie Busie. See Appendix 4.19 for their presentation slide deck.

Section 5: Participants – Students, Faculty, and Professional Staff

Students

As previously mentioned, over the last five years, WSOB enrollment has remained almost flat, ranging from 780 in fall 2014 to a high of 891 in fall 2016, with slightly lower enrollments in 2017 and 2018. According to USG reports and information from DSC President Margaret Venable, our immediate future projections are for a flat overall DSC enrollment. The WSOB is counter-cyclical to the economy. Our enrollment peaks during a recession as we saw in the last accreditation review cycle and drops during a strong economy. The NWGA area has experienced record low-unemployment levels following record high levels in 2009. Students easily obtain jobs, so completing business degrees is less of a priority in a strong economy. The typical DSC student, as summarized by the [*DSC Facts and Figures*](#), is a full-time student (63% of population) seeking a bachelor’s degree (58% of population). This student is usually between 18 and 24 years of age (76% of population), from the state of Georgia (96% of population) and a first-generation student (51% of population). Forty percent of students at DSC are minorities. Women represent 60% of the student population. Hispanic represent 29% of the DSC population, and 9% of this group have an English as a Second Language (ESL) designation. On average, a typical student will take 11-12 credit hours a semester as shown in from the 2018/19 DSC Census. The demographic characteristics of our students have remained consistent with an average high school GPA of 3.28. Our students have an average SAT of 948, and a majority are full time students.

Table 5.1 presents information regarding incoming freshmen declaring a WSOB BBA major. It should be noted that many of our students change majors, and new entrants may enter WSOB after their freshman year. The freshman and most of the sophomore level curricula are identical for all DSC majors and for the entire USG system. In addition, all Area F's sophomore-level business courses are identical for all business majors at DSC. Thus, business majors can change business focus areas in their junior year as well.

Table 5.1 Incoming Freshman Declaring a BBA Business Major

WSOB BBA Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Accounting	32	25	22	23	27
Finance & Applied Economics			18	8	6
Logistics & Supply Chain Management				3	4
Management	65	59	55	54	50
Management Information Systems	6	7	5	6	4
Marketing	22	22	22	22	26
Total	125	113	122	116	117

Table 5.2 presents WSOB graduates by major and semester. While there is not a summer graduation ceremony, students may complete their program and receive a diploma and transcript during the summer semester.

Table 5.2 WSOB Graduation Rates by Major and Semester

WSOB BBA Major	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Accounting	40	29	26	30	31	156
Finance & Applied Economics			9	13	10	45
Logistics & Supply Chain Management				1	3	8
Management	39	50	39	44	52	224
Management Information Systems	8	13	21	17	11	70
Marketing/Marketing Systems (combined)	15	14	22	28	22	101
Industrial Operations Management*	3	1				4
BAS Technology Management**	10	8	13	19	10	60
Total	115	116	130	152	139	652

*Changed to the BBA in Logistics and Supply Chain Management in 2017.

**Moved to the School of Science Technology and Math in January 2018. Completed teach-out in 2019.

Professional Development Class – Experiential Activities for Career Readiness

WSOB's Professional Development Class (BUSA 3701) was moved from a senior-level to a junior-level class in this accreditation cycle in response to the demand for placing our students in internships as well as career-level part- and full-time employees. This class was changed from pass-fail to a graded course in fall 2019, stressing the importance of developing a comprehensive cadre of professional skills including resume and cover letter enhancement, volunteer service-learning, dining etiquette, social media, development and maintenance of a LinkedIn profile. In addition, students are expected to participate in Mock Interviews with community and BAC members, and networking practice at professional meetings.

Senior Graduation Exit Interview and Exit Survey of Graduating Seniors

Each spring and fall semester, the WSOB conducts an exit survey with 100% of the graduating seniors to capture graduation trends, satisfaction, job placement statistics, and future career/education objectives. Students complete the survey in their capstone strategic management class via www.surveymonkey.com, and students are also surveyed three months after graduation to track their career placement and graduate study plans. This data includes salary information and location of employment to be used in annual program assessments and annual reports for the WSOB. Samples of the graduation survey and of the alumni survey are shown in Appendix 5.1A and Appendix 5.1B. Plans are in place to survey area employers about the performance and impressions of the WSOB graduates they have hired. Data indicate a “significant increase” in graduates’ knowledge of general business (74% reporting “Strongly Agree”), their specific major knowledge (73% “Strongly Agree”), written communication (64% “Strongly Agree”), and oral communication (70% “Strongly Agree”).

Faculty

Table 5.3 presents faculty by each qualification category and includes percentages for participating and supporting faculty. Faculty are organized into committees as shown in Appendix 5.2, and committees are assigned by the WSOB administrative team and guided by committee composition requirements for DSC-level committees. A DSC objective *To Enhance and Promote Student Engagement Opportunities* was measured and, in 2016, 20% of the WSOB faculty members were involved in providing collaborative, holistic teaching, learning, and co-curricular experiences to complement the DSC mission connecting students to the world community and fostering opportunities for personal, academic and professional development.

For the WSOB, this participation increased to 82% of the faculty in 2017-18 due to new faculty hires and the WSOB's efforts to focus on high impact practices (HIP) consistent with effort across the DSC campus and USG. In 2017/18, six WSOB faculty published examples of course redesign and HIPs in the *Journal of Academic Excellence*. Faculty are members of several international professional organizations in their respective fields and are active in local chapters of these associations. As shown in Appendix 5.3 faculty also provide community service, volunteer assistance, and consulting for a large group of civic and non-profit organizations.

Table 5.3 WSOB Full-Time Faculty by Qualification Category as of Spring 2019

Faculty Classification	Total	Percentage
Scholarly Academic (SA)*	16	60.1%
Practice Academic (PA)	1	7.9%
Scholarly Practitioner (SP)	3	3.9%
Instructional Practitioner (IP)	4	25.1%
Other	0	3.0%
Total	24	100.0%
Participating Faculty**	22	91.9%
Supporting Faculty	2	8.1%
Total	24	100.0%

*SA, PA, SP, and IP based on contribution to mission.

**Participating/supporting based on gross enrollment count combined fall and spring semesters.

The philosophy of the WSOB is that teaching is paramount, along with service to the school, college, community and profession. In research, contributions to practice, learning and pedagogical contributions and in-field discipline-based intellectual contributions are all highly valued and rewarded. In alignment with the DSC and our WSOB mission, faculty's intellectual contributions should be focused on teaching and learning scholarship and applied or integration/application scholarship and less on basic or discovery scholarship. It is the faculty member's responsibility to provide the evidence and make the case for their intellectual contributions.

Faculty size and composition is determined by enrollment growth and projections as well as faculty positions justified with the addition of new BBA programs (as formally proposed to the USG). In consultation with the associate dean, the dean works with the provost to determine the composition (tenure-track versus lecturers) of new salary lines.

Faculty teaching evaluations are conducted on-line for each course each semester. Faculty are encouraged to have students complete the evaluations, which are part of a faculty member's annual review process. Faculty, however, may not incentivize students to complete the survey with extra credit or dropping a low grade.

Professional Staff

WSOB Senior Administrative Assistant

Trish Rafey holds a BA in Mass Communications, with a minor in Business from Franklin Pierce University and has served since 2005. She is the first point of contact for students and faculty. She

is skilled at curriculum implementation and maintains all WSOB databases including Sedona. Mrs. Rafey updates the DSC Catalogue for the WSOB following curriculum changes approved by both the WSOB Curriculum Committee and the DSC Academic Programs Committee. Mrs. Rafey has also participated in AACSB accreditation seminars. She volunteers in the community, supports the area's annual Teen Maze, represents the WSOB and prepares display booths at area Chamber Business trade shows and industry expos, and is a member of Community Emergency Response Team (CERT).

Professional Advisor and Advising Processes at DSC

Dalton State College utilizes a decentralized academic advising model. Each school has its own professional advisor(s). A director of advising position was created in January 2018, and this position supervises the professional advising team. Professional advisors have day to day contact with their deans and the departments they serve. For Dalton State, this model works well.

Complete College Georgia is a statewide initiative DSC and the WSOB has adopted, with the goal to increase graduation from higher education institutions. An objective of this initiative is to promote the "momentum year." This is a collection of strategies to target first year students in college. Our current focus is to increase engagement with students in their degree planning, encourage first year students to take at least three courses aligned with their intended program of study, and encourage taking 15 credits each term in order to encourage graduation in four years. This method includes using "clearly sequenced pathways" to graduation with program maps or course progression guides as well as promoting a growth mindset in our students.

Elizabeth Hutchins is DSC's Director of Advising, and all advisors in the five schools on the DSC campus report to her. The WSOB has a full-time professional advisor, Ms. Char Copeland, and a part-time professional advisor, Mr. Marshall Parrott, who is housed in the School of Health Professions. Ms. Copeland is assisted by a student worker 20 hours/week who is paid by the WSOB occasional labor budget. Both advise all freshman and sophomore-level business students. Once students are admitted to upper-division status, they are transferred to a WSOB faculty member within their major for professional and career mentoring. At this transition stage, both students and their parents/guardians are sent welcome letters (as shown in Appendix 5.4A & B) to set expectations and provide upper division guidance.

A new one-hour freshmen-level "Perspectives Class" was added to the DSC curriculum in fall 2018, replacing a former "First-Year Experience" class. This cohort model groups freshman by major. WSOB full-time faculty teach this one credit course as an overload to orient first-year students to the academic study of business. Developed as part of the college's momentum year strategies included in the Complete College Georgia initiative of the BOR, the intent of the course is to orient first-year students to their academic area of interest within their first semester. Course progression charts for each major (as shown in Appendix 5.5) show that business majors are encouraged to complete the Environment of Business (BUSA 2601), Fundamentals of Computer Applications (BUSA 2201), and the Perspectives class during their freshman year. In the Perspectives course, the professor leads discussions about the Wright School of Business, the BBA

program, academic success, and current business articles on topics of interest including sustainability, innovation, leadership, ethics, diversity, globalism, and corporate social responsibility, and other topics. Written assignments ask students to explore and express their business career aspirations.

Academic Advisement in the Wright School of Business

There has been turnover in the Academic Advisor position in the WSOB. During 2017, the WSOB was without a professional advisor and WSOB faculty and graduating seniors participated in group advising sessions. We reestablished a traditional, professional advising structuring when Ms. Char Copeland joined the WSOB in late 2017, transferring from DSC's Office of Enrollment Services. Ms. Copeland and a half-time advisor manage an advising load of up to 700 students each semester. First time, returning, and new transfer students receive initial academic advisement by the professional advisor as well. Students are advised by professional advisors until they are approved for upper-division status. When students begin (3000-4000) business core and major classes as a junior, they are assigned to a faculty advisor within their discipline.

Today, our surveys of advisees show high satisfaction with advising. Data collection efforts on student progress and needs have improved drastically, and there is notably more early engagement as freshman students clarify degree plans. Student traffic for advising is now tracked along with the number of students coming in earlier for registration clearance. Since 2018, advising data collection indicates over 600 face-to-face advising meetings occur each fall and spring semester. Academic interventions are being used at the school and college levels and alert student to tutoring services and other forms of assistance. Students on probation or suspension complete academic success contracts and participate in success meetings focused on goal setting. Students struggling at midterm receive emails with guidance and helpful resources from the professional advisor and the dean.

New students are provided program pathways guides for their BBA major at orientation along with an advising syllabus delineating their responsibilities as a student in the WSOB. These [responsibilities](#) are posted on the WSOB website, and the dean reviews them with parents at new student orientations. Students are advised to complete a minimum of 30 credit hours per year. The Professional advisor documents if student take fewer hours in their permanent record. Data collected indicate students participating in early registration have increased each semester since fall 2017.

Students Transitioning to Upper Division Status in the WSOB

BBA students are allowed one "transition term" in which they may begin upper level coursework while simultaneously completing remaining lower level (Area F) course requirements. The student must complete a Transition Term Contract with the Professional Advisor, outlining upper-division status and grade requirements and specifying prerequisites for MNGT 4701 (the capstone Strategic Management course). This transition grace period is only allowed if the student has three or fewer required Area F courses remaining and all other general education courses (Area A-E) have been completed or are a part of the student's upcoming semester classes.

To reduce the number of pre-requisite issues and promote student success, the following conditions must be met for student to transition to upper division:

- *Transition Term Contract* students must complete all prerequisites before registering for upper level courses. Students who are not on a contract will be reviewed on a case-by-case basis, carefully reviewing their business GPA and major.
- Transitioning students can take Business Law (BUSA 3060), Business Ethics (BUSA 3070), Business Communications (BUSA 3301), or International Business (BUSA 3351). For BUSA 3301, students must have completed or be currently enrolled in ENGL 1102, BUSA 2106 and COMM 1110. For BUSA 3351, students must have completed either ECON 2105 and/or ECON 2106.
- When an additional transition term is allowed, the student must have approval from the dean or assistant dean. Additionally, the student must wait until the current term has ended and the required lower level grades are posted before registering for upper division courses.
- All students transitioning to the upper division are provided the policies regarding upper division coursework and eligibility to take capstone Strategic Management (MNGT 4701) course. Both the advisor and student sign documents outlining these policies.
- Prior to 2015, the upper division eligibility admission process included a paper application. Students pay an upper division fee of \$25 to the Office of Enrollment Services and are designated as eligible to register for upper division coursework.

WSOB Upper Division Transition Requirements	
<p>Students must have the following courses completed with a C or higher:</p> <ul style="list-style-type: none"> • English Composition I and II (ENGL 1101/1102) • College Algebra or Math Modeling (MATH 1111 or 1101) • Fundamentals of Speech (COMM 1110) • Applied Calculus (MATH 2181) • Principles of Macroeconomics (ECON 2105) 	<p>Successful completion of the following courses with a C grade or higher <u>and</u> minimum 2.25 GPA:</p> <ul style="list-style-type: none"> • Principles of Accounting I (ACCT 2101) • Principles of Accounting II (ACCT 2102) • Business Statistics (BUSA 2850) • Environment of Business (BUSA 2106) • Fundamentals of Computer Applications (BUSA 2201) • Principles of Microeconomics (ECON 2106)

Section 6: Learning and Teaching

Curricular Management

The WSOB curriculum management process incorporates relevance, participation, and accreditation goals to: (1) Ensure our curriculum remains relevant to our stakeholders and (2) Engage faculty throughout the entire process.

Curriculum management is led by informed faculty within each of the six business disciplines. Faculty continuously assess the relevancy of the curriculum. Relevancy includes understanding the needs of our students, the needs of our internship hosts and area employers, our AoL assessment results, and current trends and research within individual disciplines.

Curriculum proposals originate from the faculty within each BBA discipline following the flowchart shown in Appendix 6.1. The documentation of curriculum proposals, as shown in Appendix 6.2, illustrates the process (which is also included in the *WSOB Faculty Handbook* available to all faculty on our shared WSOB computer drive storage). When considering the need for a modification, proposing faculty collaborate with faculty of any impacted disciplines. Completed proposals, supported by all affected faculty members, are submitted to the faculty chair of the WSOB Curriculum Committee.

Completed proposals are reviewed for compliance with the guidelines and circulated among the Curriculum Committee members for discussion and vote. Proposals making it out of committee are introduced to the full WSOB faculty. Proposals approved by the full faculty are formally presented to the Faculty Senate's Academic Programs Committee for consideration at the institution-level.

The faculty chair of the Curriculum Committee is responsible for:

- Advising faculty on relevant guidance when considering curriculum matters.
- Coordinating the proposal process from initiation to final approval.
- Presenting proposals at faculty and Academic Programs Committee meetings.
- Consulting with the dean, associate dean, and assistant dean on curriculum issues.
- Collaborating with faculty on updating the curriculum management process.
- Ensuring the curriculum management process complies with all relevant portions of:
 - College and university system level policies and procedures
 - AACSB and SACSOC guidance

The Curriculum Committee's 2018-19 annual report has recommended the chair of the curriculum committee be made a permanent member of the AoL committee, rather than ad hoc, to assist with aligning the two committees' efforts at managing curriculum issues and closing-the-loop activities. Presently, the Chair of the Curriculum Committee regularly engages the chair of the AoL Committee in discussions related to identified AoL issues.

Assurance of Learning

Assurance of learning (AoL) is a key activity of the WSOB, DSC, and the BOR, and is accomplished through three key initiatives targeting various levels of assessment as shown in Table 6.1 below. The AoL Process Flow is depicted in Appendix 6.3.

Table 6.1 Assurance of Learning and Assessment Activities within the WSOB

Learning Assessment	Level of Assessment	Reporting Linkages	Key Responsibilities
Assurance of Learning (AoL)	Program (BBA)	AACSB	WSOB AoL and Curriculum Committee (primary) and WSOB faculty (secondary)
Weave	Course level	SACSCOC	A senior, tenured faculty member is the Weave Coordinator in the WSOB. Dr. Kim develops a rotating schedule (See Appendix 1.5) of <u>course assessments</u> over a three-year period in coordination with DSC's Office of Institutional Research (See Sample course report in Appendix 1.4)
Weave	Major (BBA Concentration Area)	SACSCOC	Dr. Kim leads the Weave program and an assessment by <u>major area of study</u> (the six BBA concentrations) is conducted every three years in coordination with DSC's Office of Institutional Research (See Sample major report in Appendix 1.6)
Comprehensive Program Reviews	Program (BBA)	USG/BOR	WSOB faculty in each BBA area complete CRPs every five years. The <u>schedule</u> provided by DSC's Office of Institutional Research meets USG and SACSCOC requirements. <u>Sample CPRs</u> are available at and the latest two (Accounting and Management) CPRs are in Appendix 1.7A and 1.7B).

These comprehensive assessments consider degree level (BBA) macro goals, course and major/concentration goals (BBA) and overall program goals for each BBA and constituents include AACSB, SACSCOC and the USG/BOR. In addition, the WSOB prepares an annual report in August that also includes a summary of Assessment and Assurance of Learning activities for the year as part of this school-level assessment for the Provost. The WSOB AoL process is well documented and involves faculty and stakeholders. Our systematic AoL process ensures our mission-driven learning goals are evaluated and that the results lead to data-driven curriculum improvements. Direct assessment of student learning is embedded into WSOB courses as detailed in curriculum map in Appendix 6.1. For the Assurance of Learning Process, the WSOB has the following macro-level learning goals for all six BBA degrees developed in consultation with our external stakeholders including alumni, the BAC, other community members, and in coordination with broader DSC and USG learning goals and outcomes.

Student Learning Goals and Objectives

Since fall 2016, the WSOB has assessed four learning goals for its BBA degrees. These goals are in response to recommendations of two AACSB consultants who recommended condensing our prior seven goals into major overarching categories.² The prior AoL goals, utilized and measured

² In January 2016, at the request of Dean Larry Johnson, two AACSB consultants Dr. Randy Boxx and Dr. Jerry Trapnell, reviewed DSC's Maintenance of Accreditation report as well as reviewed our transition to the 2013 AACSB Standards. These consultants recommended combining existing AoL goals for several reasons. First, some goals were logically linked together like oral and written communication under a broader communication goal. Secondly, fewer goals make it easier to add more indirect as well as external measures of goal attainment for assurance of learning.

from fall 2014 until spring 2016, are available in Appendix 6.4. Goals one through three have two learning objectives (LOs) each as shown below. Note that even though the number of learning goals was reduced to four in fall 2016 from seven, our WSOB LOs remained unchanged.

BBA Program Student Learning (AoL) Goals and Objectives

- 1.0 Business students will have strategic knowledge of business conditions.
 - 1.1 Business students will demonstrate a basic knowledge of all business as well as competencies within the functional areas of business.
 - 1.2 Business students will make appropriate strategic business decisions.
- 2.0 Business students will be good communicators.
 - 2.1 Business students will deliver a professional oral business presentation.
 - 2.2 Business students will author a professional (written) business letter or memorandum.
- 3.0 Business students will have a good understanding of technology and decision making.
 - 3.1 Business students will demonstrate the ability to effectively use information technology and software.
 - 3.2 Business students will use technology to solve and interpret a quantitative business problem.
- 4.0 Business students will be ethical actors.
 - 4.0 Business students will understand the importance of ethics in their professional lives and will effectively identify ethical implications of business decisions.

Assurance of Learning Committee

The Assurance of Learning (AoL) activities are managed by the WSOB AoL committee whose charge is to oversee and improve the AoL process, to disseminate the result of the AoL assessments with the WSOB faculty, to recommend action plans for improvements not only in the curriculum and in individual courses, but also in the assessment process. They work closely with the Curriculum Committee.

Between fall 2014 and spring 2017, Dr. Marilyn Helms, then the Sesquicentennial Endowed Chair and Professor of Logistics and Supply Chain Management, chaired the AoL Committee. In fall 2017, Dr. D.K. Kim (who had been a long-standing member of the AoL Committee) became chair of the committee when Dr. Helms became Dean. To further improve his understanding of the AoL process, Dr. Kim attended the AACSB Assurance of Learning Workshop in Tampa, Florida in February 2018. He participated in the AACSB AoL and Standard 8 Webinar in May 2019. The five members of the AoL committee comprise the instructors of the courses, from which the course-embedded projects for AoL assessment are administered.

Assessment Best Practices

All learning objectives but LO 1.1. are measured by the course-embedded projects. Business faculty grade them using the rubrics, which are available in Appendix 6.5. As shown in Table 6.2, below LO 1.1. is measured by the ETS Major Field Test in Business (MFT), administered to graduating seniors, at mid-term in their capstone strategic management course (MNGT4701).

Between fall 2014 and spring 2018, LOs 1.1. and 1.2. were measured each semester, and the other LOs were measured once every year. The schedule for assessments in this period is shown in the Table 6.2 below, and measures and targets for each learning objective are shown in Appendix 6.6. For example, LO 2.1, oral communication, is measured in every spring semester using the course-embedded project in BUSA 3301 (Business Communications). Course descriptions are available in Appendix 6.7.

Table 6.2 Curriculum Map - AoL Goals by Embedded WSOB Courses

Learning objective	2000 level	3000 level	4000 level
1.1. Functional knowledge & competencies			MNGT 4701 (F/S)
1.2. Strategic decision making			MNGT 4701 (F/S)
2.1. Oral communication		BUSA 3301 (S)	
2.2. Written communication		BUSA 3301 (F)	
3.1. Information technology	BUSA 2201 (F)		
3.2. Quantitative decision making		BUSA 3050* (S)	
4.0 Ethics		BUSA 3070 (S)	

* The course moved from a 3000 Business Statistics course (BUSA 3050) to a 2000-level Business Statistics (BUSA 2080) requirement in spring 2018. At the same time, the AoL Committee unanimously voted to assess LO 3.2 in BUSA 3055 (Quantitative Analysis of Business Problems).

The WSOB assessment system has matured and is well-documented. From fall 2018 to spring 2019, LO 1.1. was measured in each semester. Moving forward, the AoL Committee unanimously approved a schedule for measuring all learning objectives twice during each five-year cycle, instead of yearly measurement, as shown in Table 6.3 below. Gathering less data and conducting more analysis of the data is recommended at our stage of the AoL life-cycle, and it should be noted a number of new courses and major curriculum changes (i.e., ethics and communications added to the business core and taught only by business faculty along with professional development moved from senior to junior-level) were made in the early stages of our AoL process. In the rotating review schedule, second assessments may be postponed until later semesters, based on the action plans implemented after initial assessments.

Table 6.3 Rotating AoL Assessment Timeline for the WSOB

Semester LO	19-20		20-21		21-22		22-23		23-24	
	FA	SP								
1.1.		1				2				
1.2.			1				2			
2.1.			1				2			
2.2.				1				2		
3.1.	1				2					
3.2.	1				2					
4.0		1				2				

1 = the first assessment; 2 = the second assessment.

Summary of the Closing-the-Loop AoL Activities

Analysis of AoL results leads to continuous improvement in the WSOB curriculum, ensuring program goals are achieved. In addition, AoL results drive modifications and improvements in the assessment process. Table 6.4 below provides detail of the many improvements implemented as a result of our on-going AoL assessments and data analysis. These enhancement activities are summarized by each learning objective and semesters highlighted in black represent our closing-the-loop semester.

Table 6.4 AoL Continuous Improvements by Learning Objectives

LO 1.1. Functional Knowledge and Competencies

Initial assessment /Analysis	In spring 2014 and fall 2014, the ETS scores in international issues were very low—the 44 th percentile in both semesters.								
Change proposed/ implemented	Creation of BUSA 3351 International Business was proposed in spring 2015 and implemented in fall 2015.								
Closing the loop	In fall 2017, the ETS score in international issues improved to the 69 th percentile, but the score dropped to the 35 th percentile and the 16 th percentile in spring 2018 and fall 2018, respectively.								
Effectiveness of the change	We concluded that the change was only partially effective, and performance will be measured in spring 2020.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
44		Action				69	35	16	

Initial assessment /Analysis	The ETS scores in finance dropped sharply to the 54 th percentile in fall 2014 from the 71 st percentile in the previous semester. Students generally performed poorly in economics and finance in the functional area ETS measures, due in part to very few finance courses in the curriculum.								
Change proposed/implemented	Creation of Finance major, which led to additional finance courses and the hiring of additional SP faculty members in this discipline. The plan was implemented in fall 2015.								
Closing the loop	Since we have been collecting the data every semester, we were able to see that the finance score kept dropping through spring 2016. When the performance was measured again in fall 2017 (in 2 years since the implementation of the change), the percentile score was improved to 74 th .								
Effectiveness of the change	We concluded that the change was effective. However, the spring 2018 percentile dropped to the 59 th percentile. Therefore, the performance needs additional monitoring, and this is scheduled by the AoL Committee.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
54		Action				74	59		

LO 1.2. Strategic Decision Making

Initial assessment /Analysis	The rubric scores in fall 2014 and spring 2015 were 3.7 and 3.8, respectively. Even though the target of 3 out of 5 was met in each semester, there was still room for improvement. Upon close inspection of the scores, we found that the analysis part, oral communication style, and the use of presentation software were barely acceptable.								
Change proposed/implemented	Two changes were implemented in fall 2015. <ol style="list-style-type: none"> 1. The course-embedded project required 25, instead of 20, outside reference sources (in addition to the company's annual report). 2. Students were required to work individually on the presentation rather than dividing the project among team members. 								
Closing the loop	The scores since fall 2016 have been above 4.								
Effectiveness of the change	We concluded that the change was effective.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
3.7	3.8	Action		4.0	4.3	4.2	4.3		

LO 2.1. Oral Communication

Initial assessment/ Analysis	The rubric scores for spring 2015, spring 2016, and spring 2017 were 4.4, 3.5, and 4.6, respectively. The target was 3 or higher on a 5-point scales. Thus, the performance was “very good.” The relatively low score in spring 2016 was improved in spring 2017. Even though the overall performance was very good, there were students who did not do well overall. Considering this course (BUSA 3301) is typically the first business communication class for business students, having more practice in communication before taking the course can help.								
Change proposed/ implemented	From fall 2018, BUSA 3301 required COMM 1110 Communication and BUSA 2106 Environment of Business as prerequisites. COMM 1110 provides basic training in communication, while BUSA 3301 provides business perspectives, leading to more compelling business presentations. A new instructor was hired fall 2018 who made many changes in the course. The instructor required students to deliver individual elevator speeches and team presentations. As of fall 2018, the assistant dean requires all junior and seniors completing an internship to present their findings to students in the freshman-level BUSA 2016 Environment of Business classes. Freshman thus have additional opportunities to view formal oral business presentations.								
Closing the loop	The score in spring 2019 was 4.8.								
Effectiveness of the change	We concluded that the change was effective.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
	4.4		3.5		4.6			Action	4.8

LO 2.2. Written Communication

Initial assessment/ Analysis	The rubric scores from fall 2014 to fall 2017 were consistently meeting the target of 3 out of 5, ranging from 3.4 to 3.9. Compared to the oral communication skills, however, the written scores have been consistently lower. Therefore, more written communication practice is needed.								
Change proposed/ implemented	Along with the prerequisite change in LO 2.1., the following changes, made by the new course instructor, allows students more written communication practice: <ul style="list-style-type: none"> • Three additional revision iterations for both student resumes and cover letters • New written assignments including sell sheet, formal business memo, business letter, press release and thank you letters. 								
Closing the loop	The score in spring 2019 was 4.4.								
Effectiveness of the change	We concluded that the change was effective.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
3.9		3.4		3.5		3.8		Action	4.4

LO 3.1. Information Technology

Initial assessment/ Analysis	In fall 2015, the overall score was 86 out of 100. The scores by focus area were 84, 85, 86, and 91 for Access, Excel, PowerPoint, and Word, respectively. Microsoft Word showed the best performance. Considering many local employers seek candidates with Excel skills, we felt that the average score of 85 could be improved.								
Change proposed/ implemented	From fall 2016, Microsoft Excel was emphasized more in the course. In fact, about half the course was devoted to Excel.								
Closing the loop	In fall 2017, the overall score was 84 and the Excel score was 83. The additional coverage and inclusion of advanced Excel topics may explain the slightly lower Excel score of 83 (down only slightly from 2015).								
Effectiveness of the change	Even though the score was not improved as we expected, students are learning more advanced Excel topics. We will re-measure the objective in fall 2019 focusing on Excel score.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
		86 (85)		Action		84 (83)			

LO 3.2. Quantitative Decision Making

Initial assessment/ Analysis	Since spring 2015, we were unable to meet the overall target of 3 out of 5. The scores were 2.7, 2.6, and 2.6 in spring 2015, spring 2016, and spring 2017, respectively. Considering the course was taught by business faculty in all sections in spring 2012 and spring 2013 and the target was met using outside faculty as course instructors (from the School of Science, Technology, and Math) could have resulted in low scores.								
Change proposed/ implemented	Starting from fall 2017, all sections of business statistics have been taught by business faculty.								
Closing the loop	In fall 2017, the course BUSA 3050 (Business Statistics), became a lower division course BUSA 2080 (Business Statistics); and, at the same time, the AoL committee unanimously voted to use BUSA 3055 (Quantitative Analysis of Business Problems) as the course in which the LO would be assessed. The decision was made to maintain the current practice of using a 3000-level course for assessing this LO. As a result, we were unable to measure the effect of the change. Since the course was new for the AoL assessment, the pilot rubric was developed by the instructor of the course and used in spring 2018. The result was 76 out of 100.								
Effectiveness of the change	The effect of the change was not measured. The new rubric design was finalized in spring 2019. The objective will be measured again in fall 2019.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
	2.7		2.6		2.6	Action	76		

LO 4. Ethics

Initial assessment /Analysis	The rubric score in spring 2016 was 3.4 which met our goal of 3 or higher out of 5 points. Following the AoL Committee's meeting with the course instructor for Ethics (BUSA 3070), it was determined that students' scores could improve with a better of understanding of basic materials and terminologies.								
Change proposed/ implemented	The instructor of the course redesigned the first two lectures to include more basic material, including terminology.								
Closing the loop	In spring 2017, the score dropped to 3.0. We re-measured the learning objective in spring 2018, and the score was 2.9.								
Effectiveness of the change	We felt that the change made was ineffective, even though the committee and the instructor agreed that the change was needed.								
F14	S15	F15	S16	F16	S17	F17	S18	F18	S19
			3.4	Action	3.0		2.9		

Measurement Process Improvement Efforts by the AoL Committee

In 2017-18, the AoL Committee implemented random sampling to increase the efficiency of the assessment process while ensuring the generalizability of the results. Sampling was implemented for oral and written communications and ethics learning objectives (LO 2.1; LO 2.2; and LO 4.0).

In spring 2019, an in-house developed WSOB senior exit exam was tested and the results are shown in Table 6.5 below. This is in response to the AoL committee's effort to search for a possible replacement to, or a tool complementing, the ETS Major Field Test. The AoL Committee agrees that, even though the ETS test provides comparative snapshot information on our students' performance, we also need more meaningful, actionable information to drive curriculum changes and continuously improve students' learning, which the ETS Major Field Test in Business exit exam lacks.

While the ETS MFT serves as an excellent tool for benchmarking our program's performance against other business schools, it does not provide the type of actionable information that we desire. Even with additional information purchased from ETS, we only have scores for our WSOB students versus the overall sample performance by category and sub-category. Therefore, as a continuous improvement initiative, faculty developed and trialed, for the first time in the Spring 2019 semester, our own WSOB exit exam.

WSOB faculty developed 74 questions based on the content of our core BBA courses across the disciplines of accounting, economics, ethics and business law, finance, international business, logistics and supply chain management, marketing, management information systems, management and statistics. Each student then completed a randomized exam consisting of five questions from each of these ten disciplines. While we view the preliminary test results as an exploratory trial, we feel this tool will be beneficial once we have refined it. We will review the results, both overall and on a question-by-question basis, with our faculty at the beginning of the Fall 2019 semester.

As a beginning point in our evaluation of this new WSOB Exit Exam instrument, we compared the results between the ETS MFT and the WSOB Exit Exam for 83 graduating seniors from the spring 2019 semester. Overall, the correlation between the ETS and the WSOB results on a student-by-student basis was 0.571 with $p < 0.001$. Thus, the results of the ETS MFT and the WSOB Exit Exam are significantly correlated. The following table compares the average percent correct scores by discipline between the two instruments.

Table 6.5 Percent Correct Comparison of the ETS MFT and the WSOB Exit Exam

Category	ETS	WSOB
Accounting	43.07	43.37
Economics	40.10	56.14
Ethics & Legal	47.52	60.00
Finance	43.65	45.78
International Business	38.77	63.37
Information Systems	52.43	55.42
Management*	62.81	53.01
Marketing	50.49	76.39
Quantitative	34.71	30.60

*The management percent correct score for WSOB in the table above reflects the combined results for the management and the logistics and supply chain management questions.

In summary, by developing our own WSOB Exit Exam we believe that we can better improve our program, particularly since we will be able to analyze our students' results on a question-by-question basis and thus more precisely identify the specific topics to address within our continuous improvement initiatives.

Another enhancement planned is the implementation of the Glo-Bus simulation within the capstone Strategic Management course (MNGT 4701) as of fall 2019. Scores from the simulation performance, quizzes, and peer feedback as well as the software-generated Learning Assurance Report, provide empirical data on the business skills and decision-making capabilities of students relative to all other who have completed simulation. The data, based on international team-run companies in the computer simulation, provide feedback on leadership skills, collaboration and teamwork, analytical skills, operations, financial management, marketing, human resources, strategic planning and analysis, and corporate social responsibility. This data should complement LOs 1.1. and 1.2 and offer directions for continuous improvement.

Section 7: Student Academic and Professional Engagement

Student Academic Engagement

As previously noted, the WSOB has a continuing and increasing linkage with the community; and faculty interact with community leaders as guest speakers, judges for competitions and business plans, assessors for end-of-semester projects and presentations, and hosts for plant tours as well as job shadowing and internship projects. Our active BAC and Executive in Residence engage with our WSOB students, particularly through our Professional Development (BUSA 3701) career skills class.

Executive Education

The WSOB is not engaged in Executive Education, but former Continuing Education programs, discontinued by DSC in the past, are currently being revisited collegewide. In fall 2019, the WSOB will offer a series of initial program, for the community on financial planning. After the pilot, executive education courses and professional development are being planned, particularly in Accounting.

Strategies Supporting Faculty Engagement

The faculty of the WSOB are actively engaged in a wide variety of professional activities which add to their ability to remain current in their fields. Specific examples of faculty engagement are summarized in Appendix 5.3.

Part 3: ADDITIONAL SUPPORTING MATERIAL

Section 8: Other Material

Criteria for Faculty Classification

In 2016, faculty voted to adopt new Faculty Sufficiency and Qualifications standards as outlined in the WSOB Faculty Handbook compliant with [AACSB Standard 15](#). We require faculty to sustain academic and professional engagement as summarized below and have 75% or more participating faculty. Consistent with our WSOB and DSC mission, we focus on learning and pedagogical research and contribution to practice. As a teaching institution, teaching is 60-70% of our activities with research 10-30%, and service 10-30%. The associate dean and the dean review faculty each year and use WSOB standards to assign faculty classifications.

Initial Academic Preparation and Professional Experience	Academic (Research/Scholarly)	Applied/Practice
Masters' Degree and Professional Experience (substantial in duration and level of responsibility)	<p>Scholarly Practitioner (SP). Applies to practitioner faculty members who have augmented their professional experience with development and engagement activities that involve substantive scholarly activities in their fields of teaching while maintaining the portfolio of professional activities. Professional activities include consulting or being enrolled in a doctoral program. Faculty must have one peer-reviewed journal article and two OICs each five- year period.</p>	<p>Instructional Practitioners (IP). IP status is typically assigned to newly hired faculty members with significant and substantive professional experience in field. The faculty member must have a minimum of five (5) professional engagement activities (for part-time IP faculty, full-time employment directly related to the teaching field). Material activities are defined as at least four (4) weeks per year. Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations and may include consulting, continuing professional education, significant participation in business professional associations/societies.</p>
Doctoral Degree and/or Academic Experience	<p>Scholarly Academics (SA). SA status is initially granted to a new faculty with a research doctorate within the last five years or ABD students for up to three years as after proposal defense. SA faculty must have least two articles published in peer-reviewed referred journals (in field with a 50% or higher acceptance rate and included in either Cabell's or the Australian Business Dean's list or justified by the faculty member and peers). SA faculty must have three other intellectual contributions (OICs) or one additional [for a total of three] PRJ. OICs include research publicly available in written form and reviewed including proceedings, chapters in scholarly books, cases not in journals, trade publications, articles in WSOB <i>Business Analytics</i>, and published book reviews. WSOB administrators must have at least <u>one</u> peer-reviewed journal article and <u>three</u> OICs every five years.</p>	<p>Practice Academics (PA). Practice Academics are qualified at the doctoral level and are expected to maintain sustained currency and relevance through substantive professional or in-field community engagement, interaction, and on-going relevant activities consistent with the DSC and WSOB mission, and at a level significantly higher than those of IP faculty. Expectations include major linkages to practice, consulting, and other forms of professional engagement that build on the faculty member's substantive career accomplishments and academic preparation at the doctoral level.</p>

Section 9: Consultative Review

Prior Consulting

WSOB was under the 2003 AACSB standards in our 2014 Maintenance of Accreditation review. While under this 2003 standard, we were re-designing our processes and procedures to acculturate to the 2013 standards. Since the successful resolution of the sixth year in 2015 following our 2014 review, we have engaged several consultants who visited DSC, offered recommendations and prepared reports to assist us in our journey of continuous improvement. In January 2016, Dr. Jerry Trapnell and Randy Boxx were on the DSC campus to review our process to transition to the new standards. In 2017, then Dean Donna Mayo of the University of North Georgia and former Dean at DSC's School of Business, met with faculty and administrators on the reaffirmation process to review our mid-point progress. With many new faculty members in the WSOB who are new to AACSB accreditation and the maintenance process, we deemed this an important consultative process. In a pre-visit, our current AACSB CIR Team Chair, Dr. Marc Miller visited DSC's WSOB in November 5, 2018. In March 2019, we hosted consultant Dean Faye McIntyre from the University of West Georgia to meet with faculty in a mock review process since many faculty members were new to DSC and the WSOB.

Consultative Review Request

In this Maintenance of Accreditation cycle, the WSOB would like to request a Consultative Review relative to two areas important to our future. The first is how to engage alumni and gather more data from them leading to improved alumni relations and fundraising and the development of an employer survey process to gather satisfaction data while remaining cognizant of the privacy of our alumni working in their area businesses and industries. Secondly, as a small school, ways to further document research impact for a teaching-institution focused on pedagogical and application-to-practice research is needed.