# 2008-2009

West Virginia State University

**Department of Business Administration** 

# ACBSP (QA) Report Rev C

# Association of Collegiate Business Schools and Programs (ACBSP) <u>Quality Assurance (QA) Report</u> <u>Rev C</u>

Institution: Name: West Virginia State University Date" Monday, September 06, 2010
Address: P.O. Box 1000, Institute, WV 25112
Year Accredited/Reaffirmed: 2005 / 2015 This Report Covers Years: 2008-2009
List All Accredited Programs (as they appear in your catalog):
Bachelors of Science in Business Administration with concentrations in Accounting, Finance,
Management, Marketing and Information Systems
Bachelors of Science in Economics
List all campuses that a student can earn a business degree from your institution:
Main Campus at Institute WV
Person completing report Name: Professor Michael D. Lewis
Phone: <u>304-766-3129</u>
E-mail address: lewis@wvstateu.edu
ACBSP Champion name: Dr. Cyrus Aleseyed
ACBSP Co-Champion name: NA

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):

Remove Note:

#### **Remove Condition:**

Remove Condition on 6.1a Educational Design - Please present evidence of the changes designed to correct the identified CPC deficiencies. (See attached Appendix A)

Remove Condition on 5.4 Faculty Size and Load - Please review all faculty teaching more than 24 hours per year and/or preparing for more than 6 different preparations and explain the system you will implement to prevent these situations. (See attached Appendix B)

Do not remove note or condition. Explain the progress made in removing the note or condition:

Maintain Condition on 5.8 Scholarly and Professional Activities - Please show evidence and describe the system you will implement to improve the scholarship and professional activities of your faculty

This has admittedly been an area of weakness that we have attempted to address by providing some funding for scholarly activities and looking for creative ways to use the resources available to provide continuing education and training for our faculty. We strongly believe that faculty scholarship is an important component of an effective faculty member. An attempt has been made to change the way in which the faculty are evaluated that will allow the chair to place a greater emphasis on this aspect of a faculty member's academic plan. As a result of face to face meetings with faculty as a part of an ongoing evaluation we have established the goal that each faculty member present or publish some scholarly work at least once every three years. This will become an integral part of the merit pay system by which faculty compensation is determined.

In addition to the normal types of activities undertaken by individual faculty the entire department engaged in a scholarly development program in preparation to offering online courses in earnest. We indentified that many students have expressed interest in online classes and had been taking courses from other institutions online will be pursuing their degree at WVSU. So collectively the department decided that each faculty member would proceed to receive training that would enable them to teach online courses. Most all the faculty in the department participated in several training sessions over the past two years conducted by the center for instructional technology, http://cit.wvstateu.edu/ to increase their knowledge and proficiency with online teaching. Most of this training took place on the campus of West Virginia State University; however, some faculty have participated and are continuing to participate in online training offered through Sloan-C online workshops. The results of the training have allowed the department to move from offering

only one or two courses online to provide eight to ten courses online starting Spring 2010 with more classes to be offered in the future.

#### Additional scholarly activities include:

<u>Dr. Cyrus Aleseyed continues to participate in West Virginia FACDIS, which is a consortium of faculty engaged in internationalizing the curriculum. Each year they sponsor a 2-day conference, which he regularly attends. He also attended the annual conference for ACBSP in 2008.</u>

Edward Goldberg has continued with his practice of obtaining continuing education required for maintaining his law license

John Hodges continues to attend the 2-day WV Accounting Educators' Conference each year. The WV Society of CPAs grants continuing education units for this conference.

Michael Lewis continues to attend conferences and present papers and regional and national conferences. In 2008, he attended the USASBE conference and annual conference for ACBSP in 2009.

Dr. Eleanor Maliche continued to attend various national conferences until her retirement in June 2009.

<u>Dr. Abainesh Mitiku moved to an administrative position as the Dean of the College of Business and Social Sciences in August 2007</u>

Edman Pauley continues to maintain his designation as an active C.P.A., Mr. Pauley retired as of July 2009. Ms. Patricia Shafer moved to an administrative position with the University in August 2008.

<u>Deborah Williams continues to maintain her status as an active C.P.A., Mrs. Williams is required to complete continuing education for maintenance of her license.</u>

#### Items to be Addressed

#### A. Faculty Qualifications

1. Complete the following tables for new full-time and part-time faculty members only since last Report (Table VI):

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

#### B. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – CPC Coverage for each program.

- 2. List any **new** degree programs that have been developed and attach a Table VII CPC Coverage for each new program since your last report.
- 3. List any accredited programs that have been terminated since your last report.

#### C. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.

In August of 2008, the department elected Michael Lewis as the new chair for a term of three years.

Ms. Patricia Shafer moved to a position in Academic Affairs.

Dr. Abainesh Mitiku became Dean of the College of Business and Social Science as of August 2007.

Dr. Eleanor Maliche and Mr. Edmon Pauley retired in August 2009.

2. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

#### D. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Remove Condition on 5.4 Faculty Size and Load - Please review all faculty teaching more than 24 hours per year and/or preparing for more than 6 different preparations and explain the system you will implement to prevent these situations.

We have rectified the previous scheduling difficulties and have made the necessary changes to ensure that we are in compliance and will continue to be in compliance with the standards set forth by ACBSP in this regard. The course offering attached demonstrates our compliance with this regulation and our continued desire to stay within these guidelines. We are planning to hire additional faculty in the current academic year to allow us to the ability to expand our programs and offer a wider diversity of courses without jeopardizing this academic standard. Please see attached Appendix B Course Load and

Preparations. You can also access this information online at the University website at <a href="http://www.wvstateu.edu/course-schedules">http://www.wvstateu.edu/course-schedules</a>.

Remove Condition on 6.1a Educational Design - Please present evidence of the changes designed to correct the identified CPC deficiencies.

Changes in the following courses and the CPC's in each course as reflected by the course syllabi resulted in the changes indicated in the CPC table provided. (See attached copy of CPCs and Syllabi.in Appendix A

**BA203** 

**BA210** 

**BA215** 

**BA216** 

**BA313** 

<u>Maintain Condition on 5.8 Scholarly and Professional Activities - Please show evidence and describe the system you will implement to improve the scholarship and professional activities of your faculty.</u>

This has admittedly been an area of weakness that we have attempted to address by providing some funding for scholarly activities and looking for creative ways to use the resources available to provide continuing education and training for our faculty. We strongly believe that faculty scholarship is an important component of an effective faculty member. An attempt has been made to change the way in which the faculty are evaluated that will allow the chair to place a greater emphasis on this aspect of a faculty member's academic plan. As a result of face to face meetings with faculty as a part of an ongoing evaluation we have established the goal that each faculty member present or publish some scholar work at least once every three years. This will become and integral part of the merit pay system by which faculty compensation is determined.

In addition to the normal types of activities undertaken by individual faculty the entire department engaged in a scholarly development program in preparation to offering online courses in earnest. We indentified that many students have expressed interest in online classes and had been taking courses from other institutions online will pursuing their degree at WVSU. So collectively the department decided that each faculty member would proceed to receive training that would enable them to teach online courses. Most all the faculty in the department participated in several training sessions over the past two years conducted by the center for instructional technology, http://cit.wvstateu.edu/to increase their knowledge and proficiency with online teaching. Most of this training took place on the campus of West Virginia State University, however some faculty have participated and are continuing to participate in online training offered through Sloan-C online workshops. The results of the training have allowed the department to move from offering only one or two courses online to provide eight courses online for the spring 2010 term with more classes to be offered in the future.

#### **E. Program Outcomes**

List program outcomes for each accredited program. Some of the program outcomes will be used as part of a student learning outcome assessment plan.

Upon completing the BSBA program students will be able to:

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

  Additional programs outcomes are shown in Appendix C.

#### F. Performance Results

The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1-5 must be used to report your performance results.

Table I Student Learning Results (Required for each accredited program)

Performance I	ndicator	Definition						
1. Student Learning	, E	A student learning outcome is one that measures a specific competency attainment.  Examples of a direct assessment (evidence) of student learning attainment that might be used						
(Required for each a program)			ormance, third-party exace, licensure examination	amination, faculty-designe on).	d examination,			
	Fi S In E C	Add these to the description of the measurement instrument in column two:  Formative – An assessment conducted during the student's education.  Summative – An assessment conducted at the end of the student's education.  Internal – An assessment instrument that was developed within the business unit.  External – An assessment instrument that was developed outside the business unit.  Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing						
		comparable data.						
Doutoussass	December 1	Analysis of Results						
Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in	Insert Graphs or Tables of Resulting			
(Competency)	Instrument to include	Success	Action Taken	the following year)	Trends for 3-5 Years (please graph all available data up to five years)			
70% of students will successfully complete the bachelor's level capstone course (BA 420) with a grade of B or greater.	Capstone course, summative, internal.	76% of students performed at the level required in the bachelor's level capstone course (BA 420) with a grade of B or greater.	None at this time		See Appendix D and Appendix E			

Quality Assurance (QA) Report 2008-2009 **Students perfoming at above average** or better 120% 96% 100% 77% 70% 80% 67% 60% ■ Students perfoming at 40% above average or better 20% 0% Fall 2009 Fall 2008 Spring Spring 2008 2009

etc.

#### **Table II Student and Stakeholder-Focused Results**

## 2. Student- and Stakeholder-Focused Results

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback,

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

		Analysis o	f Results		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Alumni Satisfaction will be at or above 80%	Graduate Exit Survey				

#### **Table III Budgetary, Financial, and Market Results**

## 3. Budgetary, Financial, and Market Performance Results

Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.

Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.

Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.

		Analysis of	of Results		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Increase outside sources of funding by 5% each year	Departmental Budget	Department Budget is currently only for supplies. But we hope to have independent outsides sources of funding in the near future.3333			

# Quality Assurance (QA) Report Table IV Faculty- and Staff-Focused Results

4. Faculty and Staf	f Focused Results	and maintains a	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.				
		community serving number of advises satisfaction or contents.	Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.				
		Analysis o	f Results				
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)		
Faculty satisfaction will exceed 70%	Annual Plan and Self Report	Not yet determined					

#### Table IV a Scholarly and Professional Activities

#### **Codes to Use for Scholarly Activities:**

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

				Scholarly Activities					Professional Activities		
Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Dr. Cyrus M. Aleseyed	Phd							4	4	3	2
Mr. Mark G. Andersen	MBA							1			
Mr. John D. Bird	MBA							1			
Mr. Edward C. Goldberg	JD							1			
Mr. John P. Hodges	MBA	СРА						1	2		
Mr. Melvin Jones	MBA	СРА						1			
Mr. Michael D. Lewis	MBA					1		1	2	2	1
Ms. Deborah A. Williams	MBA	СРА						1	2		

### Table V Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.						
	Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.						
	Analysis of Results						

		Analysis of	of Results		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))
Increase graduation rates 10% by 2015	Graduation rates as reported in IPEDs completions report	Not yet determined			

TABLE VI
NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

INDUCTOR INTO INTO INTO INTO INTO INTO INTO INTO	2D2D
	CBSP
	UALIFICATION
[	<ol> <li>Doctorate</li> </ol>
1, 11, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	<ol><li>Professional</li></ol>
]	<ol><li>Exception</li></ol>
Reporting Period, Include Major Field) Work	
Do Not Duplicate Experience	
Listing) • Teaching	
Excellence	
Professional	
Certifications	
	ofessional
Melvin Principles of Administration Accountant 1989	
Accounting I (MBA) 1979	
BA216 – University of South	
Principles of Alabama	
Accounting II	
BA325 – Bachelor of	
Business Tax Science -	
Topics Accounting 1971	
University of South	
Alabama	
Miller, Mrs. Labor Law BA401 – Labor J.D. Law - West Kanawha County Doc	octorate
Karen and Management Virginia University West Virginia	
Relations M.S. Industrial American	
Relations   Bar	
B.A. Psychology	
	octorate
Janet Strategy and Fundamentals of Organizational IV, Lifelong Learning	
Entrepreneur   Management   Behavior and   for Entrepreneurship	
ship BA420 – Senior Development/ Education	
Seminar Entrepreneurship Professionals, 2003,	
M.B.A. Syracuse University	

			Organizational Behavior M.Ed. Human Services and Human Resource Education B.S. Sociology	Certificate, Advanced Program in Organization Development and Human Resource Management, 2003, Columbia Univ.	
Tierney, Mr. Michael	General Business Management	BA399 – Introduction to Non-Profit Management			Professional

Table VII

Table of Common Professional Component (CPC) Compliance

#### **BUSINESS ADMINISTRATION CPC's**

COU	RSE	MKT	FIN	ACCT	MGT	LAW	ECON	ETHICS	GLOBAL	IS	STAT	POI/COM	TOTAL
		A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	D	
ECON	201	0.5	0.5	1	1	1	45	1	6	1	3	5	65
ECON	202	1.5	1	0	2.5	1.5	45	1.5	4	1	5	3	66
BA	203	6	0	0	7	0	0	3	1	3	30	2	52
BA	209	0	10	3	13	0	2	0	0	5	15	2	50
BA	210	0	0	0	3	40	0	9	2	1	0	3	58
BA	215	1	1	40	3	4	2	2	0.5	5	1	0	59.5
BA	216	0	1	28	16	3	10	2	0	2	1	0	63
BA	301	0	0	2	49	0	0	4	3	3	1	6	68
BA	305	40	0	0	3	3	0	3	4	6	0	6	65
BA	310	0	0	0	49	7	0	3	3	2	0	0	64
BA	313	2	35	5	3	2	6	1	2	1	6	4	67
ВА	420	2	3	2	23	0	0	3	6	3	0	40	82
		53	51.5	81	172.5	61.5	110	32.5	31.5	33	62	71	