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Overview
Dean’s Report

The 2012-2013 Academic Year was another year of significant accomplishments and recognitions for our faculty, staff, students and our college overall. The leadership team of the COB, the Delta Center for Economic Development and the Small Business and Technology Development Center continued to demonstrate their ongoing support of our continuous improvement efforts in all processes, programs, activities, and events, focusing on our mission and our strategic initiatives of assessment, internationalization, action-based learning, leadership and professional development, and student recruitment and retention. The year also brought with it a significant change in the administrative team of the COB when Dr. Len Frey, who provided outstanding leadership as Dean since 2005 was promoted to Vice-Chancellor for Finance and Administration. Dr. Jim Washam was named Interim Dean, and after a failed national search for a dean has been asked to serve as dean for the 2013-2014 Academic Year.

The College of Business received two major recognitions during the year for which we are most proud. The Network of International Business Schools, of which we are an accredited member, has established an award in honor of the organization’s founder, David Gillingham, to be presented annually to an accredited member school which has demonstrated Excellence in Internationalization and International Business Education. The Board of Directors of the organization selected our College of Business to be the inaugural recipient of the award for its study tours to Ecuador lead by Dr. Clint Relyea which engaged groups of students in working in the micro-industries there, as well as raising funds to plant trees and to help develop hydroelectric power for the residents of the depressed area of Salinas, Ecuador. The Board chose our school and this program stating that the engagement of the students and the services provided not only epitomized each of the criteria upon which the award is based, but also set the standard to which future member schools must aspire in order to be considered for the award. Dr. Bill Roe attended the annual meeting of NIBS in San Juan, Puerto Rico to accept the award on behalf of the COB.

Our second major recognition for the COB for the year came from U. S. News first ever ranking on online MBA programs, after doing the first ever online MBA Honor Roll the previous year. For the Honor Roll, U. S. New recognized our online MBA as the top online MBA program in the area of faculty credentials and training. For the ranking of online MBA programs this year, U. S. News ranked our program as the number 1 program in faculty credentials and training among 148 AACSB Accredited online MBA programs, and the number 11 program overall in all categories among this same group. This recognition has resulted in continued growth of our online MBA program.
Through the leadership of Dr. Melodie Philhours, our Coordinator of Assurance of Learning, we continued to make significant headway in assessment. Working with the college assessment committee, which Dr. Philhours chairs, and through Goal Assessment Teams (GATs) for each of our learning goals, we have assessed outcomes and provided GAT reports which have been used to close several assessment loops. These are critical processes both for AACS and for the Higher Learning Commission, and through Dr. Philhour’s efforts we have provided high level support of the University’s Assessment programs. AACSB has issued new standards, including some addressing AOL, which will require us to make some changes in our assessment processes during the year.

As part of our efforts at continuous improvement in all areas and in support of AACSB, Drs. Jim Washam and Bill Roe attended the Accreditation Conference in Atlanta in September, and the International Conference and Annual Meeting in Chicago in April. Dr. Melodiie Philhours attended a AACSB Faculty Development Conference in Phoenix in March.

Our faculty continues to be heavily involved in student recruitment activities and in serving on standing and ad hoc committees at departmental, college and university levels. They have also maintained an active agenda of research and scholarly productivity with paper presentations, published proceedings and journal articles, a number of them receiving outstanding paper awards. Numerous faculty gained recognition through international activities such as presenting papers at international conferences, conducting faculty led study tours for our students, and guest lecturing at exchange partner schools in Europe. These and other activities are detailed in various sections of this report. Noteworthy among the international study tours is the tour led by Clint Relyea to Ecuador which was mentioned above in connections with our award from NIB. These and other international activities of faculty such as lecturing at exchange partner schools in Europe are outstanding examples of our commitment to our strategic initiatives focusing on internationalization of our students and faculty, and on teamwork, leadership and professional development. These experiences also help create more awareness of cultural diversity for all.

We have engaged our students in various student organizations at both the undergraduate and graduate levels with programs including speakers and field trips, all of which help to further develop their leadership and teamwork skills while complementing their coursework with exposure to real organizations. One very significant aspect of student involvement is the work of Patricia Robertson, Phillip Tew, Shane Hunt and Terry Roach with the Phi Beta Lambda organization. Through the efforts of these advisors, PBL continues to grow, and members have participated in competitions at both state and National levels, and they have won or placed in a wide range of areas at both levels. This reflects our commitment to strategic initiatives focusing on leadership, teamwork and professional development for our students.

Through our Delta Center for Economic Development and our Small Business Technology and Development Center we continue to impact the economic development of Northeast Arkansas as well as other areas of the state. Workshops, seminars, training, strategic plans, economic
impact studies and other consulting activities have benefitted many organizations throughout the area. Members of the SBTDC have been recognized at the state level for their outstanding work with their clients. These programs and activities of the DCED and the SBTDC are vehicles which help fulfill economic outreach and development initiatives of our strategic plan.

The College of Business is proud of its faculty, staff, and students, and of the accomplishments of all. It is clear that we have many points of excellence throughout our College and all of its units, and our goals for 2013-2014 detailed in this report focus on ongoing support and continuous improvement in all areas.
Mission Statement

To provide a high quality management education to traditional and non-traditional students from the Mid-South and to international students by emphasizing leadership, international business, technology, decision tools and social responsibility/ethics. In addition, the College of Business is committed to the support of regional businesses and communities through research, economic development and consultative services.
### College of Business Committees
#### 2012 – 13 Academic Year

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance Education</strong></td>
<td>Brown, Cocchiara, Fenner, Kesselring, Moeeni, Peterson, Syamil, Tew, Zhang</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>Chang (chair), Bahn, Carmack, Miller, Segall, Vogus</td>
</tr>
<tr>
<td><strong>Faculty Development</strong></td>
<td>Cocchiara, Latanich, McDaniel, Moeeni, Nonis, Segall, Taylor, Zhang</td>
</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td>Jones (chair), Hunt, Kern, Marburger, Moeeni, Peterson, Philhours, Nonis, Quinn, Roe (ex-officio)</td>
</tr>
<tr>
<td><strong>International Business</strong></td>
<td>Bahn, Fish, Guha, Hester, Hu, Pittman, Relyea, Seydel, Vogus</td>
</tr>
<tr>
<td><strong>Planning Committee</strong></td>
<td>Washam (chair), Hudson, Jones, Lawrence, McVey, Kesselring, Philhours, J. Robertson, P. Robertson, Roe</td>
</tr>
<tr>
<td><strong>Promotion, Retention &amp; Tenure</strong></td>
<td>Jones (chair), Dancer, Marburger, Nonis, Quinn, Relyea, P. Ruby, Taylor</td>
</tr>
<tr>
<td><strong>Public Relations &amp; Recruiting</strong></td>
<td>Hunt (chair), Bevill, Carr, Kern, Mello, Miller, Roach, Tew</td>
</tr>
<tr>
<td><strong>Scholarship &amp; Honors</strong></td>
<td>Carr (chair), Cocchiara, Dancer, Hester, Lewis, Marburger, Roach, Seydel, Sinclaire, Tew</td>
</tr>
<tr>
<td><strong>Student Professional Development</strong></td>
<td>Bevill (chair), Allen, Carr, McDaniel, Miller, Peterson, Roach, Sinclaire</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Bahn, Bevill, Glover, Guha, Hu, McDaniel, Powell, R. Ruby, Segall, Seydel, Zhang</td>
</tr>
<tr>
<td><strong>Undergraduate Graduation &amp; Academic Appeals</strong></td>
<td>Brown, Carmack, Crawford, Hester, Lewis, Quinn, P. Ruby</td>
</tr>
<tr>
<td><strong>Undergraduate Curriculum</strong></td>
<td>Kesselring (chair), Allen (ex-officio), Dancer, Mello, Pittman, Powell, Sinclaire, Syamil, Vogus</td>
</tr>
</tbody>
</table>
Organizational Structure

The organization structure of the College of Business changed slightly from the 2011-2012 year with Dr. Karen McDaniel being moved from the position of Director of the Online MBA to a tenure-track faculty position in the Department of Management and Marketing. Also, with Dr. Jim Washam being moved to the Dean’s position, this has left a vacancy in the Associate Dean, Director of Undergraduate Programs position, although Dr. Washam is still handling duties in that area as well. The university hired Dr. Tim Hudson as Chancellor and appointed Dr. Lynita Cooksey as Vice-Chancellor for Academic Affairs and Research and Provost of the university. These changes are reflected in the organization chart that follows.
Arkansas State University - College of Business 2013-2014

Board of Trustees

Dr. Tim Hudson, Chancellor

Dr. Lynita Cooksey
Vice Chancellor for Academic Affairs & Research, Provost

Executive Advisory Council

Associate Dean, Director of Undergraduate Programs
Dr. Jim Washam
Dean of the College of Business

Associate Dean, Director of Graduate Programs
Dr. Bill Roe

Department of Accounting
Dr. John Robertson
Chair

Department of Computer & Information Technology
Dr. John Robertson
Chair

Delta Center for Economic Development
Alan McVey
Executive Director

Small Business Technology & Development Center
Herb Lawrence, Director

Department of Economics & Finance
Dr. Patricia Robertson
Chair

Department of Management & Marketing
Dr. Gail Hudson
Chair

Technology Support
Michael Glover

Internships
Dr. Sandra Bevill
Coordinator

Student Advisor, Sheena Allen

Center for Economic Education
Dr. Gary Latanich
Director

International Business Studies
Dr. Clint Relyea
Coordinator

Transportation Management
Dr. John Mello
Director

Center for Entrepreneurship and Family Business Studies
Dr. Erick Chang
Director

Innovation Catalyst
Brian Rogers, Director

Professional Development and Workforce Training
Mike Tuseth, Director

EDA University Center
Jerry L. Smith
Director

Arkansas Manufacturers Extension Network
Bill Kraus
Field Engineer
Attendance at AACSB Meetings

During the year, administrators and faculty attended the following AACSB seminars and/or conferences as a means of focusing on continuous improvement in their knowledge and understanding of Maintenance of Accreditation Standards and their interpretation and implementation as well as understanding of Assurance of Learning processes.

- AACSB Annual Accreditation Conference, Atlanta, Georgia, 9/23-9/25
  
  Jim Washam  
  Bill Roe

- AACSB International Conference and Annual Meeting, Chicago, Illinois, 4/6-4/9  
  
  Jim Washam  
  Bill Roe

- AACSB Faculty Development Conference, Phoenix, Arizona, 3/17-3/20  
  
  Melodie Philhours
Highlights
Academic Year 2012-2013

- The College of Business hosted its annual scholarship fundraiser titled “Business, Blue Jeans and Barbeque”. This year the event netted approximately $22,000 to go toward the general scholarship fund endowment for the college.

- The College of Business used differential tuition faculty development funds to provide four summer research grants of $10,000 each to facilitate enhancement of faculty research and scholarly productivity. Recipients of these grants were Dr. Philip Tew (Finance), Dr. David Kern (Finance), Dr. Jollean Sinclaire (CIT) and Dr. Terry Dancer (Accounting).

- Through the leadership of Dr. Melodie Philhours and the efforts of the Assessment Committee and Goal Assessment Teams, the College continued to make great strides in assurance of learning and in closing the loop to help insure continuous improvement in assessment of all learning goals.

- The Department of Accounting hosted its seventh annual “Meet the Firms” night which attracted 6 major employers of accounting graduates and seventy-one Accounting majors. This successful program allows Accounting majors who are nearing graduation and employers of Accounting graduates to meet and evaluate each other for potential employment of the graduates.

- The College of Business, the Department of Accounting and the Department of Management and Marketing co-sponsored with ASU Career Management Services, the National Association of Black Accountants and its student chapter, the Society for Human Resource Management and its student chapter, the Marketing Club and Dillard’s, Inc., the Annual Professional Presence Conference to help students better understand professional dress, professional behavior and overall professionalism related to career preparedness.

- Dr. John Robertson, Chair of the Accounting Department and the Department of CIT, served as President of the Northeast Arkansas Chapter of the Arkansas Society of CPAs.

- Dr. Tina Quinn, Professor of Accounting is the Vice-President of the Northeast Arkansas Chapter of the Arkansas Society of CPAs.

- Dr. John Robertson is serving on both the Ethics Committee and the Taxation Committee of the Northeast Arkansas Chapter of the Arkansas Society of CPAs.
• Dr. Len Frey served on the Board of Directors of the Southern Business Administrators Association.


• The Department of Accounting received a $20,000 donation from the Roy and Christine Sturgis Charitable Trust in 2013. This gift is restricted to the purchase of equipment and software to update the Accounting Department and our classrooms with the latest accounting technology.

• The Department of Accounting hired two new faculty members, Brian Laird and Sangshin Pae. Brian is a graduate of ASU and is completing his Ph.D at the University of Memphis, and Sanghin (“Sam”) is returning to us after being gone for two years.

• Rodney Carmack, instructor in Accounting, was nominated for the “You Made a Difference Faculty Advisor Award” in November, 2012.

• Becky Carr, instructor in Accounting was nominated for the “You Made a Difference Faculty Advisor Award” in November 2012.

• Dr. John Robertson took 3 students to the National Association of Black Accountants South-Western Student Conference in Chicago in October and made a presentation at the conference.

• Dr. Bill Roe submitted an application for the Bobby G. Bizzell Innovative Achievement Award at the Southwestern Business Deans’ Conference being held in Santa Fe, New Mexico. The application was titles “Innovation in Business Education: Developing an Online MBA Degree”. ASU received the award for second place and was presented with a check for $1,000 by the Association. Dr. Roe was invited to attend the conference and make a presentation to the deans.

• Dr. Bill Roe was invited by the Dean of the College of Business at Texas A & M University International (TAMIU) in Laredo, Texas to meet with him, his executive team and his graduate faculty to make a presentation and have discussions on how to set up a
successful online MBA. TAMIU had received a grant to pay all expenses for Dr. Roe’s visit there.

- Dr. Clint Relyea took a group of International Business Majors to Salinas, Ecuador during the 2013 Spring Break during which the students planted trees which they had held fund raisers to pay for, and worked with local businesses in helping in economic development of this depressed area. This was the eighth such trip and is an excellent example of student engagement, social service, internationalization, teamwork and leadership, all of which supports the strategic initiatives of the College of Business.

- The College of Business was the inaugural recipient of the David Gillingham Award for Excellence in Internationalization and International Business Education by the Board of Directors of the Network of International Business Schools (NIBS). Our College of Business is one of only 4 business schools in the U. S. and 30 in the world to be accredited by NIBS. The award recognized the outstanding accomplishments in internationalization and international business education as a result of Dr. Clint Relyea’s faculty led study tours to Salinas, Ecuador in which students have been engaged in working with micro-industries there, planting trees, raising money to provide animals to carry coffee beans down the mountains and raising money to help develop hydro-electric power there. In making the inaugural award, the President of NIBS stated that ASU’s College of Business epitomizes excellence in internationalization and international business education, and sets the standard to which other schools must aspire to be eligible for consideration of this prestigious award in the future.

- Dr. Bill Roe attended the 20th Annual Meeting of NIBS in San Juan, Puerto Rico in May 2013 to accept the David Gillingham Award for Excellence in Internationalization and International Business Education on behalf of the College of Business.

- The College of Business was ranked by U. S. News as being the number 1 online MBA program in the category of Faculty Credentials and Training among 148 AACSB Accredited online MBA programs for the second consecutive year, and was ranked number 11 overall in all categories combined among the same group of schools. This has resulted in high profile recognition of our online MBA program.

- Dr. John Robertson was the recipient of the “Friend of Diversity” award presented at the annual ASU Diversity Luncheon in April 2013. Dr. Robertson was presented this award for his efforts in recruiting minority applicants for accounting faculty positions and for his work with the student chapter of the National Association of Black Accountants.
Dr. Grant Fenner, Associate Professor of Management, had his manuscript titled “Development and Test of a BAS/BIS Sensitivities Model of Job Performance Ratings and Withdrawal accepted by the Southern Management Association and presented his paper at the Association’s meeting in Fort Lauderdale, Florida in October 2012.

Dr. Shane Hunt, Associate Professor of Marketing, had his paper titled “Selling for a Cause: Using Experiential Learning to Teach Professional Selling, Price Negotiation, and Social Responsibility”, accepted for presentation at the 2012 Marketing Management Fall Conference in Minneapolis, Minnesota.

Dr. Hunt was re-elected to a 2-year term as Vice-Chair of the American Marketing Association Sales Group.

Dr. Terry Roach, Professor of Business Communication, served as a “silent” editor for the 2013 National Business Education Association Yearbook.

Dr. Roach attended the Phi Beta Lambda meeting in San Antonio where ASU-J students competed for national awards.

Dr. Roach presented two Business Etiquette workshops for the Jonesboro Youth Methodist Camp.

Dr. Clint Relyea, Associate Professor of Management, was named Rotarian of the Year by the local Rotary Club.

The Phi Beta Lambda student organization held its 3rd annual Penny Wars contest raising a record $588 with part of the proceeds going to St. Jude Children's Research Hospital, part going to Arkansas Children's Home, and part going to the organization to help fund students attending the State PBL Meeting.

PBL gathered donations of over 1,600 diapers and over 3,000 baby wipes for PACES, Inc.. Students also raised $50 for the March of Dimes and assisted with the Cardiology Associates 1/2 marathon for Heart Disease. Such projects support our strategic initiatives of service learning, teamwork and leadership.

The Department of Economics and Finance hosted the Honorable Randy Pierce, Associate Justice of the Supreme Court for the State of Mississippi in October 2012. Associate Justice Pierce made presentations to Dr. Patricia Robertson’s Law classes and to members of PBL at their noon meeting.
Clint Vogus, Instructor of Management, served as Board President of United Way of Northeast Arkansas. He also served as co-Chair for the 2012 United Way Campaign Major Firms Division, and volunteered for the United Way Day of Caring.

Dr. Bill Roe served as Board President of the Clopton Clinic Charitable Foundation, and as Vice-President and President Elect of the Community Health Education Foundation. He also volunteered for events sponsored by these two organizations including the Women's Health Conference, Corporate Olympics, Red Dress Gala and Halloween Goblin Gala, and serves on the Finance Committee of the Community Health Education Foundation.

Clint Vogus served as a judge for the ASU Robotics competition, was a volunteer server for the Annual Thanksgiving Dinner for ASU students, participated in the Single Parent Scholarship Fund awarding of scholarships and is serving on the board, and he volunteered for a number of Rotary events. He is also working with an International English Partner to help a Chinese Student with his English writing and speaking as well as help him get acquainted with the U.S. culture.

Dr. Karen McDaniel's paper titled "Preparing Students for the Job Interview Meal" was accepted for presentation at the Allied Academies Conference in 2012.

Dr. McDaniel served as a reviewer for the Journal of Managerial Psychology. She also serves as an Ambassador for the Jonesboro Area Chamber of Commerce and a member of the Governmental Affairs Committee for the Chamber. She attended the Annual Meeting of the Arkansas Chamber of Commerce and Associated Industries and was a member of both the Leadership Arkansas Class of 2012-2013 and the Jonesboro Young Professionals Network.

Dr. McDaniel serves as New Member Advisor for Zeta Tau Alpha Sorority and she obtained an internship for a student at KAIT TV station.

Dr. Bill Roe serves as advisor for the Graduate Association of Business Students. He arranged for field trips to the Frito-Lay Plant in Jonesboro and the A-B Brewery in St. Louis in March and April respectively.

The Graduate Association of Business held its 5th Annual Graduate Honors Banquet on April 26, 2013. Students with 3.5 and above GPA were awarded Certificates of Academic Achievement and the outstanding MBA and MAcc graduates were honored. Newly inducted members of Beta Gamma Sigma were presented cords. A record 118 students, faculty and sponsors attended.

Dr. Dan Marburger, Professor of Economics, had his second book titled "How Strong is your Competitive Advantage" published in December 2012 by Business Expert Press.
• Dr. Philip Tew is part of the Faculty Expert Series featured on astate.edu

• The Red Wolves Shooting Sports squad coached by Dr. Gauri Guha won the HIGH OVERALL championship at the MSU Bulldog Invitational.

• The ASU Young Investors Club was formed and engaged in investment competition. Several members traveled with Dr. Kern to the RISE 13 Forum in Dayton, Ohio to compete in investments. RISE is the largest and longest running student investment conference in the world.

• Dr. Erick Chang, Associate Professor of Management was named to the Editorial Review Board of the Journal of Family Business Strategy.

• Dr. Chang’s manuscript titled “What Can Drive Successful Entrepreneurial Firms? An Analysis of the Inc. 500 Companies was accepted for publication in the Journal of Small business Strategies for Fall 2012.

• Dr. Melodie Philhours and Dr. Sarath Nonis co-authored “Clustered Deadlines: An Exploratory Investigation of Timing, Interventions, Performance and Satisfaction which was accepted for presentation at the Society for Marketing Advances 2012 Conference in Orlando, Florida in November 2012 and published in the Proceedings of the Conference. Dr. Philhours presented the paper at the conference.

• Dr. Sarath Nonis participated in the 5th Annual Mentoring Conference at the University of New Mexico in October 2012.

• Dr. Philhours had several outside guest speakers for her Social and Non-Profit Marketing class, giving the students an opportunity to learn from leaders in the community.

• Dr. Philhours engaged students in her Social and Non-Profit Marketing class in service learning projects including The Green Team (assisting ASU in promoting sustainable living in residence life at ASU); Up Till Dawn/St. Jude (a campus-wide fund raising effort for St. Jude Children’s Research Hospital); Backpack Program (a fund raising effort for the backpack program of the NEA Food Bank); and ASU Athletics/Red Wolf Club (a research effort to develop a marketing program for student attendance at athletic events). Each of these activities support the leadership, action-based learning, social consciousness, and teamwork initiatives of the College of Business.
• Dr. Shane Hunt was a keynote speaker at the 2012 Phi theta Kappa Regional Conference for the region including Oklahoma, Arkansas and others. Students attending were leaders at community colleges across the region and he spoke to a crowd of about 150 students on competition and leadership.

• Dr. Hunt was a Session Chair at the 2012 American Marketing Association Summer Conference in Chicago.

• Dr. Hunt was a keynote speaker for ASU’s 2012 Visit Day and spoke to several hundred potential ASU students and their families. He was also a keynote speaker at the ASU Student Support Center Back to School Bash.

• Dr. Hunt is a reviewer for the European Journal of Marketing, the National Conference in Sales Management, and the Global Sales Science Conference.

• Dr. Hunt is serving another year on the McGraw-Hill Annual Edition Advisory Board.

• Dr. Faye Cocchiara, Associate Professor of Management, presented “Distinguishing the ‘Legitimate’ from the ‘Illegitimate’ in U. S. Business Education” at the 2012 Academy of Management Annual Meeting in Boston in August 2012. The paper was co-authored with Dr. Erick Chang.

• Dr. Terry Roach presented Business Etiquette Dinners with Dr. Sandra Bevill at ASU’s Ambassador Training and for College of Business students in September and October of 2012 respectively.

• Dr. Roach presented a Resume preparation workshop for ASU’s College of Continuing Education and Community Outreach.

• Dr. Roach attended the Phi Beta Lambda leadership Conference in Little Rock, and was a speaker on “Business Etiquette: More Than Dinner”.

• Dr. John Mello, Associate Professor of Marketing manuscript titled “Grounded Theory: An Inductive method for Supply Chain Research” was published in the International Journal of Physical Distribution and Logistics Management. The paper was co-authored with Wesley S. Randall.

• Dr. Mello served as a moderator for a panel discussion on Trucking at the AST&L Annual Conference in October 2012.
• Undergraduate students Jameel Orday and Jonathan Wright, and MBA student Andrey Zaynulin competed in the CFA Institute Global Investment Research Challenge regional completion in Memphis on February 2, 2013. They were coached by Dr. Bill Hu who did a great job with the students and the students learned a great deal and benefitted professionally from their experience.

• For the 4th consecutive year Dr. Shane Hunt engaged his students in his Professional Selling class in an action-based learning project involving selling tickets to a Memphis Grizzlies game. This year the Grizzlies allowed the class to buy $40 face value tickets for the March 29 home game against the Houston Rockets for $17 each. Dr. Hunt required his students to prospect potential buyers and sell the tickets for anywhere from $19 to $40. Each student was required to develop a strategy as to whom they would target and what price they would target each different consumer, helping them to understand that you should not charge the same price to every customer as each values your product in a different way. Students had to do a forecasting exercise about how many tickets they were going to sell at different value points, and to examine how they did and what the ramifications are for other areas of the organization when sales people do not provide accurate forecasts. Students sold 320 tickets and after paying the Grizzlies for the tickets, netted $1,648, all of which was donated to Kans 4 Kids, a program that provides food for children would otherwise go hungry over weekends and holidays. Thanks to the hard work of our students, 11 children in Jonesboro will receive food for an entire year, bringing to a total of over 3 dozen kids being provided food for a year since Dr. Hunt initiated this project. Students not only learned valuable aspects of professional selling, but also the social responsibility aspect of business as well. Such programs support our strategic initiatives of both action-based learning and service learning.

• Students from Arkansas State University’s College of Business Phi Beta Lambda (PBL) Chapter won 35 awards and had 18 students qualify for 22 national competitions at the State of Arkansas PBL Spring Conference and Competition in Little Rock in April 2013. This is the most awards ever received in the history of the organization at ASU. In addition two students, Taylor Allison and Brett Harris, will be seeking re-election to a national officer position.

  o Andrew Todd and Yuchen Duan won first place in accounting Analysis and Decision Making while Taylor Allison and Kayla Kuri won second place. Both teams are eligible for national completion.
  o Brett Harris won first place in Business Communications and Taylor Allison won fourth place. Brett is eligible to compete for nationals.
Eric Goetz won 3rd place in Business Law making him eligible for nationals.
Molly Bryson won 3rd place in Business Presentation and 4th place went to Jared White.
Ben and Mallory Green placed second in Community Service Project and will compete in the nationals.
Molly Bryson won 1st place in Computer Applications and is eligible for nationals.
Jeffrey Cone won 1st place in Economic Analysis and Decision Making and is eligible for nationals.
Eric Goetz won 1st place in Financial Concepts and Linsey Sipa won 3rd place, making both eligible for nationals.
Linsey Sipa won 1st place in Financial Services and is eligible for national competition.
Randy Riddle won 2nd place in Computer Help Desk and Vickie Buck won 3rd place. Both are eligible for nationals.
Taylor Tanner won 2nd place in International Business and is eligible for nationals.
Jeffrey Cone won 1st place in Macroeconomics and can compete in the nationals.
Brett Harris won 2nd place in Marketing Concepts and is eligible for nationals.
Randy Riddle and Casey Jackson won 1st place in Network Design and are eligible for nationals.
Mallory Perry won 1st place in Small Business Management Plan and is eligible to compete in nationals.
Yuchen Duan won 2nd place in Statistical Analysis and is eligible to compete for nationals.
Vickie Buck won 1st place in Future Business Educator and Jared White won 2nd place. Both are eligible to compete at nationals.
Andrew Todd won 1st place in Future Business Executive and Aaron Carroll won 3rd place. Andrew is eligible to compete for nationals in this event.
Aaron White will represent Arkansas at the nationals in Who’s Who in PBL.
Jeffrey Cone took 1st place in the Business Principles Open Test.
Brett Harris won 1st place and Andrew Todd won 2nd place in the PBL Facts Test.
Andrew Todd was CMAP Executive Level.

ASU was recognized as a Gold Seal Chapter, and was recognized as having the largest percentage increase in membership over the past year. This makes ASU’s PBL Chapter second largest in the state, and one of the top ten largest chapters in the country. ASU’s chapter also received the March of Dimes Award of Recognition.
• Dr. Terry Roach, one of the advisors to the ASU PBL Chapter was honored with being named to the Wall of Fame at the National PBL Center in Virginia.

• Congratulations to Drs. Patricia Robertson, Philip Tew, Terry Roach and Shane Hunt for their outstanding efforts as advisors to PBL and the leadership they are providing to the students. The effort of the faculty and the experiences of the students support our strategic initiatives of leadership and student engagement.

• Dr. Shane Hunt engaged his Marketing Management students in promoting the baseball game between Ole Miss and ASU, specifically targeting students to attend. The goal was to break the all-time single game attendance record of 1,019. They fell just short, attracting 1,006 for the second largest crowd in history. The students learned valuable lessons in marketing and promotion which support our strategic initiatives of action-based learning and student engagement.

• Subsequent to the submission of the 2011-2012 Annual Report, 11 PBL members, accompanied by 3 faculty advisors attended the National Phi Beta Lambda Conference and Competition in San Antonio, Texas. The ASU Chapter of PBL received the 2012 Hollis and Kitty Guy Gold Seal Chapter Award of Merit. In individual categories, Rinda Pinkley-Hall won 3rd place in Business Communications and 5th place in Future Business Teacher. Andrew Todd won 3rd place in Financial Concepts, and Aaron Carroll was named to Who’s Who in PBL. In the team events, Brett Harris and Mallory Perry placed 2nd in desktop Publishing, and Brett Harris, Andrew Todd, Randy Riddle, and Mallory Green won 9th place in Parliamentary Procedure. Brett Harris was elected as the 2012-2013 National PBL Treasurer.

• Sarath Nonis and members of the College of Business organized the Global Teaching Conference which was participated in by faculty across the campus.

• Dr. Chris Brown is served his first year as Editor of the Journal of Economic Issues.

• Erick Chang organized and carried out the Annual Business Plan Competition in which we had a record number of entries at 22. In addition to his work in organizing and promoting this important event, Erick secured Dr. Shane Hunt, Dr. David Kern, Dr. John Robertson, Mr. Clint Vogus, Mr. Bill Fritz, Mr. Robert Bahn, Ms. Laura Miller, Mr. Gil de Lorenzo, Mr. Rod Carmack, Mr. Alan McVey, Mr. Henry Torres, Mr. Charles Fullen and Mr. Brandon French, all part of ASU as judges. He also assembled judges not connected with ASU, including Dr. Esra Memili at UNC-Greensboro, Dr. Magdy Noguera at SE Louisiana, Ms. Carolina Uribe at UFM-Kirzner Entrepreneurship Center, Mr. Derick Arias at Kars-Guatemala, Ms. Ana Lucia Chang at CBA Dominican Republic,
Mr. Juan Jose Pratdesaba at Calox=Guatemala, and Mr. Sergio Davila at Telefonica-Guatemala.

• Dr. Shane Hunt conducted GMAT and GRE prep classes in the Fall and Spring for graduate students in business to help them prepare for and be successful in taking one of these exams. Several students raised their scores considerable from previous exams as a result of his sessions with them.

• Dr. Bill Roe engaged students in his MBA Strategic Management class in developing 12 strategic plans for organizations, both for not-for-profits and for profits in the area. These projects promote action-based learning for students and further their professional development and teamwork skills, all part of our strategic initiatives.

• Dr. Bill Roe served as a session chair at the International Business and Economics Research Conference in Las Vegas in October 2012.

• Dr. David Kern and Dr. Bill Roe were invited to attend the Barrett School of Banking speaker series at which Robert Gates former Secretary of Defense was the speaker.

• Dr. Clint Relyea and his International Business Club continued their work with Rotary International to obtain funding to build a small hydroelectric plant in Quito, Ecuador along with a water purification project.

• Dr. Karen McDaniel graduates from Leadership Jonesboro on June 28, 2013.

• Dr. Terry Roach Participated in Jonesboro High School, and NEA Career and Technical Center Completers Awards Lunch. Dr. Roach leads these students and their advisors through a Business Etiquette Lunch.

• Dr. Roach conducted 3 sessions of Business Etiquette Training for the Arkansas Chapter of FBLA State Conference. Over 350 students attended these sessions.

• Dr. Terry Roach served on the Arkansas Chapter for the PBL State Leadership Conference Committee, and as the Conference Judges Coordinator, where he coordinated the selection and assigning of over 120 judges to serve on this committee for all the competitive events.

• Dr. Roach served as the Secretary-Treasurer of the Arkansas Chapter of the FBLA-PBL Professional Division and received a citation for service.
• The College of Business contracted with Henry Torres and his staff in the Interactive Teaching and Technology Center (ITTC) to provide instructional design services for courses in our online MBA program so that each course has a “common look, touch, feel, functionality” for all students taking the courses. This effort has helped us receive U. S. News’ ranking of number 1 in Faculty Credentials and Training for all online MBA programs in AACSB Accredited Schools of Business.

• Several faculty members guest lectured abroad at exchange partner schools which helps support our mission of internationalization. Those teaching abroad were:
  o Clint Relyea—University of Applied Sciences—Salzburg, Austria
  o Kim Hester—University of Applied Sciences—Salzburg, Austria
  o Ryan Peterson—University of Applied Sciences—Salzburg, Austria
  o Randy Kesselring—University of Caen—Caen, France
  o Bill Roe—University of Applied Sciences—Weiner Neustadt, Austria

• Several faculty members traveled abroad either in student recruiting activities, presenting papers, and/or calling on exchange partner schools in an effort to attract students. Again, this supports our mission of internationalization. These faculty were:
  o Dr. Sarath Nonis—Presented a paper at the International Business Research Conference in Dubai, United Arab Emirates.
  o Dr. Clint Relyea—Student Recruiting, two trips to South Africa, going to Johannesburg, Pretoria, Cape Town, Glomfotent.
  o Farhad Moeeni—Invited guest speaker at conference in Le Havre, France.
  o Gauri Guha—Research in Istanbul, Turkey as part of Middle Eastern Studies Grant.
  o Randy Kesselring—Presented paper in Montreal, Canada.
Delta Center for Economic Development

The follow items are a list of activities at the Delta Center for Economic Development (DCED) for the first three quarters of fiscal year 2013. This information has been collected from quarterly reports submitted by the DCED. The report will focus on activities in four main areas Community Economic Development, Professional Workforce Training, Delta Center at Krueger Drive Business Incubator and Catalyst Innovation Accelerator. This list should not be seen as an exhaustive body of work but as a broad understanding of activities performed by the Delta Center for Economic Development.

**Community Economic Development**

- The DCED has provided ongoing support for a five-county regional organization including Clay, Craighead, Greene, Lawrence and Randolph counties. The coalition includes local organizations that operate under public-private status with active elected officials and paid staff from local organizations. A third party consultant recently unveiled a strategic plan that gave direction moving forward on how the coalition can best serve its constituency.

- A member of the DCED has been serving on the Arkansas Community Development Society board as a representative of northeast Arkansas.

- The DCED participated in the Delta Bridge Project. It is a strategic planning process for the communities of Mississippi County sponsored by Southern Bank Corporation. The project is overseen by Taimerica Management Company. The Delta Center prepared a retail gap study on the communities of Blytheville and Osceola along with a view of Mississippi County. The center also performed a study focused on tourism assets and potential impact as part of the strategic planning process.

- We delivered a feasibility study to the city of Batesville pertaining to the Polk Bayou. The bayou is a waterway running from a natural spring which winds its way along historic downtown Batesville eventually reaching the White River. The study was commissioned by the Batesville Chamber of Commerce with financial support provided by the Arkansas Department Parks and Tourism. The project also included of the Arkansas Game and Fish Commission to examine the bayou and identify resources to improve the bayou and its banks. The Batesville Chamber will continue to keep the DCED involved through emails and will request assistance as needed.

- The DCED was selected to conduct a retail study for the city of Paragould. The center partnered with Dr. David Saarnio, Director of the ASU Center for Community Engagement, to coordinate focus group sessions and intercept surveys that were conducted. The study consisted of two parts. The primary research provided community leaders insight to the perceptions of the Paragould retail market. An economic base analysis and identification of gaps in the market resulted in a comprehensive report that will be used as a recruitment tool for businesses, therefore, creating jobs in the region. There have already been reports of new businesses start-ups since the delivery of the report.
• The community of Osceola commissioned the DCED to provide a feasibility study on the idea of a floating pier on the Mississippi River at San Souci Landing. The study was delivered and included a detailed plan for tourism opportunities to promote the growth of the community.

• The Powering Rural Development program continues to support communities through strategic planning efforts with a focus on bringing communities together to plan on a county-wide level. We are finalizing strategic plans for both Chicot and Van Buren counties.

• Planning is underway for a Community Leader Conference. We have been meeting with members of the Economic Development Organization of Northeast Arkansas and Katherine Holmstrom a representative of the Arkansas Economic Development Commission to develop the conference agenda.

Professional Workforce Training

• The DCED continues to support regional manufacturers by hosting a 42-hour Certificate in Supervision program. Many of the local businesses have continued to strengthen their leadership layers by utilizing this course. We have even developed customized programs using these materials. There is an interest from local business for us to host a summer version of this training course.

• The staff has developed a customized course entitled “Building Teams / Leading Change.

• We worked with a local communication company in providing a training course titled “Advance Sales”. The focus was on increasing margins, ethics in sales and collections / credit issues to mention a few of the topics.

• The director of Professional Workforce Training worked closely with the director of the North Jonesboro Neighborhood Initiative (NJNI) to develop a curriculum focusing on basic workforce skills needed to enter the job market at entry level positions in healthcare fields in Jonesboro. Several healthcare providers from hospitals to nursing home facilities were interested and agreed to partner by providing input for curriculum development and job interviews to all class participants. The NJNI provided some funding through block grant funds. We hope to host the second class in May or June.

• The center continues to find opportunities to supply customized technology training to both business and industry. There has been some interest of late in MS Project Management.

• The DCED has become a certified provider of “Franklin Covey’s 7-Habits of Highly Effective People”. We have provided this training to a local utility and will continue to support their staff development efforts with this program.

• The director of workforce training and development is a certified consultant of Myers-Briggs Personality Type testing and training. We have had interest in an open enrollment opportunity which we hope will lead to custom or private engagements.
• We continue to support the local human resource professionals by hosting the Society for Human Resource Management organization at our Krueger Drive facility and by offering the SHRM Essentials of Human Resources.

• The following is a representation of our Professional Workforce Training activities through the first three quarters of fiscal year 2013.

  o Client Visits          53  
  o Contact Hours         6,007  
  o Total Program Participants 1,416  
  o Custom Projects       26  
  o Total Rental Participants 1,011  
  o EWTP Grants written   20

**Business Incubator**

• The DCED Business Incubator began the year entering into agreement with four business start-ups taking up residence in the Krueger Drive facility. The start-ups are: Information Systems Inc., Ozark WorkSteps, SprocketWeb and Storycraft Studios. Over the course of the year SprocketWeb and Information Systems Inc. have both changed their business strategy to a work from home business, primarily due to weak demand. During this same period Storycraft Studios has expanded its office space and most recently added 3-D Precision Prototyping as a new start-up business. We currently have three incubator clients.

• We continue to post our Business Incubator information at the Jonesboro Regional Chamber of Commerce as well as with the Small Business Technology Development Center and alt.consulting. It continues to be our practice to send a letter and incubator brochure to new businesses in Jonesboro that were recently incorporated or have purchased a license to do business in the community. If the business appears to already by in a commercial location, we do not send a letter so as to not offend the commercial real estate markets.

**Catalyst Innovation Accelerator**

• We have continued to meet with regional stakeholders to discuss innovative business ideas and technological advancements. Some of these stakeholders are: BarCamp Jonesboro, Innovate Arkansas, Memphis Bioworks, Craighead County (‘Plan Week’), University of Memphis, Southeast Arkansas Growth Initiative, Arkansas Manufacturing Solutions, alt.Consulting, Arkansas Small Business Technology Development Center, Launch Memphis, Jonesboro Chamber of Commerce, Virtual Incubation Inc. US Small Business Administration (‘FAST’ Conference hosted by Memphis Bioworks) and Iceberg (co-working space).

• The director of Catalyst presented information to ASU College of Business students regarding innovating and sparking innovative entrepreneurship.
• We have been working with ASU administrators, faculty and students along with regional stakeholders to implement new events generally promoting innovative entrepreneurship through business planning activities, elevator pitch and idea pitch competitions. From this collaboration, we have developed and hosted an event focused on pitching your business idea in 60 seconds or less. The event was titled “G60” which stands for “Gone in 60 Seconds”. The event was considered a huge success with 30 individuals competing and over 150 people attending the competition.

• Over the last several months, we have solicited and assembled for the Catalyst program volunteer advisors including entrepreneurs with experience commercializing new technologies in the areas of biological development and computer arts.

• We assisted in the development of marketing summaries of ASU faculty/staff/student intellectual properties. Summaries will be posted on the ASU web site and utilized for marketing the intellectual properties for purposes of developing relationships that may lead to licensing, new ventures, and collaborative relationships.

• The director of Catalyst managed and advised a graduate assistant for ASU’s ORTT.

**Delta Center ASU Campus Facility**

• The Delta Center continues to provide community meeting space to different organizations such as ASU campus groups, business and industry, non-profits and government agencies. We are a main host site for much of the small business training that takes place in northeast Arkansas. We anticipate hosting more than 300 meetings / events in the 2013 fiscal year.

**On Going Activities**

• The DCED is currently working to complete a grant proposal with the Economic Development Administration (EDA) to continue funding support for the EDA University Center located within the structure of the Delta Center.

• We are developing a proposal in response to an RFP for the Delta Regional Authority / Delta Leadership Institute. A year-long executive academy that is aimed at key leaders from the public, non-profit and private sectors, which will focus on regional leadership.

• On May 20 and 21, a trainer for IMPLAM econometric modeling company will provide in-house training to improve the ability of the Delta Center to respond to request for assistance from communities.

• The Delta Center will partner with the East Arkansas Planning Development District (EAPDD) to provide a study focused on under-utilized assets within the region. This project is a piece of the reNEW East Arkansas project which is a HUD sponsored grant. It is focused on increasing economic opportunities and improving the quality of life for eastern Arkansans. According to the EAPDD website, the process creates strategic plans focusing on housing, land use, economic development, access to healthy foods, transportation, and infrastructure investments into a vision for how East Arkansas communities can maximize their opportunities for growth.
Small Business and Technology Development Center
The ASU Business and Technology Development Center conducted a total of 140 workshops between June 1, 2011 and April 30, 2013 with a total of 6,790 training hours and 1,861 attendees throughout the 15 county area that it serves. These workshops generated a total of $17,690 in program income for supplemental revenues for the center.

During the period of June 1, 2011 through April 30, 2013, the ASU SBTDC consultants worked with a total of 436 clients including 209 starting a business and 222 that were currently in business. Consulting assistance ranged from general startup planning to marketing, financial analysis to loan packaging and web design to market research.

The ASU SBTDC worked with a total of 79 clients during the reporting period (June 1 to April 30, 2013) for small business funding assistance. Consulting assistance for these clients resulted in a total to $13,461,587 received in capital acquisition for both start up and existing businesses. Clients created a total of 230 new jobs and work through the center resulted in 309 new jobs retained for the area. Forty four new businesses were started through outreach.

Additionally the SBTDC work on government related contracting resulted in clients receiving a total of $347,350 in contracts related to local, state or Federal government or sub-contracting to larger firms in government contracting opportunities.
Assessment Report
College of Business – Arkansas State University
2012-2013

Reorganization of the CoB Assessment Committee

The composition of the CoB Assessment Committee was reorganized for the 2012-2013 academic year to become a function of an expanded CoB Planning Committee. Dr. Melodie Philhours continued to serve as Coordinator of Assessment and as a member of the Planning Committee. The Planning Committee was enlarged to include the faculty chair of the Undergraduate Curriculum Committee and the faculty chair of the Graduate Programs Committee. The Dean of the College of Business heads this committee, with the associate deans, department chairs, director of the Delta Center for Economic Development, and director of the Small Business Technology Development Center (SBTDC).

2012-2013 Undergraduate Learning Goal Assessment

Business Knowledge – As noted in the 2011-12 Assessment Report, discipline-specific faculty groups discussed Major Field Test (MFT) results, formulated plans based on these results, and in 2012-2013 implemented changes to course-specific curricula. The MFT will be administered to graduating seniors in Spring 2014 as a follow-up to assess the impact of these changes. Reports from faculty discussion are included in APPENDIX A.

Oral Communication – As a follow-up to previous assessments of students’ oral communication skills, the College of Business Student Communication Blackboard site was developed to provide a repository of instructional and illustrative materials for effective oral communication. To encourage students to interact with this site and to provide a collection of student artifacts for assessment, all students in MGMT 4813 Strategic Management are asked to record and post a 3-5 minute presentation. A sampling of these presentations were reviewed by the Undergraduate Oral Communication Goal Assessment Team (GAT) in Spring 2013 as a pilot assessment leading to revision of the rubric as shown in Appendix B. A full assessment with widespread faculty involvement will be completed by early Fall 2013. Based on the results of this assessment and with the addition of new faculty in Business Communication, the Blackboard site is slated for in-depth revision in Fall 2013.
Written Communication – Artifacts of students’ written communication have been collected in MGMT 4813 Strategic Communication for assessment in early Fall 2013. The Undergraduate Written Communication GAT reviewed a sampling of these artifacts as a pilot assessment in Spring 2013 and as a result will revise the rubric in preparation for a full assessment in early fall. Interventions including the CoB Writing Lab, the University Writing Center, the TICE Writing Lab (The International Center for English) for international students, and Grammarly, a tool within Blackboard for both residential and online students, continue to be offered. Hours and a Grammarly tutorial link and support through ITTC are provided to faculty through email and to students through Blackboard each semester.

2012-2013 MBA Learning Goal Assessment

Global Issues and Perspectives – A GAT was formed in Spring 2013 to define and develop an ‘international’ learning goal. Initially this goal will be assessed using the Global Perspectives Inventory provided by the university assessment office. Based on the results of this test, administered to all students in the MBA core course, Global Strategic Initiatives, in Spring 2013 as a baseline measure, plans will be formulated for additional/different/follow-up measures and interventions.

Oral Communication – In the Fall 2012 assessment of student presentations in MKTG 6223 Strategic Marketing, both online and face-to-face sections revealed below average means for online presentations in dress, nonverbal, professionalism, organization and visual support. All rubric items were scored consistently at or above meets expectations in the F2F presentations. See the complete report in Appendix C. The team recommends the following to improve the assessment process and to improve student performance.

Assessment Methodology:

- Raters should be provided syllabi and assignment prior to reviewing the presentation to understand what was specifically required of the student.

Student Performance:

- Students should be provided access to the rubric at the beginning of the semester in all courses in which oral communication is required. This has been done in some courses but has not been documented. Do and document.
- Student assignments and syllabi should include description of appropriate dress for presentation and should be specific regarding requirements for visual support, e.g. PowerPoint, etc.
- “Dressing professionally helps people to act professionally” – Encourage business professional dress appropriate to the MBA level of study.
• Continue presentations by the BCOM faculty to any class and certainly continue to do so in the MGMT 6423 Strategic Management class as has been done for several terms, including summer terms.
• Schedule presentation(s) to the faculty to demonstrate the methods Dr. Roe uses to blend the online and face-to-face sections of Strategic Management for presentations.
• Develop a mentor/buddy system between international students and American students to assist in both oral and written language development as well as diversity initiatives.
• Schedule Dr. Amy Pearce, Psychology, to talk with the faculty about her use of peer-to-peer writing and explore this idea with application to oral communication as well.
• Fall 2013 – Assess oral communication in Strategic Management blended online/F2F presentations.

2012-2013 MAcc Learning Goal Assessment

Oral Communication – Based on previous assessment of oral communication skills and in response to the growing proportion of international students in the MAcc program, international students are partnered with native English speakers for group presentations. Faculty preview and offer help and suggestions for any students who want this and for all international students. Faculty also stress the importance of practice in preparation for presentations. The goal will be assessed again in Spring 2014 to measure the effectiveness of these practices.

Knowledge – Based on faculty changes and feedback from assessment data in these courses, Special Problems in Accounting, formerly the capstone course for the MAcc program, was deleted and its content added to Seminar in Accounting Theory. Theory is now the MAcc capstone course as of Spring 2014. Business Analytics is now required for MAcc students. As a program for the ‘number-oriented manager’, assessment data indicated that MAcc students were not as comfortable solving problems with numbers as the program dictates. The addition of this quantitative course to the MAcc requirements will improve students’ skills in this critical area.

Compliance with University Assessment Requests

The University Assessment Office asked that each degree program as defined by HLC submit a “blurb” according to the following “jingle.”

*Data Say, So What, What We Did, What We Got.*
Statements were submitted for the College of Business degree programs in May 2013 and are found in APPENDIX D.

Miscellaneous

Dr. Melodie Philhours attended the AACSB Assessment Conference: Quality through Effective Curricula Management, March 18-20, 2013, in Phoenix, Arizona, and facilitated discussion: The Impact of New AACSB Standards on AOL.
ACCOUNTING

Based on ASU CoB student performance on the Major Field Test of Business specifically in the ACCT discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the ACCT faculty define well?

*Defining “well” as at or above the national average, CoB students performed well on a number of questions including those on the role of net income in the statement of retained earnings and current/long-term assets in the balance sheet, timing of recognition of expenses/accrual accounting, the relationships of fixed and variable costs.*

Upon what topics do our students perform poorly? How do the ACCT faculty define poorly?

*Defining “poorly” as below the national average, CoB students performed below average on several questions that the faculty agreed were not important for all business majors to know, e.g. price variance/quantity variance in cost accounting, margin of safety. Other questions, however, presented concerns such as those about the matching principle, cost vs. FMV on the balance sheet, definition of income statement as results of operations for a period of time, calculating production given beginning, ending inventory and sales, product/job order costing, and a pricing decision given excess plant capacity.*

Regarding the topics of poor student performance, is it important to the ACCT faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

*Of those topics of concern, the accounting faculty agreed that the matching principle, cost/FMV, nature of the income statement were unique to accounting and, although these topics are clearly emphasized in ACCTG 2013/2033, student may not remember them two years later in their final semester. Interestingly, several questions were discussed as something “any manager should know” and as such, performance was unacceptable. These included specifically pricing given excess capacity and production given beginning and ending inventory. Furthermore, these topics are not necessarily unique to the accounting curriculum. More generally, students may have experienced “number freak” and didn’t try to answer the question correctly when they really did have the knowledge to do so.*

For those topics noted as important in the previous question, what is the consensus of the ACCT faculty as to why students performed poorly?

*See above.*

What is the consensus of the ACCT faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

*For those items of importance as described above, the accounting faculty will continue to place emphasis on these in both regular exam questions and homework as well as perhaps final exam questions. For those topics/questions noted as “number freak” implying that students didn’t make a real effort to reason out the answer, the faculty suggested a discussion in Strategic Management, prior to the exam,*
of the importance of reasoning out an answer rather than just moving on because the question is intimidating with numbers and/or terms that only 'ring a bell.'
Based on ASU CoB student performance on the Major Field Test of Business specifically in the CIT discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the CIT faculty define well?

Defining “well” as at or above the national average, CoB students performed well on a number of questions including those on the primary purpose of an operating system, database tables, parallel processing, peer to peer network architecture, Sarbanes-Oxley, VOIP and data fragments.

Upon what topics do our students perform poorly? How do the CIT faculty define poorly?

Defining “poorly” as below the national average, CoB students performed poorly on several questions, some of which do not adequately reflect the CIT curriculum. Expert systems, ERP systems and batch processing are two of the concepts that the faculty agreed were not covered in depth in the CIT curriculum or were included in a different context than that of the question and thus it is understandable and acceptable that students did not reach the national average for these topics. No change in the curriculum is warranted for these and similar questions/topics. On a question regarding pilot studies students performed below the national average and the faculty agreed that this was an appropriate question and that enough emphasis was placed on this topic in the curriculum that students should have performed better. Quiz/exam questions will be included in CIT 3013 Management Information Systems specifically to address this issue.

Regarding the topics of poor student performance, is it important to the CIT faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

Pilot studies, as described above.

For those topics noted as important in the previous question, what is the consensus of the CIT faculty as to why students performed poorly?

For the topics in which students scored below average, faculty agreed that these were not emphasized in the core CIT courses, except the concept of pilot studies, and felt that this was the underlying reason for below-average performance.

What is the consensus of the CIT faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

See above.
Based on ASU CoB student performance on the Major Field Test of Business specifically in the Economics discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the Economics faculty define well?

- Exports and Trade Flows (97.2% and 69%- better than national scores on one question, close to national on other question)
- Consumer Choice (68.3% correct – better than national scores)
- Product Market Structure (57.7% - better than national scores)
- Economic Growth (52.1% correct – better than national scores)

Upon what topics do our students perform poorly? How do the Economics faculty define poorly?

- Cost of Production (11.3% correct – lower than national scores)
- Measure of Economic Performance (16.9% correct – lower than national scores)
- Money and Banking System (12.7% correct – lower than national scores)
- Resource Markets (8.5% correct – lower than national scores)

Regarding the topics of poor student performance, is it important to the Economics faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

- It is very important to the faculty that the graduates of ASU know the material related to Cost of Production.
- It is less important to the faculty that the ASU graduates know the material related to the other areas in which the students did poorly.

For those topics noted as important in the previous question, what is the consensus of the Economics faculty as to why students performed poorly?

- The students performed much more poorly on the questions that required integration of two mathematical concepts.
- Questions with more advanced graphical techniques also gave the students more difficulty.
- Students struggle with abstract topics, critical thinking.

What is the consensus of the Economics faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

- Increase emphasis on teaching the topics in which the students exhibit weaknesses.
- Increase the number of questions in course exercises and exams related to the weak areas so that the students will practice and master these areas.
- Faculty would like to attend teaching conferences to gain insight on how to teach these topics more effectively.
FINANCE

Based on ASU CoB student performance on the Major Field Test of Business specifically in the Finance discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the Finance faculty define well?

- Financial Markets and Environment (66.9% correct)
- Financial Statement Analysis (56.3% correct)
- Risk and Return (did well on one question – 52.1% correct)
- International Finance (did well on one question – 59.2% correct)
- Capital Budgeting (did well on one question - 54.9% correct)

Upon what topics do our students perform poorly? How do the Finance faculty define poorly?

- Capital Budgeting (did poorly on one question – 15.5% correct)
- Time Value of Money (19.7% and 26.8% correct)
- International Finance (did poorly on one question 25.4% correct)

Regarding the topics of poor student performance, is it important to the Finance faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

- Time value of money is an extremely important concept for all business majors.
- Some of the other concepts are important for Finance majors, but less important for other business majors.

For those topics noted as important in the previous question, what is the consensus of the Finance faculty as to why students performed poorly?

- The students performed much more poorly on questions that required analytical thinking than on the questions that were more definitional.
- The students have difficulty with making connections between two or more concepts and engaging in analysis using multiple concepts.
- The students were not allowed to use a financial calculator.

What is the consensus of the Finance faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

- Provide tutorial reviews of basic important concepts that could be used in the Strategic Management class or other classes.
- Practice more analytical thinking in Business Finance. Have the students practice and use this type of thinking more on exams, homework assignments and quizzes.
LAW

Based on ASU CoB student performance on the Major Field Test of Business specifically in the Legal and Social Environment discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the Legal and Social Environment faculty define well?

- Overall, the students performed well in every area (generally close to or above the national scores) except Intellectual Property and Ethics. Highlights include but are not limited to:
  - Crimes (93.7%)
  - Employment Law (85.2%)
  - Business Organizations (73.4%, 68.3% on two questions)
  - Tort Law/Contracts (65.5% and 96.5%)

Upon what topics do our students perform poorly? How do the Legal and Social Environment faculty define poorly?

- Intellectual Property (7.7%)
- Ethical/Social (9.2%)

Regarding the topics of poor student performance, is it important to the Legal and Social Environment faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

- The ethical and social content is extremely important to our faculty
- Intellectual property is also an important topic, but possibly not to the depth of the question on the test.

For those topics noted as important in the previous question, what is the consensus of the Legal and Social Environment faculty as to why students performed poorly?

- The ethics question on the test dealt with terminology rather than application of an ethical theory. Our emphasis is often more on application because we deem application more important than terminology in this area.
- The intellectual property question was higher in difficulty than many of the other law questions on the test. This question required analysis of a more detailed and complicated set of facts, and, in fact the national score for this question was only 12.7%. In an introductory Legal Environment of Business course, it is not typical to address intellectual property in this much depth because there is limited time to cover a wide range of topics.

What is the consensus of the Legal and Social Environment faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?
• We may emphasize ethical theories a bit more. Some of the professors are adding more ethics content to Legal Environment of Business next semester. Additional discussion and practice in connection with applications of ethical theories may help the students remember the theories better.

• Students may need more practice in answering more complex questions about scenarios involving multiple issues.

• We may spend more time on intellectual property issues in our Legal Environment of Business course, if time permits.
MANAGEMENT

Based on ASU CoB student performance on the Major Field Test of Business specifically in the management discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the management faculty define well?

We analyzed the management questions relative to three performance criteria compared to the national averages: exceeds, meets, or falls below.

ASU CoB students exceeded the national averages in the questions relevant to diversity issues and business level strategy as well as HR, JIT and TQM (Six Sigma). Students met the national averages in questions relevant to strategic planning, mission statements, communications, and international environmental variables. Students also met the national averages in a question about expatriate acculturation issues at 40.8% (national average also 40.8%) answering the question correctly.

While students performed at the national average on the expatriate acculturation issue, the faculty as a whole agreed that this was an important issue and want to increase emphasis on these issues in the Organizational Behavior and International Management courses.

Upon what topics do our students perform poorly? How do the management faculty define poorly?

The management faculty defined ‘poorly’ as below the national average for percent correct.

ASU CoB students did not perform well in organizational structure, e.g. decentralized, centralized, hierarchical, matrix, relevant to TQM. This topic is presented within the curriculum but not in the context of this question, e.g. “What I teach doesn’t answer that question.” The management faculty as a whole is comfortable with the way in which this topic is handled and the students’ performance on this question.

Students scored below average in distinguishing between “strength” and “opportunity” in SWOT analysis (49.3%/58.2%). Discussion revealed numerous exam questions, activities, assignments, and classroom discussion of this topic in various courses and the consensus reached is that this is a difficult concept that requires a level of discernment not achieved by all students. The curriculum will continue to emphasize SWOT analysis at the current level.

Students scored below average on a question about the Hawthorne Effect (31%/36.4%). Discussion revealed that this is not included in the curriculum at any significant level and all are comfortable with student performance. This concept is not included in the OB text.

The faculty felt that one of the questions on which students performed below average was poorly written in that the distractors were “too good” and plan no change in the curriculum to accommodate.

Regarding the topics of poor student performance, is it important to the management faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

See above.

For those topics noted as important in the previous question, what is the consensus of the management faculty as to why students performed poorly?
See above.

What is the consensus of the management faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

Overall the management faculty is comfortable with student performance. Based on the discussion in this meeting, expatriate acculturation was revealed to be the one topic that warranted more exploration even though students performed exactly at the national average. The faculty feel that this is an important issue and want to increase students’ awareness and knowledge of it.
Based on ASU CoB student performance on the Major Field Test of Business specifically in the management discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the management faculty define well?

*We analyzed the management questions relative to three performance criteria compared to the national averages: exceeds, meets, or falls below.*

*ASU CoB students exceeded the national averages in the questions relevant to diversity issues and business level strategy as well as HR, JIT and TQM (Six Sigma). Students met the national averages in questions relevant to strategic planning, mission statements, communications, and international environmental variables. Students also met the national averages in a question about expatriate acculturation issues at 40.8% (national average also 40.8%) answering the question correctly.*

*While students performed at the national average on the expatriate acculturation issue, the faculty as a whole agreed that this was an important issue and want to increase emphasis on these issues in the Organizational Behavior and International Management courses.*

Upon what topics do our students perform poorly? How do the management faculty define poorly?

*The management faculty defined ‘poorly’ as below the national average for percent correct.*

*ASU CoB students did not perform well in organizational structure, e.g. decentralized, centralized, hierarchical, matrix, relevant to TQM. This topic is presented within the curriculum but not in the context of this question, e.g. “What I teach doesn’t answer that question.” The management faculty as a whole is comfortable with the way in which this topic is handled and the students’ performance on this question.*

*Students scored below average in distinguishing between “strength” and “opportunity” in SWOT analysis (49.3%/58.2%). Discussion revealed numerous exam questions, activities, assignments, and classroom discussion of this topic in various courses and the consensus reached is that this is a difficult concept that requires a level of discernment not achieved by all students. The curriculum will continue to emphasize SWOT analysis at the current level.*

*Students scored below average on a question about the Hawthorne Effect (31%/36.4%). Discussion revealed that this is not included in the curriculum at any significant level and all are comfortable with student performance. This concept is not included in the OB text.*

*The faculty felt that one of the questions on which students performed below average was poorly written in that the distractors were “too good” and plan no change in the curriculum to accommodate.*

Regarding the topics of poor student performance, is it important to the management faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

*See above.*

For those topics noted as important in the previous question, what is the consensus of the management faculty as to why students performed poorly?
See above.

What is the consensus of the management faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

Overall the management faculty is comfortable with student performance. Based on the discussion in this meeting, expatriate acculturation was revealed to be the one topic that warranted more exploration even though students performed exactly at the national average. The faculty feel that this is an important issue and want to increase students’ awareness and knowledge of it.
QBA & STATISTICS

Based on ASU CoB student performance on the Major Field Test of Business specifically in the Quantitative discipline, please respond to the following questions.

Upon what topics do our students perform well? How do the Quantitative faculty define well?

- Counting Rules (98.6% correct – higher than national scores)
- Project Scheduling (62.7% correct – higher than national scores)

Upon what topics do our students perform poorly? How do the Quantitative faculty define poorly?

- Measure of Set Operation (1.4% correct – lower than national scores)
- Sampling and Estimation (23.9% correct – lower than national scores)
- Distributions (18.3% correct – lower than national scores) – While the faculty are disappointed in this score, the faculty noted that the question about this on the test was poorly worded and vague, so that may explain the low score.

Regarding the topics of poor student performance, is it important to the Quantitative faculty that graduates of the ASU CoB know this material? Please address each topic listed in the previous question.

- All three of the topics (Measure of Set Operation, Sampling and Estimation, and Distributions) are important.

For those topics noted as important in the previous question, what is the consensus of the Quantitative faculty as to why students performed poorly?

- A lot of newer statistics textbooks don’t cover set theory very much.
- Sampling and estimation is in a later chapter. Therefore, teaching this section may be rushed if it is late in the semester.
- Students do better with set formulas, but they are weaker when additional steps are required. Very few courses are teaching students to think through complex problems that require multiple, sequential steps.

What is the consensus of the Quantitative faculty as to how this data might be used to improve student learning/performance on these discipline specific topics?

- Spend more time in Business Statistics classes on probability theory and distributions.
- Possibly supplement the textbooks with more set theory and start with set theory at the beginning of the semester.
- Review and practice quantitative skills in more classes after the sophomore year.
- Possibly review major quantitative topics by using Tegrity videos and adaptive release quizzes in Strategic Management. Possibly a 70-75% score should be required on these quizzes before the students move forward to take exams in Strategic Management.
## WHY HIRE ME? STRATEGIC MANAGEMENT PRESENTATIONS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Descriptions</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Attention</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>1. Contains a well-developed attention-getter</td>
<td></td>
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<tr>
<td></td>
<td>2. Clearly lists Strengths or Reasons for Hiring</td>
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<td></td>
<td>3. Contains at least one slide*</td>
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<tr>
<td><strong>Reason #1</strong></td>
<td>Speaker provides at least 1-2 clearly understood examples of the reason/strength. For example, “I have good time management skills demonstrated by…..”</td>
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<tr>
<td><strong>Reason #2</strong></td>
<td>Speaker has a second point and supports it as described above.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>1. Contains at least 1 slide*</td>
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<tr>
<td></td>
<td>2. Summarizes the presentation/Restates the major points</td>
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<tr>
<td><strong>PowerPoint</strong></td>
<td>1. Effective use of PP—appropriate color, use of space, transitions, etc. Effective use could just be ONE slide with name/contact info. Could also be more. Just EFFECTIVE!*</td>
<td></td>
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<tr>
<td><strong>Time Management</strong></td>
<td>1. Effectively and efficiently used the time allotted for the presentation.</td>
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<td></td>
<td>2. No rambling on but maximized each word and second of the presentation.</td>
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<tr>
<td><strong>Preparation</strong></td>
<td>1. Speaker was clearly prepared and knew the material.</td>
<td></td>
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<td></td>
<td>2. Speaker did not mispronounce or stumble over words or names.</td>
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<tr>
<td><strong>Vocal Style</strong></td>
<td>1. Speaker was enthusiastic about topic.</td>
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<tr>
<td></td>
<td>2. Speaker spoke with authority.</td>
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<td></td>
</tr>
</tbody>
</table>
3. Speaker was clear and easy to understand.
4. Speaker avoided use of uh, um, you know, etc.

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Presentation was free of grammatical errors.</th>
</tr>
</thead>
</table>

| Appearance               | 1. Speaker was dressed professionally and appropriately for business presentation. 
|                          | 2. Background of presentation was professional. |

<table>
<thead>
<tr>
<th>Overall Quality</th>
<th>Presentation was professional, well-designed, interesting, informative and well-prepared.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rater:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Additional Comments:

Appendix C

Goal Assessment Team Report


Team Members:  McDaniel, Pittman, Roe, Segall, Tew

Student Artifact Description (attach copy of assignment):

Presentation of marketing plans in MKTG 6223 Strategic Marketing, both traditional and online sections.

Assessment Analysis Description (attach copy of rubric, if used):

Student presentations were assessed using the MBA Oral Communications rubric (attached.)

All student presentations in both the online section and the traditional section of the course were assessed by 13 CoB faculty volunteers.

Sample Description:  # of Artifacts ______ from the following courses/sections/faculty:
Course:  MkTG 6223  Section(s):  __Online___  Instructor(s):  Hunt______  Enrollment:  15
Course:  MkTG 6223_  Section(s):  _Traditional___  Instructor(s):  Hunt______  Enrollment:  39

Methodology:

Student presentations were assessed using the MBA Oral Communications rubric (attached.)

All student presentations in both the online section and the traditional section of the course were assessed by 13 CoB faculty volunteers.

Results:  (attach documentation as necessary)

Spreadsheet attached with data from this assessment along with Summer 2011 assessment data and 2008-09 assessment data for comparison.

Data suggest students in the online section perform below expectations in the highlighted areas. Discussion of the team (Faculty present included McDaniel, Philhours, P. Robertson, Roe, Segall and Washam) centered on possible rater differences in the definition of dress, professionalism, and expectations for visual support in presentations and the specific requirements of the assignment.

Means are presented in the following table.

<table>
<thead>
<tr>
<th>Format/Term</th>
<th>Grammar</th>
<th>Verbal Skills</th>
<th>Dress</th>
<th>Nonverbal Skills</th>
<th>Professionalism</th>
<th>Organization</th>
<th>Understanding</th>
<th>Time Management</th>
<th>Visual Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online 2011</td>
<td>2.47</td>
<td>2.27</td>
<td>1.57</td>
<td>1.86</td>
<td>2.00</td>
<td>1.79</td>
<td>2.29</td>
<td>2.14</td>
<td>1.43</td>
</tr>
<tr>
<td>Traditional</td>
<td>2.46</td>
<td>2.11</td>
<td>2.50</td>
<td>2.33</td>
<td>2.40</td>
<td>2.13</td>
<td>2.47</td>
<td>2.71</td>
<td>2.24</td>
</tr>
</tbody>
</table>

Recommendations:
The team recommends the following to improve the assessment process and to improve student performance.

Assessment Methodology:

- Raters should be provided syllabi and assignment prior to reviewing the presentation to understand what was specifically required of the student.

Student Performance:

- Students should be provided access to the rubric at the beginning of the semester in all courses in which oral communication is required. This has been done in some courses but has not been documented. Do and document.
- Student assignments and syllabi should include description of appropriate dress for presentation and should be specific regarding requirements for visual support, e.g. PowerPoint, etc.
- “Dressing professionally helps people to act professionally” – Encourage business professional dress appropriate to the MBA level of study.
- Continue presentations by the BCOM faculty to any class and certainly continue to do so in the MGMT 6423 Strategic Management class as has been done for several terms, including summer terms.
- Schedule presentation(s) to the faculty to demonstrate the methods Dr. Roe uses to blend the online and face-to-face sections of Strategic Management for presentations.
- Develop a mentor/buddy system between international students and American students to assist in both oral and written language development as well as diversity initiatives.
- Schedule Dr. Amy Pearce, Psychology, to talk with the faculty about her use of peer-to-peer writing and explore this idea with application to oral communication as well.
- Fall 2013 – Assess Oral Communication in Strategic Management blended online/F2F presentations.
APPENDIX D

ASSESSMENT LOOP BLURB FOR ACCOUNTING

DATA SAY –

Based on analysis by the accounting faculty of the 2011 Major Field Test (MFT), CoB students performed at or above the national average on a number of accounting questions including those on the role of net income in the statement of retained earnings and current/long-term assets in the balance sheet, timing of recognition of expenses/accrual accounting, the relationships of fixed and variable costs. CoB students performed below average on topics including price variance/quantity variance in cost accounting, margin of safety, the matching principle, cost vs. FMV on the balance sheet, definition of income statement as results of operations for a period of time, calculating production given beginning, ending inventory and sales, product/job order costing, and a pricing decision given excess plant capacity.

SO WHAT –

CoB students performed below average on several questions that the faculty agreed were relatively unimportant at this point in the students’ business education, e.g. price variance/quantity variance in cost accounting, margin of safety. Other questions, however, presented concerns such as those about the matching principle, cost vs. FMV on the balance sheet, definition of income statement as results of operations for a period of time, calculating production given beginning, ending inventory and sales, product/job order costing, and a pricing decision given excess plant capacity.

HOW WE CHANGED –

Of those topics of concern, the accounting faculty agreed that the matching principle, cost/FMV, nature of the income statement were unique to accounting and, although these topics are clearly emphasized in ACCTG 2013/2033, student may not remember them two years later in their final semester. Interestingly, several questions were discussed as something “any manager should know” and as such, performance was unacceptable. These included specifically pricing given excess capacity and production given beginning and ending inventory. Furthermore, these topics are not necessarily unique to the accounting curriculum. More generally, students may have experienced “number freak” and didn’t try to answer the question correctly when they really did have the knowledge to do so. For those items of importance as described above, the accounting faculty will continue to place emphasis on these in both regular exam questions and homework as well as perhaps final exam questions. For those topics/questions noted as “number freak” implying that students didn’t make a real effort to reason out the answer, the accounting faculty suggested a discussion in Strategic Management, prior to the exam, of the importance of reasoning out an answer rather than just moving on because the question is intimidating with numbers and/or terms that only ‘ring a bell.’

WHAT WE GOT –

The accounting faculty await the results of the Fall 2013 MFT.
ASSESSMENT LOOP BLURB FOR CIT

DATA SAY –

Students in CIT 1503 Microcomputer Business Applications have changed in terms of skill level in the Microsoft Office software (Word, PowerPoint, Excel, Access) based on changes in the high school curriculum and the technology environment that has evolved to include widespread use of technology at earlier levels.

SO WHAT –

Because students now have experience with Microsoft Office prior to taking CIT 1503, and because the software has changed twice since the last CIT 1503 proficiency test was developed, more students should be able to pass the proficiency test if it were updated to reflect the current edition of Microsoft Office. By testing out of CIT 1503, students would have an additional 3 hours in the degree plan to take a higher level CIT course or another course in their major.

HOW WE CHANGED –

In Summer 2013, a new proficiency test will be developed using SAM2013. SAM2013 stands for Skills Assessment Manager 2013. This interactive online learning environment will be used in some sections of CIT 1503 and will be offered as the proficiency test for CIT 1503. SAM2013 will test and assist students in learning Microsoft Office 2013, the latest version of Microsoft Office and what these students will have used and be using throughout their collegiate careers and into their professional careers.

WHAT WE GOT –

The CIT faculty will implement SAM2013 in Fall, 2013.
ASSESSMENT LOOP BLURB FOR ECONOMICS

DATA SAY –

Conclusions drawn by the economics faculty based upon Spring 2011 Major Field Test (MFT) results include performance above the national average on the following topics.

- Exports and Trade Flows (97.2% and 69%- better than national scores on one question, close to national on other question)
- Consumer Choice (68.3% correct – better than national scores)
- Product Market Structure (57.7% - better than national scores)
- Economic Growth (52.1% correct – better than national scores)

The economics faculty note below average performance on these topics.

- Cost of Production (11.3% correct – lower than national scores)
- Measure of Economic Performance (16.9% correct – lower than national scores)
- Money and Banking System (12.7% correct – lower than national scores)
- Resource Markets (8.5% correct – lower than national scores)

SO WHAT –

- It is very important to the faculty that the graduates of ASU know the material related to Cost of Production.
- It is less important to the faculty that the ASU graduates know the material related to the other areas in which the students did poorly.
- The students performed much more poorly on the questions that required integration of two mathematical concepts.
- Questions with more advanced graphical techniques also gave the students more difficulty.
- Students struggle with abstract topics, critical thinking.

HOW WE CHANGED –

- Increase emphasis on teaching the topics in which the students exhibit weaknesses.
- Increase the number of questions in course exercises and exams related to the weak areas so that the students will practice and master these areas.
- Faculty would like to attend teaching conferences to gain insight on how to teach these topics more effectively.

WHAT WE GOT –

The economics faculty await the results of the 2013 MFT.
ASSESSMENT LOOP BLURB FOR FINANCE

DATA SAY –

Conclusions drawn by the finance faculty based upon Spring 2011 Major Field Test (MFT) results include acceptable performance on the following topics.

- Financial Markets and Environment (66.9% correct)
- Financial Statement Analysis (56.3% correct)
- Risk and Return (did well on one question – 52.1% correct)
- International Finance (did well on one question – 59.2% correct)
- Capital Budgeting (did well on one question - 54.9% correct)

The finance faculty note unacceptable performance on these topics.

- Capital Budgeting (did poorly on one question – 15.5% correct)
- Time Value of Money (19.7% and 26.8% correct)
- International Finance (did poorly on one question 25.4% correct)

SO WHAT –

- Time value of money is an extremely important concept for all business majors.
- The students performed much more poorly on questions that required analytical thinking than on the questions that were more definitional.
- The students have difficulty with making connections between two or more concepts and engaging in analysis using multiple concepts.
- The students were not allowed to use a financial calculator.

HOW WE CHANGED –

- Provide tutorial reviews of basic important concepts that could be used in the Strategic Management class or other classes.
- Practice more analytical thinking in Business Finance. Have the students practice and use this type of thinking more on exams, homework assignments and quizzes.

WHAT WE GOT –

The finance faculty await the results of the 2013 MFT.
2013 ASSESSMENT LOOP BLURB FOR INTERNATIONAL BUSINESS

DATA SAY –

As a somewhat interdisciplinary field within the College of Business, international marketing, management, economics, technology, logistics and accounting are assessed using the Major Field Test (MFT) and discussed and analyzed by the faculty teaching these courses within those disciplines, e.g. MKTG 4113 International Marketing and MGMT 4123 International Management. Data from these specific topics indicate that students perform relatively well in both 2009 and 2011.

As an additional measure of learning, a new assessment initiative began in Spring 2012 with the administration of the Intercultural Effectiveness Scale (IES) in IB 1013 The Global Challenge. The IES was developed specifically to evaluate the competencies critical to interacting effectively with people who are from cultures other than our own and focuses on three dimensions of intercultural effectiveness. These three dimensions are combined to generate an Overall Intercultural Effectiveness Score. These dimensions include continuous learning, interpersonal engagement, and hardiness. Pre- and post-testing using the IES in this course as well as a longitudinal study to include IB graduating seniors has been conducted to assess these skills. The IES was administered with freshman business students at the beginning of the IB 1013 The Global Challenge course and again as a post-test at the end of the semester. Small changes were noted across all constructs. One limitation that should be noted is that less than 50 percent of the original test-takers took the post exam. New measures have been put in place to require taking the test at the end of the class instead of making it voluntary. Another idea is that we will measure specifically if there is a significant difference in the scores of those that actually traveled abroad that semester.

SO WHAT –

The 2009 and 2011 MFT data indicate satisfactory performance in international topics.

While positive change occurred between the pre- and post-test administration of the IES, voluntary participation in the post-test may have biased the outcome. This will be changed in the next assessment cycle. Furthermore, due to the availability and relative cost of the Global Perspectives Inventory, we will move to this assessment instrument for future assessments and to specifically measure the longitudinal change in IB majors from beginning to end of their collegiate study of international business and to specifically measure change in global perspectives occurring in those students who participate in study abroad.

HOW WE CHANGED –

GPI will substitute for IES administration in the next assessment cycle begun late Spring 2013.

While data did not dictate significant change, faculty felt that average performance in expatriate acculturation (MFT 2011) warranted additional emphasis on the topic with additional discussion and assignments in MGMT 3863 Organizational Behavior, which is a core CoB course available to all majors, not just IB.

WHAT WE GOT –
Awaiting results of the next MFT. IES results noted above for Fall 2012 indicated improvement across the IB1013 course.
2013 ASSESSMENT LOOP BLURB FOR MAcc

DATA SAY –
Based on previous assessments of oral communication in the MAcc program, refresher sessions on presentations were held in several MAcc classes. Spring 2012 assessment of the oral communication learning goal indicated improvement on all elements of the rubric except elocution, specifically for the international students. This group of students has become a substantial demographic segment of the MAcc program.

SO WHAT –
Accounting students must be able to present financial information using the language of accounting to individuals and to groups. Data indicate that international students have particular difficulty in doing so.

HOW WE CHANGED –
In group presentations, international students were partnered with native English speakers. Faculty preview and offer help and suggestions for any students who want this and for all international students. Faculty also stress the importance of practice in preparation for presentations.

WHAT WE GOT –
Anecdotally, some progress is noted. This goal will be assessed again in Spring 2014.

2013 ASSESSMENT LOOP BLURB FOR MANAGEMENT

DATA SAY –
Within the online environment relevant to the oral communication learning goal, students struggle with technology of recording and posting presentations. Also related to the online environment, group presentations were problematic using Tegrity. While not addressing a specific College of Business learning goal, group work is essential to the management program and as such, a solution was needed.

SO WHAT –
Given the large number of students who take online management courses, specifically the Organizational Behavior core course, a solution to technological impediments to presentations and group work was required.

HOW WE CHANGED –
Working with the ITTC staff, faculty teaching online sections explored the use of Blackboard Collaborate instead of Tegrity. This tool was implemented in Spring 2013.

WHAT WE GOT –
Management faculty anecdotally report improvement in the execution of presentations and group work and will perform a formal assessment in Spring 2014.
2013 ASSESSMENT LOOP BLURB FOR MARKETING

DATA SAY –

In Fall 2012, Drs. Nonis and Philhours conducted focus group research with marketing students. The purpose of this research was to gather data to guide curriculum review and revision for the marketing program based on student interests and ambitions. Results of the focus group activities suggest that marketing students value networking opportunities, professional development in terms of both long-term internships and short-term shadowing opportunities, communication skills development in terms of both sales-type presentations and interpersonal/networking skills, relationships with classmates, professors and the business community, and the production of deliverable marketing and/or advertising plans. Marketing students also indicated that they may be reluctant to make themselves engage in these types of activities and want the faculty, through the curriculum, to “make” them do this.

SO WHAT –

The marketing faculty agreed, upon presentation of these findings, that the curriculum needs to be revised, both at the course level and the program level, to promote networking and communication skills and to provide mandatory opportunities to develop and use these skills as well as make sure that students have multiple mandatory opportunities to create marketing and/or advertising plans.

HOW WE CHANGED –

The marketing faculty worked throughout the academic year to plan for changes in our courses and in the College of Business core courses within our department. In order to ‘make’ students engage in professional development activities, the faculty are designing additional elements in FYE, Business Communication, Marketing, Organizational Behavior and Strategic Management, in addition to all marketing courses, to lead students to a higher level of readiness for a business career. These elements include both networking and communication elements within classes and through the Marketing Club and other professional student groups. Furthermore, the Marketing degree program has been revised to include Professional Selling and Sales Management as a requirement for all marketing majors. Previously it was an elective. Additionally, a Social Media Marketing course was developed and will be offered in Spring 2014. This course will provide an additional opportunity for students to develop and implement a marketing plan. A unique plan for volunteer tourism/service learning in concert with the business community is planned for implementation in 2014. This plan will afford students the opportunity to interact with business professionals in an extended time frame while providing needed community service, perhaps on an international level.

WHAT WE GOT –

These changes will be implemented in the 2013/14 academic year and we will measure results through focus group research and also through the assessment of the Oral Communication Learning Goal for the CoB.
ASSESSMENT LOOP BLURB FOR MBA

DATA SAY –

Oral Communication skills were assessed between the online sections of Strategic Marketing, a core MBA course, and the traditional, face-to-face section. As expected, several rubric items scored lower with the online section using Tegrity recordings than were scored in the F2F section. These included Dress, Nonverbals, Organization, Visual Support and Professionalism.

SO WHAT –

Students in the online sections have more difficulty with presentations, not in content but professional aspects, than F2F students and as such, need to have support in learning to communicate professionally in an online environment.

HOW WE CHANGED –

The MBA Oral Communication Goal Assessment Team will determine interventions for these aspects of oral communication for online students. With the F2F students in previous assessments, refresher sessions on basic presentation skills provided a measurable increase in student performance. A method will be devised to bring either this refresher session or some other type of intervention to the online students.

WHAT WE GOT –

A measurable increase in performance is expected after implementation of intervention in Fall 2013.
College of Business
Select Key Goals
2013-2014

• Develop a system to more efficiently process graduate student applications and improve the system for graduate student advising.
• Design and implement a system to cover the functions previously handled by the Online MBA Director.
• Begin preparations for the next AACSB maintenance of accreditation visit by evaluating our current systems in light of the revised accreditation standards and make changes as necessary.
• Continue to monitor our strategic management process, curriculum management process, faculty and staff to ensure compliance with AACSB standards.
• Expand our knowledge of the business environment in Queretaro to better understand the needs of local industry and how it will impact our curriculum on the Queretaro campus.
• Finalize the courses and course rotations that will support programs on the ASU – Queretaro campus.
• Determine the faculty needs for the Queretaro campus for the 2015-2016 academic year and begin the search process.
• Continue to teach select College of Business core courses in a large lecture format.
• Develop at least two proposals for College of Business signature programs.
• Encourage and support grant applications by faculty members.
• Recruit advisory committees for programs and/or departments that do not have existing advisory boards.
• Conduct curriculum reviews for all majors and the college core, and make changes as necessary. (Curriculum reviews may be waived for relatively new programs.)
• Evaluate the viability of maintaining College of Business programs at the EACC, ANC, and Ozarka campuses.
• Enhance student learning and retention through engagement with the business community. This will include guest speakers, travel to business conferences and events, and additional opportunities to meet with members of the business community.
• Increase student participation in Business Plan preparation and competitions.
• Increase student interaction with the Career Management office.
• Explore opportunities for new majors, minors and certificate programs.
• Recruit highly qualified faculty/staff for any openings in the upcoming year.
• Redirect the internship program to emphasize standing internships with local business and seeking nonlocal summer internship opportunities that are available to our students.
• Increase student enrollment through enhanced relationships with regional high schools and community colleges.
• Continue to participate in assurance of learning activities in support of AACSB and Higher Learning Commission standards and goals.
• Evaluate the existing assurance of learning system to ensure that results are being used to improve our classes and curriculum.
• Strive to increase the quality of all courses, both face-to-face and online.
• Support faculty development efforts leading to an increase in the quality and quantity of research.
• Explore new delivery methods and formats for existing programs, and offer at least one program in a new format.
• Provide consulting for 15 business start-ups through the SBTDC.
• Assist small businesses in generating capital infusions of $5,000,000 with the assistance of the SBTDC.
• Seek funding for a trading lab to support the finance major.
• Continue efforts to increase diversity among students, faculty and staff.
• Develop a strategic plan for the Delta Center for Economic Development.
• Facilitate recruitment of technology companies for ABI Commercial Innovation Center.
• Locate and assist regional businesses that are considered “high impact” potential.
• Expand training opportunities through the development of new courses and alternative delivery systems.
• Support continuing education and professional development for Delta Center and SBTDC staff.
Scholarly Publications and Creative Activities of Significant Professional Stature:

**Refereed Publications and Creative Activities**


**Invited Chapters and Review Articles**


**Significant Non-refereed Publications**


**Scholarly Presentations to Learned Forums**


Kesselring, Randy, 74th International Atlantic Economic Conference, "Overall Unemployment, Female Labor Force Participation and the Discouraged Worker Effect," Montreal, Canada. (October 2012).

Kesselring, Randy, 54th Annual Meeting of the Western Social Sciences Association, "Rockets and Feathers or Balloons and Rocks: The Relationship Between Crude Oil Prices and Diesel Fuel Prices," Houston, Texas. (April 2012).


Mello, John, Decision Sciences Institute Annual Conference November 16, 2009, "Decision Making Inputs to the Port Selection Process," Decision Sciences Institute, New Orleans, LA.

Mello, John, Marketing Management Association Fall 2010 Conference, "Using Simulations to Enhance and Assess Student Learning," Marketing Management Association, Indianapolis, IN.


Robertson, John, Robertson, Patricia Q, 61st Arkansas College Teachers of Economics and Business, "Christopher v. Smithkline Beecham Corp.,” Russellville, AR. (September 28, 2012).


Taylor, Richard, Crawford, Jerry, Kern, David, Academy of Business Research, "A Note on the Unemployment Rate and Unionization," New Orleans, LA.

Taylor, Richard, Crawford, Jerry, Kern, David, Academy of Business Research, "A Note on the Unemployment Rate and Unionization," New Orleans, LA


Extramural Funding for Research and Creative Activities

Marburger, Daniel, "Osceola Fishing Pier Feasibility Study," Sponsored by Osceola Chamber of Commerce, Other, $10,000.00. (May 2012).

Marburger, Daniel, "The Economic Impact of the Batesville Community Center," Sponsored by Batesville Chamber of Commerce, Other, $5,000.00. (May 2012).