AACSB
Continuous
Improvement
Review

2018 Report
EXECUTIVE SUMMARY

Introduction

Founded in 1896, South Carolina State University is an 1890 land grant, senior comprehensive institution with a legacy of excellence and commitment to providing affordable and accessible education. The School of Business embrace this legacy. 

In 2014, the School of Business adopted a mantra of LEARN LEAD INNOVATE with a focus on engaging and empowering our students for success. We are committed to access and excellence in learning, leadership development and innovation.

School of Business – At a Glance

The School of Business consists of the following:

Department of Accounting, Agribusiness and Economics
Undergraduate Majors: Accounting, Agribusiness, Business Economics
Certificate: Ag Innovation and Entrepreneurship

Department of Business Administration
Undergraduate Majors: Management, Marketing
Minors: Human Resource Management; International Business; Innovation and Entrepreneurship
MBA Program: Concentrations in Agribusiness, Entrepreneurship Healthcare Management and General

Small Business Development Center
Innovation and Entrepreneurship Hub

Full-time Faculty: 15
Adjunct Faculty: 8

Undergraduate Students: 339
MBA Students: 26

Male Enrollment: 63%
Female Enrollment: 37%

Engagement, Innovation and Impact

Over the past five years faculty and students have been engaged and making an impact locally and on a national basis.
For example, students have:

- Engaged in consulting projects with local businesses
- Won several national case competitions
- Participated in several leadership forums
- Worked with faculty on research projects
- Participated in business plan competitions
- Operated and maintained a student café
- Completed internships
- Participated in short term study abroad trips

Faculty members have:

- Received more than $6.0 in grant funding
- Published 50 journal articles and 13 conference proceedings
- Made 61 conference presentations
- Engaged in consulting projects with local entities
- A total of 978 citations

**Strategic Management**

A new strategic plan was adopted for the period 2018 – 2023, which replaced the plan in effect for 2012-2017. At the end of each academic year, a strategic planning retreat is held to review, assess and prioritize the goals and objectives.

The School will focus on the following five goals over the next five years:

- Produce competitive business professionals who can succeed in local, regional and global environments
- Enhance the curriculum through innovative and diverse academic experiences
- Enhance the prestige of the School of Business through faculty research and teaching
- Strengthen industry and community partnerships
- Cultivate resources to enhance and maintain the School of Business

Financial resources are allocated in accordance with our mission and strategic plan. New initiatives to expand resources will be implemented over the next five years.

**Assurance of Learning (AOL)**

The Assurance of Learning assessment process is faculty driven and guided by the Assessment Committee. The process includes five learning goals and fourteen learning objectives for the undergraduate program and four learning goals and ten objectives for the MBA program. Courses are mapped to each goal and assessed by faculty teaching the course. Data is collected, analyzed and summarized by the Assessment Committee. The
results of the assessment is disseminated to the dean, department chairs and the Curriculum Committee to identify gaps in learning to generate actions for closing the assessment loop.

Curriculum changes have included modification of the curriculum for the Leadership and Professional Development program, the Management major and MBA program. In addition Writing Across the Business Curriculum (WABC) will be implemented again in spring 2019.
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Section 1.0 Engagement, Innovation and Impact

In accordance with our mission and strategic plan, the School of Business provides an environment that encourages innovation and engagement of faculty and students with both internal and external constituencies. In 2014, we adopted a mantra of “Learn. Lead. Innovate” as a focus for all of our resources, programs and activities. Thus, our curricular, programs and activities are focused on enhancing student learning, developing leadership skills and creating innovative thinkers. New initiatives have been developed and implemented to engage, prepare and empower our students for success.

Our students are actively engaged and making an impact by participating and winning national case competitions, teaching financial literacy, consulting, participating in leadership conferences, assisting faculty on research projects, and engaging in student organizations. Employers are recognizing the quality of our students as evidenced through job placements and internships in companies such as Apple, Microsoft, Goldman Sachs, BMW, and Boeing, among others.

Our faculty are engaged and making an impact through research and awarded grants of more than $6.0M, journal publications, consulting, and serving on editorial, consortium, and advisory boards.

A summary of engagement, innovation and impact are presented in Appendix B. Highlights of some selected accomplishments in engagement and innovation and the impact are provided.

Engagement

- The Bulldog Small Business Student Consulting (BSBSC) Program is a collaboration between the School of Business faculty and the Small Business Development Center (SBDC). It is designed to provide a service to the small business community and to expose students to the real world of business before they graduate. Under the guidance of business professors and the SBDC Director, student teams assist companies with marketing problems, accounting and tax issues, budgeting, cash management, SWOT analyses, inventory management, human resource management and more.

- Belcher Café, is a School of Business student operated and managed business. The School of Business took over the café from Sodexo two years ago to allow students to apply their technical knowledge in a real business setting. Students have full responsibilities for hiring, firing, training, accounting, stocking inventory, marketing and overall management of the café.

- Each year in March, the School of Business observes an Annual Business Week. During the week, various activities are held to engage faculty, students and selected segments of
the community. Activities include a high school program with a case competition, a business community luncheon, seminars, competitions and an awards dinner to recognize student, faculty and alumni accomplishments.

- The Innovation and Entrepreneurship Hub was established two years ago to engage students in entrepreneurial projects. The Hub provides work stations for students to collaborate and work on projects and also sponsors three student competitions: The Ag Innovation Competition, S.T.E.A.M Competition and the Bulldog Startup Competition. Workshops are conducted throughout the year to engage students in various topics related to business startups.

- Students participate in various national case competitions. Over the past three years, business students have participated in the National Black MBA Association (NBMBAA) Undergraduate Case Competition winning 1st place in 2018; 2nd Place in 2017; and 3rd place in 2016. One of the team members indicated "this was hands down the best real-world preparation experience within the School of Business." Student teams also participated and won 2nd place in the 2017 Management Education Alliance (MEA) Case Competition. Students participated in the HP HBCU Challenge in 2018 and were selected as one of the top 10 schools to move to the semi-final round. Participating in team case competitions provides students with the opportunity to further develop and utilize team-building, analytical, and presentation skills. It also gives them the chance to travel to professional conferences and interact with fellow business students from other universities and business professionals.

- A majority of business faculty engages in funded research activities and employs undergraduate and graduate business majors as research assistants. The student research assistants receive research process training, author conference papers, and make presentations. This research experience is not only a valuable skill addition to the resume, but it also provides an advantage during a job search or graduate school placement.

- Students engage with external participants on a weekly basis through our Executive Speaker Series (ESS) and Leadership and Professional Development (LAPD) Seminars. The ESS program includes a roundtable with selected students and a general session with all students enrolled in the LAPD classes. The LAPD seminars engage students in various discussions to include interviewing, resume writing, internships, business communication, dining etiquette and leadership skills.
• Each year, the School of Business sponsors selected students to attend leadership forums at The Ohio State University, the South Carolina Leadership Forum, and the Thurgood Marshall Leadership Forum to interact with students from other colleges and universities.

• Selected students are trained as Financial Literacy Ambassadors by the Society for Financial Education and Professional Development on topics to include debt and credit management, budgeting, saving and investments. Over the academic year, Ambassadors coordinate financial education events, teach financial literacy classes, conduct peer counseling, and develop new programs to reach their peers.

• The Executive-in-Residence program provides an opportunity for students to engage with an executive each semester through seminars, class lectures, and one-on-one career counseling.

• Each year, a faculty member is selected to attend the Harvard Case Method Teaching Seminar to engage in learning the art and craft of case teaching. All full-time faculty have attended the seminar.

• Faculty members are engaged in the community through teaching in the Innovation and Entrepreneurship Certificate program and the SEED Network VentureThon.

• Alumni and other external participants are engaged with School of Business programs and students through the Business Advisory Board, the Innovation and Entrepreneurship Advisory Board, an annual alumni event, and as judges in the various student competitions.

Innovation

• An Ag Innovation and Entrepreneurship Certificate Program and minor for undergraduate students was implemented in 2017. The curriculum includes 18 credit hours that include four new courses. Currently, five students are enrolled in the certificate program and nine in the minor.

• The Leadership and Professional Development (LAPD) program is a unique curriculum that consists of four one-hour credit courses, beginning in the sophomore year. The curriculum focuses on the enhancement of soft skills such as business and dining etiquette, ethics, teamwork, communication, interviewing, conflict resolution, professional dress, and networking and requires 45 hours of experiential learning. All business students must complete the curriculum.
The Innovation and Entrepreneurship Hub implemented two new programs this year to include an Incubator Program and the SEED Network (Students Empowered for Enterprise Development), which is designed to engage and empower faculty, staff and students from various disciplines to become entrepreneurial and innovative thinkers. The goal is to change the campus culture of innovation and entrepreneurship through interdisciplinary Entrepreneurship Teams (IE Teams). To kick off the program, a two-day VentureThon is held to brainstorm and form teams, followed by monthly meetings and a competition in the spring semester.

The Securities Trading Corporation (STC) SIE and Series 7 Prep course was offered to students this year for the first time through a sponsorship from Morgan Stanley. Students will be eligible to take the SIE exam upon completing the course.

A Student Resource Lab with collaborative seating, white walls and digital display will be implemented this year to encourage collaborative learning.

More than half (9) of the business faculty are engaged in funded research projects that involve topics such as the use of digital marketing for S.C. farmers, agri-tourism, economic development, innovation and entrepreneurship in the agribusiness industry, food marketing in rural communities, and trade export.

Impact

Chandler Frink, a senior marketing major, completed a second internship with Boeing during the summer 2018. She was a member of an innovation team that worked on a project that won the Boeing Meritorious Invention award. She also participated in a supply chain hackathon.

Dr. Muhammad Mustafa is a prolific researcher. His publications have been cited more than 576 times.

In 2016, Dr. David Karemera was appointed a Fulbright Scholar at the University of Malawi to enhance their agribusiness and agricultural economics programs.

In 2017, Dean Barbara Adams was appointed Chair of the South Carolina Consortium of Small Business Development Centers, which consists of four regional centers located at S.C. State University, University of South Carolina, Clemson University and Winthrop University.
• Over the past three years, undergraduate students have advanced in the NBMBAA Undergraduate Case competition from third place to first place winning over schools such as The Ohio State University, Indiana University, University of Pittsburgh, University of San Francisco, Purdue University, and Clark Atlanta University.

• The School of Business maintains a Wardrobe Room to provide professional attire, at no charge, for students who need professional attire for the Executive Speaker Series, for interviews and to attend professional meetings.

• In 2017, Dean Barbara Adams was appointed to the South Carolina State Board of Accountancy Education Committee to review standards for sitting for the CPA exam in South Carolina.

• Faculty members are impacting local schools by serving on advisory boards. Dr. Barbara Adams serves on the Advisory Board of Lake Marion High School and Technology Center to provide oversight on their business curriculum. Professor Joseph Onyeocha serves on the board of Felton Laboratory Charter School and is chair of the audit committee.

• Over the past five years, students have graduated and found initial employment in government and industry with companies to include Apple, Microsoft, Goldman Sachs, Boeing, BMW, Altria, J. P. Morgan, U. S. Department of Agriculture, Deloitte, PricewaterhouseCoopers, Wells Fargo, S. C. Department of Education, S. C. Department of Administration, and many others. A number of graduates have also been placed in graduate schools such as Clemson University, University of North Carolina, University of Florida, University of South Carolina and Atlantic University.

• Approximately 10% of business students complete at least one summer internship for course credit with companies such as Apple, Microsoft, Boeing, BMW, Altria, and PNC Bank. All business students (100%) complete a 45-hours internship as a requirement in the Leadership and Professional Development curriculum.

• For the 2013-2018 period, faculty have published 50 journal articles; made 74 presentations at academic conferences; awarded 13 funded grants of more than $6.0 M over the past 5 years; and served on editorial, advisory and consortium boards.

• Increased grant funding has resulted in an increase in the number of graduate and undergraduate assistantships. Approximately 20 students work with professors on research grants each year; 9 have made presentations at academic conferences.
• An Innovation and Entrepreneurship Hub was established, which has hosted 3 competitions and a market Expo each year for the past two years. Seventy-five (75) students have participated in competitions, startup workshops, and displayed and sold their products at the Expo. Three (3) innovative business ventures have launched as a result of the Hub. Kale Bale Market, LLC (Kellie Johnson) is a CSA (Community Supported Agriculture) Food Hub with fruits and vegetables grown using aeroponics tower gardens. Kellie had land donated and obtained funding to purchase her first greenhouse and container. Aeroponics is an advanced form of hydroponics, which allows a process of growing plants in an air or mist environment rather than soil. Rev Tech (Aaron Perry), developed a shirt that infuses detachable training bands for a vigorous workout. Perry took feedback from last year’s competition to refine and improve his product. He now has a manufacturer and is launching his business. “Just Be You” (Brandon Gathers) is a business created to provide uplifting and inspiring apparel and buttons for student groups and businesses. In addition to these, several other products are in the development stage, such as a unique solar screen, a community garden and a robot for maintaining a garden.

• A Center for Food Marketing and Agribusiness is being established to assist rural communities through technical support and outreach to South Carolina small farmers and food entrepreneurs in food marketing and contracting, food hub development, food safety, and food waste reduction.

• The results of a survey indicate 94% of participants in the Innovation & Entrepreneurship program believe their entrepreneurial skills have improved; 100% are more aware of technologies that may be applied in the food and fiber industry.

• The results of a survey of students in the Leadership and Professional Development program indicate that on average, 81% of students believe the program has improved their confidence, leadership skills and business savvy.

• Financial Literacy Ambassadors are using their training to teach other students and people in the community how to budget, manage their credit and increase savings. They have reached more than 600 people since the program started in spring 2018, and results of a pre- and post-test indicate that on average participants increased their knowledge of the financial literacy topics presented by approximately 25%.

• The Barton School of Business at Wichita State University is using our LAPD program as a model in developing their professional development program. This resulted from a published article on our Leadership and Professional Development program and a campus visit here by their Professional Edge manager to learn more about our program.
Section 2.0 Situational Analysis

2.1 About the University

South Carolina State University is an 1890 land grant, senior comprehensive institution of approximately 3,000 students. Founded in 1896, the University has a legacy of excellence in education and is committed to providing affordable and accessible quality baccalaureate, masters, educational specialist and doctoral degree programs. Through instruction, research, technology and service, the University contributes to economic development, enhances the quality of life of citizens, and prepares highly skilled, competent and socially aware graduates to meet life’s challenges and demands and enables them to work and live productively in a dynamic, global society.

South Carolina State University is the only four-year state supported HBCU in South Carolina. Although the agricultural program was terminated and the college farm was transformed into a community recreation center in 1971, the University continues to fulfill its land grant mission through its 1890 Research and Extension program.

Founded in 1947, SC State’s ROTC “Bulldog Battalion” averages approximately 100 cadets and is one of the largest producers of minority officers for the U.S. Army and is ranked number 10 for most enrolled ROTC cadets (No.1 HBCU).

The School of Business is one of four academic units at the University. The other three are: College of Science, Mathematics, Engineering and Technology, College of Graduate and Professional Studies and the College of Education, Humanities and Social Sciences. The University also houses an Honors College. These units offer 48 undergraduate degrees and 18 graduate degrees, including an Ed.D. and an Ed Specialist degree. In addition to the main campus, the University also offers an MBA in Healthcare Management at the Lowcountry Graduate Center in Charleston.

The University experienced a challenging period between 2013-2016. The Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) placed the University on probation due to its financial status and governing issues with the Board of Trustees. Negative publicity surrounding these issues resulted in the South Carolina Legislature considering closing the University. During this period, there was a large drop in enrollment. In 2014, the Legislature replaced the Board of Trustees with a new board for five years and provided financial assistance to the University in 2015. In addition, the University declared financial exigency to reduce personnel cost and imposed a two-year furlough on all employees to reduce operating costs. In spite of these challenges, the University and the School of Business prevailed. The School of Business accreditation
was maintained in 2015, the University’s financial status is stabilized, and in 2016 the SACS probation was lifted.

James E. Clark was appointed as the 12th president in July 2016. Prior to this appointment he served on the new board appointed by the Legislature. His first priority has been to ensure the University is operating more effectively and efficiently. He comes from an industry background and brings to the presidency a data-driven, results-oriented, business approach that launches and drives positive outcomes. He is focused on transforming the University’s reputation through collaborations and partnerships. His accomplishments, thus far, include improving the financial status of the University, increasing enrollment and signing Memorandums of Understanding with OC Tech, Denmark Tech, and Midlands Tech to establish a seamless accelerated pathway from their student’s Associate degrees to SC State’s baccalaureate degrees. President Clark was recently appointed by President Trump to the President’s Board of Advisors on HBCUs.

2.2 About the School of Business

The School of Business was created in 1983 with three academic departments: The Department of Accounting, Department of Business Administration, and the Department of Agribusiness and Economics. A reorganization at the University level in 2004 resulted in combining the Department of Accounting and the Department of Agribusiness and Economics into one department. In 2005, the MBA program with concentrations in Agribusiness and Entrepreneurship replaced the M.S. in agribusiness. An accelerated General MBA was added in 2014 and an MBA in Healthcare Management was added in 2017 at the main campus and the Lowcountry Graduate Center in Charleston, SC. The School of Business was initially accredited in 2001.

The Department of Accounting, Agribusiness and Economics offer undergraduate degree programs in accounting, agribusiness and business economics, as well as minors in each area. The Ag Innovation and Entrepreneurship Certificate program is also housed in the department.

The Department of Business Administration offers undergraduate degree programs in marketing and management with emphasis in retail management, human resource management, financial management and management information systems. In addition, the department offers minors in international business, human resource management, innovation and entrepreneurship and business administration. The MBA program is also housed in the Department of Business Administration.

The S. C. State Regional Small Business Development Center is housed in the School of Business. The Center is one of four regional centers in the state that operate under a
consortium agreement and is responsible for assisting startups and existing businesses in a seven county area.

The Innovation and Entrepreneurship Hub was implemented in 2016 and hosts networking events, workshops, seminars, and competitions. The Hub also provides oversight for the SEED Network and Incubator program, as well as one-on-one counseling and workstations for students to have brainstorming sessions and work on projects.

Dean Barbara Adams was appointed as dean in July 2018, after serving as interim dean since 2013. Prior to this role, she served as department chair and as interim associate vice president for faculty and programs at the University. Robert Barrett, the previous dean, served for a period of five years.

2.3 Factors Shaping Our Mission and Operations

Support from the state of South Carolina for higher education has been decreasing each year. Currently, the University receives only 20% of its budget from the state and relies primarily on tuition, fees and other non-state revenue sources to sustain operations. Although expenditures have increased, South Carolina funding, including both appropriations and lottery scholarship funding has not kept pace with inflation. Thus, the gap between expenditures and tuition revenues and appropriations has been growing since 1995 and is wider than ever now.

Our Challenges
Like many business schools, particularly HBCUs, our biggest challenges are related to limited financial resources, student retention and student recruitment.

Financial Constraints
South Carolina State University has been faced with budget cuts for several years that have resulted in fewer full-time faculty and staff positions. The School of Business has four fewer full-time faculty members and two fewer staff positions than during the 2015 review. Although the School of Business receives a special appropriation from the state legislature, that too has decreased in recent years. These constraints limit the ability to attract quality faculty and students; however, an increase in grant funding has filled some of the financial gap to enable faculty and students to engage in research and development.

Like many state supported schools, particularly HBCUs, our primary revenue stream is from tuition and fees, therefore, we are now considering developing other streams of revenue through on-line certificate and graduate degree programs. This will be discussed in a later section.
**Retention and Recruitment**
South Carolina State has greater competition in recruiting high performing students who opt to attend majority schools that can provide more scholarship funding. In addition, a large percentage of our students are first generation with problems that may impede their progress through the curriculum. We provide a nurturing environment and have implemented initiatives to provide additional support needed to new students and those with academic issues, but there is more that needs to be done to retain and move students to graduation in a timely manner. This will be discussed in a later section.

**Our Opportunities**
Our challenges present opportunities to implement strategies to increase our revenue streams through new on-line programs and increased external support. Partnerships with major companies are being pursued to support faculty and student development. There is also an opportunity to increase enrollment by developing partnerships with technical colleges to establish bridge programs as a feeder to our undergraduate programs.
Section 3: Progress Update On Concerns from Previous Review

3.1 Progress Update
The last peer review team visit was in 2014, however, at the conclusion of the visit, the PRT recommended a sixth year review to address issues related to the mission statement, the intellectual contributions portfolio, and consistent assessment of Assurance of Learning goals in the MBA program. Those concerns and the School’s response were addressed in a sixth year review report in 2015, however, no visit was required. The mission statement was revised to identify the type of students we seek and expectations regarding the quality and types of desired intellectual contributions; a point value system for intellectual contribution was adopted; and a plan for consistent assessment of the MBA Program was developed. In 2015, the PRT approved the changes with the recommendation for maintenance of accreditation.

Concerns from the Sixth Year Review in 2014-15

While accreditation was ratified, the PRT noted the following:
“In the interest of continuous improvement, South Carolina State University should closely monitor the following items, as identified within the Peer Review Team Report, and incorporate them in your ongoing strategic planning initiatives:

1. The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school’s portfolio of intellectual contributions is consistent with the mission and programs offered. Much progress has been made to respond to concerns of the PRT and a point value table for determining faculty qualifications is in place. Nonetheless the point system values every PRJ the same. Given that Standard 2 requires production of quality intellectual contributions, the point value system needs to be revised to account for differences in quality of PRJs. (2013 Standard 2: Intellectual Contributions, Impact, and Alignment with Mission)

- Although we had a point value table to determine faculty qualification status, all PRJs were treated the same. We have complied with this directive to account for quality by developing a point system for journal publications using the Australian ABDC journal ranking as follows:

  *A* journals – top tier 30 pts.
  A journals – second tier 25 pts.
  B journals – third tier 20 pts.
  C journals – fourth tier 15 pts.
  D journals and others 10 pts.
Faculty must accumulate a minimum of 30 points in various combinations to be classified into one of the four faculty qualification categories. Thus, in addition to journal publications, faculty may accumulate points for other types of intellectual activity to include grants, proceedings, conference presentations, editorials, consulting, etc. (See Appendix C).

2. The School of Business is expected to initiate activities to address reporting expectations and internal policies, procedures, strategies, and expected outcomes to move the School into alignment with AACSB’s 2013 accreditation standards which will be the basis of the Continuous Improvement Review that will occur in the academic year 2018/19. “

- We have complied with this directive by including programs and activities that focus on engagement, innovation and impact as noted in Section 1.
Section 4.0: Strategic Management and Innovation

4.1 Mission and Vision Statement

The Mission statement for the School of Business states:

“The School of Business provides quality management education and leadership development to students who seek an inclusive environment and diverse educational experience. The School develops graduates to successfully compete in a global society, through effective teaching, innovative programs and activities, community outreach, student engagement, and faculty engagement in applied and pedagogical research.”

It is important to note that our mission statement is in congruence with the University’s mission and core values.

Our Vision

While maintaining the 1890 legacy of South Carolina State University, the School of Business will be known as a premier business program in the Southeast that provides an environment for students to enhance their potential to become future business leaders.

At the end of each year, a strategic planning workshop is conducted to review the mission statement, assess accomplishments and identify strategic priorities for the next academic year. The review process in 2016 resulted in the current mission statement. Feedback from various constituents who participated in the 2018 strategic planning process did not indicate a need to change the mission statement.

Our Core Values

Our financial strategies, policies, programs and intellectual activities are driven by our mission. The overall success in accomplishing our mission is measured by the enhancement of our reputation among students, faculty, peers, and other stakeholders. To that end, we affirm our values of leadership, customer satisfaction, teamwork, community outreach, integrity and performance. Therefore:

- We value learning and strive to promote the professional and leadership development of all students to include technological, global, ethical and entrepreneurial skills.
- We are supportive of and responsive to the holistic needs of all students.
- We value collaborations and partnerships with our diverse stakeholders to work toward positive outcomes that impact our program and the community.
- We strive for continuous improvement in the performance and assessment of our results while ensuring that our integrity and quality is never compromised.
Strategic Planning 2013-2017

The strategic plan for the School of Business is developed on a five-year cycle. The strategic planning process begins with the Strategic Planning Committee, which is appointed by the dean. In addition to faculty, an Advisory Board member and staff were added to the committee. The committee is charged with the responsibility to: 1) develop a comprehensive plan consistent with the mission of the School and aligned with the University and Division of Academic Affairs’ goals and objectives; 2) review and update the plan each year; 3) provide guidance in implementing the plan; and 4) monitor and assess goals and objectives on an annual basis.

The committee conducted the process with a focus on quality and communication. They reviewed the existing vision and mission statements and conducted a SWOT analysis using a focus group approach that includes various School of Business stakeholders (faculty, students, business community, alumni, advisory board, career services and staff). Based on the analysis and feedback from the various groups, the committee identified five strategic priorities. These priorities were then used to develop an initial draft of proposed strategic goals and objectives. The draft was presented to the dean for review and then to the faculty for review and discussion over several working sessions, making changes as needed, before final approval by the faculty.

4.3 Strategic Outcomes 2013-2017

The strategic plan for the 2013-17 period included four goals with a variety of objectives and strategies to accomplish those objectives. A selective listing of accomplishments is illustrated in the table that follows.

Table 4.3 – Strategic Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Accomplishments</th>
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| Recruit and Retain Quality Students; Produce Productive Graduates | • Increased scholarship funding - $400,000 Magic Johnson scholarship fund; $100,000 Willie J. Heggins scholarship fund  
• Implemented Student Services office to provide support services specifically for retention of freshmen, sophomores and other students with academic issues  
• Established School of Business Ambassador program to assist with recruitment at high schools  
• Implemented tutoring for students  
• Established a Bridge Program with Denmark Tech and Midlands Technical College  
• Continued the Leadership and Professional Development curriculum and seminars to provide students with soft skills training |
<table>
<thead>
<tr>
<th>Goals</th>
<th>Accomplishments</th>
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<tbody>
<tr>
<td></td>
<td>• Provided support for student participation in competitions, leadership forums and international travel.</td>
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<td></td>
<td>• Established Financial Literacy Ambassador Program to learn and teach others about credit management, budgeting, and investing.</td>
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<td></td>
<td>• With support from Morgan Stanley, implemented an SIE and Series 7 Prep course</td>
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<tr>
<td>Plan, Develop and Deliver Quality Management Education Programs</td>
<td>• Established the Innovation and Entrepreneurship Hub to deliver workshops and host competitions to ignite the entrepreneurial spirit across campus</td>
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<td></td>
<td>• Developed and implemented the Ag Innovation and Entrepreneurship Certificate and minor in Innovation and Entrepreneurship</td>
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<td></td>
<td>• Developed and implemented the MBA in Healthcare Management</td>
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<tr>
<td></td>
<td>• Modified the Management major to include tracks in Financial Management, Retail Management, Human Resource Management and Management Information Systems</td>
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<td></td>
<td>• Modified the MBA concentrations</td>
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<td></td>
<td>• Modified the MBA core curriculum to include a Data Analytics course</td>
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<td></td>
<td>• Continued assessment of AOL goals</td>
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<td></td>
<td>• Developed and implemented the SEED Network</td>
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<tr>
<td>Recruit, Develop and Retain Quality Faculty</td>
<td>• Hired qualified faculty to replace outgoing faculty</td>
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<td></td>
<td>• Provided release time for research</td>
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<td></td>
<td>• Provided support for participation in MEA and other faculty development activities</td>
</tr>
<tr>
<td></td>
<td>• Provided faculty summer research grants</td>
</tr>
<tr>
<td></td>
<td>• Provided support for conference presentations</td>
</tr>
<tr>
<td></td>
<td>• Provided support for international travel</td>
</tr>
<tr>
<td></td>
<td>• Supported faculty grant awards of more than $6.0M</td>
</tr>
<tr>
<td>Pursue Alliances and Partnerships to Strengthen Relations with Community, Alumni and other Stakeholders</td>
<td>• Developed partnerships with PricewaterhouseCoopers, BDO, BMW and Boeing to provide internships</td>
</tr>
<tr>
<td></td>
<td>• Through the Small Business Development Center, developed partnerships with local businesses to provide internships and consulting projects</td>
</tr>
<tr>
<td></td>
<td>• Hosted an annual Community Luncheon</td>
</tr>
<tr>
<td></td>
<td>• Hosted an annual alumni event</td>
</tr>
<tr>
<td></td>
<td>• Enhanced the Business Advisory Board with more alumni</td>
</tr>
<tr>
<td></td>
<td>• Continued the Bulldog Small Business Student Consulting program to assist local businesses</td>
</tr>
</tbody>
</table>
4.4 Strategic Planning 2018-2022

The current strategic plan is for the period 2018 – 2023. (Appendix D). The planning process was the same as in previous periods and resulted in the following strategic priorities over the next five years:

1. **Produce competitive business professionals who can succeed in local, regional and global environments.** Engage students in opportunities for learning beyond the classroom; Engage students in advanced topics and business practices that link critical thinking and technology; Expand the number of students engaged in professional activities and faculty research; Increase student engagement in diverse global programs and experiences; Increase enrollment through recruitment and retention of students; Enhance communication of student achievements; Enhance the curriculum to increase more focus on soft skills, including written and oral communication.

2. **Enhance the curriculum through innovative and diverse academic experiences.** Increase collaboration with other disciplines; Expand program offerings to reach new markets of students; Increase integration of real world management strategies through project or case-based activities.

3. **Enhance the prestige of the School of Business, through faculty research and teaching.** Create an environment that facilitates the successful pursuit of faculty research and other scholarly activities; Improve faculty teaching effectiveness through best practices, services to stakeholders and enhanced teaching methods; Increase awareness of faculty achievements; Continue to recruit and retain qualified faculty.

4. **Strengthen industry and community partnerships.** Increase engagement of faculty and students with public and private sectors; Engage faculty and students in community development through volunteerism and humanitarianism.

5. **Cultivate resources to enhance and maintain the School of Business infrastructure.** Improve the teaching, research and learning infrastructure within the School of Business.

The strategic plan is implemented through two departments, two support units and several committees to include: Strategic Planning, Faculty Development & Intellectual Contributions, Assessment and Impact, Curriculum, Special Programs and Activities, Outreach, Business Week and Graduate Programs.
4.5 Intellectual Contributions, Impact and Alignment with Mission

Alignment with Mission and Expected Outcome

South Carolina State is a comprehensive University where the faculty workload is primarily weighted on teaching. As such, our mission is focused on providing quality undergraduate and graduate programs; however, the faculty is also expected to engage in intellectual activity. We use the AACSB definition of intellectual contributions, which states they must “exist in public written form” and “have been subject to scrutiny by academic peers or practitioners prior to publication.” Although our mission refers to applied and pedagogical research, we value all types of intellectual contribution, to include refereed journal publications (discipline-based scholarship, contributions to practice and pedagogical research), grant writing, editorial boards, books, monographs, and other types of intellectual activity.

The School provides a range of support for intellectual contributions. The University’s course load is 12 credit hours each semester, but School of Business faculty receive 25% - 50% release time to support research and professional development. Support is also provided for travel and summer research.

The quality of the six-year portfolio of intellectual contributions is based on the ranking of journals in the Australian Business Dean Council (ABDC). Given our mission, however, it is not possible for all faculty to publish in journals on this list, therefore, journals that are in a business discipline, blind reviewed and listed in Cabell’s Directory are also accepted.

During the period 2013-2018, the faculty produced 57 journal publications and was awarded 16 research grants totaling more than $6.0M.

AACSB Table 2-1 (PART A) in Appendix E provides the details of intellectual activity by departments. It indicates the faculty is actively engaged in intellectual contributions with a wide variety of contributions across disciplines and types. Below is a summary of Table 2-1 showing the School’s intellectual contributions by department over the last five years.

Table 4.5 - Five-year Summary of Intellectual Contributions (See Appendix E for detail)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>PRJ</th>
<th>Pro</th>
<th>Pres</th>
<th>Grants</th>
<th>OIC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Agribusiness &amp; Economics</td>
<td>42</td>
<td>40</td>
<td></td>
<td>8</td>
<td>7</td>
<td>96</td>
</tr>
<tr>
<td>Business Administration</td>
<td>8</td>
<td>13</td>
<td>21</td>
<td>8</td>
<td>4</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>13</td>
<td>761</td>
<td>16</td>
<td>11</td>
<td>148</td>
</tr>
</tbody>
</table>

PRJ: Article in Peer-Reviewed Journal;
PRO: Refereed Proceedings
PRES: Conference Presentations
OIC: Other intellectual Contributions (articles in review, editorial review, etc.)
Impact of Research

In addition to the quantitative impact of faculty research, there are also many examples of qualitative impact that range from appointments on editorial and review boards to a visiting scholar in Africa.

While the level of research grants awarded to faculty members has an economic impact on the University and local communities, the research itself has impacted farmers and other segments of communities in South Carolina. For instance, a research project by Dr. Karemera that addressed the impact of food safety on small farmers is an example of impactful applied research. Farmers were made aware of the prevalence of Aflatoxins in crops such as peanuts and corns. He also made an impact on the agribusiness program at the University of Malawi as a Fulbright Research Scholar in 2017.

Other examples of impact include the following:

- Citations of faculty journal publications. For example, Dr. Mustafa’s publications have generated 572 citations. Faculty citations are summarized in Appendix

- Drs. Mustafa & Selassie’s publication on “Dynamic Linkages among Capital Investment, Export, Agribusiness, Education, Business Climate, and Quality of Life variables and Economic Development of South Carolina” is expected to benefit policy makers, policy-making administrators, and businesses to adopt right action plans, which will ultimately increase employment, per capita income and reduce poverty. This, in turn, will enhance the wellbeing and the quality of life for the people of South Carolina.

- Dr. Singh’s research project on accelerating the usage of digital communication technologies by small agribusiness firms in South Carolina resulted in the establishment of a Digital Media Integration Lab that provides free digital assistance to small agribusinesses in the community. The Lab generated $73,000 in savings for the client firms. An online marketing strategy for 10 small agribusinesses was developed and implemented to train owners to become self-sufficient in their digital business needs.

- Dr. Jamison’s research project on improving agri-tourism marketing in South Carolina is providing agri-tourism businesses in the state with research based strategies for improving agri-tourism marketing.

- Dr. Bandodkar’s research project on the determinants of environmental scanning behavior and its effect on the market orientation of small agribusiness firms in South Carolina will contribute to the existing academic literature on environmental scanning, provide hands-on interventions for business practitioners, and improve business education in agribusiness, marketing, and management.
• Dr. Feng’s research project on the drivers and obstacles of creating a food hub will result in the establishment of a Food Marketing and Agribusiness Center to impact outreach to small farmers and food entrepreneurs in food marketing and contracting, food hub development, food safety and food waste reduction. In addition, new developments in food marketing and supply chain areas will be incorporated into the existing business curricula.

• Drs. Adams and Singh’s research project on advancing the food and fiber sector through innovation and entrepreneurship resulted in the development and implementation of an Innovation and Entrepreneurship Hub, an Ag certificate and minor in innovation and entrepreneurship, and a SEED network to engage students from all disciplines across campus in entrepreneurial development.

4.6 Financial Strategies and Allocation of Resources

South Carolina State University is a state supported institution and receives approximately 20% of its budget from the state. As a component of the University, the School of Business budget is primarily funded through allocations from the Office of the Provost in the Division of Academic Affairs. As such, funding for the School of Business includes: (a) state appropriation from the Provost; (b) special appropriation from the state; (c) grants and contracts; and (d) contributions.

The School’s operating budget provides funding for faculty, staff, and administrative salaries, resources for the delivery of academic programs, and support for faculty and student development.

Graphs showing the percentage allocations within Total Funding Sources for FY 18 are detailed in Graph 4.6. As is displayed, 51% of the school’s budget is derived from state appropriations from the Provost, 9% from the special appropriation, 39% from grants and contracts, and 1% from contributions. On the expenditure side, the School spends 76% of its revenue to support faculty and staff salaries, 16.5% to support faculty and student development and 7.5% on operating expenditures.

Going forward, the School of Business will seek additional funding through alumni support, grant writing and on-line certificates and degree programs. The new advisory board will assist with marketing the school and establishing a School of Business Alumni Association to solicit additional funding. The MBA program will be offered online beginning in Fall 2019 and we are currently considering several online certificate programs.
Financial Funding for Strategic Initiatives

Resources are allocated in accordance with our strategic plan. The major strategic goals for the School of Business over the next three to five years and the financial strategies planned to achieve those goals are listed in Table 4.6.

Table 4.6 Financial Support for Strategic Initiatives

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Start Date</th>
<th>1st Year Cost</th>
<th>Continuing Annual Cost</th>
<th>Source of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Student Engagement – Learning beyond the classroom</td>
<td>Fall 2015</td>
<td>$10,000</td>
<td>$25,000</td>
<td>Special Appropriation</td>
</tr>
<tr>
<td>Launch On-line Programs</td>
<td>Fall 2019</td>
<td>$60,000</td>
<td>$70,000</td>
<td>Grants</td>
</tr>
<tr>
<td>Alumni Engagement Initiative</td>
<td>Fall 2019</td>
<td>$10,000</td>
<td>$15,000</td>
<td>Sponsorships; Foundation Funds</td>
</tr>
<tr>
<td>Improve Infrastructure (enhance technology, finance lab)</td>
<td>Fall 2019</td>
<td>$200,000</td>
<td>$50,000</td>
<td>Grants; Sponsorship</td>
</tr>
<tr>
<td>Hire Ph.D. Faculty in Accounting</td>
<td>Fall 2019</td>
<td>$130,000 fringe +</td>
<td>$130,000 fringe +</td>
<td>Provost Office Special Appropriation</td>
</tr>
<tr>
<td>Recruit Undergraduate and Graduate Students</td>
<td>Fall 2017</td>
<td>$40,000</td>
<td>$25,000</td>
<td>Special Appropriation Grant, Foundation Funds</td>
</tr>
<tr>
<td>Increase Retention of First Year Students</td>
<td>Fall 2017</td>
<td>$25,000</td>
<td>$35,000</td>
<td>Special Appropriation</td>
</tr>
</tbody>
</table>
4.7 New Courses and Degree Programs

The School of Business has endeavored to maintain a relevant curriculum that reflects the needs of our students and of the community while enhancing opportunities for mission and resource synergy. New courses and programs since the last review are summarized.

- In 2016, SC State realized the demand for healthcare management in the Charleston market, which provided an opportunity to align this demand with a new MBA concentration in healthcare management. Thus, a new MBA concentration in Healthcare Management (HC MBA) was introduced in the spring 2017 semester at the main campus and the Lowcountry Graduate Center in Charleston. The focus of the program is preparing graduates for careers as management decision makers in the health care industry. The curriculum is comprised of 36 credit hours, 24 of which are core courses and 12 in healthcare management. Four new graduate level courses were originally designed and introduced as part of this concentration. The curriculum has recently been revised to reduce the core to 21 credits and increase the concentration to 15 credits. The additional three hours is to require a practicum in healthcare management.

The new courses introduced are as follows:

HC 520  Healthcare Policy, Law and Ethics
HC 521  Healthcare Organizational Behavior and Human Resource Management
HC 522  Quality Management in the Healthcare Industry
HC 523  Healthcare System Delivery in America

- The STC SIE and Series 7 Prep course was introduced in Fall 2018. Morgan Stanley is sponsoring the course to prepare students to take the SIE Exam.

- A minor and a certificate program in Ag Innovation and Entrepreneurship were approved and implemented. Both the minor and the certificate require 18 hours in specialized courses in the field of entrepreneurship. Four new courses were developed in support of the entrepreneurship specialization.

ENT 301 – Innovation and Creativity
ENT 314 – Startup Business Plan Lab
ENT 312 – New Venture Finance and Management
ENT 445 – New Product Development
The curriculum is designed to provide conceptual and practical training in developing business plans and developing the skills and knowledge needed to pursue entrepreneurial opportunities.

- The Department of Business Administration introduced four nine-hour “tracks” for undergraduate management majors that more closely reflect the various specializations within the management discipline. No new courses were required for the introduction of these tracks. The tracks simply provide a roadmap for students to achieve a specialization by selecting available approved electives that follow a consistent level of specialization. The curricular for the four management tracks are presented in Appendix G.
Section 5.0  Participants

5.1  Students

Declining enrollment has been a concern for several years. Enrollment at the University began a downturn from approximately 4,500 in 2011 to less than 3,000 in 2016. Since 2016, however, enrollment is gradually beginning to increase. As noted earlier, much of this decrease was related to fiscal issues and negative publicity at the University as well as budget constraints, which limited the number of scholarships that could be extended to students. A review of enrollment level for the School of Business and the University are provided below.

Table 5.1 – Enrollment Trend 2013 - 2018

<table>
<thead>
<tr>
<th>Area</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>84</td>
<td>62</td>
<td>49</td>
<td>52</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>25</td>
<td>24</td>
<td>22</td>
<td>20</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Economics</td>
<td>27</td>
<td>40</td>
<td>43</td>
<td>33</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>Marketing</td>
<td>76</td>
<td>76</td>
<td>64</td>
<td>60</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Management</td>
<td>162</td>
<td>150</td>
<td>142</td>
<td>167</td>
<td>172</td>
<td>175</td>
</tr>
<tr>
<td>MBA</td>
<td>9</td>
<td>20</td>
<td>26</td>
<td>29</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>University</td>
<td>346</td>
<td>331</td>
<td>3054</td>
<td>2905</td>
<td>2942</td>
<td>3022</td>
</tr>
</tbody>
</table>

Enrollment Trend
South Carolina State University
School of Business - Undergraduate Enrollment
Fall Terms
The downward trend is beginning to reverse since the University and the School of Business have implemented various retention and recruitment strategies. The School of Business has established bridge programs and articulation agreements with several technical colleges to allow students to transit into business programs without losing many of their credits. Another strategy has been implementation of the School of Business Student Ambassador Program. In addition to representing the school at various events, the ambassadors visit various high schools to recruit students. The School also partners with the Admissions Office to participate in showcase events. We are developing relationships with selected high school counselors who may influence student selection of colleges. Lastly, we will also implement programs with organizations at selected middle and high schools to develop an ongoing relationship with students before their senior year.

**Student Support Services**

The School of Business and the University provide a range of student support services to both undergraduate and graduate students.

**Advising**

- All undergraduate students are assigned an academic advisor in their major area when they are admitted to the University. In addition, the Director of Student Services in the School of Business advises and provides assistance to freshmen and sophomores in solving problems related to their academic program. The director also works with the University Student Success and Retention Office to assist students who have academic issues. Students are provided a curriculum sheet for their major that should be followed. They meet with advisors each semester to ensure they are on track. On or near completion of 90 semester hours, the advisor conducts a degree audit and completes a Junior Status Report to let the student know the remaining courses in the curriculum that need to be completed.

- The MBA Director advises graduate students. Upon completing 9 semester hours, students must complete a Program of Study that is approved by the MBA Director.

**Tutoring/Study Sessions/Collaborative Learning**

- Tutors are provided in selected subjects in the School of Business as well as through the University Student Success and Retention Office. Students also have access to Smarthinking, an online tutoring service.

- In an effort to increase retention, the faculty has been asked to provide periodic study sessions for their classes.
• To encourage students to engage in collaborative learning with their peers, a collaborative learning room is being implemented in Belcher Hall.

Student Engagement and Experiential Learning

• The business curriculum requires each student to complete 45 hours of professional work experience, preferably in his or her major area. The Belcher Café provides this opportunity for some students. The Small Business Development Center also provides assistance in the local placement of students.

• The School provides the opportunity for students to engage in various case competitions, business plan competitions and leadership forums. For example, in 2018, an undergraduate case team won 1st place in the NBMBAA case competition. In 2017, they won 1st place in a Merrill Lynch case competition. Students have participated in leadership forums sponsored by The Ohio State University, Bentley University, Beta Gamma Sigma, and the Thurgood Marshall Leadership program.

• The Executive Speaker Series and LAPD seminars provide opportunities for students to network and learn from business executives each week.

Career Preparation and Placement

• Support is provided for students to attend firm visits, student conferences, and career fairs.

• Career services is a centralized function at SC State, however, the University Career Center is located in Belcher Hall and has a strong partnership with the School of Business. During Career Week, in addition to the career fair, employers make classroom presentations and conduct workshops to showcase their organization and provide tips on preparing for the workplace.

• The Job Board for the College Diversity Network will be available through our website beginning in January 2019.

• The LAPD curriculum includes four courses which focus on enhancing employability skills that all business students must complete. In addition to the courses, LAPD seminars are conducted on resume writing, interviewing, networking, dining etiquette, and other topics related to career building. The program also includes an Executive Speaker Series, which provides an opportunity for students to meet and network with executives who may provide internship and employment opportunities.
• Alumni and Business Advisory Board members have been a great resource in connecting students with employment opportunities.

**Leadership and Entrepreneurial Development**

• The Executive Speaker Series and LAPD seminars, which are held weekly, provide an opportunity for students to preside over the program and introduce speakers. This practice encourages students to step out of their comfort zones and build confidence.

• SB 401, the senior level LAPD course, focus primarily on the different aspects and styles of leadership.

• The Innovation and Entrepreneurship Hub encourages students to develop entrepreneurial skills and provide one-on-one support for students to develop their ideas. The Hub also conducts weekly workshops on various aspects of business startups.

• Five student organizations in the School provide an opportunity for students to develop and practice leadership skills.

• Belcher Café is managed and operated by students. The café provides an opportunity for students to develop leadership skills as they make decisions on all aspects of the business to include hiring, firing, purchasing, sales, accounting, safety, and inventory management.

**Scholarships and International Travel**

The School of Business awards a number of scholarships for tuition and fees, gap funding and book scholarships. Tuition scholarships range from $2,000 - $10,000. Book scholarships range from $200 – $600. Periodically students may need a few hundred dollars to pay their outstanding balance for a semester. The School provide gap funding in these situations up to $1,000.

Support was provided for students to participate in study abroad programs with USC CIBER Program. Students traveled to Africa and Latin America. Students also have the opportunity to participate in additional study abroad programs through the University International Office.
5.2 Faculty and Professional Staff

The School of Business strives to maintain a qualified faculty and staff to fulfill its mission. Department chairs are primarily responsible for management of the faculty with some assistance from the dean. This includes faculty hiring, evaluation, curriculum management, course scheduling, promotion, and tenure recommendations, which are governed by policies of the University as outlined in the Faculty Handbook. (Handbook is posted on website).

The University’s normal course load is 12 credit hours each semester (4+4), however to support the mission and expected intellectual activity of the school, tenure-track business faculty who demonstrate they are continuously engaged in intellectual activity are assigned a 9 credit hour load each semester (3+3).

Faculty Recruitment

The Provost’s Office controls faculty and staff positions. Each year, deans are requested to submit faculty and staff needs for the current and future periods. Due to budget restraints in recent years, however, the School of Business has only been able to hire replacement positions. Thus, all of the hires since the last visit have been replacements due to resignation or retirement. Although a professionally qualified accounting faculty was hired as a replacement in 2017, we have not been able to replace a Ph.D. in Accounting due to our inability to offer a competitive salary.

The recruiting and hiring process begins with a request to the Provost. Upon approval a job description is created and posted on the state job board and in the Journal of Higher Education. Advertisements may also be posted in discipline specific outlets. A search committee is appointed that will initially conduct a Skype or phone interview with a select number of candidates. The top candidate from this process is invited for a campus visit. The dean negotiates the salary with the Provost and makes an offer to the candidate.

The department chair or dean hires professionally qualified adjunct faculty and part-time staff as needed based on the educational background and professional experience of potential candidates.

Faculty Sufficiency

Faculty are classified as Participating or Supporting faculty based on the following:

Participating Faculty – A participating faculty member actively engages in the activities of the School of Business beyond teaching responsibilities. This may include participating in the governance of the School by serving on school
committees, advising students, directing a program, other extracurricular activities, research and/or service responsibilities. This applies whether the faculty is a full-time or adjunct faculty member.

**Supporting Faculty** – A supporting faculty has no assigned responsibility beyond teaching a course for a given semester or academic year.

Given the above definitions, the ratio of participating and supporting faculty within the School of Business meets all of the AACSB-mandated indicators of 60% minimum participating by department and program, and the 75% minimum standard for the school as a whole. The following table is a summary of data in AACSB Table 15.1 (Appendix F).

### Table 5.2.1 – Summary of Participating Faculty by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Participating Faculty Productivity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Agribusiness &amp; Economics</td>
<td>82.6%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

*Based on student credit hours

### Table 5.2.2 – Summary of Participating Faculty by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Participating Faculty Productivity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>100%</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>100%</td>
</tr>
<tr>
<td>Business Economics</td>
<td>73%</td>
</tr>
<tr>
<td>Management</td>
<td>86%</td>
</tr>
<tr>
<td>Marketing</td>
<td>100%</td>
</tr>
<tr>
<td>MBA</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Based on student credit hours

New faculty are expected to successfully engage in all phases of academic life to include teaching, research and service. Both formal and informal orientation is provided to new faculty. The University has a formal orientation process for new employees. Within each department, the chair or a designated faculty member will orientate new faculty on policies, processes, facilities and resources. To help with the transition, new faculty are not assigned advisees during their first year.
Faculty Support

The University and School of Business provide a variety of support to faculty to enhance their development including:

- The Center for Teaching and Learning - At the University level, the Center conducts online and in person workshops on use of Blackboard and other topics; conducts a Faculty Institute at the beginning of each semester; provides e-learning certification to teach on-line courses; and assists in online course design and development.
- The 1890 Research and Extension Office – As an 1890 land grant institution, faculty may apply and be awarded research grants in a number of areas. Currently, seven business faculty members are working on 1890 research grants which provide full summer salaries in addition to release time during the academic year.
- The School of Business provide travel support to present papers at conferences.
- Release time up to 50% is provided for faculty with funded research grants. The School provides 25% release time to faculty showing evidence of continuous research whether funded or not.
- Summer research stipends are provided to new faculty up to two summers if funds are available.
- The School of Business has provided some support for faculty to travel internationally. Since the last review, faculty have had the opportunity to travel to Western Africa, Dubai, and Trinidad.
- Faculty sabbaticals may also be granted for research.

Faculty Evaluation

All faculty (tenured, tenure-track and non-tenure track) are required to participate in the annual evaluation process. The faculty evaluation process begins with the faculty completing a Planning Document at the beginning of the academic year to indicate their professional objectives in teaching, development activities and service, which becomes the basis for evaluation at the end of the academic year. This document is reviewed by the department chair and dean. The chair completes the evaluation at the end of the academic year and provide feedback to faculty on areas of strength and areas that need improvement. The evaluation is reviewed by the dean. These evaluations are used to assess faulty qualifications and in the tenure and promotion process.

After tenure is awarded, faculty are also required to participate in a post-tenure review every six years. A teaching faculty member who receives a rating of "Does Not Meet Performance Requirements" must, in consultation with his or her Chairperson, prepare a written plan that includes specific performance goals for improvement in deficient areas. The Faculty Handbook (on website) outlines the process for both tenure and post-tenure reviews.
Section 6: Learning and Teaching

6.1 Curriculum Management and Development

As indicated in our mission, South Carolina State University is committed to providing high quality teaching, a relevant curriculum, and educational opportunities to assure graduates are competitive and successful in the workplace. Thus, curriculum management is a critical factor in ensuring that the School of Business realizes its mission. Faculty and administrators in the School have recognized the need to continuously review the curriculum with the goal of ensuring that it is relevant, effective and impactful.

In 2014, we adopted a mantra of Learn – Lead – Innovate. Since then, our curricular, programs and activities are reviewed with a focus on enhancing student learning, developing leadership skills and creating innovative thinkers. In order to accomplish this, the School of Business has put into place practices and procedures to review, assess and improve the curriculum on a continuous basis.

The responsibility for curriculum management begins at the department level with faculty in the various program areas. Faculty members are charged with reviewing the courses they teach to ensure learning objectives and outcomes are consistent with overall program goals. While mindful of academic freedom, this requirement focuses the faculty on the need to contribute to the overall mission of producing competitive graduates. Faculty also contribute to curriculum management through participation in departmental and School level curriculum committees. The charge of departmental committees is to periodically review the curriculum in program areas and recommend changes to the department chair, School of Business Curriculum Committee, faculty and the dean as required. Any faculty may initiate a curriculum change. Changes may range from adjustments in course content or assessment methods to the proposal of new courses, programs or degrees.

The School of Business Curriculum Committee is a standing committee appointed by the dean charged with facilitating the overall curriculum review process. All curriculum proposals for new courses, programs and degrees from program areas initiated by departmental committees or individual faculty members must be reviewed by this committee. In addition, the Committee is charged with conducting a periodic review of the business core curriculum to assess relevancy of courses and content. This may be driven by AOL assessment results or a comparative analysis with peer and aspirant schools to ensure students are engaged in learning through a challenging and meaningful curriculum that prepares them for a career in business. Recommendations from the Curriculum Committee for program changes are subjected to a vote of the entire business faculty before moving to the University level for approval, which includes the Educational Policies Committee, Faculty Senate, Graduate Committee (if graduate course or program) and Board of Trustees.
In addition to faculty participation in curriculum management, the School of Business actively seeks feedback from students, alumni and business and community stakeholders in reviewing the curriculum and maintaining its impact and relevance. The School of Business Advisory Board, composed of alumni and members of the business community, meets with the dean and faculty regularly to discuss issues of curriculum relevance, among other issues. The Advisory Board provides feedback to the faculty on skills and characteristics required by the business community and on their perspective of career opportunities and areas of employment growth for new graduates.

The School of Business firmly believes that providing and promoting experiential learning opportunities within and outside the classroom augments and reinforces theoretical knowledge, as well as serves as a platform to develop valuable skills and competencies. Over the years, the School has strived to make such experiential learning opportunities widely available to students through curriculum requirements, program initiatives, and collaboration with external stakeholders, as previously indicated.

Curriculum and non-curriculum changes since the last review are summarized Tables 6.1.1 and 6.1.2. Details on the assessment summary and ‘Closing the Loop’ activities at the course and program levels are provided in Appendix G. Curriculum changes include the addition of an MBA concentration in Healthcare Management; an undergraduate Ag Innovation and Entrepreneurship Certificate and minor program, and modification of the management major into four tracks (retail management, human resource management, management information systems and financial management). In addition, an online MBA and offering of the MBA in Healthcare Management at the Lowcountry Graduate Center were approved. The online MBA will be fully implemented in fall 2019.

Modifications to the MBA core and concentrations have been approved by the Curriculum Committee and are currently being reviewed by the Educational Policies Committee. These changes include a reduction in the core curriculum from 24 to 21 credit hours and an increase in concentration requirements to 15 credits. These changes will become effective in Fall 2019.

The professional development curriculum in the undergraduate program include three one-hour courses and an experiential learning course. The content of the three courses was modified to place emphasis on resume writing, interviewing and communication skills in all three courses. In 2019, the AOL goals and objectives will be reviewed and modified to incorporate an assessment of this curriculum.
Table 6.1.1 Summary of Curriculum Changes Since Last Review

<table>
<thead>
<tr>
<th>Curricula Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added MBA Concentration in Healthcare Management (HC)</td>
</tr>
<tr>
<td>Added Lowcountry Graduate Center as New Site for HC Concentration</td>
</tr>
<tr>
<td>Reduced MBA Core from 24 Credit hours to 21 credits</td>
</tr>
<tr>
<td>Increased MBA Concentrations to 15 credits</td>
</tr>
<tr>
<td>Approved an online MBA to be Offered in Fall 2019</td>
</tr>
<tr>
<td>Added an Undergraduate Minor and Certificate in Innovation and Entrepreneurship</td>
</tr>
<tr>
<td>Modified the Management Major to include Tracks in Retail Management, Human</td>
</tr>
<tr>
<td>Resource Management, Financial Management and Management Information Systems</td>
</tr>
<tr>
<td>Writing Across the Business Curriculum will be implemented in the Undergraduate</td>
</tr>
<tr>
<td>Program in 2019</td>
</tr>
<tr>
<td>The Content of the Professional Development Curriculum was Modified to Place more</td>
</tr>
<tr>
<td>Emphasis on Resume Writing, Interviewing and Communication Skills</td>
</tr>
</tbody>
</table>

Additional closing the loop activities were initiated based on feedback from faculty and other stakeholders.

Table 6.1.2 Non-curriculum Changes Since Last Review

<table>
<thead>
<tr>
<th>Non-Curricula Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed Learning Goals and Objectives for MBA Concentrations</td>
</tr>
<tr>
<td>Revised Exit Exams and Process for Each major</td>
</tr>
<tr>
<td>Implemented an Assessment Week</td>
</tr>
<tr>
<td>Restructured the BA 101 Introduction to Business Course</td>
</tr>
<tr>
<td>Included more Project Based Learning in Courses</td>
</tr>
<tr>
<td>Review and Modify AOLs and Assessment Process for Undergraduate and Graduate Programs</td>
</tr>
</tbody>
</table>

Comparison of Business Core Curriculum with Peer and Aspirant Institutions

As part of our continuous improvement process, we periodically assess the comparability and competitiveness of our core curriculum against the offerings of peer and aspirant institutions.

The data in Appendix H indicate that we currently compare favorably with our peers and aspirant institutions in total credit hours required for the business core. Students receive foundational knowledge in all areas of business before pursuing their major courses through the business core curriculum or the general core as in the case of Business Communication (BA 311) and Management Information Systems (MGT 310). Our Professional Development course series, which includes four courses geared towards career development and leadership is a differentiating feature from the majority of peer institutions. One area of divergence is operations management, which is not a business core requirement, but is required for Management majors. All other institutions surveyed offer operations management as a business core course.
6.2 Curriculum Learning Goals and Objectives

Assessment is a faculty driven process that is achieved through a set of defined processes and procedures that involve a set of common learning goals (AOLs) for all business students and program specific learning goals and objectives (SLOs).

The Assessment Committee, which is appointed by the dean is responsible for mapping the courses, coordinating, and monitoring the assurance of learning activities of both the undergraduate and graduate business programs. Once the assessment has been performed, the Assessment Committee collects, compiles, analyzes and summarizes all data from participating classes. Subsequently, the results are presented to the dean, chairs, faculty and Curriculum Committee for further review. The results are discussed by the faculty and used to devise and implement course-level and program level improvement strategies, which may include pedagogical changes, course content changes or proposals for new courses.

Undergraduate Learning Goals and Objectives

The AOL plan for the undergraduate program is based on five general learning goals and fourteen specific learning objectives as presented in Table 6.2a. Each learning objective is mapped to a series of courses that introduce and build upon the knowledge, skill or attitude related to the objective. Twelve of the learning objectives are measured through assessment instruments that serves as direct measures, whereas two objectives are measured indirectly. Since we rely primarily on course-embedded assessments, assessment vehicles such as exams, cases, projects, essays etc. are determined by instructors of the courses being assessed and are submitted to the Assessment Committee for approval. Whenever a rubric is utilized to evaluate student performance, the faculty associated with the particular objective engages in the rubric development. Examinations and rubrics developed for assessment are reviewed by the Assessment Committee on a regular basis.

In addition to the common learning goals related to the business core curriculum, each major has specific learning goals and objectives:

Accounting has four discipline specific goals – 1. Graduates will have knowledge and understanding of financial, cost, managerial, tax and auditing concepts, including the preparation of financial statements; 2. Graduates will develop and demonstrate ethical and leadership skills in personal and professional settings; 3. Graduates will develop technology skills in financial reporting processes including spreadsheets, databases and general ledger software; 4. Graduates will have a high level of satisfaction with their experience in the accounting program.
Agribusiness has four discipline specific goals – 1. Graduates will have knowledge and understanding of the core body of knowledge related to the food and fiber industry; 2. Graduates will have working knowledge of the structure and performance of agricultural input supply markets and price analysis; 3. Graduates will have an understanding of the economic impact of government policies and programs in the food and fiber industry; 4. Graduates will have a high level of satisfaction with the agribusiness program.

Economics has three discipline specific goals – 1. Graduates will have an understanding of consumer and producer behavior through microeconomic theory; 2. Graduates will have a thorough understanding of microeconomic theory in a national and international setting; 3. Graduates will be proficient in the use of quantitative tools in solving economic problems.

Management has four discipline specific goals – 1. Graduates will acquire knowledge and understanding of concepts and models for motivating employees; 2. Graduates will acquire knowledge in evaluation of process, performance and decision making; 3. Graduates will be aware of ethical issues in business and be able to analyze and resolve ethical dilemmas in the workplace; 4. Graduate will be aware of the impact of the global environment in managing businesses domestically and internationally.

Marketing has five discipline specific goals – 1. Graduates will understand the 4 Ps of marketing; 2. Graduates will demonstrate an understanding of the consumer buying process; 3. Graduates will be able to conduct marketing research; 4. Graduates will be aware of ethical principles of marketing and will be able to identify, analyze and resolve fundamental ethical issues; 5. Graduates will be aware of the impact of the global environment on marketing activities domestically and internationally.

MBA Learning Goals and Objectives
Learning goals and specific objectives for the MBA program are presented in Table 6.2b Faculty members adopted a common benchmark standard that requires student to perform at a level of at least 80%.

The Graduate Program Committee oversees the MBA program, evaluates the curriculum, and recommends and approves program changes. The committee is chaired by the Graduate Program Coordinator and has representatives from faculty teaching graduate courses. The Assessment Committee in conjunction with the Graduate Program Committee develops the timeline for the assessment of learning objectives. At the beginning of each semester the Graduate Program Committee in conjunction with the Assessment Committee reviews the assessment vehicles and coordinates the assessment process with MBA faculty.
<table>
<thead>
<tr>
<th>General Learning Goals (GLGs)</th>
<th>Specific Learning Objectives (SLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21. Critical Thinking</strong></td>
<td><strong>1.1</strong></td>
</tr>
<tr>
<td>Business graduates will develop and demonstrate the ability to engage in critical thought processes whereby they are able to skillfully analyze, assess, and resolve complex business problems.</td>
<td>Students will be able to comprehend the structure and elements of a business problem.</td>
</tr>
<tr>
<td>(<em>knowledge and skill</em>)</td>
<td><strong>1.2</strong></td>
</tr>
<tr>
<td></td>
<td>Students will be able to apply relevant theories and concepts to resolve business problems.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong></td>
</tr>
<tr>
<td></td>
<td>Students will be able to apply problem solving techniques to generate alternative solutions for a given problem.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong></td>
</tr>
<tr>
<td></td>
<td>Students will be able to critically evaluate alternatives to arrive at the optimal solution.</td>
</tr>
<tr>
<td><strong>2. Leadership</strong></td>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td>Business graduates will develop and demonstrate leadership skills in their personal and professional lives.</td>
<td>Students will develop and demonstrate the ability to work with others in a team setting.</td>
</tr>
<tr>
<td>(<em>knowledge, skill, &amp; attitude</em>)</td>
<td><strong>2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Students will develop and demonstrate time and resource management skills.</td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong></td>
</tr>
<tr>
<td></td>
<td>Students will be able to effectively communicate ideas and information orally and in writing.</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong></td>
</tr>
<tr>
<td></td>
<td>Students will engage in activities that foster self-confidence and a sense of personal self-worth.</td>
</tr>
<tr>
<td><strong>3. Ethics</strong></td>
<td><strong>3.1</strong></td>
</tr>
<tr>
<td>Business graduates will demonstrate knowledge of ethical conduct in business and the value of good citizenship.</td>
<td>Students will understand and demonstrate appropriate ethical standards and behavior.</td>
</tr>
<tr>
<td>(<em>knowledge, skill, and attitude</em>)</td>
<td><strong>3.2</strong></td>
</tr>
<tr>
<td></td>
<td>Students will demonstrate that they understand the importance of community involvement.</td>
</tr>
<tr>
<td><strong>4. Global Perspective</strong></td>
<td><strong>4.1</strong></td>
</tr>
<tr>
<td>Business graduates will be cognizant of the global community in which we live and work.</td>
<td>Students should be able to understand and appreciate other cultures and international diversity.</td>
</tr>
<tr>
<td>(<em>knowledge, skill, and attitude</em>)</td>
<td><strong>4.2</strong></td>
</tr>
<tr>
<td></td>
<td>Students should be able to integrate the impact of global environmental forces into business decisions in their major areas.</td>
</tr>
<tr>
<td><strong>5. Technology</strong></td>
<td><strong>5.1</strong></td>
</tr>
<tr>
<td>Business graduates will be able to utilize technology to solve business problems.</td>
<td>Students will display familiarity with basic hardware and software.</td>
</tr>
<tr>
<td>(<em>knowledge and skill</em>)</td>
<td><strong>5.2</strong></td>
</tr>
<tr>
<td></td>
<td>Students will be able to apply technology to solve business problems.</td>
</tr>
</tbody>
</table>
Table 6.2.2: Graduate Core Student Learning Goals and Objectives

<table>
<thead>
<tr>
<th>General Learning Goals (GLGs)</th>
<th>Specific Learning Objectives (SLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Strategic Thinking</strong></td>
<td><strong>1.1</strong></td>
</tr>
<tr>
<td>MBA graduates will develop an understanding of the strategic management process and will be able to develop, implement, assess, and refine a strategic plan in a business setting.</td>
<td>Graduate students will be able to evaluate business data to identify key facts and arguments.</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to analyze the business environment and its impact on business decisions.</td>
</tr>
<tr>
<td></td>
<td><strong>1.3</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to apply business process knowledge from a variety of business disciplines.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to apply quantitative and qualitative tools to arrive at alternate solutions.</td>
</tr>
<tr>
<td><strong>2. Leadership</strong></td>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td>MBA graduates will demonstrate effective leadership skills both as a team leader and as a team member.</td>
<td>Graduate students will be able to assess the challenges and benefits of working in a team setting.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to effectively organize, manage, and lead in a team environment</td>
</tr>
<tr>
<td><strong>3. Ethics</strong></td>
<td><strong>3.1</strong></td>
</tr>
<tr>
<td>MBA graduates will develop an understanding of business’s ethical responsibility towards various stakeholders</td>
<td>Graduate students will understand the importance of corporate governance.</td>
</tr>
<tr>
<td></td>
<td><strong>3.2</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to identify, evaluate, and generate solutions to an ethical dilemma.</td>
</tr>
<tr>
<td><strong>4. Global Awareness</strong></td>
<td><strong>4.1</strong></td>
</tr>
<tr>
<td>MBA graduates will have an understanding of global influences on business decisions.</td>
<td>Graduate students will be able to assess and integrate the impact of the global environment on business decisions.</td>
</tr>
<tr>
<td></td>
<td><strong>4.2</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate students will be able to develop strategies in a global environment.</td>
</tr>
</tbody>
</table>

Each of the MBA concentrations also have program specific learning goals and objectives which are provided in Appendix I.

6.3 Assessment Tools, Procedures and Results

Assessment of the business core curriculum takes place in accordance with a predetermined schedule. Data collection is geared towards identifying performance gaps and measuring the effectiveness of corrective actions. Once collected, the data is analyzed by the Assessment Committee and benchmarked against formal criteria. Student performance on
the measured objectives is formatted into reports that are disseminated using multiple channels, which include the dean, department chairs, and Curriculum Committee. Results of the assessment process are used to identify gaps in learning and to generate corrective actions for closing the assessment loop.

The Assessment Committee develops a sampling plan each academic year to determine which undergraduate and graduate courses are to be evaluated. The faculty develops the assessment vehicle, a rubric for evaluation, and conducts assessment of the assigned learning objective in their respective classes. Once the assessment has been performed, the Assessment Committee collects, compiles, analyzes and summarizes all data from participating courses.

When learning gaps on an objective are identified by the assessment result, the Curriculum Committee makes recommendations for improvement. These changes may include pedagogical changes, course content changes or proposals for new courses.

The primary method by which learning objectives are assessed is via course embedded measures related to course assignments. A comprehensive list of assessment vehicles and course mapping is provided in Appendix J.

Successful implementation of the AOL plan depends upon communication of elements of the assessment plan and results among stakeholders to create 'buy in' and a unified approach towards learning goals. This communication is facilitated by provision of multiple opportunities for discussion and engagement among the administration and faculty members on topics related to Assurance of Learning. AOL is a regular agenda item at each faculty meeting. Furthermore, an entire day is spent on assessment results and closing the loop plans during the end of year faculty retreat.

In keeping with continuous improvement, consideration is being given to review and update the undergraduate and graduate AOL objectives and streamlining the assessment process. The Assessment Committee will engage faculty in a review of the current assessment process in spring 2019, following the peer review visit. In addition to reviewing the current structure of curriculum and learning goals and objectives, the committee is expected to pursue the following:

- The use of external assessment vehicles and less reliance on course embedded assessments;
- A review of the current cycle and a consideration of needed changes in the process;
- A consideration of desired student competencies/skills/abilities upon graduation;
- A consideration of existing curricula and the linkages between the curriculum and desired competencies.
6.4 Transfer Credits

The School of Business accepts transfer credits for undergraduates consistent with the University’s transfer credit policies; however, the School of Business does not accept transfer credit for a business course taken at a junior or technical college that is offered at the University at a junior or senior level. Students may obtain credit by examination for such courses. The University’s transfer credit evaluation is conducted as part of the admissions process via the Office of Admissions. The admissions office employs a transfer credit specialist whose primary responsibility includes the evaluation of transfer applications and transcripts. Once the initial evaluation is conducted by the transfer specialist, it is sent to the department chair to review and make any necessary changes. The University only transfers in grades which were earned at a “C” level or higher. These grades are assigned to the appropriate academic curriculum as a credit-earning grade of “P” with no calculation into the student’s GPA.

The Admissions Office maintains a list of course equivalences through the documentation and resources previously discussed. In the event the course has no equivalency at SC State, the course is listed as an elective for credit hour calculations, but not applicable to the student’s curriculum. If the Admissions Office is unsure of the equivalency of a transfer credit, the reviewing officer will contact the relevant academic department for input on how to apply the course credit.

Students who apply for admissions with credits from non-accredited institutions must complete the credit validation process outlined in the University Catalog. This process requires that they successfully complete 30 credit hours at SC State prior to applying their transfer credits.

Requests for transfer of graduate credit earned at other institutions must be initiated by the student concerned as part of the application for a Program of Study (P.O.S). The University allows a maximum of 12 semester hours of graduate credit to be transferred by candidates for any master’s degree as electives or for required courses subject to the review and approval of the student’s advisor, departmental chair, and the Dean of the College of Graduate & Professional Studies. The 12 hours transferred into the School of Business can only apply to core courses or electives. The same limits apply to inter-program transfer of credit (i.e., from one State University program to another). Only courses passed with a B or higher from regionally accredited institutions are acceptable for transfer. All transferred credits are subject to the time limits of the school.
7.1 Student Academic and Professional Engagement

In keeping with our mission to provide leadership development, the School of Business supports a number of programs and activities to enhance student academic and professional engagement.

Academic Engagement

A key focus in our current strategic plan is to create exceptional learning experiences for students. In line with this, the following are examples of programs targeted toward increasing academic engagement of students.

- The Innovation and Entrepreneurship Hub engages students in entrepreneurial development through business startup competitions and workshops. A SEED Network was also established to engage students in brainstorming ideas and working as teams on a common project.
- Students compete in a number of case competitions each year such as the NBMBAA undergraduate case competition, the HP HBCU case competition and the MEA case competition.
- Financial Literacy Ambassadors learn about budgeting, credit management and investing and teach their fellow classmates.
- School of Business Ambassadors represent the School of Business at various events and visit high schools to recruit students.
- The Bulldog Small Business Student Consulting program provides an opportunity for students to assist local businesses with marketing, accounting and management issues.
- Students attend a number of leadership forums such as The Ohio State University Keybank Leadership and Creativity Undergraduate Student Symposium; the Thurgood Marshall Leadership Institute; the Bentley College Leadership Forum, and the Farm Foundation Cultivator Roundtable.
- The Annual Business Week engages students in workshops, an international competition and a ‘Taste of the World’ to sample food from other countries.
- The Leadership and Professional Development Program and Executive Speaker Series provide a weekly opportunity for students to engage in roundtable discussions and network with executives.
- The Executive-in-Residence program provides an opportunity for students to engage in discussions and one-on-one counseling with an executive over a period of time.
7.2 Faculty Qualifications and Engagement

The School of Business adopted faculty qualifications guidelines based on the 2013 AACSB accreditation standards. Faculty are required to maintain a minimum of 30 points based on a combination of criteria in each category. The activities in three categories and point system are provided in Appendix C. Below are the basic definitions used for each category.

Scholarly Academic (SA) – Faculty must achieve and maintain currency and relevance through scholarship and related activities. SA status is granted to newly-hired faculty who have earned a research doctorate or other terminal degree within the last five years prior to the review date. Subsequent to hiring, SA status is maintained by earning a minimum of 30 points, which consist of journal articles and other intellectual contributions (OIC) based on a point system in the most recent six-year period.

Practice Academics (PA) – Faculty must achieve and maintain currency and relevance through professional engagement, interaction, and relevant activities. PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve consulting, other forms of professional engagement, and other intellectual activity. PA status is maintained through a minimum of 30 points from at least two categories, which may consist of one journal publication and other intellectual activities and professional engagements during the most recent six-year period.

Scholarly Practitioners (SP) – Faculty must achieve and maintain currency and relevance through continued professional experience, engagement, interaction, and scholarship related to their professional background and experience. To qualify for SP, a faculty member should have a master’s degree related to their field of teaching. SP status is maintained through a minimum of 30 points from at least two categories and include engagement in scholarly and professional activities in the most recent six-year period.

Instructional Practitioners (IP) – Faculty must achieve and maintain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. To qualify for IP, a faculty member will typically have a master’s degree related to their area of teaching. IP status is granted to newly-hired faculty who join the school with significant professional experience. The level of teaching assignment will be consistent with the breadth and depth of professional experience and training. IP status is sustained through a minimum of 30 points from at least two categories during the most recent six-year period.
A majority of faculty members are actively engaged in research activities. Nine out of fourteen full-time faculty members have funded research grants. Examples of other engagement activities include:

- Conference proceedings and paper presentations
- Workshops and seminars
- Advisor to student organizations
- Short-term study abroad trips
- Community Outreach activities
- Alumni activity
- Advisory boards
- Editorial review boards
- Paper reviews
- Consulting
- Student coaches

Tables 15-2 in Appendix K show the deployment of faculty by programs based on qualification status. A summary of the table is provided below.

Table 7.2 – Summary of Table 15-1– Faculty Deployment by Programs

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>SA</th>
<th>SA+PA+SP+IP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>73.3%</td>
<td>100%</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>38.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Economics</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Department 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>76.2%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Marketing</td>
<td>57%</td>
<td>85.7%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>MBA Program</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Based on student credit hours

As indicated, the Department of Accounting falls short in the SA category. Since losing an SA faculty two years ago, the demand for accounting faculty has made it difficult to offer a competitive salary in this area. As a result, the position was replaced with an Instructional Practitioner. Discussions will continue with the Office of the Provost to approve a new SA position in accounting during the next academic year.