

Accounting, Finance, and Economics

Department of Accounting, Finance, and Economics

Introduction

Unit Mission:

The mission of the Department is to provide quality business accounting, finance, and economics education, enriched by scholarship, to ensure student success and to serve as a resource for the community.

Description of services provided to students:

Use interactive face-to-face, web, or web hybrid courses and B.S. degree programs in accounting and finance. Ensure that students are learning skills and knowledge needed to help them do well in a business setting.

- All full-time faculty members have been assigned to advise new, transfer, and returning students, whether athletes or non-athletes.
- All staff members help in: maintaining academic advising records, maintaining and updating all program information sheets, performing degree audits for graduating students, and evaluating transcripts for all transfer students for the department head's and dean's review and approval.
- The department heads, and dean are directly engaged in advising, registration and add/drop, and provide information on programs and processes.
- Every year, the College has an up to \$50,000 budget to spend on student technological advancement by acquiring instructional technology hardware, software, and other supportive ancillary materials to help students learn more interactively in the classroom or in the computer labs.
- Total endowed funds raised to support business student scholarship reached \$1,763,065.85.
- The College has been participating with University Career Service's Job Fair and service learning.
- The College is considering launching its own independent Placement Office.
- To improve student retention and graduation, undergraduate students pursuing the B.S. degree at the College of Business can take day or evening classes. The College has always maintained a relatively small class size over the years. The average class size in fall 2017 was 28 students in the lower and upper division courses.
- Students have access to University's supporting services and tutoring in writing, mathematics and statistics, and computers.
- The College offers undergraduate and graduate internship opportunities to help students get real, hands-on job experience before they graduate. These hands-on internship experiences also offer course credit while placing the students in positions at different industries. Internships help students gain career-related experience prior to graduation, and improve their chances of landing jobs.
- Three courses in marketing, finance, and human resources management have been designated service learning to provide unpaid consulting to local companies.
- Students aspiring to start their own businesses can benefit from support and services provided through the Small Business Development Center (SBDC) and Southwest Louisiana Center for Entrepreneurship and Economic Development (SEED), and SWLA Alliance and Chamber of Commerce in Lake Charles. They also can benefit from the Business Pitch Competition, which has been a success since its launch in 2013 in generating innovative business ideas.
- Students can join one of many nationally recognized business organizations at the College of Business.
- Presidents of student organizations provide periodic feedback/evaluation to the dean on issues related to academic programs, initiatives, teaching delivery by faculty, and support service by staff.

Student orientation: McNeese colleges, including the College of Business, have been offering many freshman orientation sessions in different semesters. The value of those orientations have been recognized by high school students. The results of the 2013 freshman orientation survey of 169 students show that 95% of students agree or strongly agree that the information from orientation sessions help them to be successful in their business major. In addition, of the total, 86% of students surveyed show that they agree or strongly agree that they expect to have a strong connection to the College of Business. Of the total, 90% of students surveyed feel that the orientation made it easier for them to understand issues related to College of Business programs. Furthermore, 92% of students surveyed felt that attending the College of Business Orientation was effective in acclimating students to McNeese.

Student placement: The College of Business faculty have been debating whether a placement office to be established at the College, that would be separate from the University's Career Service, is advantageous. In addition to boosting placement of business graduates, the office would help place students in internships at prospective local and regional employers.

Description of how unit provides services to distance education students:

The college offer web or web hybrid accounting, finance, and economics courses through online programs such as M.B.A.(online), Graduate Certificate in Business Administration (online), and B.S. degrees including B.S. in Management (online). The graduate degrees are offered to provide convenience to students with full-time jobs and families that find attending face-to-face programs is somewhat challenging. The B.S. in Management (online) is a completion degree program that is delivered through the University of Louisiana System with coordination with Office of Electronic Learning headed by a director and services of administrative assistant three. For security purposes, ProctorU is used for a fee in online testing. Faculty are financially compensated for the training they receive on instructional technology and online teaching to help them enhance distance learning. Faculty use the Moodle platform and Big Blue Button to video-tape lecturer's and post them on Moodle for both regular and online courses. In addition, turnit.com is used to detect plagiarism.

Performance Objective 1 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

1 Assessment and Benchmark

Benchmark: Maintain or increase enrollment and completer numbers in both programs each year.

- ACCT - Accounting
 - PAEP - Professional Accountancy and Exam Preparation
 - TAX - Taxation
- FIN - Finance
 - ECON - Economics
 - FANL - Financial Analysis
 - FINA - Financial Services

1.1 Data

2013-2014:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	1	0	3	1	5	0	0	2	3	4	9	0	1	2	3	5	11	1
	TAX	0	0	0	1	1	0	1	0	0	5	6	2	0	1	0	4	5	1
	(blank)	5	11	15	51	82	1	67	43	56	81	247	17	59	40	59	81	239	24
	Total	6	11	18	53	88	1	68	45	59	90	262	19	60	43	62	90	255	26
FIN	ECON	0	0	1	1	2	0	2	0	1	3	6	2	0	1	0	0	1	0
	FANL	1	0	0	1	2	0	2	2	0	4	8	4	2	3	2	3	10	2
	FINA	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0
	(blank)	3	7	6	13	29	1	14	14	16	25	69	3	13	12	16	29	70	14
	Total	4	7	8	15	34	1	18	16	18	32	84	9	15	16	19	32	82	16
Grand Total	10	18	26	68	122	2	86	61	77	122	340	28	75	59	81	122	237	42	

2014-2015:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	0	1	0	2	3	0	1	4	4	7	16	0	1	3	2	8	14	1
	TAX	0	0	0	1	1	0	0	0	1	2	3	1	0	0	2	1	3	1
	(blank)	10	6	17	27	60	0	55	62	47	99	263	3	40	58	51	88	237	1
	Total	10	7	17	30	64	0	56	66	52	108	282	4	41	61	55	97	254	3
FIN	FANL	0	0	1	1	2	0	1	0	6	5	12	1	0	0	5	6	11	3
	FINA	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
	(blank)	3	3	10	6	22	0	18	14	16	20	68	2	15	14	15	23	67	1
	Total	3	3	11	7	24	0	19	14	23	25	81	3	15	14	21	29	79	4
Grand Total	13	10	28	37	88	0	75	80	75	133	363	7	56	75	76	126	333	7	

2015-2016:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	1	0	0	4	5	0	2	2	5	8	17	1	1	3	5	11	20	1
	TAX	0	0	1	1	2	0	0	0	0	2	2	0	1	0	0	4	5	1
	(blank)	5	9	11	36	61	3	51	40	51	85	227	24	41	34	41	73	189	24

	Total	6	9	12	41	68	3	53	42	56	95	246	25	43	37	46	88	214	26
FIN	FANL	0	1	1	4	6	0	2	1	1	10	14	3	3	3	1	7	14	5
	FINA	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0
	(blank)	7	3	3	10	23	0	37	15	15	24	91	7	32	13	14	23	82	7
	Total	7	4	4	14	29	0	39	16	16	35	106	10	35	16	15	31	97	12
Grand Total		13	13	16	55	97	3	92	58	72	130	352	35	78	53	61	119	311	38

2016-2017:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	0	3	1	6	10	1	5	7	5	14	31	5	3	7	6	10	26	4
	TAX	0	0	0	1	1	0	0	0	0	2	2	0	0	1	0	2	3	2
	(blank)	9	11	10	28	58	4	34	29	38	62	163	17	27	36	32	61	156	26
	Total	9	14	11	35	69	5	39	36	43	78	196	22	30	44	38	73	185	32
FIN	FANL	2	0	2	1	5	0	4	5	5	6	20	2	4	7	5	8	24	6
	(blank)	4	7	6	7	24	2	14	20	18	25	77	10	16	22	21	21	80	9
	Total	6	7	8	8	29	2	18	25	23	31	97	12	20	29	26	29	104	15
Grand Total		15	21	19	43	98	7	57	61	66	109	293	34	50	73	64	102	289	47

2017-2018:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	0	1	2	4	7	0	7	10	6	10	33	2	5	11	10	14	40	4
	TAX	0	0	0	0	0	0	0	2	0	0	2	0	0	1	1	0	2	0
	(blank)	1	4	7	17	29	0	37	36	25	61	159	11	21	27	30	58	136	25
	Total	1	5	9	21	36	0	44	48	31	71	194	13	26	39	41	72	178	29
FIN	FANL	0	1	2	5	8	0	6	8	5	10	29	4	6	11	8	11	36	3
	(blank)	1	7	4	9	21	0	13	19	19	25	76	3	10	12	20	28	70	11
	Total	1	8	6	14	29	0	19	27	24	35	105	7	16	23	28	39	106	14
Grand Total		2	13	15	35	65	0	63	75	55	106	299	20	42	62	69	111	284	43

2018-2019:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ACCT	PAEP	1	7	7	6	21		10	14	20	20	64							
	TAX	0	0	1	0	1		2	1	6	2	11							
	(blank)	1	8	9	8	26		28	28	26	40	122							
	Total	2	15	17	14	48		40	43	52	62	197							
FIN	FANL	1	0	0	6	7		2	9	8	12	31							
	(blank)	2	2	5	17	26		16	13	15	28	72							
	Total	3	2	5	23	33		18	22	23	40	103							
Grand Total		5	17	22	37	81		58	65	75	102	300							

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Enrollment in the BS Accounting has decreased from 2015 to 2016, which corresponds to decreased students achievement in several assessments in the Accounting program. Finance enrollments have increased slightly.

2016-2017:

Revise: Continually update College webpage to offer prospective students the information needed to make informed decisions.

Develop: More proactive role in faculty advising. Streamline course prerequisites to expedite graduation. Marketing plan to promote enrollment.

Maintain: Participation in Business Forums. Participation in FBLA Day. Participation in Cowboy Q & A Day.

Participation in Freshman Orientation. Use of Freshman Foundations and BADM 120 to bolster retention. Scholarship funding inflow from community to help students cope with financial burden.

2017-2018

In total, enrollments in both disciplines reflect declining enrollments at the university level. These declines are being addressed by hiring Noel-Levitz and other promotional invecions.

The serious decline in Accounting enrollments started in 2016 when two of our better faculty retired and were replaced with faculty that were less well received. One of these individuals has since left and the other has been limited in scope. We expect new hires to improve the perception of the program and for enrollments to increase. There are already signs of this in Fall 2018 enrollment in ACCT 305. It is the highest we have seen in five years.

2 Assessment and Benchmark

Benchmark: Maintain or exceed 2013-2014 levels of retention.

- ACCT - Accounting
- FIN - Finance

2.1 Data

Fall 2013 - Fall 2014:

Major	# of retained students	Retention rate
ACCT	151	66.52%
FIN	43	68.25%

Fall 2014 - Fall 2015:

Major	# of retained students	Retention rate
ACCT	161	68.51%
FIN	43	64.18%

Fall 2015 - Fall 2016:

Major	# of retained students	Retention rate
ACCT	118	58.71%
FIN	54	60.00%

Fall 2016 - Fall 2017:

Major	# of retained students	Retention rate
ACCT	99	69.72%
FIN	52	66.67%

2017:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ACCT		Same														
		Changed														
		Total														
FIN		Same														
		Changed														
		Total														
Total		Same														
		Changed														
		Total														

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ACCT		Same														
		Changed														
		Total														
FIN		Same														
		Changed														
		Total														
Total		Same														
		Changed														
		Total														

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ACCT		Same														
		Changed														
		Total														
FIN		Same														
		Changed														
		Total														
Total		Same														
		Changed														
		Total														

3.1.1 Analysis of Data and Plan for Continuous Improvement

Performance Objective 2 Provide a comprehensive curriculum that reflects disciplinary foundations and

remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

1 Assessment and Benchmark

Program faculty meets several times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

Benchmark:

- The College meets a minimum of twice per year.
- The Department meets a minimum of once per year.
- The Curriculum Committee meets as needed.
- Assurance of Learning (AOL) Committee meets a minimum of twice per year. Accreditation Committee is ongoing. Minutes for these meetings can be found in the dean's office and with committee chairs.

1.1 Data

2013-2014:

- MFT was conducted: Fall 2013, Spring 2013, Summer 2013, Spring 2014, Summer 2014
- MAT was conducted: As a pilot in Spring 2014

2014-2015:

- College faculty met on: 08/27/14, 10/14/14, 01/20/15
- Curriculum Committee met on: 9/23/14
- MFT was conducted: Fall 2014, Spring 2015, Summer 2015
- MAT was conducted: Spring 2015, Summer 2015

2015-2016:

- College faculty met on: 09/1/15, 02/4/16
- AFE Department on: 09/02/15
- AOL Committee met on: 09/29/15
- MFT was conducted: Fall 2015, Spring 2016
- MAT was conducted: Fall 2015, Spring 2016

2016-2017:

- College faculty met on: 08/24/16, 01/31/17
- AOL Committee met on: 09/27/16, 10/16, 03/14/17 (with MBA Director)
- MFT was conducted: Fall 2016, Spring 2017
- MAT was conducted: Fall 2016, Spring 2017

2017-2018:

- College faculty met on: 08/21/17, 09/06/17
- MFT was conducted: Fall 2017, Spring 2018
- MAT was conducted: Fall 2017, Spring 2018

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

College of Business Fall Faculty Meeting: Discussed that there should be a common syllabus for multiple section courses, and a common comprehensive exam for multiple section courses. There is a need for the College of Business to expand its social media presence. The University is willing to offer a \$5,000.00 award for someone or a group to advance a QEP project. This year the QEP relates to advising, and so faculty are encouraged to bring forward ideas. Leadership Team Meeting: Dr. Jeff Stevens proposed a curriculum change in the Entrepreneurship program. Expectations for the on-line course grades should be around a C grade as opposed to an A or B grade average. Discussed that web-hybrid courses should no longer be offered, only on-line or in person.

2017-2018:

College of Business Fall Faculty Meeting: An Assessment Committee was established to review all current procedures and to act as a liaison between the University Assessment Office and the College of Business. A new metric will be developed for peer-evaluation of faculty. To advance the QEP project, the College of Business allowance will be used to fund tutoring services for accounting and economic classes. In addition, faculty members are donating

time to tutor students outside the classroom. The adjustments to the minimum requirements for admission to the MBA Program will be pursued to bring McNeese State University in line with other Louisiana universities. Faculty are required to post course syllabus to Moodle one-week prior to the beginning of the semester. Grades must be posted to Moodle in a timely manner and rubrics must be provided for all assignments. A standardized financial calculator that may be used in all business courses was adopted.

2 Assessment and Benchmark

Benchmark: To help ensure currency of the curriculum the faculty and administration consult with several groups and use the survey results received from:

- External Professional Boards
- Corporate Advisory Council
- Internship Survey (employers)
- Exit Surveys
- Alumni Survey
- AACSB Best Practice Survey

2.1 Data

2016-2017:

Survey results indicate that our degree programs, concentrations, and minor are meeting the above objective, i.e. they provide a comprehensive curriculum that reflects disciplinary foundations and remain responsive to contemporary developments, students and workforce demand, and university needs and aspirations.

Views of College Advisory Council as contained in their meeting summaries for the last three years show that the degree programs and concentrations meet the regional demand. They kept emphasizing the importance of internships, content knowledge and communication, critical thinking, and spreadsheets skills.

2017-2018

There is an active initiative to organize (i.e., creation of database), promote (College of Business promotional campaign), and develop (working with Advisory Council) internships for students. Curriculum mapping is planned to ensure content knowledge and communication skills are reinforced. Critical thinking is included in classes and assessed through a separate measurement in the senior year. A three-hours credit class in spreadsheet software is required of all business majors.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

No action needed at this time. But continuous improvement will ensure this objective is achieved. Membership of College Advisory Council should be reviewed and revised if needed. College Advisory Council Bylaws may be visited and revised if needed, with the objective of more frequent meetings to be held.

2017-2018:

Peer-evaluations for faculty will be conducted to provide input for continuous improvement. A standardized instrument is being constructed for this process. Continuous improvement is promoted through the "Outstanding Teacher Performance" award.

Performance Objective 3 Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.

1 Assessment and Benchmark

Benchmark: 100% of faculty members will engage in service to the University and/or community through participation in community activities, University committees, and/or departmental committees.

1.1 Data

Academic Year	Faculty participation in community activities, University committees, and/or departmental committees	
	#	%
2013-2014	-	100%

2014-2015	-	100%
2015-2016	-	100%
2016-2017	-	100%
2017-2018	-	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Community activities: Five faculty members engaged as Internship Coordinators. University committees: Eight faculty members were involved in committees for the Office of Academic & Student Affairs. Four faculty members were involved in committees for the Office of Business Affairs & University Services. Departmental committees: A total of 72 faculty members engaged in departmental committees. Department met target. Department will continue to support 100% faculty engagement to the University and/or community, and reward faculty through the Annual Performance Review instrument. Department will continue to advertise faculty capabilities and expertise to the general community.

2017-2018:

All faculty participated in at least three College of Business committees; eight served on university administrative committees. Department members participate in community events, including but not limited to Chamber sponsored programs such as "Business After Hours."

2 Assessment and Benchmark

Benchmark: Have at least one faculty member from the department serve as an "expert" in their field to one or more community organizations.

2.1 Data

Academic Year	# of faculty members from the department serving as an "expert" in their field to one or more community organizations
2013-2014	1
2014-2015	1
2015-2016	4
2016-2017	4*
2017-2018	4

*Dr. William Jens, Accounting; Dr. Steve Caples, Finance; Dr. M. Malki, Economics; and Dr. William Galose, Economics.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Dr. William Jens engaged within the Course Materials and Bookstore Committee within the University. Dr. Stephen Caples engaged within the Grade Appeals Committee, and the Academic Integrity Panel of the Academic Integrity and Discipline Committee within the University. Department met target. Department will continue to support 100% faculty engagement to the University and/or community, and reward faculty through the Annual Performance Review instrument. Department will continue to advertise faculty capabilities and expertise to the general community.

2017 - 2018:

Dr. Jens, Dr. Caples, Dr. Malki, Dr. Roach, and Dr. Galose offer expertise to university and community organizations consistent with previous years. Dr. Patin (Accounting), Dr. Roach (Law), and Dr. Caples (Finance) will serve as expert for AACSB accreditation in the coming year. Faculty will continue to be engaged in community and university endeavors.

3 Assessment and Benchmark

Benchmark: Have at least one faculty member perform research or consulting activities for one or more community organizations.

3.1 Data

	# of faculty members that

Academic Year	performed research or consulting activities for one or more community organizations
2013-2014	3
2014-2015	3
2015-2016	4*
2016-2017	1
2017-2018	1

*Dr. William Jens, accounting; Dr. Steve Caples, finance; Dr. M. Malki, economics; and Dr. William Galose, economics.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Department met target. Department will continue to reward engaged faculty through the Annual Performance Review instrument, and encourage further faculty members to perform research or consulting activities for community organizations.

2017-2018:

Department will continue to reward engaged faculty through the Annual Performance Review. Incentives have been implemented to reward faculty (APR) for publications in "ranked" journals using the Australia ranking index.

Performance Objective 4 Demonstrate excellence in teaching.

1 Assessment and Benchmark

Benchmark: The combined departmental faculty will achieve 4.0 overall student mean response on University SEI's (all courses combined).

1.1 Data

Academic Year	Overall mean student response
2013-2014	4.49
2014-2015	4.26
2015-2016	4.11
2016-2017	4.11
2017-2018	4.15

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Faculty members falling below a 3.75 overall teaching score will work with the department head and dean to develop strategies for improving teaching scores. Visiting lecturers scoring below 3.75 overall teaching score for two consecutive Spring-Fall years will not be rehired. Faculty assessment of teaching will include significant input from observation from the department head and dean.

2017-2018:

Overall, faculty met (and exceeded) guidelines of an aggregate score of 4.00. Individual faculty members falling below a 4.00 overall teaching score are coached by the department chair and dean. To continue improvement, peer-reviews are being implemented to identify specific areas requiring attention. A teaching plan developed from peer-review suggestions and SEI will be developed. At the end of the semester, the plan and outcomes will be reviewed with the faculty member.

2 Assessment and Benchmark

Benchmark: At least one faculty member from the department will be recognized with a "teaching award" given by the College of Business.

2.1 Data

	# of faculty members
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Academic Year	recognized with a "teaching award"
2013-2014	1
2014-2015	1
2015-2016	1
2016-2017	3
2017-2018	1

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Dr. William Jens, Dr. Banamber Mishra, and Dr. Lonnie Turpin all received an 'Outstanding Teacher Performance' award for their SEI results and Peer Review. Continue to recognize one faculty member through the teacher of the year award.

2017-2018:

Dr. Lonnie Turpin and Dr. Jeanne-Claire Patin both received "Outstanding Teacher Performance" awards. John Branch, University of Michigan, is scheduled to present a seminar on innovative ways to engage students in the classroom. Dr. Branch is recognized for his teaching successes domestically and in Asia and Europe.

Performance Objective 5 Demonstrate commitment to research and creative and scholarly activity.

1 Assessment and Benchmark

Benchmark: According to AACSB Standard 15, at least 90% of departmental faculty will be academically qualified as Scholarly Academic (SA)-designated, or professionally qualified as Instructional Practitioner (IP) as per the College of Business Procedures Manual.

- Minimum SA+IP: $(SA+IP)/(SA+PA+SP+IP+O) \geq 90\%$

[AACSB Table 15-1](#) [PDF 382 KB 4/5/19]

1.1 Data

Academic Year	% of departmental faculty considered SA/IP
2013-2014	76%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2017-2018	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Department faculty did meet the target. However, all faculty members not presently SA/IP shall meet with the department head and dean to identify opportunities for research and publications necessary to attain such target. We will continue to use our current standards of scholarly activity. Continue to interview and hire only faculty who already meet our SA/IP standards. Mentoring and cooperation in the area of academic research will be encouraged among the faculty through College of Business seminars and attendance at regional academic meetings.

2017-2018:

Total enrollment remains constant. A new accounting faculty member was added to the department, allowing for additional offerings to meet current demand and honors the College of Business mission of excellence with a personal touch. Faculty expansion of engagement with the accounting student organization, Phi Beta Lambda, aims to increase word-of-mouth promotions. Total undergraduate completers reached a five year high at 47. While Finance completers are the highest since spring 2014, accounting completers (32) are the highest since 2013. These findings suggest the effectiveness of tutors to move students through their program.

Future initiatives to increase enrollment include expansion of student organizations, development of current faculty (enhance teaching innovations through workshops and seminars), promote of the program as part of a College wide campaign, continuing tutors for students, incorporating input from the College of Business Advisory Council, and the continuous review of curriculum to meet the demands in the workforce.

2 Assessment and Benchmark

Benchmark: According to AACSB Standard 15, at least 40% of departmental faculty will be Scholarly Academic (SA).

- Minimum SA: $(SA)/(SA+PA+SP+IP+O) \geq 40\%$

Prior to 2015-2016, the benchmark was that at least 50% of departmental faculty will be Academically Qualified (AQ) as per the College of Business Procedures Manual.

[AACSB Table 15-1](#) [PDF 382 KB 4/5/19]

2.1 Data

Academic Year	% of departmental accounting faculty considered SA	% of departmental finance and economics faculty considered SA
2013-2014	62%	
2014-2015	64%	96.3%
2015-2016	67%	86%
2016-2017	67%	100%
2017-2018	83%	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Department faculty met the target. However, faculty members who do not meet the target are asked to teach additional courses and submit a research improvement plan to be approved by the department head and dean.

2017-2018:

Continual improvement is supported through the incorporation of input from the College of Business Advisory Council (provide data for skills and proficiencies required in workforce) and external professional survey. The data obtained from these sources, along with survey data from employers, students, and alumni, are used to review student learning outcomes and the alignment of course curriculum with SLO. For the coming year, SLOs for all courses is being reviewed and revised as appropriate. An Assessment Committee has been formed to ensure feedback loops are closed and continual improvement is supported.

3 Assessment and Benchmark

Benchmark: All faculty who hold doctorate degrees have a “satisfactory” performance with a minimum total score of 15 (as per the College of Business Procedures Manual).

[AACSB Table 15-1](#) [PDF 382 KB 4/5/19]

3.1 Data

Academic Year	Proportion of faculty who hold doctorate degrees that have a “satisfactory” performance with a minimum total score of 15
2013-2014	9/11
2014-2015	8/11
2015-2016	11/11
2016-2017	11/11

2017-2018

11/11

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Faculty who do not meet the target are asked to teach additional courses and submit a research improvement plan to be approved by the department head and dean.

2017-2018:

Department met target. For continual improvement, an additional evaluation method (peer-review) will be conducted to assist faculty with improving teaching. These review will be evaluated by the department chair and reviewed by the dean. These forms will also become part of faculty performance evaluations.

4 Assessment and Benchmark

Benchmark: The following minimum set forth by AACSB Standard 15 regarding college criteria for classifying faculty into Scholarly Academic (SA), Practice Academic (PA), and Scholarly Practitioner (SP):

- Minimum $SA+PA+SP:(SA+PA+SP)/(SA+PA+SP+IP) >60\%$

[AACSB Table 15-1](#) [PDF 382 KB 4/5/19]

4.1 Data

Academic Year	% of Accounting faculty either Scholarly Academic (SA) or Instructional Practitioners (IP)	% of Finance and Economics faculty either Scholarly Academic (SA) or Instructional Practitioners (IP)
2015-2016	100%	100%
2016-2017	100%	100%
2017-2018	100%	100%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise: We revised the College criteria governing the classification of faculty based on academic qualifications as per AACSB standard 15.

Develop: None at this time.

Maintain: Portfolio of faculty qualifications and work is on file in the dean's office. Provide financial support for travel and research through foundation funds and endowed professorships.

2017-2018: