

# SUU SCHOOL OF BUSINESS

SOUTHERN UTAH UNIVERSITY



Excellence in Scholarship Awards Banquet

April 20, 2018

2017-2018

Annual Report

This report satisfies the annual reporting requirements of SUU and our accrediting bodies. It describes our major accomplishments for the past year, especially our strategic planning initiatives, goals and objectives.

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# School of Business

## ANNUAL REPORT

### Introduction and Highlights

This annual report summarizes the strategic initiatives and major accomplishments of the School of Business for the 2017-2018 school year. It satisfies the annual reporting requirements of SUU Policy 6.39 and supports the reporting requirements of our accrediting body, the Association to Advance Collegiate Schools of Business (AACSB-International).

#### Highlights of the past year:

- The Ribbon Cutting Ceremony for the new business building occurred August 26, 2018. Construction began August 2017 and was completed August 1, 2018. The new business building has 16 class rooms including an investment lab, center for entrepreneurship, 2 lecture halls, 2 computer labs, eight student study rooms, banquet space, collaborative space, 31 faculty offices and two conference rooms. Individuals that spoke at the ceremony included Chad Nielsen with MHNT Architects, Joshua Haines with Layton Construction, Justin Harding Chief of Staff from the Office of the Governor, Gary Porter from the LDS Foundation, Jay Francis with Larry H. Miller Group, Mary Pearson, Dean of the School of Business, Scott Wyatt President of Southern Utah University, and Dixie and Ann Leavitt from Leavitt Enterprises. Each room had a ribbon cutting event to recognize specific donors that named classrooms and student spaces.



- The School of Business reached over 1000 students showing a 25% increase over the last 4 years (795 students to 1065 students).
- Undergraduate placement rate for the School of Business was 85%, with 96% placement rate in our MACC and MBA programs.
- The School of Business received approval for a new Master of Business Analytics program to begin Fall 2019. The MACC and MBA both received approval for emphases in Business Analytics.
- Forty two accounting students provided free Voluntary Income Tax Assistance (VITA) for 516 Iron County residents and SUU students.
- The School of Business faculty advised over 90 student internships.
- Economics faculty supervised 8 student research assistants on faculty/student research projects.
- Hospitality students scored in the 93<sup>rd</sup> percentile on the National Certification Exam in Hotel Industry Analytics.
- The Entrepreneurship Program reached over 120 students from 26 different majors participating in the Entrepreneurship Speaker Series.
- KayLynn Jensen, our School of Business Administrative Assistant received the SUU Distinguished Service award.
- Dr. Bruce Haslem, Associate Professor of Finance received the SUU Distinguished Scholarly/Creative award.
- Dr. Steve Evans, Professor of Finance received the SUU Distinguished Educator Award. One third of our business faculty have received the Outstanding or Distinguished Educator Award in the last 10 years.
- The first time competing, 3 Finance students placed 3<sup>rd</sup> in the state of Utah in the Chartered Financial Analyst Research Challenge.
- Three business faculty taught at 2 of our 32 international partner institutions.
- The Phi Beta Lambda (Collegiate Future Business Leaders of America) club took five students to national competition in Washington DC and competed in Marketing, Hospitality, Macroeconomics, Microeconomics, and Organizational Behavior and Leadership.
- Two entrepreneurship students competed in the Utah Entrepreneur Challenge at University of Utah with one student placing 7<sup>th</sup> overall.
- Finance students managed a \$50,000 investment portfolio through a partnership with D.A. Davidson.
- We had a State Bank of Southern Utah sponsored speaker as part of our Business Executive Speaker Series, Jeremy Christiansen, an SUU Business Alumnus who graduated 1<sup>st</sup> in his law school class from University of Utah. He spoke on “The Separation of Powers, the Modern Administrative State, and You.”
- The Entrepreneurship Speaker Series occurred every Tuesday Fall and Spring semester. Each week during Fall and Spring semester, successful entrepreneurs from around the country spoke to SUU students about their road to success. Following the speaker’s presentation 12-15 students were able to participate in a mentoring lunch with the invited guest. <https://www.suu.edu/business/entrepreneurship>

- The School of Business received funding from the legislature for the following new positions:
  - PhD in Accounting Professor
  - PhD in Business Analytics Professor
  - Entrepreneur in Residence
  - Assistant Director of Entrepreneurship
  - Half Time MBA Director
  - Academic Undergraduate Advisor
- January 2017, Bruce Haslem was named the Director of Finance and Investment to lead, promote, and direct the Finance program at Southern Utah University.
- July 2017, Ken Hall was named the Director of the Masters in Business Administration (MBA) program. Ken has been the force behind restructuring the admission, curriculum, and program changes.
- Two business students served as legislative interns for Utah State Senators.
- SUU School of Business received a 1.43 million joint EDA grant with Dixie State to increase Entrepreneurship in rural Utah.
- SUU's on-line MBA program was ranked 83rd Best Online Graduate Business Degree by U.S. News <https://www.usnews.com/education/online-education/mba/rankings>
- SUU's online MBA program was ranked 3<sup>rd</sup> Top Online MBA Program in Utah by Online MBA Today. <https://www.onlinembatoday.com/rankings/best-online-mba-utah/>
- SUU's Accounting program received several national rankings:
  - Ranked the 10<sup>th</sup> Best Online Accounting Degree by Best Value Schools. <https://www.bestvalueschools.org>
  - Ranked 13<sup>th</sup> Best Online Masters Degree Programs in Accounting with the Best CPA Exam First-Time Pass Rates by Accounting Education. <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
  - Rankings by SR Education Group:
    - 4<sup>th</sup> Best Online Masters of Accountancy Program <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
    - 5<sup>th</sup> Most Affordable Masters in Accounting Online <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
    - 2nd Most Affordable Masters in Taxation Online <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
    - 3<sup>rd</sup> Most Affordable Online Colleges for Accounting Bachelor Degrees <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
    - 18<sup>th</sup> Best Accredited Online College Offering Accounting Bachelors Degrees <https://www.onlineu.org/most-affordable-colleges/taxation-masters-degrees>
- School of Business students participated in several career exploration trips to Salt Lake City, Utah and Las Vegas, Nevada and also to Boise, Idaho.

## Progress Toward Meeting Major Objectives

The School of Business had seven strategic initiatives that served as the main focus for the past year. We also had 114 ongoing strategic goals with key performance indicators. This section reports the progress we made this year on these goals and initiatives.

### Strategic Initiatives for 2017-2018

These initiatives represent opportunities identified by the Dean and leadership team to be accomplished in the 2017-2018 academic year and be implemented this year. **Updates are in bold.**

1. Enhance instructional and administrative resources provided to the School of Business to deal with findings from 2016 Continuous Improvement Review—Standards 3 and 7 (Dean/Dept. Chairs).

The most significant changes are the replacement and restructuring of the organizational and administrative composition of the School of Business. In May 2016, the School of Business administration and staff consisted of the Dean, two Administrative Assistants, two Academic Advisors, one Career Coach, and three Department Chairs, who also oversaw the Masters in Business Administration and Masters of Accountancy programs. Since September 2016, the following positions have been created or restructured with the intention of improving administrative support for faculty, programs, and students. Funding has been provided through donor, legislative, and institutional sources.

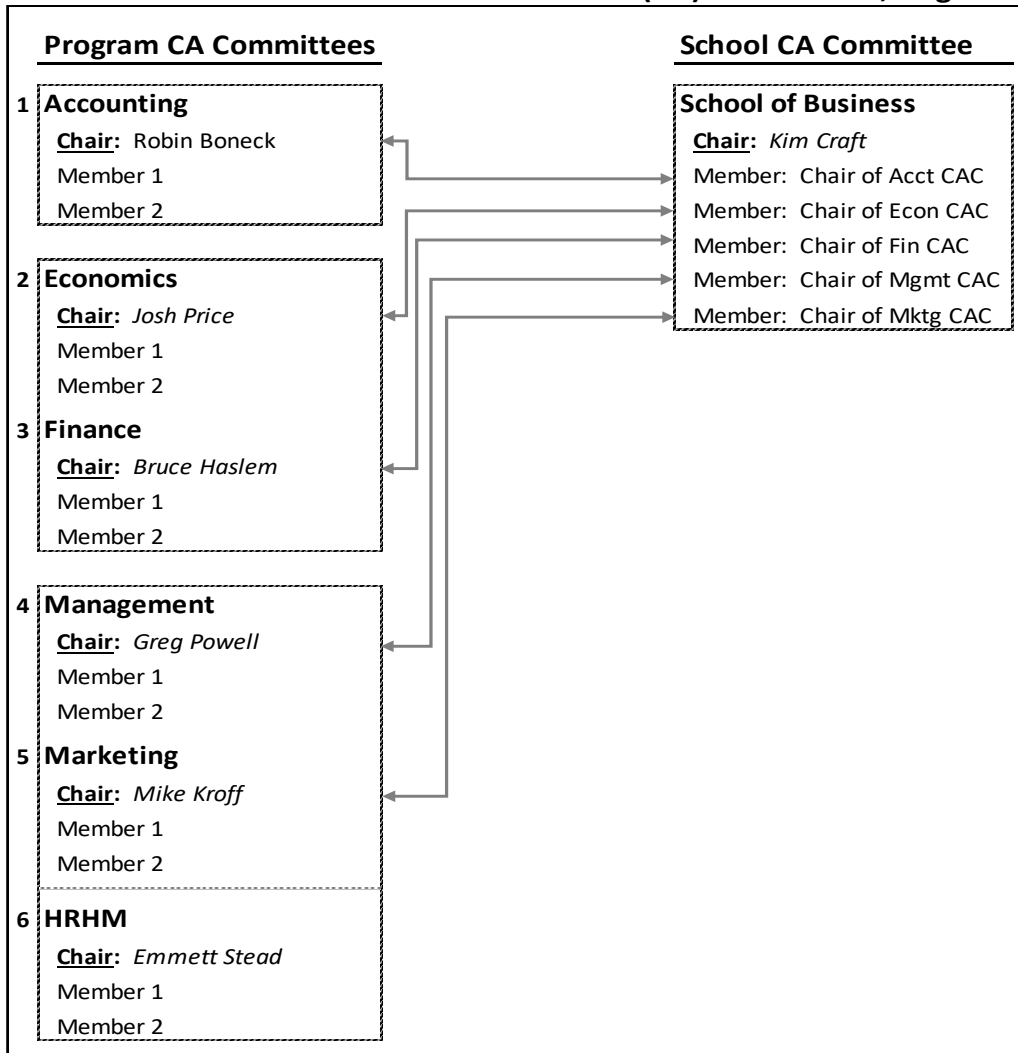
- Associate Dean (new position)— Kim Craft, Professor of Economics
  - Primarily responsible for accreditation, curriculum management and assurance of learning.
- Director of Entrepreneurship (new position) – Tyler Stillman, Professor of Marketing
- Assistant Director of Entrepreneurship (new position) – Jami Riley
- Director of Finance and Investment (new position) – Bruce Haslem, Associate Professor of Finance
- Director of MBA Program (restructured position) – Kenneth Hall, Lecturer in Marketing and Management
- Assistant Department Chair of Management, Marketing, and Hotel Resort & Hospitality Management (new position) – Michael Kroff, Associate Professor of Marketing
- Graduate Coordinator/Advisor (restructured position) – Miranda Gubler
- Undergraduate Advisor (new position) – Randy Johnson
- Recruiter for MBA, MAcc and MSBA programs (new position)
- Administrative Assistant II (new position) – Heather Jones
  - Administrative support for Faculty and Department Chairs
- Admissions Counselor/Recruitment Coordinator (restructured position) – Holly Jolley
  - Primarily supports undergraduate student recruiting and our new School admissions policy (beginning fall 2019). Processes student applications, compiles and distributes student survey information, etc.

- Two Student Administrative Assistants (restructured positions)
  - Student workers are the face of the School of Business and manage all appointments for advisors staff, as well as assist in general office tasks.
- Career Coach Student Assistant (new position)
  - Student workers assist in organization of employer visits, career readiness events, and career fairs. In addition to event management, the student workers manage employer emails and dissemination of employment information to students.
- Two Student Assistants in Entrepreneurship (new positions)

In fall 2017, all faculty were given \$2,000 professional development/ research stipend every two years to promote relevance and currency in their fields of study. Faculty have been given teaching or research assistants to help maintain their academic credentials necessary for their AACSB faculty status.

2. Strengthen accounting faculty to support growth of online and live accounting programs.
  - Funding was provided for a new PhD in Accounting program for the School of Business. Michael Malmfeldt was employed to teach Business Law and Tax courses in the Accounting Program.
  - Melinda Ford was employed to replace Mary Pearson in the Accounting Department.
3. Program and Faculty Support.
  - Funding was provided for an Entrepreneur in Residence. Landon Smith was employed to teach and mentor students in the Entrepreneurship Program.
  - AJ Templeton was employed in the Hotel Resort and Hospitality Management Program.
  - Jeff Swigert was employed on a one year contract to teach in our Economics/Finance Department.
  - Mark Evers was employed on a one year contract to teach Economics courses.
  - Karl Stevens was employed on a one year contract to teach in our Marketing Program.
  - Madalyn Swanson was employed as a replacement for Brandon Armstrong as our Career Services Coordinator.
  - During the Fiscal Year 2018 process, over \$50,000 additional in faculty salary funding was designated to support faculty in the School of Business where there are market equity problems.
4. Further develop, document and integrate assessment processes and curriculum management processes to resolve concerns from the 2016 Continuous Improvement Review—Standard 8 (Associate Dean, Dept. Chairs and Learning and Teaching Committee).
  - The Assurance of Learning Committee and the School Curriculum Committee were combined into one committee. This change facilitates a stronger link between assessment and curriculum development. In addition, the Curriculum and Assessment committees are now organized by program, rather than by department (departments are delineated by dashed boxes on the left side of the figure). This puts the responsibilities of curriculum development closer to where new ideas are typically generated.

**School of Business Curriculum & Assessment (CA) Committees, Aug 2018**



5. Fundraising to support the following:
  - Construction of the New Business Building was accomplished with over half of the \$22,000,000 budget funded through donor support.
  - Student Scholarships increased over \$4,000.
  - Entrepreneurship Leadership Council increased its membership which include annual financial contributions and mentorship support for the Entrepreneurship Program.
  - Director of Finance and Investment Position funded through private donation.
  - Funding was received for Entrepreneurship Curriculum.
  
6. Obtain approval for a Master of Business Analytics Program.
  - Spring 2017 approval was given for a new Analytics Program in the School of Business. Funding was provided for a PhD in Business Analytics. Courtney Paulson was employed to teach in our Master of Business Analytics Program, Fall 2019.



7. Match School of Business Strategic Plan to new University Strategic Plan and Academic Roadmap
  - In March 2018, a School of Business strategic planning committee was formed to ensure alignment between the university strategic plan and the School of Business strategic plan. A draft mission and vision statement for the School of Business have been prepared and the committee has been charged to complete the strategic plan by February 2019. A full copy of the strategic plan will be included in our 2019-2020 annual report.

### **SUU Strategic Planning and School of Business Strategic Planning Alignment**

The School of Business had 14 on-going goals as part of our strategic plan, which has been reorganized to be consistent with the University's Strategic Plan. The plan also shows how our strategic initiatives align with the University's strategic Initiatives. The Plan also includes 14 key performance indicators (KPIs) to help us know how well we are meeting our mission and strategic goals. The most recent measures of our ongoing strategic goals are presented below:

<b>Strategic Goal</b>	<b>Key Performance Indicator</b>	<b>Status Update</b>																																																											
<b>SUU Core Theme 1: Explore</b> <b>Strategy 1—Increase opportunities for the SUU learning community to explore complex problems and sense of purpose in the region, nation, and world.</b>																																																													
SUU Goal 1.1 Support student learning experiences beyond the traditional classroom setting.	SUU Obj. 1.1 Provide experiential learning opportunities to students.  SOB Goal: Have experiential learning activities in each academic program	A review of syllabi shows we wholly support experiential learning as shown in the following table: <table border="1" data-bbox="850 472 1843 833" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Program</th> <th colspan="5">Experiential Learning Activities</th> </tr> <tr> <th>Bus Core</th> <th>Club</th> <th>Major</th> <th>Grad</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>3</td> <td>29</td> <td>7</td> <td>12</td> <td>51</td> </tr> <tr> <td>Economics</td> <td></td> <td>n/a</td> <td>3</td> <td>n/a</td> <td>3</td> </tr> <tr> <td>Finance</td> <td>n/a</td> <td>12</td> <td>3</td> <td>n/a</td> <td>15</td> </tr> <tr> <td>Hotel, Resort &amp; Hosp. Mgt</td> <td>n/a</td> <td>8</td> <td>8</td> <td>n/a</td> <td>16</td> </tr> <tr> <td>Management</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Marketing</td> <td>2</td> <td>2</td> <td>2</td> <td></td> <td>6</td> </tr> <tr> <td>Entrepreneurship</td> <td>n/a</td> <td>34</td> <td>n/a</td> <td>n/a</td> <td>34</td> </tr> <tr> <td>Military Science</td> <td>n/a</td> <td>n/a</td> <td>38</td> <td>n/a</td> <td>38</td> </tr> </tbody> </table>	Program	Experiential Learning Activities					Bus Core	Club	Major	Grad	Total	Accounting	3	29	7	12	51	Economics		n/a	3	n/a	3	Finance	n/a	12	3	n/a	15	Hotel, Resort & Hosp. Mgt	n/a	8	8	n/a	16	Management	1	2	1	1	5	Marketing	2	2	2		6	Entrepreneurship	n/a	34	n/a	n/a	34	Military Science	n/a	n/a	38	n/a	38
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	SUU Obj 1.1.2 Provide leadership and mentoring opportunities to students  SOB Goal: Have each discipline provide opportunity for student leadership or mentoring.																																																												
	SUU Obj 1.2.1 Provide educational experiences that will prepare students, faculty, and staff for an increasingly diverse and global society.	Our KPI is to explore a double degree program with ESC Rennes, a new partner that has AACSB accreditation and is interested in a double degree. We have their curriculum and are obtaining syllabi to do an articulation of the courses between the two institutions.  In 2017-2018, we had 19 students participate in SUU sponsored study abroad programs. Five students participated in semester-long exchanges in Australia, Austria, Denmark, France, and Ireland. Fourteen students participated in faculty-led short term study abroad programs in Italy, Nicaragua, and the United Kingdom.																																																											

	<p>SUU Obj 1.2.2 SOB Goal: Expand international learning, teaching, and research, and employment opportunities for students and faculty.</p>	<p>Three School of Business faculty taught internationally at partner institutions in Austria providing instruction in Economics and Accounting.</p> <p>Currently Dean Pearson is working on a 2+2 program in Accounting for students at XXX University in China.</p>
	<p>SUU Obj 1.3.2 Create, expand, and support interdisciplinary opportunities across campus:</p> <p>SOB Goal: Provide badges and certificates in business disciplines for all SUU students.</p>	<p>The School of Business has created a badge in Entrepreneurship and is working on badges in Marketing and Business Analytics for 2019-2020 academic year.</p> <p>The School of Business is working with the Communications Department to add a minor/emphasis in Event Planning for Communications and Hotel Resort and Hospitality Management majors.</p> <p>The Entrepreneurship Program has over 26 different majors enrolled in the Entrepreneurship Speaker Series course.</p>
<p><b><i>SUU Core Theme 2: Engage</i></b> <b><i>Strategy 2—Engage students, faculty and staff in practices that lead to meaningful learning.</i></b></p>		
<p>SUU Goal 2.1 Provide students with the fundamentals of a modern liberal education</p>	<p>SUU Obj 2.1.1 Implement, support, and bolster high impact educational practices.</p> <p>SOB Obj 2.1.1 Annually, or as needed, evaluate each School of Business program’s learning goals (i.e., undergraduate, MAcc, and MBA) through various grading rubrics, tests, surveys, and other external evaluative sources, to assess achieving the 75 percentile or higher for undergraduates and achieving the 50 percentile or higher for graduates.</p>	<p>This year we assessed the ETS Field exam for undergraduates and MBA.</p> <p><b>Undergraduate scores.</b> The weighted average scores for the last two testing cycles for business undergraduates indicate we failed to meet the 75<sup>th</sup> percentile overall and for accounting (64<sup>th</sup> percentile), economics (71<sup>st</sup> percentile), Management (49<sup>th</sup> percentile), Finance (63<sup>rd</sup> percentile), marketing (46<sup>th</sup> percentile), legal (62<sup>nd</sup> percentile), information systems (29<sup>th</sup> percentile), and international (31<sup>st</sup> percentile). We exceeded the standard for Quantitative (87<sup>th</sup> percentile). We will be looking for causes for this year’s performance in the upcoming year.</p> <p><b>MBA scores.</b> Our overall MBA ETS Field exam score was above the 50<sup>th</sup> percentile, with the strongest being accounting (63<sup>rd</sup> percentile) and finance (84<sup>th</sup> percentile).</p>

<p>SUU Obj 2.3.1 Implement plans to support a culture of continuous improvement at SUU.</p> <p>SOB Obj 2.3.1 Maintain annual portfolio-teaching-effectiveness scores above 4.0 (5.0-point scale) or standard set by department.</p>	<p>All departments and most faculty members exceeded the goal. The following table summarizes composite mean scores on the old student evaluations and weighted summary scores for the new IDEA evaluations: Face to Face Classes:</p> <table border="1" data-bbox="806 323 1887 574"> <thead> <tr> <th rowspan="2">Dept</th> <th colspan="2">2013/2014</th> <th colspan="2">2014/2015</th> <th colspan="2">2015/2016</th> <th colspan="2">2016/2017</th> <th colspan="2">2017/2018</th> </tr> <tr> <th>Mean</th> <th>Median</th> <th>Mean</th> <th>Median</th> <th>Mean</th> <th>Median</th> <th>Mean</th> <th>Median</th> <th>Mean</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>4.55</td> <td>4.75</td> <td>4.49</td> <td>4.68</td> <td>4.44</td> <td>4.67</td> <td>4.15</td> <td>4.15</td> <td>4.45</td> <td>4.45</td> </tr> <tr> <td>Econ &amp; Fin</td> <td>4.34</td> <td>4.61</td> <td>4.33</td> <td>4.51</td> <td>4.39</td> <td>4.39</td> <td>4.31</td> <td>4.28</td> <td>4.24</td> <td>4.30</td> </tr> <tr> <td>Mil. Sci</td> <td>4.23</td> <td>4.45</td> <td>4.40</td> <td>4.31</td> <td>4.25</td> <td>4.67</td> <td>4.30</td> <td>1.30</td> <td>4.32</td> <td>4.40</td> </tr> <tr> <td>Mgt, Mktg, Hosp</td> <td>4.33</td> <td>4.56</td> <td>4.21</td> <td>4.35</td> <td>4.32</td> <td>4.48</td> <td>4.01</td> <td>4.00</td> <td>4.07</td> <td>4.15</td> </tr> <tr> <td>School</td> <td>4.39</td> <td>4.62</td> <td>4.34</td> <td>4.50</td> <td>4.36</td> <td>4.51</td> <td>4.20</td> <td>4.22</td> <td>4.22</td> <td>4.30</td> </tr> </tbody> </table> <p>On-Line Classes</p> <table border="1" data-bbox="806 610 1203 829"> <thead> <tr> <th rowspan="2">Dept</th> <th colspan="2">2017/2018</th> </tr> <tr> <th>Mean</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>4.02</td> <td>4.00</td> </tr> <tr> <td>Econ &amp; Fin</td> <td>3.40</td> <td>3.90</td> </tr> <tr> <td>Mgt, Mktg, Hosp</td> <td>3.40</td> <td>3.55</td> </tr> <tr> <td>School</td> <td>3.77</td> <td>3.85</td> </tr> </tbody> </table>	Dept	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Accounting	4.55	4.75	4.49	4.68	4.44	4.67	4.15	4.15	4.45	4.45	Econ & Fin	4.34	4.61	4.33	4.51	4.39	4.39	4.31	4.28	4.24	4.30	Mil. Sci	4.23	4.45	4.40	4.31	4.25	4.67	4.30	1.30	4.32	4.40	Mgt, Mktg, Hosp	4.33	4.56	4.21	4.35	4.32	4.48	4.01	4.00	4.07	4.15	School	4.39	4.62	4.34	4.50	4.36	4.51	4.20	4.22	4.22	4.30	Dept	2017/2018		Mean	Median	Accounting	4.02	4.00	Econ & Fin	3.40	3.90	Mgt, Mktg, Hosp	3.40	3.55	School	3.77	3.85	<p>The AACSB accreditation process requires business schools to create a faculty qualification policy defining workload associated with faculty classifications. Faculty workload is determined by faculty classification. The SUU School of Business Faculty Qualification Policy was approved by faculty April 2017.</p> <p>Our accreditation by AACSB-International was reaffirmed in 2016 and recognized at the International Conference and Annual meeting. We have made good progress on the two items that we must address prior to our next annual review in 2021, which we reported on as the first two strategic objectives earlier in the report.</p>
Dept	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018																																																																																						
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<p>SUU Obj 2.3.2 Complete the process of aligning faculty workload and institutional reward systems that reflect SUU Mission, Vision, and Core Themes.</p> <p>SOB Obj 2.3.2 Maintain AACSB accreditation through annual review and implement needed adjustments.</p>																																																																																															

	<p>SUU Obj 2.3.3 Foster long-term enrollment growth through the deployment of SUU's Enrollment Management Plan.</p> <p>SOB Obj 2.3.3 Annually evaluate, through LRT processes, the professor and student engagement activities</p> <p>Increase incoming Freshmen who declare Business as a major.</p>	<p>Faculty report on student engagement in the teaching section of the Faculty Annual Activity Report (FAAR) and on their research, including how it impacts the classroom, in the Scholarly Activity portion of the FAAR. Nearly all of our faculty report extensive engagement activities in the classroom and apply their research in the classroom to enhance their teaching.</p> <p>The School of Business has reorganized an Administrative Assistant II position to an Administrative Assistant III position, School of Business Admissions Counselor to assist in high school recruiting activities with SUU Welcome Center. The Admissions Counselor will also visit local high schools to educate high school students on different business degrees.</p>
<p>SUU Strategy 3: Foster intellectual and creative engagement within the SUU campus community</p>	<p>SUU Obj 3.1.2 Support and increase engagement opportunities for students, faculty, and staff.</p> <p>SOB Obj 3.1.2 Increase student involvement in Entrepreneurial events in the Larry H. and Gail Miller Family Center for Entrepreneurship.</p>	<p>The entrepreneurship program has grown by over 700% since fall 2016 and includes, pitch competitions, club events and workshops, mentoring nights, business-development support, opportunities to participate in state entrepreneurship competitions, and an acclaimed lecture series.</p>

**SUU Core Theme 3: Excel**  
**Strategy 4: Lead students, faculty, and staff to successful professional and educational outcomes**

<p>SUU Goal 4.1 Increase student retention and graduation rates</p>	<p>SUU Obj 4.1.1 Develop a comprehensive student success plan                  SUU Obj 4.2.1 Provide encouragement and support for students interested in post-graduate studies.</p> <p>SOB Obj 4.1.1 Develop a School of Business Admission Policy with Program Tracks</p> <p>SOB Obj 4.1.1 Increase the number of student/employer relationship events for all academic programs, through campus recruiting events, campus interviewing events, company visitations, and effective use of the School of Business' Career Coach &amp; Employment Outreach Coordinator</p>	<p>The School of Business Leadership Team is working on a School of Business Admission Policy that allows students to complete 5 required courses before applying for admittance into Business School. Students will be identified earlier on in their education career and be provided better advising on how to meet their goals towards graduate school or employment. The intention of the policy is to secure better placement for all majors and be able to connect earlier with faculty and mentors in their respective disciplines.</p> <p>The School of Business had over 200 students attend an Accounting/Finance Career Fair in the Fall. Brandon Armstrong took 6 students to San Francisco where they visited Deloitte, EY, Linked In and SUU alumni. Ten students attended a career exploration trip to Boise, Idaho where they visited Clearwater Analytics and other financial firms. Hospitality and Accounting majors visited Las Vegas, Nevada and Salt Lake City, Utah where they met with several hotel and financial firms in the area. Many of the students are placed with firms visited because of the career trips.</p>
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<p>SUU Goal 4.3 Support faculty and staff in achieving their professional and personal goals.</p>	<p>SUU Obj 4.3.1 Support faculty and staff efforts to improve their teaching, research, and creative activities.</p> <p>SOB Obj 4.3.1 Support faculty scholarly efforts that contribute to accreditation standards and expectations. Annually, faculty report scholarly contributions.</p>	<p>FALL 2018, FACULTY ARE ALLOWED \$2,000 EVERY OTHER YEAR FOR SCHOLARLY/PROFESSIONAL SUPPORT.</p> <p style="text-align: center;"><b>Five-Year (2012-2017) Summary of Intellectual Contributions</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Dept.</th> <th colspan="3">Portfolio of Intellectual Contributions</th> <th colspan="5">Types of Intellectual Contributions</th> <th rowspan="2">Percent of Faculty Producing ICs</th> </tr> <tr> <th>Basic or Discovery</th> <th>Applied or Integration,</th> <th>Basic or Discovery</th> <th>PRJs</th> <th>Proceedings</th> <th>Cases</th> <th>Other Teaching</th> <th>Other IC</th> </tr> </thead> <tbody> <tr> <td>Acct</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">13</td> <td style="text-align: center;">18</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">55.6%</td> </tr> <tr> <td>Econ &amp; Fin</td> <td style="text-align: center;">7</td> <td style="text-align: center;">26</td> <td style="text-align: center;">6</td> <td style="text-align: center;">21</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</td> <td style="text-align: center;">80.0%</td> </tr> <tr> <td>Mgt, Mktg, Hosp</td> <td style="text-align: center;">7</td> <td style="text-align: center;">32</td> <td style="text-align: center;">2</td> <td style="text-align: center;">24</td> <td style="text-align: center;">11</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">54.5%</td> </tr> <tr> <td>School</td> <td style="text-align: center;">17</td> <td style="text-align: center;">62</td> <td style="text-align: center;">21</td> <td style="text-align: center;">63</td> <td style="text-align: center;">17</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">14</td> <td style="text-align: center;">63.4%</td> </tr> </tbody> </table>	Dept.	Portfolio of Intellectual Contributions			Types of Intellectual Contributions					Percent of Faculty Producing ICs	Basic or Discovery	Applied or Integration,	Basic or Discovery	PRJs	Proceedings	Cases	Other Teaching	Other IC	Acct	3	4	13	18	0	0	1	1	55.6%	Econ & Fin	7	26	6	21	6	0	1	9	80.0%	Mgt, Mktg, Hosp	7	32	2	24	11	0	0	4	54.5%	School	17	62	21	63	17	0	2	14	63.4%
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	<p>SOB Obj 4.3.1 Annually, measure the number of internal and external faculty service participation activities, in leadership and support positions, whether serving in academia, the professions, or society</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Dept</th> <th>Editor/ Board</th> <th>Referee</th> <th>Club Advisor</th> <th>Consulting</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Econ &amp; Fin</td> <td style="text-align: center;">3</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Mgt, Mktg, Hosp</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	Dept	Editor/ Board	Referee	Club Advisor	Consulting	Accounting	1	3	2	2	Econ & Fin	3	11	4	4	Mgt, Mktg, Hosp	4	3	3	4																																						
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<b>Strategy 5—Prepare students for responsible citizenship in their communities and countries</b>		
<p>SUU Goal 5.1.1 Involve students in practices that lead to higher participation rates in community service and democratic processes throughout their lives.</p>	<p>SUU Obj 5.1.1 Prepare students to participate in lifelong community engagement.</p> <p>SOB Obj 5.1.1 Prepare students to participate in Volunteer Income Tax Act (VITA) provided in the School of Business.</p>	<p>Forty two accounting students participated in VITA, preparing over 1032 tax returns for individuals in Iron County. Individuals who qualify for this service must earn less than \$54,000 per year and have limited deductions.</p>
<b>Strategy 6—Help students develop lives of purpose, fulfillment, and wellness</b>		



## Progress Regarding Consultative Comments from Last Maintenance of Accreditation Visit

The Peer Review Team in the 2016 Continuous Improvement Review identified the following opportunities for continuous improvement:

- The School of Business should review all documentation that it provides to the various publics that it serves. Although it clearly, and appropriately states that HRHM is outside of the scope accreditation, it is difficult for the layperson to discern this in a review of published materials (online and print) (General Criteria Part D). **Note: We have already begun to work this issue and to ensure that all documentation and websites clearly show that HRHM is not included in the scope of accreditation.**
- Further, develop and support strategies and programs to attract a more diverse student body, especially for Hispanics who make up a higher percentage of the population within the state and region than are currently enrolled in the School of Business. The percentage of Hispanics in Utah, Iron County, and SUU are 13.4%, 8.1%, and 5.01%, respectively. The PRT notes that the School's enrollment of international students is greater than is SUU's overall percentage. (Section 1, Eligibility Criteria for AACSB International Accreditation, Part 1.C.) **Note: The School of Business currently awards 3 scholarships to Hispanic Students attending SUU.**
- Consistent with its primary teaching mission, the School should have policies and procedures in place to demonstrate the importance of the linkage between faculty intellectual contribution and faculty deployment. Currently, this linkage is not documented or clearly evident. The PRT recommends that the college develops policies to encourage faculty to research and publish in areas directly related to their respective disciplines, expertise, and teaching responsibilities. (Standards 2 and 15) **Note: This will be assigned to the Academic and Professional Engagement Committee to address the concerns.**
- The School should demonstrate that policies guiding the quality expectations of faculty scholarship are clear and consistent with the mission and with expected outcomes from the intellectual contributions portfolio. Moreover, the PRT recommends that the School further refine the methodology for determining the quality of publications and conference presentations/proceedings and the processes used for the categorization of intellectual contributions as basic/discovery, applied or pedagogical. (Standards 2 and 6) **Note: The School of Business approved a Faculty Status and Qualification policy in accordance with AACSB guidelines. A publication review committee has been formed and will meet during the 2017-2018 academic year to determine quality of publications.**
- The School should develop policies and specific guidance delineating the responsibilities of both participating faculty and supporting faculty beyond their teaching responsibilities and beyond being employed either full-time or part-time. These policies should reflect the priority and value of different activity outcomes reflecting the mission and the strategic management process. (Standard 5) **Note: The School of Business approved a Faculty Status and Qualification policy in accordance with AACSB guidelines that defines participating and supporting faculty. Discussions have been made on how to include adjunct faculty members in activities that qualify them as participating.**

- Provide a formal definition and implementation of student and faculty engagement, innovation and impact. What do these terms mean for the School of Business and how do they fit into the overall mission, vision, and strategic plan of the school? (Standards 1, 2, 13 and 15) **Note: The Curriculum and Assessment Committee will be tasked with creating an evaluation tool for measuring engagement, innovation, and impact.**

These will be referred to the various faculty committees for review and action. The Peer Review Team also provided the following consultative comments, which will be referred to the Strategic Management and Innovation Committee for review and possible action:

- The School has a well-respected accounting program at the undergraduate and graduate level. It should give consideration to pursuing separate accreditation for this program. **Responsibility: Accounting Department.**
- The School should consider the adoption of an electronic database system to capture, document, and report faculty and professional staff activities, accomplishments, and standard compliance in a timely, accurate, and consistent manner. **Note: Our Admissions Counselor has been tasked with creating a document where faculty and staff can report student, advisor, and faculty accomplishments.**
- The School should consider developing a “Faculty and Staff Handbook” that includes all School policies affecting faculty and staff, and is consistent with the University handbook that is under development. **Note: This was in process at the time of the peer review.**
- The School should consider providing guidance to faculty on excessive co-authorships. It is difficult to ascertain the contribution of individual authors under these circumstances. **Responsibility: Department Chairs**
- The School should continue to expand its executive development partnerships through its new Center for Executive Development and leverage its professional strengths thereby generating new financial resources for the School. Note: This Center has been dormant for several years.
- The School should continue its efforts to increase the number of business scholarships and study abroad scholarships. To increase student interest in study abroad, scholarships may be employed to support short-term experiences that could then be gateways for longer-term study. **Responsibility: Dean Pearson and Janet Borg.**
- While online education is becoming more prevalent, the growth of online graduate programs is straining resources. The School should carefully consider, in partnership with University administration, what it can do well to ensure the overall high quality of such programs in the future without adversely affecting its on-campus programs. **Responsibility: Dean and department chairs. Note: A proposal was made to increase consistency and quality in our MBA program. The university is looking at ways to increase our online presence.**

## Student Engagement

The University's and School of Business' mission statements emphasize the integral role student engagement and experiential learning play in our curricula. This section reports on some of the student engagement achievements during the past year.

**Voluntary Income Tax Assistance (VITA).** Professor Robin Boneck advised the VITA service-learning activity, logging in 100 hours. Two MAcc students managed the program. Four accounting students served as quality reviewers with 37 students serving as volunteer tax preparers. Students gave a total of 2,132 hours of volunteer service. A total of 516 federal tax returns and 516 state returns were filed electronically for qualifying taxpayers residing in the Cedar City area. The total of state and federal tax refunds was \$733,677. This activity was partially funded by a grant from Community Action Partnership of Utah.



ACCOUNTING STUDENTS REVIEW PROCEDURES FOR PROPER TAX RETURN PREPARATION

**Investment Scholars Group.** This group consists of a select group of Finance majors preparing for careers in investment and wealth management. Students manage a \$50,000 portfolio provided by D.A. Davidson. Using the Investment lab, students meet in groups to conduct analyses on sectors of the market and individual stocks. Students then make presentations to the Board of Directors, consisting of alumni and other professionals. This past year, the returns on the portfolio lead to a \$2,700 donation from D.A. Davidson to the Investment Scholars Group. This group also hosts a seminar series where alumni return to campus to present to the group. This group is supervised by Dr. Bruce Haslem and Dr. Joshua Price.



MEETING WITH JASON HEATH, VICE PRESIDENT WITHIN PRUDENTIAL FINANCIAL'S CHIEF INVESTMENT OFFICE

**Economics 3840 class project.** Professor Joe Baker directed a class project for the Southern Utah University Athletic Department. The project was designed to estimate the economic activity in Iron County that can be attributed to the Athletic Department.

**SUU HRHM** signed a memorandum of understanding with Henan University and Luoyang Normal University in China for developing a two plus two hospitality program and faculty research collaborations. HRHM continues to partner with Southwest Tech for our food production class, HRHM 3110. SUU students learn food production in the Southwest Tech kitchen. Southwest Tech students can continue their education by earning an AAS or Bachelor degree in HRHM by completing additional coursework at SUU.

**HRHM 4100 Beverage Management.** Students visited Zion Brewery, Mike's Tavern, Chili's Grill and Bar, Squater Brewery, Toadz Bar, Tropical Smoothies, and SUU Library Café to learn their operations.

**HRHM 4110 Meetings and Convention Management.** Students toured the Salt Palace and heard from convention management professionals about the industry. Students then toured the meeting space of the Hilton Salt Lake City Center and the Salt Lake Marriott Downtown at City Creek and heard from sales and event managers. The students also learned how to use Meeting Matrix software for meeting room setups. Most major hotel chains use this software in their sales and catering departments. The students also participated with CVent, a meeting planner resource for meeting venues, from which they could receive a certification.

**HRHM 4300 Resort and Recreation Management.** Students traveled to Lake Powell and visited Amangiri and Aramark's Lake Powell Resort and Marinas. They connected with and learned from industry leaders in the resort industry. Students also visited luxury hotels in Deer Valley (Stein Eriksen Lodge, St. Regis, Montage) and Park City (Waldorf) to hear from industry leaders. Students then heard from the Director of Operations at Promontory, a luxury residential resort. Not only do many SUU graduates work or have worked at these properties, many of them made their future career contacts on a student trip.

**HRHM 4500 Hospitality Work Requirement.** The ultimate requirement of student engagement in industry is the degree requirement of having worked in a hospitality position for 800 hours. The industry experience is tailored to earn an HRHM graduate a management position upon graduation, as the industry highly values industry experience. Students write a paper about their 800 hours and use Kolb's Learning Styles and Bloom's Taxonomy Learning Domains to relate their work experience, and to discover their own learning styles and learning level achievement. Students worked in lodging and food and beverage positions in locations from Park City to southern Utah to eastern Nevada.

**12<sup>th</sup> Annual Best Business Idea Competition.** The 12<sup>th</sup> Annual Best Business Idea Competition was sponsored by the SUU Small Business Development Center and School of Business, Southwest Technical College, Cedar City Chamber of Commerce, USTAR, Staheli West, TouchMD, and Hughes and Associates. Many imaginative and promising business ideas were submitted for judging. Nine finalists were chosen to present their business idea orally to the panel of judges. Based upon those presentations, the following winners were chosen:

<i>Place</i>	<i>Prize</i>	<i>Recipient</i>	<i>Business Description</i>
1 <sup>st</sup> Place	\$5,000	Evgenia Marushko (SUU student)	Interactive athlete recruiting app
2 <sup>nd</sup> Place	\$3,000	Spencer Crankshaw (SUU student)	Self-leveling sleeping pad
3 <sup>rd</sup> Place	\$1,000	Christopher Christiansen (SUU student)	Physician coordinated, location specific travel first aid kits
Honorable Mention	\$500	Isaac Askeroth	ClearSecure – provides powerful window security film to protect your home, office and vehicles
Honorable Mention	\$500	Scott Leavitt	Free centralized address directory service



**BEST BUSINESS IDEA COMPETITION PRIZE WINNERS**

From left to right: Craig Isom – SBDC Director, Spencer Crankshaw, Scott Leavitt, Christopher Christiansen, Donald Long (representing Evgenia Marushko), and SUU Dean Mary Pearson. \*Not pictured: Evgenia Marushko, Isaac Askeroth. Photo credit: Sylvia Isom

**Opportunity Quest Competition.** Zions Bank sponsored Opportunity Quest Competition (student-only). The winners of that competition are as follows:

<i>Place</i>	<i>Prize</i>	<i>Recipient</i>	<i>Business Description</i>
1 <sup>st</sup> Place	\$2,000	Evgenia Marushko (SUU student)	Interactive athlete recruiting app
2 <sup>nd</sup> Place	\$1,000	Spencer Crankshaw (SUU student)	Self-leveling sleeping pad
3 <sup>rd</sup> Place	\$750	Christopher Christiansen (SUU student)	Physician coordinated, location specific travel first aid kits
Honorable Mention	\$500	Andrew Dana (SUU student)	Buoyant swim pack



**OPPORTUNITY QUEST COMPETITION PRIZE WINNERS**

From left to right: Craig Isom – SBDC Director, Christopher Christiansen, Spencer Crankshaw, Donald Long (representing Evgenia Marushko), Andrew Dana, SUU Dean Mary Pearson. \*Not pictured: Evgenia Marushko. Photo credit: Sylvia Isom

As can be seen, the winners’ ideas covered a wide range of business possibilities. All represent very practical and innovative business ideas, with very bright prospects for the future. Many of the winning ideas were submitted by SUU students. The mutual purpose of each of the sponsors of this competition is to support the development of small businesses in the Tri-County area (Iron, Beaver and Garfield Counties), and to promote healthy economic development with more jobs and an increased tax revenue base. With the integration of community resources and the talent of our own successful entrepreneurs, we can help more and more small companies get started and successfully grow.

**90-Second Business Pitch Competition – 9/26/17**

The 90-Second Business Pitch Competition was sponsored by the SUU School of Business and the SUU Entrepreneur Leadership Council. Applicants were narrowed to 20 participants to compete.

<i>Place</i>	<i>Prize</i>	<i>Recipient</i>	<i>Business Description</i>
1 <sup>st</sup> Place	\$1,000	Spencer Crankshaw	Duoreposo – Leveling air mattress
2 <sup>nd</sup> Place	\$750	Nikolas Boettcher	Betchen Seats – bleacher seat rentals
3 <sup>rd</sup> Place	\$600	MacKenzie Maness & Christine Esplin	MacKenzie Dresses – upcycled clothing & décor
4 <sup>th</sup> Place	\$400	Evgenia Marushko	Tennis Recruiter – Program to recruit international college athletes to the U.S.
5 <sup>th</sup> Place	\$250	John Young	Insulated Hammock
6 <sup>th</sup> Place	\$200	Kai Bradford	Subscriber Bank – debit account designed to handle service subscriptions
Audience Choice	\$500	Payton Wells	Heart of a Lion – vicarious adventures for sick children

**90-Second Business Pitch Competition– 2/16/18.**

<i>Place</i>	<i>Prize</i>	<i>Recipient</i>	<i>Business Description</i>
1 <sup>st</sup> Place	\$700	Adam Peterson	Street Credit – credit reporting service for students paying rent
2 <sup>nd</sup> Place	\$500	Robert Stevens	Keyboard Password Protector – print scanning device within keyboards to store passwords
3 <sup>rd</sup> Place	\$600	Jase Pennock	Skewered – Food Truck selling shish kabobs
4 <sup>th</sup> Place	\$200	Drea Briggs	Tiny Village – tiny house complex for students
5 <sup>th</sup> Place	\$100	Karl Gardner	The Pineapple Shack – food truck selling Dole Whips and other pineapple delights
6 <sup>th</sup> Place	\$75	Dakota Denver	Clean Car – Retractable mat built into running boards
Honorable Mention	\$600	Jase Pennock	Skewered – Food Truck selling shish kabobs



**90-Second Business Pitch Competition Winners & ELC Members (9/26/17)**

From left to right 1<sup>st</sup> ELC Members Debra Stillman, Tyler Stillman, Rich Christiansen, Kary Smith, Dennis Sponer, Roger Seegmiller, Lisa Blair, Curtis Blair, Dianna Hall, Ken Hall 2<sup>nd</sup> row: Spencer Crankshaw, Christine Esplin, MacKenzie Maness, Payton Wells, Kai Bradford, Nikolas Boettcher, John Young, Evgenia Marushko

**Global Engagement.** The School of Business continues to work closely with International Affairs to provide opportunities for faculty and students to engage with our international partners. We currently have partnerships with 32 international schools of business in countries in Europe, Latin America and the Pacific Rim. We sent three faculty members, Josh Price, Paul Schneider, and Bryan Graden to teach summer courses (2018) at the University of Applied Sciences in Salzburg, Austria and Wiener Neustadt, Austria. The School was great to work with. We have an ongoing contract to teach accounting courses at the University of Applied Sciences each year and should have additional opportunities for our faculty to have international teaching experiences with other partner institutions.

We are currently working on a double degree undergraduate management program with RSC Rennes and should have an agreement in place by Fall 2019. We are also working on a double degree MBA program with a partner institution in France, as well as provide opportunities for MBA students to study in Peru, China, and Northern Europe. Several students have already expressed interest in participating in these international programs.



**Additional Site Visits.** Las Vegas, November 2017 – A group of 7 SUU business students (Accounting, Economics, Finance, Management, and Hospitality) visited Las Vegas for the Specialty Equipment Market Association (SEMA) Show as part of the SEMA Student Program. This gave them access to attend a career fair of show exhibitors, as well as network with industry professionals in a business-to-business, nonpublic event that includes over 2,000 exhibitors and is considered to be the largest single gathering of small businesses in the United States. The trip also included a dinner with local alumni, where the students were able to engage and ask questions about their respective careers paths, learning about career opportunities and receive professional tips and advice. The alumna this year included Corinna Christensen (Manager of Planning & Analysis, Red Rock Casino).



Fall 2017 SEMA



SUU Business Students and Alumni Dinner

**Additional Site Visits.** St. George and Las Vegas, November 2017 - Brandon Armstrong accompanied six SUU business students (Finance, Accounting, and Economics majors) on a company visit and career exploration trip to SkyWest Airlines and Caesars Entertainment. The SUU Finance Club sponsored the trip with the specific goal of visiting corporate headquarters. In addition to speaking about their respective companies and internship/career opportunities, the company contacts and SUU alumni with each visit shared their career stories and provided professional mentoring tips for the students.



**FALL 2017 STUDENT COMPANY VISITS**

**Additional Site Visits.** Bay Area, March 2018 - Brandon Armstrong accompanied seven SUU business students (Marketing, Finance, MAcc, Accounting, and Economics majors) on a company visit and career exploration trip to Deloitte, EY, LinkedIn and Lyft. In addition to speaking about their respective companies and internship/career opportunities, the company contacts and SUU alumni with each visit shared their career stories and provided professional mentoring tips for the students. The trip also included networking meals with local alumni. The alumni this year included Madeline and Jordan Cox, Bryan Cameron, Tyler Edgel, Ibrahim Ahmmed, and Mitch Hillyard.

SPRING 2018 STUDENT COMPANY VISITS







**Additional Site Visits.** Boise, April 2018 - Brandon Armstrong accompanied three SUU business students (MBA, Finance, and Math majors) on a company visit and career exploration trip to Clearwater Analytics and Micron. In addition to speaking about their respective companies and internship/career opportunities, the company contacts and SUU alumni with each visit shared their career stories and provided professional mentoring tips for the students. The trip also included networking meals with local alumni. The alumni this year included Scott Prisbey, John Clifford, and Jackson Rhoton.

Spring 2018 Student Company Visits



**Hotel, Resort & Hospitality Management.** Each year the HRHM faculty takes students to visit hospitality properties in Las Vegas, the Wasatch Front and Lake Powell. HRHM HRHMNot only do HRHM students see the positions they could occupy in their careers and hear from industry executives, they also make important networking contacts. The following trips were conducted during 2017-2018:

<b>2017/2018 Month Location</b>	<b>Facilities Visited</b>	<b>Summary</b>
November Las Vegas Trip 1	Wynn	Students met with SUU graduate and School of Business advisory board member, Whitney Mulaj, who has many titles, including front office manager at the Wynn Towers. Students toured the property and met with managers from various departments, such as meetings and conventions, golf operations, and food and beverage.
	Stratosphere	Phyllis Gilland, chief legal officer of American Casinos, and School of Business advisory board member, introduced students to various Stratosphere executives, who shared unique operational and career perspectives. Students toured property, enjoyed a creative lunch in Top of the World restaurant, and rode the rides at the top of the space needle.
Las Vegas Trip 2	MGM Luxor	Despite the retirement of President and COO Renee West, The Luxor executives and MGM college recruiters mingled with SUU students and counseled and encouraged them in the career pursuits while they enjoyed a lavish breakfast buffet. The students toured the property.
	Red Rock Resorts (Formerly Station Casinos)	Glen Bashore, senior vice-president of operations analysis of Red Rock Resorts, welcomed SUU students with many SUU graduates that he has hired. The SUU graduates networked with students during lunch while Glen spoke about the company and career opportunities. The students then toured the property.
January Lake Powell Trip 3	Amangiri (Canyon Point)	Students met with the General Manager and other key executives. After seeing the pool recognized by U.S. News & World Report as one of the top ten hotel pools in the world, students experienced the elaborate Spa, rooms, and food and beverage facilities. Amangiri executives then mingled with students over hot chocolate and chocolate chip cookies on the patio overlooking the Canyon Point rock formations.
	Lake Powell Resort & Marina	Students were met by SUU graduates Robert Knowlton, GM of Aramark's Lake Powell boat rentals, and Shelly Jo Honey, Director of Marina Operations, and Cathy McKeever, Director of Sales and Marketing. The students then toured the hotel and marina, which included Lake Powell house boats.

February Salt Lake City Trip 4	Salt Palace	Students were greeted by Jed Hansen, Director of Events, for SMG, the manager of the Salt Palace. Students toured the property and heard from various executives of SMG. SUU graduates work or have worked as event planners and sales managers for SMG in Salt Lake City.
	Hilton Salt Lake City Center	Students met with general manager Abby Murtaugh and other catering and sales executives. The Hilton hosted SUU students for lunch, after which the students toured the Hilton meeting facilities.
	Salt Lake Marriott Downtown at City Creek	Students met with event managers and other sales and catering executives to discuss careers in meetings and conventions. Students also toured the property and enjoyed complimentary refreshments.
March Deer Valley Park City Trip 5	Stein Eriksen Lodge, St. Regis, Montage, Waldorf Astoria, Promontory	SUU students toured these luxurious resorts and heard from the property managers. The students enjoyed dinner at Promontory, while students received career insights from operations director Val Hardcastle, whose daughter, Sierra, is a SUU HRHM graduate.



HRHM Students - Red Rock Resort Tour





**HRHM Students – Stratosphere Tour**



**HRHM Student – Wynn-Encore Tour**

## Student Clubs

The School of Business sponsors seven professional clubs to provide extracurricular and co-curricular student engagement opportunities for business major and minors, as well as students that are just interested in business. Club members engage with other students, faculty and professionals in their chosen field. They also have opportunities to have leadership experience and to provide community service. This section summarizes the activities of the five active student clubs sponsored by the School of Business.

**Collegiate DECA.** DECA is a business club that helps students integrate skills learned in the classroom into real world experiences via competitive business simulations and case study events. It is open to all students. There were three SUU students that registered with the national DECA office this past year and actively participated in the SUU club. Every student attended the state Career Development Conference in Salt Lake City, with all three placing at the state level in their respective competitive events. Two students competed at the International Career Development Conference in Washington, DC.

**Finance Club.** It was in the Fall of 1998 that authorization was given for the SUU School of Business to begin granting Finance majors, and since that time the Finance program has had solid growth. In the Fall of 2009, an informal Finance Club was established to organize occasional activities and events which increased interest in the program. In February, 2013, the Finance Club was more formally established and officially registered as a student organization with the resulting benefits, and each of these steps have breathed additional life into the program.

The events and activities of the past year have provided students with enjoyment and comradeship but have also been designed to increase knowledge and capabilities within the discipline. Evidence of that can be seen in the impressive third-place finish by our Finance students in the statewide CFA Challenge. Our students have also participated in workshops and career fairs and have had opportunities to take excursions to other cities for career evaluation and job interviews.

The socials have also continued to be well-attended and highly successful. The most recent example was the closing social in April at the Cedar City Park where approximately 130 attendees enjoyed a free barbecue meal. All of these efforts continue to add enthusiasm and commitment to the program which now includes over 160 Finance majors and minors. Not only are the number of students increasing, but the quality of students as well. We feel certain that the program has never been stronger.



Finance Club Closing Social

**Phi Beta Lambda (PBL).** PBL is the collegiate version of Future Business Leaders of America (FBLA), the largest and oldest student business organization in the world. The faculty advisor is Michael Kroff. Jan Bagley served as club president. This year we had five members. The club participated in community service, and competed in business and business-related topics at the state and national levels.

Four students attended the Utah State Spring Leadership Conference in Richfield. They competed in 10 events. All four students qualified for the national competition in at least one event by scoring in the top three students for testing events and the top two students for presentation events. All four students competed at the national competition in Baltimore, Maryland, where Jan Bagley earned fifth place in the Job Interview competition.

**Professional Accountancy Club.** The Professional Accountancy Club focuses on professional development and job placement for our accounting students at both the graduate and undergraduate level. We had 20+ events during the year for our 80+ members, and had a lot of fun and excellent job placement in the Southern Utah, Las Vegas, Wasatch Front, and San Francisco job markets.

Professor Jeff Orton serves as the advisor to the Professional Accountancy Club. We took trips to the Wasatch Front in September 2017 where we visited seven firms on the Wasatch front (Squire, Cook Martin Poulson, Utah State Tax Commission, Eide Bailly, State Auditors, Haynie, Tanner), and to Las Vegas in January 2018 where we visited another seven firms in a day (PBTK, Rubin Brown, Bradshaw Smith, Eide Bailly, BDO, Ernst & Young & Deloitte). The State Auditors, AgReserves, Deloitte, EY, Eide Bailly, Tanner, PBTK, and Hinton Burdick hosted events on campus. Those, and more, interviewed our students for jobs on campus, some providing full time offers to junior age students and older. As usual, our year-end golf tournaments were a blast for all who participated. Chad Young of Deloitte took away the trophy for the southern tournament at Sunbrook Golf Course in St. George, keeping the trophy with Deloitte for another year. The northern tournament at East Bay Golf Course in Provo occurred during a rain storm, so after being drenched for about 6 holes with no sign of rain letting up and a little lightning on the side we had to declare the northern tournament an official rain out. To make the most of the situation, we gathered inside the conference room on the 2<sup>nd</sup> floor of the East Bay club house and had each firm sit in a different

location in the room, then held a “speed dating” type networking event where students sat with a firm for 3 minutes to learn about their culture and opportunities, then rotated to the next firm. By the end, all students had visited with all firms and had a lot of fun in the process. At each tournament, after every three holes the student teams rotated to play with a different firm, so the students got to play with six different firms and the firms got to play with about 18 different students. It was a very eventful and successful year.



**SUU Professional Accountancy Club Wasatch Front firms visit**

## State Bank of Southern Utah Business Executive Speaker Series

This year we brought in one executive from a variety of industries and locations to expose our students to successful business men and women and entrepreneurs. We recorded the presentation to make it available to students. The speaker also had lunch with a small group of students and faculty.



**Jeremy M. Christiansen** graduated *summa cum laude* and valedictorian of the College of Humanities and Social Sciences from Southern Utah University in 2011 with a bachelor of arts in Spanish and a double minor in Accounting and Business Management. He then attended the S.J. Quinney College of Law at the University of Utah, from which he graduated third in his class, was elected Order of the Coif, and finished with highest honors. During law school he served on the Executive Editorial Board of the Utah Law Review, was a William H. Leary Scholar, was awarded the Roger Traynor Fellowship for Excellence in Legal Writing, and received the CALI award—

given to the student with the highest grade in the class section—in 11 courses. His moot court team placed first in the Traynor Moot Court Competition, where he was awarded best brief and best oralist. His team went on to be awarded the second-best brief in the nation in the prestigious National Moot Court Competition held in New York City. Mr. Christiansen also participated extensively in pro bono appellate work during school, serving as the lead student on a litigation team representing clients in six federal appellate court cases, and two cases in the U.S. Supreme Court. He also served as vice president for the S.J. Quinney chapter of the Federalist Society for Law & Public Policy Studies. After graduation he spent a year clerking for Associate Chief Justice Thomas R. Lee of the Utah Supreme Court, and then a year clerking for Judge Jay S. Bybee of the U.S. Court of Appeals for the Ninth Circuit. He is currently an associate attorney at the Washington D.C. office of Gibson, Dunn & Crutcher LLP, practicing in the Firm's Appellate and Constitutional Law, and Administrative Law practice groups. Mr. Christiansen represents clients (from Fortune 500 companies and large hedge funds down to small businesses and individuals) in a wide variety of appellate, administrative, and complex litigation matters. He has drafted briefs in numerous cases on behalf of parties and amici curiae in federal appellate courts, including the U.S. Supreme Court. In addition to drafting critical motions before district courts, Mr. Christiansen frequently advises clients on appellate matters as their cases proceed through lower-court litigation, and also assists clients in shaping proactive, strategic litigation responses to impending regulatory agency action. Mr. Christiansen is an accomplished academic, with articles and book chapters published in the Michigan University Press, the Georgetown Journal of Law & Public Policy, the George Washington University Law Review, the University of Hawaii Law Review, and the Utah Law Review.

### Entrepreneur Speaker Series – MGMT 4900

This year in the Entrepreneur Speaker series, we had a total of 25 speakers, 12 speakers during fall semester and 13 during spring semester. After each presentation the speakers had lunch with a small group of students and faculty.

<b>Fall 2017</b>		
9/05/17	<b>Dale Gunther</b>	Director and Vice Chairman of People’s Utah Bancorp
9/12/17	<b>Martin Frey</b>	Business leader and first to climb the world’s Seven Summits
9/19/17	<b>Brandon Allen</b>	Business coach and Founder of New Work Revolution
9/26/17	<b>Rich Christiansen</b>	Parallel Entrepreneur, Best-selling author
10/03/17	<b>Bob Despain</b>	CEO of a Water treatment plant, 25 years of practicing law
10/10/17	<b>Amy Rees Anderson</b>	Founder of REES Capital, weekly contributor to Forbes
10/17/17	<b>Wilford Clyde</b>	Mayor of Springville, CEO of Clyde companies
10/31/17	<b>Dean Cardinale</b>	Founder of World-Wide Trekking
11/07/17	<b>Dick &amp; Marcia Hynes</b>	Founder of HyneCo
11/14/17	<b>Ritch Wood</b>	CEO of Nu Skin
11/28/17	<b>Jerry Hill</b>	Former VP of Customer Innovation
12/05/17	<b>Desi Ward</b>	Creator & CEO of Unconventional Kitchen
<b>Spring 2018</b>		
1/16/18	<b>Craig J. Pickett</b>	Ceo of Imagine Music Festival, Jus Tours, and Jus College
1/23/18	<b>Tayson Whittaker</b>	Founder of Outdoor Vitals, Bootstrap entrepreneur
1/30/18	<b>Wilford Clyde</b>	Mayor of Springville, CEO of Clyde companies
2/6/18	<b>Lance Syrett</b>	Chairman of Unites States Board of Education
2/13/18	<b>John Pestana</b>	Founded ObservePoint
2/20/18	<b>Brett Binford</b>	Founder of Mudshark Studios
2/27/18	<b>Dave Staheli</b>	Founder and President of Staheli West
3/6/18	<b>Bryan L Welton Jr.</b>	Chairman and Founder of Namify
3/20/18	<b>Nancy Singleton</b>	Co-founder of Singleton Systems
3/27/18	<b>Will Taylor</b>	Owner of Cedar City CrossFit
4/10/18	<b>Davis Smith</b>	CEO of Cotopaxi
4/17/18	<b>Julie Castle</b>	Chief Development and Marketing Officer at Best Friends
4/24/18	<b>Robyn Openshaw</b>	Founder of Green Smoothie Girl and author

## Assessment Activities

### Undergraduate Business Programs

Given that we underwent a Continuous Improvement Review by AACSB International, this section provides a summary of assurance of learning activities over the past five years, and a complete picture of the assessment of our learning goals, starting with the assessment plan and followed by the actual assessment activities.

**BS Degree Assessment Plan**

<i>Learning Goals</i>	<i>Learning Objectives</i>	<i>Assessment Method</i>
1. Effective (a) written and (b) verbal communication skills	(a) Write an effective and professional technical report (b) Make an effective and professional verbal presentation	Assess assigned papers and presentations from a sample of students in core business courses using an approved rubric.
2. Understanding of ethical issues as they relate to business within society	Achieve at the level of national norms or better on the Defining Issues Test (DIT)	Administer the DIT to a sample of students in business courses.
3. Basic knowledge of each major functional area of business	Obtain a score of 75% or better on each section of the ETS exam	Administer ETS exam to all students in MNGT4950; review results and trends.
4. Technical and analytical skills needed to facilitate decision making in complex environments	Conduct quantitative business analysis of realistic business problems using financial statements, projections, basic financial analysis (e.g., NPV), statistics, and other relevant quantitative methods	Examine results and trends from the ETS field exam
5. Strong critical thinking skills	Students will score at the 75 <sup>th</sup> percentile nationally (relative to peer group) on the Business Critical Thinking Test; this will represent at least a 10 percent increase in scores from lower-division students.	Administer the test to one section of MNGT4950 and one section of a lower-division course; compare seniors to national norms and lower division business students.

### Assessment Results

1. **Communication Skills.** In 2013/14 we assessed written and oral communication skills of our students using both internal and external evaluators (a faculty member from the English Department for written skills and interns from the Speech and Presentation Center for oral skills).

a. **Written communication.** A sample of 26 student writing assignments was selected from various sections of MGMT 4200 (Business, Government and Ethics), a business core course. Majors from all business fields were represented as follows: Accounting, 58%; Management, 19%; Marketing, 12%; Finance, 12%. Results are summarized in the table below. The results indicate that business students generally have acceptable writing skills but there is clearly room for improvement, most notably in the area of critical thinking. Compared to the assessment results from the previous assessment cycle, scores declined in every category except one. This could be explained by the fact that the set of papers assessed during the 2008-10 cycle were assessed by business faculty while the most recent assessment was conducted by an English professor.

**Written Communication Assessment Results - Undergraduate Students**

<i>Item</i>	<i>2008-2010 (n=25) 2011-2013 (n=26)</i>	
	<i>Mean</i>	<i>Mean</i>
Grammar, punctuation, spelling	3.9 ±0.5	3.7 ±0.6
Organization	3.8 ±0.4	4.2 ±0.4
Fluency, sentence structure, word choice	4.1 ±0.4	3.8 ±0.5
Voice/Style	4.1 ±0.3	4.0 ±0.4
Focus	4.1 ±0.4	3.8 ±0.4
Critical Thinking	3.8 ±0.4	3.4 ±0.5
Overall	4.0 ±0.3	3.8 ±0.4

Frequently recurring problems include:

- Lack of coherency. Students seemed to struggle expressing their main purpose in writing the paper.
- Difficulty organizing thoughts.
- Cutting and pasting quotes, rather than blending them. Too much cutting and pasting of quotes is a problem seen across all disciplines. Students should take time to summarize and paraphrase more, making connections between their own ideas and those of other people. More emphasis on identifying, evaluating and understanding sources would lead to improved critical thinking, analysis, and synthesis.

Another issue to note is a general decline in the number of writing assignments being given in the School of Business at the undergraduate level—there were fewer papers to choose from in conducting this assessment as compared to the previous cycle.



- b. **Oral communication.** Members of the committee assessed student presentations in ACCT3300 and MGMT4950. Majors from all business fields were represented as follows: Accounting, 53%; Management, 22%; Marketing, 10%; Finance, 15%. Using a presentation rubric developed by the faculty, a sample of student presentations was assessed on ten items with a 5-point scale (higher numbers indicate better performance). With mean scores over 4.0 on each criterion, our undergraduate students generally have good presentation skills. The overall mean score in 2013-2014 was greater than the overall mean score in 2008-2011. No weaknesses are evident.

<b>Oral Communication Assessment Results - Undergraduate Students</b>		
	<i>2008-2011 (n=25)</i>	<i>2013-2014 (n=41)</i>
	<i>Mean</i>	<i>Mean</i>
Spelling, grammar, punctuation	4.6 ±0.3	4.8 ±0.2
Business vocabulary	4.4 ±0.4	4.6 ±0.2
Rapport	3.6 ±0.5	3.8 ±0.4
Voice qualities	4.1 ±0.4	4.4 ±0.2
Eye contact	4.1 ±0.4	4.1 ±0.3
Body language	4.2 ±0.4	4.1 ±0.3
Command of material	4.2 ±0.4	4.0 ±0.3
Organization	4.0 ±0.4	4.6 ±0.2
Dress	4.0 ±0.4	4.9 ±0.1
Other (e.g., quality visual aids, use of technology)	4.0 ±0.5	4.3 ±0.3
Overall	4.1 ±0.3	4.4 ±0.2

**Use of results.** Because our undergraduate students generally have good communication skills, we do not plan to make any major adjustments at this time. Results of this assessment were presented and discussed at a faculty meeting. Faculty members were encouraged to continue assigning papers and presentations and to provide more coaching on the finer points of written and oral communication, such as reducing the words used on PowerPoint slides, a weakness noted by our external evaluators.

2. **Ethical Understanding and Awareness.** To assess ethical understanding and awareness, the Defining Issues Test (DIT2) was administered to students in ACCT 2010, ACCT 3010, ACCT 3020, MGMT 4100, MKTG 3030, and FIN3750 in the fall 2013 semester. Majors from all business fields were represented as follows: Accounting, 60%; Management, 17%; Marketing, 15%; Finance, 8%. As expected, ethical-

judgment scores tend to improve as students mature and advance through school. We attribute the increase in mean DIT scores to our strategy of ethics assignments across the curriculum. However, the mean scores for our sophomores in 2013 were significantly lower than mean scores of our students in 2009 and national norms. Reasons for this decrease may include: (1) a decreased emphasis by faculty on ethics across the curriculum in the lower-division classes; (2) a reduced number of school-wide activities that focus on ethics, and (3) the centralization of an academic integrity policy from the School to the University, and (4) the absence of incentives to take the test seriously.

**Ethics Assessment Results, Defining Issues Test Scores**

Class	School of Business 2009		School of Business 2013		National Norms	
	N	Mean	N	Mean	N	Mean
Sophomore	14	33.7 ±8.3	9	23.4 ±7.2	3,542	34.6 ±0.5
Junior	13	34.6 ±6.6	24	32.3 ±6.9	6,909	34.7 ±0.4
Senior	29	37.3 ±5.2	58	32.5 ±3.5	12,204	36.0 ±0.3

**Use of Results.** Our efforts to strengthen the ethical awareness of our students include the following:

- Ethics assignments across the curriculum. Pretest-posttest experiments with students here and elsewhere show that educational interventions increase skills in ethical sensitivity, judgment, and commitment. Accordingly, our expectation is that providing ethics education across the curriculum will improve the ethical decision making skills of our students. This is done by creating ethics assignments that involve reading, writing about, and discussing ethics vignettes and stories of moral exemplars.
- Guest speakers on ethics. We will continue to bring guest speakers who will focus on business ethics. The School began a new program of school-wide seminars on business ethics. The first speaker conducted an ethics seminar for the faculty and students in the spring of 2014. The second speaker was a chief ethics officer and spoke in fall 2014 on corporate governance. In 2015 WorldCom whistleblower, Cynthia Cooper, spoke.
- A culture of academic integrity. We have continued our efforts to improve our culture of academic integrity in the School of Business. We believe these efforts will improve ethical behavior both on campus and after graduation on the job.
  - ✓ Integrity pledge. For almost every year, our business senators have visited classrooms and sponsored activities to encourage students and faculty to sign our public integrity pledge, “As a member of the School of Business community, I pledge, on my honor, that I will not lie, steal, cheat, or tolerate those who do.”
  - ✓ Orientation video. We improved our orientation video to introduce students to our culture of academic integrity. The video was prepared by students, made shorter, added music, and emphasizes values that define academic integrity: honesty, respect, trust, fairness, and responsibility.

- ✓ Ethics signage. Signs were installed signs in each classroom to remind students of our value statement, “Excellence with Integrity and Perseverance”. The signage serves as a constant reminder that ethics are important.

3. **Basic Knowledge of the Functional Areas of Business.** To assess student knowledge of the functional areas of business, the ETS Field Exam is administered each year to all students enrolled in MGMT 4950, the capstone core business course. We have administered this field exam since 1993. The results for 2016-17 and the previous five years are presented in the following table, with red highlights indicated those areas in which our students scored in the bottom 50<sup>th</sup> percentile.

**Percentile ETS Scores on ETS Major Field Exam in Business**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year % Change	6-Year Average
Overall	84	90	48	83	70	64	-8.6%	72.0
Accounting	85	78	44	81	61	52	-14.8%	65.6
Economics	91	91	69	84	85	71	-16.5%	81.1
Management	94	93	46	90	64	49	-23.4%	70.8
Quantitative	68	83	47	84	87	87	0.0%	76.3
Finance	84	92	64	81	81	63	-22.2%	76.6
Marketing	54	82	35	76	46	46	0.0%	55.3
Legal	78	79	39	67	49	62	26.5%	61.0
Information Systems	75	55	29	59	38	29	-23.7%	46.0
International	81	83	39	76	41	31	-24.4%	56.3
<b>No. of Students Tested</b>	<b>77</b>	<b>71</b>	<b>92</b>	<b>93</b>	<b>100</b>	<b>100</b>		

**Use of results.** Scores fell substantially in several areas in the past year. More importantly, most of the scores have been trending downward over the last five years. The school has recently restructured its assessment processes and the newly formed Curriculum & Assessment Committee has been analyzing and discussing these results. At this point in time, the committee believes the downward trends are primarily due to problems with assessment processes, rather than weaknesses in the curriculum. Consequently, we expect to make significant adjustments in those processes by the end of the academic year.

We were especially surprised by relatively poor results across all categories in the 2014-15 academic year. Our analysis shows that an exceptionally large number of international students took the exam that year and scored in the 1<sup>st</sup> percentile. This group made up approximately 20% of all test takers and the extremely low scores substantially skewed the averages. A breakdown is shown in the table below.

**ANALYSIS OF 2014-2015 FIELD EXAM SCORES**

<i>Student</i>	<i>Fall 2014</i>			<i>Spring 2015</i>			<i>Fall 2014-Spg 2015</i>		
	<i>n</i>	<i>Score</i>	<i>Percentile</i>	<i>n</i>	<i>Score</i>	<i>Percentile</i>	<i>n</i>	<i>Score</i>	<i>Percentile</i>
Domestic	25	157	80	49	156	77	74	156	77
International	3	129	1	15	130	1	18	130	1
All	28	154	55	64	150	43	92	151	46

4. **Technical and Analytical Skills.** The assessment plan calls for assessing technical and analytical skills using the results of the quantitative section of the ETS exam, which are presented in the previous section. As indicated, the most recent score of 87 exceeds our goal.

**Use of Results.** We will continue to monitor technical and analytical skills using the ETS exam.

5. **Critical Thinking.** Critical thinking skills are measured with the Business Critical Thinking Skills Test, developed by Insight Assessment. This test is designed to measure critical thinking skills as applied to business and has national norms available for various groups, including college seniors in business. During the spring of 2014, the test was administered to 63 lower-division students in a randomly selected business pre-core course (ACCT 2010). A random sub-sample of 25 was selected from the original 63 for analysis, stratified by major to ensure adequate representation of each group. The test was also administered to 25 upper-division students in one section of our business capstone course (MGMT 4950). Although we did not have sufficient numbers of upper-division students available for sub-sampling, the 25 students tested did represent a cross section of our majors reasonably well. Results are presented below, along with results from a similar analysis done in 2010 for comparison.

**Results of Business Critical Thinking Test (Spring 2014)**

	2010 Test Scores			2014 Test Scores		
	Lower	Upper	Total	Lower	Upper	Total
Sample size	45	29	74	25	25	50
Mean	20.2	22.9	21.3	19.3	21.4	20.3
Standard Dev	4.8	3.7	4.6	4.6	4.7	4.7
95% Conf. Interval	±1.4	±1.4	±1.1	±1.9	±2.0	±1.3
Percentile	63	79	70	50	64	56
Minimum	11	17	11	11	11	11
Median	20	23	21	20	23	21
Maximum	31	31	31	27	31	31

Results indicate that the mean score of our lower-division students is at the 50<sup>th</sup> percentile while our upper-division students are at the 64<sup>th</sup> percentile, compared to an aggregated national sample of undergraduate business students. As expected, upper-division students scored higher overall than did lower-division students and the difference in means is statistically significant at the 10% level ( $p = .06$ ). This evidence supports the position that our business programs do help to improve critical thinking (at least in terms of performance on the BCTST).

**Use of results.** Although scores declined somewhat from 2010 to 2014, the difference is not statistically significant for either group of students (testing  $H_0: \mu_{2010} = \mu_{2014}$ , against a two-tailed alternative yielded  $p=0.44$  and  $p=0.19$  for the lower- and upper-division students respectively). Also note that median scores are identical across the two time periods. We conclude that, overall, our students' ability to perform on the BCTST has not changed over the time period under consideration, and the need for change in our business programs is not indicated by this test.

## Masters of Business Administration

The following table summarizes the learning goals, objectives and assessment methods currently applicable to the MBA program:

**MBA Assessment Plan**

<i>Learning Goals</i>	<i>Learning Objectives</i>	<i>Assessment Methods</i>
1. Effective (a) written and (b) verbal communication skills	(a) Write an effective and professional technical report (b) Make an effective and professional presentation	(a) Assess assigned papers from a sample of students in core MBA courses, using a rubric developed by the faculty (b) Assess the presentations from a sample of students in core MBA courses, using a rubric developed by the faculty
2. Develop an understanding of the global, ethical, and socio-political context of business	Be familiar with current global, ethical, and social issues prevalent in today's business environment	Assess a sample of papers from a core MBA course, using a rubric developed by the faculty
3. Use and integrate knowledge from core areas of business	Obtain a score of 75% on the ETS exam	Administer the ETS exam to all students in MGMT 6400; review result and trends
4. Effectively use strategic analysis and decision making skills, supported by appropriate quant. methods and IT	Conduct effective quantitative analysis of realistic business problems, using financial statements and analysis, projections, statistics, and other relevant quantitative methods	Examine results and trends from related sections of the ETS exam.

**MBA Assessment Results**

1. Communication Skills.

- a. Written communication skills. A sample of student papers from ACCT6100, a required MBA course as assessed by an English faculty member using a rubric that scores elements of effective writing on a 5-point scale (higher numbers indicate better performance). The results indicate that MBA students generally have acceptable writing skills but there is room for improvement, most notably in the area of critical thinking. Compared to the assessment results from the previous assessment cycle, scores declined in every category. This could be explained by the fact that the set of papers assessed during the 2008-10 cycle were assessed by business faculty while the most recent assessment was conducted by an English professor.

**Written Communication Assessment Results - MBA Students**

<i>Criteria</i>	<i>2008-2010 (n=22)</i>		<i>2011-2013 (n=19)</i>	
	<i>Mean</i>		<i>Mean</i>	
Grammar, spelling, punctuation	4.1	±0.5	3.6	±0.7
Organization	4.1	±0.4	3.9	±0.6
Fluency, sentence structure, word choice	4.1	±0.4	4.0	±0.5
Voice/Style	4.0	±0.2	3.9	±0.6
Focus	4.3	±0.3	3.6	±0.5
Critical thinking	4.0	±0.5	3.4	±0.5
Overall	4.1	±0.3	3.7	±0.4

His comments about the MBA and MAcc papers follow:

- There were major amounts of information “dumping” in these papers. If students were more confident writers, perhaps they would exhibit more critical thinking and synthesizing of ideas. I sensed they understood the concept, but they wanted the source to say it for them. I wanted to hear what the source was saying through the student. I found myself encountering quote after quote. Quotation marks actually interrupt the eye, and we hear with our eyes when we read. If they minimized quotes, I think the writing style would improve dramatically, and you would have more evidence that the students understand the concepts.
- The papers that paid attention to format and style made a good first impression. I felt that they cared about the topic and trusted them. Usually, they were well written papers. Sometimes, the style was inconsistent, almost uncertain in some papers. A consistent style and presentation would appeal to ethos (trust between reader and writer). Although style

and format is a secondary issue, it is important. It comes through revision and editing, after the more global issues are addressed.

- Headings and subheadings. This deals with organization. In some papers there seemed to be a subheading for each paragraph, rather than grouping paragraphs through subheadings. Also, some papers seemed to miss the opportunity to establish a hierarchy of information by using appropriate levels of headings and subheadings.
- Abstracts. They did not always tell the reader what the paper concludes. Most were satisfactory. I think abstracts should express the overall conclusion of the paper, rather than leave the reader guessing. I would have appreciated a clearer sense of direction, beginning in the abstract and extending into the papers and paragraphs.

b. Oral communication skills. Members of the committee and communication interns from the Speech and Presentation Center assessed MBA student presentations in two required MBA courses (MGMT 6100 and ACCT6100). Using a presentation rubric developed by the faculty, 66 presentations were assessed on 10 criteria using a 5-point scale (higher numbers indicate better performance). Of these, 59 presentations were evaluated by committee members, and 7 presentations were evaluated by the communication interns. The mean external evaluation score of 4.3 was not significantly different than the mean internal evaluation score of 4.5. The results indicate that our MBA students have good presentation skills generally. Areas needing improvement include eye contact (criterion 5), and the use of Power Point slides and technology (criterion 10). The communication interns suggested that some of the presentation slides were too wordy.

**Oral Communication Assessment Results, MBA Students**

<i>Criteria</i>	<i>2008-2010</i>		<i>2011-2013</i>		
	<i>Internal (n=13)</i>		<i>Internal (n=59)</i>		<i>External (n=7)</i>
	<i>Mean</i>		<i>Mean</i>		<i>Mean</i>
Spelling, grammar, punctuation	4.7	±0.3	4.1	±0.4	4.1 ±1.1
Business vocabulary	4.3	±0.4	4.8	±0.1	4.3 ±0.6
Rapport	3.6	±0.5	4.6	±0.2	4.0 ±0.6
Voice qualities	3.7	±0.5	4.5	±0.2	4.4 ±0.8
Eye contact	4.3	±0.5	3.9	±0.4	4.1 ±0.8
Body language	4.0	±0.2	4.6	±0.2	4.1 ±0.3
Command of material	3.6	±0.4	4.8	±0.3	4.6 ±0.4
Organization	3.7	±0.5	4.5	±0.2	4.6 ±0.4
Dress	3.8	±0.4	4.6	±0.2	5.0 ±0.0
Other (e.g., quality of visual aids, use of technology)	3.8	±0.4	4.2	±0.3	3.9 ±0.9
Overall	3.9	±0.3	4.5	±0.1	4.3 ±0.8

**Use of results.** The results suggest that the communication skills of our students are good. The suggestions of the external evaluators (e.g., minimize cut-and-paste quotations, improve the quality abstracts, avoid wordy PowerPoint slides) were provided to the faculty.



2. Understanding of Global, Ethical and Socio-Political Context of Business. This learning goal was assessed from a sample of student essays and presentations in core MBA courses. To improve our assessment of this goal, we expanded the sample size by evaluating more papers and presentations from several courses. Students were assigned to read articles that involve global, ethical, and socio-political issues in business, and write or present summaries of the articles.

<i>Issues</i>	<i>Articles</i>
Global	What is a Global Manager? ( <a href="#">Harvard Business Review 2013</a> )
Ethical	The Dishonesty of Honest People ( <a href="#">Journal of Marketing Research 2008</a> )
	Why be Honest if Honesty does not Pay? ( <a href="#">Harvard Business Review 1990</a> )
	Good Business; Nice Beaches ( <a href="#">The Economist 2012</a> )
Social and Political	The Hidden Costs of Organizational Dishonesty ( <a href="#">Sloan Management Review, 2004</a> )
	Who Needs Budgets? ( <a href="#">Harvard Business Review 2003</a> )
	Is Your Strategy Evaluation Biased? ( <a href="#">Strategic Finance 2013</a> )
	Do Business and Politics Mix? ( <a href="#">Harvard Business Review 2014</a> )

Members of the committee judged the degree of awareness and understanding demonstrated in the essays and presentations using a 5-point scale with a higher number indicating better performance. Because this learning goal is quite broad and subjective, it is difficult to assess quantitatively.

**Assessment of Understanding the Global, Ethical, and Socio-Political Contexts of Business, MBA Students**

<i>Assessment Criteria</i>	<i>Course</i>	<i>Semester</i>	<i>N</i>	<i>Mean</i>
The student indicates an overall awareness and understanding of current <b>global issues</b> prevalent in today's business environment.	MNGT 6400	Summer 2014	7	4.2 ± 0.1
The student indicates an overall awareness and understanding of <b>ethical issues</b> prevalent in today's business environment.	MNGT 6100	Spring 2014	15	4.5 ± 0.3
The student indicates an overall awareness and understanding of <b>social and political</b> issues prevalent in today's business environment.	ACCT 6100	Fall 2014	19	4.1 ± 0.2
	MNGT 6400	Spg & Sum 2015	24	4.4 ± 0.2
Overall			65	4.5 ± 0.1

**Use of results.** The scores reflect only general impressions. There appears to be an improvement since the last cycle of assessment, where the mean scores on 20 papers was 3.9 ±0.4 for global issues, 3.7 ±0.4 for ethics, and 3.9 ±0.4 for socio-political issues. The broad conclusion of the committee is that most of our MBA students have a sound awareness of and appreciation for global, ethical, and socio-political issues in today’s business environment. The MBA faculty will continue to look for other articles to include in this assignment. Once such article was useful: “Do Business and Politics Mix” (*Harvard Business Review*, Nov 14: 133-135), and used in an MBA course in the spring and summer 2015 terms.

3. Knowledge of Functional Areas of Business. To assess knowledge of the functional areas of business, the ETS Exam is administered to all students enrolled in MGMT 6400, the MBA capstone course.<sup>1</sup> The following table and corresponding chart shows average scores, expressed on a national percentile basis, for the last six years. With the exception of the 2012-13 year, our MBA students typically score in the top half of the nation.

ETS Field Exam-MBA

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year % Change	6-Year Average
Overall	31	65	67	65	64	54	-15.6%	55.0
Marketing	22	56	59	67	64	35	-45.3%	45.3
Management	17	60	47	81	47	38	-19.1%	42.2
Finance	47	51	75	81	69	84	21.7%	65.6
Accounting	45	79	73	84	47	63	34.0%	62.4
Strategic Integration	23	54	59	94	59	47	-20.3%	48.5
<b>No. of Students Tested</b>	38	35	26	7	24	43		

The MBA director and faculty are currently investigating why some ETS scores fell in the most recent year.

4. Strategic Analysis. The MBA director and faculty are in the process of investigating why the ETS score involving Strategic Integration fell 20% in the most recent year.

<sup>1</sup> Use of the ETS Field Exam has been an ongoing part of our assessment processes in the MBA program for several years and continues to be an assessment tool under the revised assessment plan.

## Masters of Accountancy

### MAcc Assessment Plan

<i>Learning Goals</i>	<i>Learning Objectives</i>	<i>Assessment Methods</i>
Effectively communicate information relevant to accounting	Write an essay that effectively describes an accounting issue or concept, and make a presentation that effectively describes an accounting exemplar or ethics issue.	Assess a sample of papers and presentations in ACCT 6650 using approved rubrics.
Develop resolve to have moral courage in accounting	Write an essay that describes the actions of a moral exemplar and the importance of moral courage in accounting.	Assess all MAcc students in ACCT 6650 using the Moral Competency Inventory.
Use quantitative analysis and information technology to support decision making.	Complete auditing or other quantitative assignments that effectively use Excel.	Assess a sample of spreadsheets in ACCT 6400 and ACCT 6320 using an approved rubric.
Prepare for a professional career in accounting.	CPA pass rates will equal to exceed the national average	Assess pass rates on annual CPA exam.

### MAcc Assessment of Results

#### 1. Communication Skills.

- a. Written communication skills. An essay in ACCT6650 (Fall 2018) was evaluated on five criteria (writes correctly, logically, clearly, thoughtfully, and uses correct spelling, grammar, and punctuation) on a 5-point scale (higher numbers indicate better performance). The results indicate that MAcc students have excellent writing skills.

#### Written Communication Assessment Results - MAcc Students

Criteria	Fall 2018 (n=38)	
	Mean	
<i>Correctly</i> describes one right-v-right dilemma	5.0	± 0.0
<i>Logically</i> explains the resolution of the selected rvr dilemma	5.0	± 0.0
<i>Clearly</i> applies Badarcco's 4-question framework to the dilemma	4.9	± 0.1
<i>Thoughtfully</i> describes why rvr dilemmas are important in business	4.8	± 0.3
<i>Uses correct spelling, grammar, and punctuation</i>	4.3	± 0.2

- b. Oral presentation skills. Members of the committee assessed student presentations in ACCT6650. Using a presentation rubric developed by the faculty, 115 presentations were assessed on 10 criteria items using a 5-point scale (higher numbers indicate better performance). The overall score from 2014-2018 of 4.9 is significantly higher than the overall score in 2011-2013 of 4.5. Results are reported and discussed each year by the accounting faculty. MAcc students generally have excellent presentation skills.

**Oral Communication Assessment Results - MAcc Students**

	2012-2013		2014-2018	
	<i>n</i> =62		<i>N</i> =115	
<i>Criteria</i>	<i>Mean</i>		<i>Mean</i>	
Spelling, grammar, punctuation	4.6	±0.1	5.0	±0.1
Business vocabulary	4.8	±0.1	5.0	±0.1
Rapport	4.5	±0.1	4.9	±0.1
Voice qualities	4.7	±0.1	4.9	±0.1
Eye contact	4.5	±0.1	4.9	±0.1
Body language	4.6	±0.1	5.0	±0.1
Command of material	4.6	±0.1	4.7	±0.1
Organization	4.3	±0.1	4.7	±0.1
Dress	4.5	±0.1	4.8	±0.1
Other (e.g., quality visual aids, technology)	4.3	±0.1	4.6	±0.1
Overall	4.5	±0.1	4.9	±0.1

2. Resolve to have moral courage. To assess student resolve to have moral courage, MAcc students in ACCT6650 wrote about and discussed stories of moral exemplars. Results of the Moral Competency Inventory (MCI) show that student resolve to have moral courage increased significantly in all semesters each year. Based on a paired-t test, the mean posttest scores were significantly greater than the mean pretest scores. These results are consistent with experiments in previous years and show that (1) a majority of MAcc students are strong in the area of moral courage and (2) improvement can be realized through assignments that involve reading, writing about, and discussing ethics case studies and stories of moral exemplars.

**Moral Courage Assessment Results, MAcc Students**

Year	Posttest	Pretest	Gain	df	t	p
2014	33.59	30.91	2.68	74	7.62	0.000
2015	34.38	31.40	2.98	64	6.93	0.000
2016	33.49	31.34	2.15	67	4.94	0.000
2017	34.11	31.70	2.41	75	6.49	0.000
2018	33.72	31.31	2.41	81	7.38	0.000
All	33.85	31.33	2.52	364	14.85	0.000

3. Quantitative Analysis and Technology to Support Decisions. A sample of student spreadsheets from assignments in ACCT6400 and ACCT6320 were assessed by members of the committee using a rubric developed by the faculty. The rubric uses four criteria on a 5-point scale (higher numbers indicate better performance). The four criteria listed in the table were determined from a survey of professional accountants who were asked to identify desirable characteristics of spreadsheets used in accounting. The committee concludes that the MAcc students have very good spreadsheet skills.

**Average Assessment Scores on Quantitative Analysis and Technology - MAcc**

	2014	2015	2016	2017	2018
Criteria	n=40	n=21	n =21	n =30	n=11
Uses basic functions to compute answers (e.g., arithmetic, SUM, SUMPRODUCT)	4.8 ± 0.1	5.0 ± 0.0	4.7 ± 0.2	4.97± 0.1	4.9± 0.1
Facilitates sensitivity analysis by linking outputs to inputs using cell addresses	4.7 ± 0.2	4.9 ± 0.2	4.7 ± 0.2	4.97± 0.1	4.8± 0.1
Demonstrates effective financial analysis with financial functions (e.g., NPV, IRR)	4.5 ± 0.2	4.8 ± 0.2	4.5 ± 0.3	Not measured	4.6± 0.1
Is clearly organized and readable	4.8 ± 0.2	4.9 ± 0.1	4.7 ± 0.2	4.99± 0.0	4.8± 0.3

4. Preparation for a Professional Career. The overall CPA exam pass rate for our students usually exceeds the national pass rate each year, which is our assessment goal. To discover areas for improvement in the MAcc curriculum, the accounting faculty analyze pass rates by part each year. The analysis sometimes reveals that the average pass rate of the Business Environment and Concepts (BEC) part was less than the national rate. An analysis of the content of this part by the department curriculum committee found that many topics on the BEC part are taught in ACCT 6320 (Advanced Cost Accounting), an elective in the MAcc curriculum. Rather than making ACCT 6320 a required course, the faculty decided to encourage students to take ACCT 6320 by designating it as “strongly recommended” in scheduling advice posted on the MAcc website. The faculty will continue to monitor this issue.

**Assessment of MAcc Preparation for Professional Career  
Average CPA Exam Pass Rate by Part**

**Assessment of MAcc Preparation for Professional Career  
Average CPA Exam Pass Rate by Part**

Part	2014		2015		2016		2017		2018	
	SUU	Nat.	SUU	Nat.	SUU	Nat.	SUU	Nat.	SUU	Nat.
Auditing& Attestation (AUD)	39	46	49	47	51	46	63	51	n/a	n/a
Business Env. & Concepts (BEC)	70	56	46	57	57	55	65	61	n/a	n/a
Financial Acctg. & Reporting (FAR)	55	48	48	47	52	46	55	49	n/a	n/a
Regulation (REG)	59	49	56	49	60	48	49	51	n/a	n/a
All parts	56	50	50	50	55	49	58	53	n/a	n/a

## Indirect Assessments

**Background.** Indirect assessments are used to supplement the direct assessment of student learning, and include the results of exit surveys, alumni surveys, and suggestions from our advisory board and employers. Before our last re-accreditation, feedback from alumni surveys, employer surveys, and student focus groups was collected every three years on a rotating basis. This plan was replaced with a more direct assessment methods described above in 2009. With the adoption of the new accreditation standards in 2013, the use of indirect assessment methods was reinstated.

**Exit Surveys.** The departments survey their graduates at the time of graduation. The survey asks graduates to score each course in terms of its effectiveness in achieving the learning goal on a 5-point scale (1 is strongly disagree, and 5 is strongly agree). The 2018 MAcc Exit survey below is representative. Faculty members are asked to consider making changes to their courses if the average scores are less than 4.0 and the goal is appropriate for their course. In addition to these scores, the exit surveys solicit suggestions on how to improve the courses and activities. The suggestions are provided to the faculty for implementation if appropriate. Faculty document any changes prompted by these scores in their FAARs.

<b>Summary of MAcc Exit Survey (Spring 2018)</b>					
<i>Course or Activity</i>	<i>n</i>	<i>Learning Goals</i>			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Advanced Management Accounting (ACCT6100)	27	4.28	4.00	4.11	4.42
Corporate Tax I (ACCT6210)	28	3.96	4.13	3.89	4.23
Tax Procedure (ACCT6230)	24	4.00	4.16	3.85	4.25
Estate and Gift Tax (ACCT6240)	24	4.00	3.86	3.71	4.00
Tax Seminar (ACCT6270)	23	3.91	4.13	3.75	4.47
Pass Thru Entities (ACCT6260)	33	3.96	4.29	4.50	4.24
Property Transactions (ACCT6290)	33	3.25	4.56	4.12	4.57
Advanced Cost Accounting (ACCT6320)	33	4.26	3.94	4.18	4.54
Business Law II (ACCT6360)	33	3.70	4.28	4.48	4.31
Audit II (ACCT6400)	31	4.39	4.39	3.71	4.39
Forensic Accounting (ACCT6450)	34	4.44	3.79	4.47	4.82
Practice & Theory Seminar (ACCT6600)	33	4.07	4.06	3.69	4.64
Accounting Ethics Seminar (ACCT6650)	33	3.70	3.92	4.00	4.81
Weighted Average		<b>4.01</b>	<b>4.11</b>	<b>4.03</b>	<b>4.45</b>

**Suggestions from Employers and Advisory Board.** Because creating mailing list of employers to survey has been difficult, we chose to rely on communications during career fairs and other activities when employers are on campus. The faculty often receives feedback from employers at the fairs and activities.

**Other.** Salaries increased to approach market and attract PhDs in accounting.

## Program Changes

### Curricular Changes

**MAcc, with an Emphasis in Business Analytics:** The School of Business added the option for MAcc students to obtain an emphasis in Business Analytics to begin in the fall of 2018: CS 6200-Database Design & Management, ECON 6100-Spreadsheet Modeling Craft, ANLY 6100-Data Analytics I, and ANLY 6110-Data Analytics II.

**MBA:** The School of Business added two optional emphases for MBA students:

**Emphasis in Business Analytics:** CS 6200-Database Design & Management, ECON 6100-Spreadsheet Modeling Craft, ANLY 6100-Data Analytics I, and ANLY 6110-Data Analytics II.

**Emphasis in Cyber Security:** Allows MBA students to get an emphasis in Cyber Security by taking 4 additional courses in this field. Students who have a B.S. in business, or have completed a specified set of 11 undergraduate business courses (MBA foundation courses), can obtain a MBA with an emphasis in Cyber Security by completing 6 required MBA courses, 2 elective MBA courses, and 4 courses in Cyber Security, totaling 36 credit hours. Graduate students who have not completed the foundation courses may satisfy the requirement at the MBA level in the first year adding up to 24 hours to the entire program.

**BS in Economics, with an Emphasis in Business Analytics Fall 2018:** CSIS 3200-Database Design & Management, ECON 4270-Advanced Econometrics, ANLY 4100-Data Analytics I, and ANLY 4110-Data Analytics II

**ANLY 6100, Data Analytics I:** An introduction to data science methods in business, finance, and economics. Includes an introduction to an appropriate programming language for data manipulation and modeling. Provides an overview of descriptive, predictive and prescriptive methods in data analytics.

**ANLY 6110, Data Analytics II:** A continuation of Data Analytics I. Covers the primary analytic techniques involved in data mining, including Logistic Regression, Decision Trees, kNN, Naïve Bayes and others. Introduces unsupervised learning methods. Builds on the programming skills established in Data Analytics I.

**ANLY 4100, Data Analytics I:** An introduction to data science methods in business, finance, and economics, Includes an introduction to an appropriate programming language for data manipulation and modeling. Provides an overview of descriptive, predictive and prescriptive methods in data analytics.

**ANLY 4110, Data Analytics II:** A continuation of Data Analytics I. Covers the primary analytic techniques involved in data mining, including Logistic Regression, Decision Trees, kNN, Naïve Bayes and others, Introduces unsupervised learning methods. Builds on the programming skills established in Data Analytics I.

**ECON 4270, Advanced Econometrics:** A continuation of ECON 4260. While important theoretical foundations are covered at a high level, the focus of the class is on causal inference and applying econometric methods. Topics include panel data models, causal inference, simultaneous equation models and limited dependent variable models. The course includes learning and using an appropriate statistical software package.

**ECON 3230, Gender Economics:** This course seeks to explain the many roles women play in the economy and how those are different (and similar) to the roles played by men. We begin with the important role inclusiveness plays in the economic growth of a nation. We then move to a discussion of the history and present reality of gender bias. This will be followed by a discussion of the theory of economic discrimination, which will then be applied to the discussion of outcomes observed with respect to education, employment, and wages. The course will then discuss “non-market” outcomes related to the economics of the family. Topics included in this section of the course include marriage and divorce, how household tasks are allocated by women and men, and teen pregnancy.

**ECON 3700, Sports Economics:** The study of sports economics is specifically an application of microeconomic theory and empirical analysis. By focusing on sports, student can see how the toolkit of economics can be applied to a subject the student already finds interesting. The study of sports economics also sheds light upon a host of important topics, including how to measure the productivity of a worker, whether or not workers are paid a wage consistent with their economic values, the impact of labor unions, racial discrimination, and the efficacy of public subsidies.

**HRHM – New Emphasis is Event Planning and Management:** Provides students with the theoretical and practical tools to become leaders in the fast-paced Meetings, Events, Expositions and Conventions (MEEC) industry. Graduates emerge with a broad skillset to successfully manage small to large-scale events from inception to implementation, including fairs, festivals, entertainment and sporting events, meetings, conventions and trade shows.

**HRHM – Minor in Event Planning:** The event planning and management minor offers SUU students the opportunity to learn the management techniques needed to successfully plan, implement and evaluate fairs, festivals, sporting events, meetings and trade shows. Course materials will provide theory and applications that will prepare students for careers in MEEC industry.

**MKTG 3930, Advertising & Promotion:** Changed course from an elective to a required course for a BS/BA degree in Marketing. As a result, the number of credits for required marketing courses would increase by three credits while the number of elective credits would decrease by three.

**MKTG 4200, Digital Marketing:** This course focuses on the theoretical understanding of the internet marketplace and on the critical skills necessary to perform daily functions in the area of digital marketing. Topics covered include search engine optimization, search engine marketing, online advertising, web analytics, email marketing, social media, and reputation management.

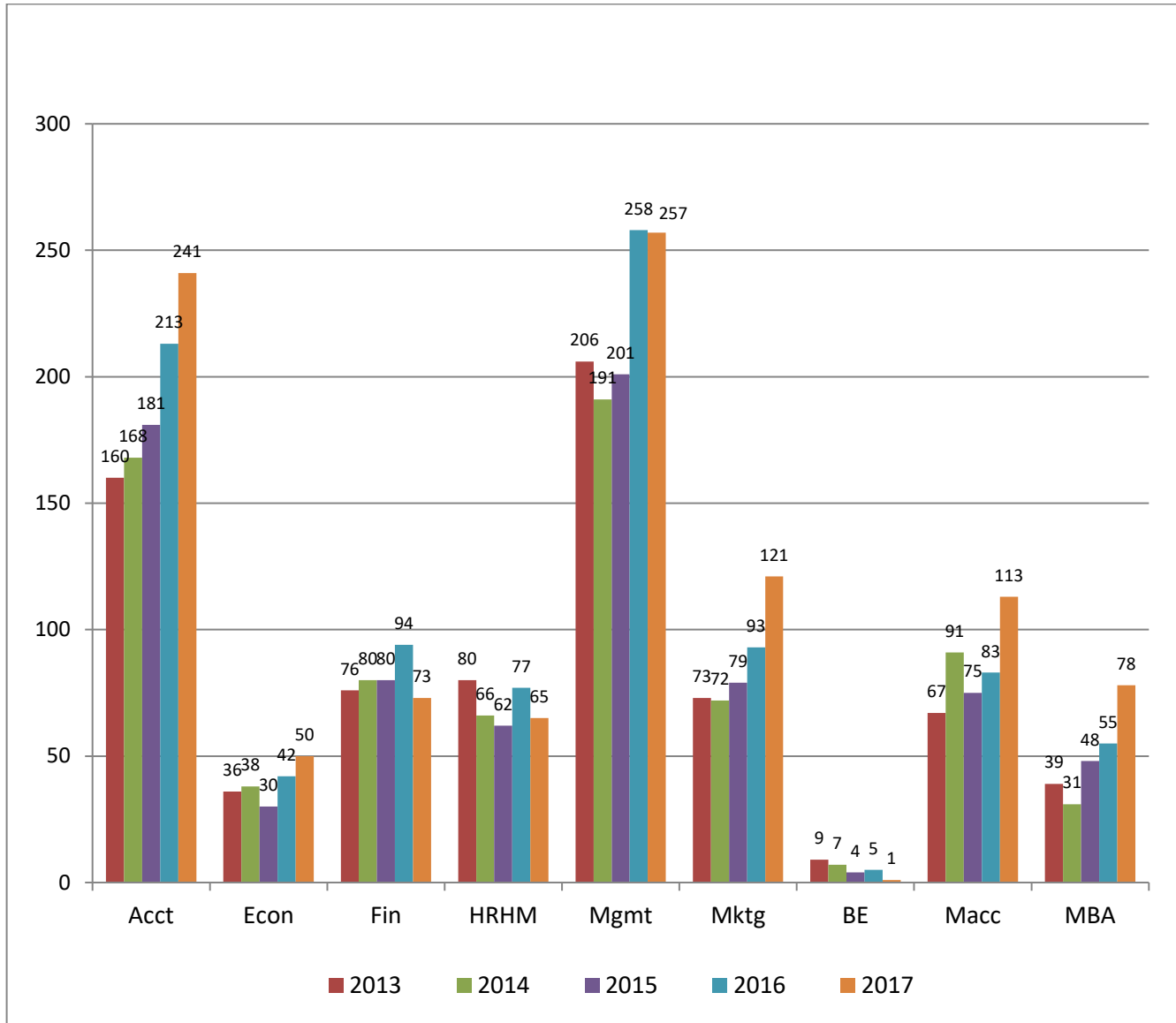
**MILS 1150, Military Physical Fitness Training:** Prepares students physically and mentally for today’s battle field and boardrooms. Provides leadership opportunities and test students physical fitness and readiness.



## Headcount by Program

The following chart shows the number of declared majors by program for Fall of each year as reported in the SUU Enrollment Dashboard.

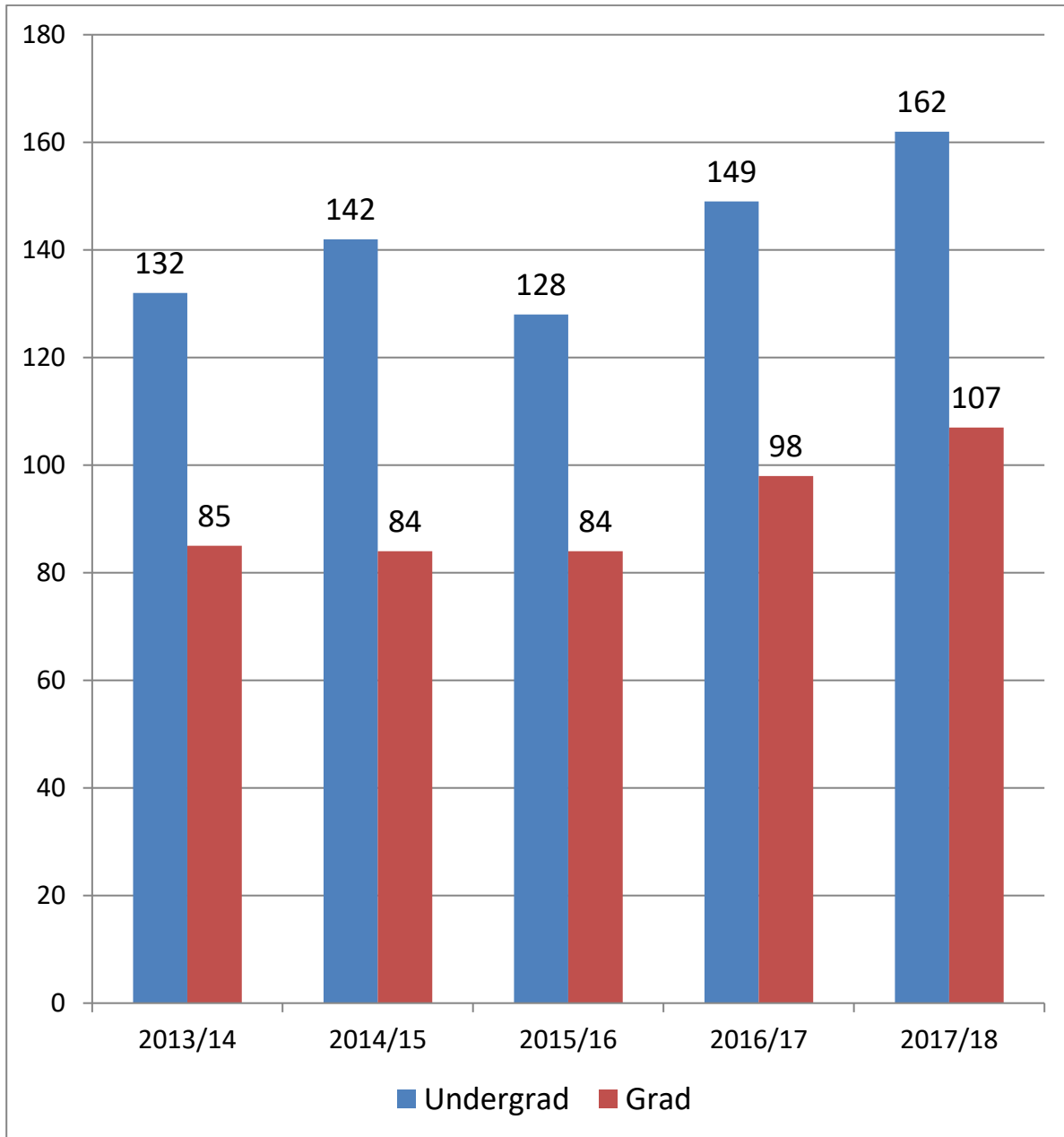
Headcount by Declared Major



The number of majors in the School of Business peaked in 2017. Over the past five years we have seen an increase in the Accounting and Masters of Accounting Students. The online Accounting programs have seen over a 300% increase over the last 5 years. The Economics, Marketing, Management, and Masters in Business Administration degrees have had steady increases over the past 3 years. The Hospitality and Finance majors have seen a slight decrease that can be attributed to change in faculty structure within these departments.

The following chart shows the number of graduates by year over the last five years. Graduation of undergraduate students has steadily increased since 2013/14 after experiencing a decline in majors in 2015/2016. There has been an increase in graduate students over the past five years, possibly because of the greater number of online students who are pursuing a degree.

**School of Business Graduates (Five Year History)**



## Faculty Development

**Dean Mary Pearson** attended the AACSB International Conference and Annual Meeting Accreditation Conference in Honolulu, Hawaii April 2018, where she received updated information on the 2016 AACSB accreditation standards. She also met with deans and peer review team members for upcoming reviews. Mary also attended the BYU Research Symposium where she was able to meet and eventually hire Melinda Ford as an Assistant Professor of Accounting. Mary attended the AACSB Deans Conference in Las Vegas, Nevada February 2018, where she received valuable accreditation updates and other leadership focused information for Deans of accredited business schools.

**Dr. Bryan Graden** published a paper with Daniel Ames (Idaho State University) and Jomo Sankara (Illinois State University), August 2017, titled, "Estimation Errors Among Insurers: The Case of Subrogation."

**Jeff Orton** presented at the UACPA Conference in Salt Lake City, UT, November 2017.

**Dr. Alan Hamlin** presented a paper at the Mountain Plains Business Conference, September 2017, titled, "Ransomware as a strategic Threat to Organizations."

**Dr. Alan Hamlin** published a paper with James Frost in July 2017, "Internet Security and Privacy Threats, as Perceived by American and International Business Students," in the Global Journal of Business Disciplines.

**Dr. Azmi Ahmad** presented a paper at the Academy of Business Research Conference in Las Vegas, NV, October 2017, titled, "A Successful Implementation of Quality Culture and Workers Job Satisfaction."

**Dr. Gerald Calvasina** presented a paper at the Institute for Global Business Research (IGBR) in Las Vegas, Nevada, October 2017, titled, "The Age Discrimination in Employment Act (ADEA) and Recruiting."

**Dr. Emmett Steed** presented a paper at the International Academy of Business and Public Administration Disciplines (IABPAD) Conference in Las Vegas, NV, October 2017 titled, "Visitor Satisfaction Levels at Southern Utah National Parks as the Number of Visitors Increases"

**Dr. Bruce Haslem** presented paper at the Financial Management Association (FMA) Conference in Boston MA, on October 2017, titled, "How much do corporate defendants really lose? A new verdict on the reputation loss induced by corporate litigation." Paper chosen as best paper in Summer 2017 edition of Financial Management, and invited to present at national Conference of FMA

**Jacob Miller** received certificate in statistical learning from Stanford University Lagunita program.

**Jacob Miller** presented a paper at the Western Economic Association International in Vancouver Canada on "Fentanyl Pricing on the Darknet: Trends and Effects of Regulatory and Law Enforcement Actions on Darknet Markets."

**Dr. David Berri** presented two papers at the North American Society of Sports Management Meetings in Halifax, Nova Scotia. “Are All Coaches Treated the Same in the WNBA? Evidence of Gendered Treatment Discrimination” and “Investigating Exploitation in College Women’s Basketball”

**Dr. Joshua Price** presented a paper at the XII Gijon Conference on Sports Economics in Gijon, Spain titled “Game, Set, Match and Loss Aversion in Tennis.” Paper is co-authored with Jacob Miller and Mikala Lowrance (SUU '18)

**Dr. Joshua Price** presented a paper at the American Education Finance and Policy Conference in Portland, OR on “Nudging Students to Apply and Enroll in College with Information on Pell Grants.”

## Faculty, Staff and Student Accomplishments

**Dr. Bruce Haslem** was the recipient of the University’s Distinguished Scholarly/Creative Activity

**Dr. Bruce Haslem** was granted tenure

**Dr. Joshua Price** was granted tenure and promoted to Associate Professor of Economics and Finance

**Jacob Miller** was the recipient of the prestigious Utah NASPA Outstanding Faculty Member

**Phi Beta Lambda (Collegiate Future Business Leaders of America).** Four PBL students competed at the state competition in individual and team events, usually consisting of tests and/or presentations. All four students achieved top three finishes in one or more events and qualified for national competition. The following table shows the students that placed at state and national competitions:

Competitor(s)	Event	State Result	National Result
Sarah Tullis	Accounting Principles		
	Microeconomics	1	-
	Organizational Behavior and Leadership	1	-
Mary E. Moses	Business Law	3	
	Accounting Principles		
	Computer Applications	5	
	Macroeconomics	1	-
Holly Rhodes	Help Desk	1	-
	Hospitality Management	1	-
	Job Interview	3	
Jan Bagley	Who’s Who in PBL	1	
	Business Law	3	
	Job Interview	4	
	Marketing Analysis & Decision Making	2	7
	Contemporary Sports Issues		

Note: Orange highlight indicates qualified for nationals. Yellow highlight indicates top ten finish at nationals. Blank means did not compete at nationals in that event. A dash means student competed but did not make top ten.

**Collegiate DECA.** Students competed at one state event and one national event:

1. **Utah Collegiate DECA State Career Development Conference – February 2018 (Salt Lake City, UT)**

Students compete through oral presentations and exams in business categories via simulations and case studies developed by Collegiate DECA. Using criteria provided, industry representatives judge students on their solutions and responses. All three SUU DECA students who attended placed high enough to qualify for nationals:

**Audrey Tran** – 2nd place, Hotel and Lodging Management; 2nd place, Travel & Tourism

**Brooklyn Whitney** – 1st place, Travel & Tourism; 4th place, Retail Management

**Jacob Lyman** – 3rd place, Hotel and Lodging Management; 6th place, Travel & Tourism



**DECA CLUB AT UTAH COLLEGIATE DECA 2018 STATE CAREER DEVELOPMENT CONFERENCE**

2. **Collegiate DECA International Career Development Conference – April 2018 (Washington, DC)**

Students compete through oral presentations and exams in business categories via simulations and case studies developed by Collegiate DECA. Using criteria provided, industry representatives judge students on their solutions and responses. One student (Brooklyn Whitney) made it into the final round of competition for her event category (Travel and Tourism) as a top 10 finalist for the nation.

SUU Students who participated and their event categories:

**Audrey Tran** - Travel & Tourism

**Brooklyn Whitney** - Travel & Tourism



DECA CLUB AT THE DECA 2018 INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

## Excellence in Scholarship Awards Banquet

The following students were recognized at our annual Excellence in Scholarship Banquet, which was held April 20, 2018:

<b>Organization</b>	<b>Student</b>	<b>Award</b>
School of Business	<b>Scott Chapman</b> <b>Abigail Chadwick</b>	School of Business Valedictorian Business Scholar of the Year
	<b>Logan Staheli</b>	Outstanding MBA Student
	<b>Katelyn Berry</b>	Masters of Accountancy, CPA Key Award
Dept. of Accounting	<b>Jordan Caldwell</b> <b>Braxton Godderidge</b>	Outstanding Senior, Accounting Outstanding Junior, Accounting
Dept. of Economics and Finance	<b>Katherine Hill</b> <b>Jessica Mancuso</b>	Outstanding Senior, Economics Outstanding Junior, Economics
	<b>Alyson Thimsen</b> <b>Kamryn Bayer</b>	Outstanding Senior, Finance Outstanding Junior, Finance
Dept. of Management, Marketing and Hospitality	<b>Maria Piarulli</b> <b>Colton Fowler</b>	Outstanding Senior, Management Outstanding Junior, Management
	<b>Dominique Gousse</b> <b>Kylee Minson</b>	Outstanding Senior, Marketing Outstanding Junior, Marketing
	<b>Yihuan Xu</b> <b>Kira Knapp</b>	Outstanding Senior, HRHM Outstanding Junior, HRHM
Dept. of Military Science	<b>Declan Rosdahl</b> <b>Dalan Bennett</b>	Outstanding Senior, Military Science Outstanding Junior, Military Science
Dept. of Aviation	<b>Bryce Paul</b> <b>Samantha E. Zvonkovic</b>	Outstanding Fixed-Wing Student, Aviation Outstanding Rotor-Wing Student, Aviation



## Beta Gamma Sigma

Beta Gamma Sigma is the national business honor society for Schools accredited by AACSB-International. Our induction ceremony was held in conjunction with the School of Business Excellence in Scholarship Banquet on April 20, 2018. Dean Mary Pearson served as president and Professor Stephen Evans served as secretary/faculty advisor. Students, Scott Chapman, Lexus Holliday and Russell Christensen served as vice presidents. We had 32 student members that were previously inducted. Josh Price, Associate Professor of Economics, was inducted as the faculty inductee in recognition of his teaching excellence. Paul Schneider, Lecturer of Accounting, received the Beta Gamma Sigma Professor of the Year award. Harold Hiskey was inducted as an honorary member of Beta Gamma Sigma as a way to recognize his distinction in business and outstanding contributions to the School of Business and to the community. Juniors and seniors are invited to join BGS if they are in the top ten percent of their class. Graduate students are inducted if they are in the top 20 percent of their class. The following students are members of Beta Gamma Sigma:

2018 Beta Gamma Inductees			
Brooke A. Butterfield Jordan A. Caldwell William B. Casagni Abigail Chadwick Mitchell J. Condie Caleb J. Crump Alan T. Davies	Daniel J. Dompier Tishawna Edwards Colton R. Fowler Bryson N. Hales Paxson Hightower Zachary M. Jensen	Holly P. Jolley Joseph E. Lee Jesse R. McLean Micah S. Ngatuvai Brett J. Pehrson Jase M. Pennock	Maria L. Piarulli Dianne Pipkin Kevin T. Reese German A. Romero Logan Staheli Jennifer J. Woodland



2018 Beta Gamma Student Inductees

## Department of Military Science

**SUU Army ROTC:** Between 1 July 2018 and 30 June 2018, 4 cadets successfully completed the Cadet Leader Course (CLC) at Fort Knox, Ky. All cadets did very well with one cadet receiving an overall “Excellent” assessment. Three Cadets attended Cultural Understanding and Language Proficiency (CULP) training during the summer. Cadet Richwine, spent 28 days in Uganda. The cadet worked with the host country on several humanitarian projects while learning about their culture and military. We also had one cadet attend the U.S. Army SEAR course in Ft. Rucker, AL. The SUU Army ROTC Ranger Challenge team competed in the Western Regional competition amongst 15 University ROTC programs coming in third place among the Utah schools and 10<sup>th</sup> overall. SUU Army ROTC attended the Bataan Memorial Death March Marathon in March 2018, White Sands New Mexico with 8 participants. Money was raised for the Wounded Warrior Project. The seniors attended a Battle Staff Ride in San Diego, CA. They used the Military Decision Making Process to analyze the battle and then prepared military briefings to prepare them as future Army Officers. SUU Army ROTC Commissioned 4 new Second Lieutenants into the Army National Guard:

**McKenzie Bennett – Field Artillery Utah Army National Guard**

**Anthony Braun – Adjutant General Utah Army National Guard**

**Ryan Savage- Infantry/Signal Regular Army**

**Declan Rosdahl- Quartermaster Corps Regular Army**

## Scholarly Activity

### Noteworthy Scholarly Accomplishments

#### Department of Accounting

**Ames, Daniel; Graden, Bryan; Sankara, J. (2018)** Who Estimates When It’s Not Required? The Case of Subrogation. *Asian-Pacific Journal of Risk and Insurance* (Forthcoming).

**Christensen, D. and G. Calvasina.** Haliburton Whistleblower Tony Menendez: An Accountant with Moral Courage. *Mountain Plains Journal of Business and Economics* (in review).

**Christensen, D. and G. Calvasina.** Teaching Notes to Haliburton Whistleblower Tony Menendez: An Accountant with Moral Courage. *Mountain Plains Journal of Business and Economics* (in review).

**Christensen, D., & P. Schneider.** A Note on Using Microsoft Excel's Iterative Calculation Option in the Reciprocal Method of Service Department Cost Allocation. *Strategic Finance* (May 2017). **Received the 2018 Notable Contribution to Management Accounting Literature award and the Lybrand Certificate of Merit.**

**Christensen, D., P. Schneider, and J. Orton.** Flight or Fight – A Case Study on Resolving Ethical Conflicts. July 2018. **2nd Place in the 2018 Best Short Case Study. Institute of Management Accounting.**

**Christensen, D., P. Schneider, and J. Orton.** Flight or Fight – A Case Study on Resolving Ethical Conflicts. *The Case Journal* (in review).

**Christensen, D., P. Schneider, and J. Orton.** Teaching Notes on Flight or Fight – A Case Study on Resolving Ethical Conflicts.” *The Case Journal* (in review).

**Graden, Bryan.** Do Lenders Uniformly Capitalize Operating Leases in Debt Covenants? *Journal of Accounting and Finance* (2158-3625), 18(5).

## Department of Economics and Finance

**Berri, David.** 2017. *Sports Economics*, Macmillan Higher Education, New York, New York

**Berri, David,** Rob Simmons, and Paul Holmes. 2018. “Moneyball and the Baseball Player’s Labor Market”, *International Journal of Sports Finance*. 13(2)

**Berri, David.** Column for Forbes Magazine. <https://www.forbes.com/sites/davidberri/#3035e7f66c5d>

## Department of Management, Marketing and Hospitality

**Ahmad, Azmi** (2018). A Successful Implementation of Quality Culture and Workers Job Satisfaction, *European Journal of Management*, 18(2), 5-12, 2018.

**Calvasina, Gerald E. and Calvasina, Richard V.** (2018) Application of United States Antitrust Laws to Human Resource Management Practice and Policy, Proceedings of the 25<sup>th</sup> Annual Conference of the American Society of Business and Behavioral Sciences, pp. 163-168, March 15-18, 2018, Las Vegas, NV.

**Calvasina, Gerald E. and Calvasina, Richard V.** (2017). The Age discrimination in Employment Act (ADEA) and Recruiting, Proceedings of the Institute for Global Research Annual Meeting, October, 11-13, 2017, Las Vegas, NV.

**Choi, Young Tae, Andrew Thoeni, and Michael W. Kroff** (2018). “Brand Actions of Social Media: Direct Effects on Electronic Word of Mouth (eWOM) and Moderating Effects of Brand Loyalty and Social Media Usage Intensity,” *Journal of Relationship Marketing*, First Review.

## Professional Service

### Department of Accounting

<b>Name</b>	<b>Professional Service Rendered</b>
Robin Boneck	<ul style="list-style-type: none"> <li>• Advised Voluntary Income Tax Assistance (VITA) program, which completed 516 federal tax returns, 516 state returns and involved 43 accounting students in experiential learning and service learning.</li> <li>• Provided tax advice to community members, including income tax, estate planning and business planning.</li> <li>• Advised 68 accounting internships.</li> </ul>
David Christensen	<ul style="list-style-type: none"> <li>• Member of the Institute of Management Accounting.</li> <li>• Certified Management Accountant.</li> <li>• Faculty Mentor to Braden Bybee. "The Value of ABC Systems to Small Businesses." 12 Annual Utah Conference on Undergraduate Research (SUU, Cedar City, UT), 8 February 2018.</li> <li>• Moderator, Festival of Excellence. SUU, Cedar City, UT, 8 February 2018.</li> <li>• Discussed the computation and analysis of estimated final costs on defense acquisition contracts managed by the Air Force with the Air Force Institute of Technology (Oct. 2017).</li> </ul>
Bryan Graden	<ul style="list-style-type: none"> <li>• Maintained CPA License through continuing professional education.</li> </ul>
Tim Lewis	<ul style="list-style-type: none"> <li>• Advised students regarding legal problems regarding business matters.</li> <li>• Recruited for the SUU MAcc program at BYU-Idaho.</li> <li>• Supported Professional Accounting Club events with CPA firms.</li> </ul>
Jeff Orton	<ul style="list-style-type: none"> <li>• Maintained CPA License (Utah and Nevada) through continuing professional education.</li> <li>• Maintained CFE (Certified Fraud Examiner) License through continuing professional education.</li> <li>• Performed financial statement audits and compilations for local non-profit entities during the year.</li> <li>• Provide consultative reviews and recommendations of internal audit reports and procedures for the SUU Internal Audit Department before the reports are finalized.</li> <li>• Institute of Internal Auditors (IIA), membership and training.</li> <li>• Association of College and University Auditors (ACUA) membership and training.</li> <li>• Association of Certified Fraud Examiners (ACFE) membership, training and CFE certification.</li> <li>• American Institute of Certified public Accountants (AICPA), membership and training.</li> </ul>

	<ul style="list-style-type: none"> <li>American Accounting Association (AAA) training specifically for teachers of accounting.</li> <li>Advisor, Professional Accountancy Club (PAC). The PAC made site visits to 15 global, national, regional, and local firms; brought 20+ firms on campus for recruiting and educational events with the club; and held two golf tournaments with employers and students for professional networking.</li> </ul>
Mary Pearson	<ul style="list-style-type: none"> <li>Maintained CPA license through continuing professional education.</li> <li>Provided numerous accounting, tax, and financial consultations as a practicing member of the Utah Association of Certified Public Accountants</li> </ul>
Paul Schneider	<ul style="list-style-type: none"> <li>Maintained CPA License through continuing professional education.</li> <li>Maintained CGMA designation.</li> <li>American Institute of Certified public Accountants (AICPA), membership.</li> <li>Attended an accounting conference.</li> </ul>

### Department of Economics

<b>Name</b>	<b>Professional Service Rendered</b>
Joe Baker	<ul style="list-style-type: none"> <li>Directed ECON 3840 class project for SUU Athletic Department to estimate Economic Activity attributable to SUU Athletics.</li> </ul>
David Berri	<ul style="list-style-type: none"> <li>Finished textbook, Berri, David J. <i>Sports Economics</i>. Worth Publishers/MacMillan Education (New York, New York)</li> </ul>
Jacob Miller	<ul style="list-style-type: none"> <li>Strategy and pricing consultant for one of largest companies that provides wordpress member platforms.</li> </ul>
Josh Price	<ul style="list-style-type: none"> <li>Referee Report for Journal of Sports Economics</li> <li>Referee Report for International Journal of Sports Finance</li> <li>Consulting on litigation cases</li> </ul>
David Tufte	<ul style="list-style-type: none"> <li>Editor, <i>Mountain Plains Journal of Business and Economics</i></li> <li>Editorial Board, <i>Mountain Plains Journal of Business and Economics</i></li> </ul>

### Department of Management, Marketing and Hospitality

<b>Name</b>	<b>Professional Service Rendered</b>
Azmi Ahmad	<ul style="list-style-type: none"> <li>Department LRT Committee member</li> <li>SUU Faculty Development and Evaluation Committee</li> <li>Beta Gamma Sigma, member</li> </ul>
Gerry Calvasina	<ul style="list-style-type: none"> <li>Department LRT Committee member</li> <li>Accounting Department LRT member</li> <li>University LRT, chair</li> <li>University Commencement Committee</li> </ul>

Alan Hamlin	<ul style="list-style-type: none"> <li>• Global Journal of Management and Marketing, editorial board</li> <li>• Mountain Plains Business Association, board of directors</li> <li>• School of Business, LRT Committee member</li> <li>• MM&amp;H Department Curriculum and Assessment Committee, chair</li> </ul>
Roy Johnson	<ul style="list-style-type: none"> <li>• MM&amp;H Department LRT Committee</li> <li>• Academy of Management Annual Conference, reviewer</li> </ul>
Greg Powell	<ul style="list-style-type: none"> <li>• Management, Marketing and Hospitality, department chair</li> <li>• Multiple on-campus presentations including: Latinos in Action, SUUSA, SUU/Dixie Rural Health Scholars, training for SUU's IIC, etc.</li> <li>• Academy of Management, member</li> <li>• Beta Gamma Sigma</li> <li>• The Cedar City Area Chamber of Commerce</li> <li>• Director, Southern Utah University Center for Executive Development</li> <li>• Chair, Office Admin. Asst. position search committee</li> <li>• Member, Academic &amp; Professional Engagement Committee (Kim Craft, chair)</li> <li>• Member, New Business Building Committee</li> <li>• Member, President's Leadership Academy</li> <li>• Member, SUU SOB Scholarship Committee</li> </ul>
Tyler Stillman	<ul style="list-style-type: none"> <li>• School of Business LRT, member</li> <li>• Entrepreneurship Center, director</li> </ul>
Michael Kroff	<ul style="list-style-type: none"> <li>• Management, Marketing and Hospitality, assistant department chair</li> <li>• Department Curriculum Committee</li> <li>• Publication Review Committee</li> <li>• Phi Beta Lambda, advisor</li> <li>• School of Business Strategic Planning Committee</li> </ul>
Howard Hu	<ul style="list-style-type: none"> <li>• School of Business LRT Committee, member</li> <li>• School of Business Strategic Planning Committee</li> </ul>
Emmett Steed	<ul style="list-style-type: none"> <li>• Reviewer for the International Journal of Contemporary Hospitality Management (IJCHM)</li> <li>• Certified Instructor and Proctor for National Restaurant Association Educational Foundation, Chicago IL, US. for ServSafe Alcohol and ServSafe Food Protection Manager</li> <li>• Certified Instructor for American Hotel &amp; Lodging Association Educational Foundation for Certification in Hotel Industry Analytics</li> <li>• School of Business LRT Committee, member</li> <li>• Department Curriculum Committee, member</li> </ul>

## Future Goals and Objectives

Our Strategic Initiatives for 2017/2018 are:

1. Complete alignment of the School of Business Mission, Vision, and Goals with the SUU Strategic Plan.
2. Complete School of Business Admission Policy for Fall 2019 Admittance. Change in Business Core classes with addition of Finance/Marketing/Management Course. Tracks for students to graduate school of employment.
3. Further develop, document and integrate assessment processes and curriculum management processes to resolve concerns from the 2016 Continuous Improvement Review.
4. Fundraising to support the following:
  - a. Scholarship Awards over \$150,000
  - b. Fund a named professorship for Marketing
  - c. Entrepreneurship Program Support
  - d. MBA Program Support
5. Develop full curriculum for Master in Business Analytics Program to begin Fall 2019
6. Develop minor in Entrepreneurship
7. Develop emphasis in Event Planning for Hotel Resort & Hospitality Management major.
8. Create Professional Sales Course
9. Restructure MBA online program
10. Complete Publication Classification for AACSB Faculty Qualification Policy
11. Obtain Lecturer in Economics
12. Obtain Lecturer in Finance
13. Increase Operating Budgets in Entrepreneurship and MBA through legislative funding or program fees.
14. Obtain Teaching Assistants/Research Assistants for faculty

## Challenges and Opportunities

1. Obtaining new faculty positions to meet the increased enrollment of business students in undergraduate and graduate programs continues to be a challenge. This was noted by our AACSB-International Peer Review Team and resulted in a finding that must be corrected before the next Continuous Improvement Review.
  - a. There has been a very limited selection of courses for MBA students mainly due to faculty already being on maximum overloads and not having the capacity to take on additional courses. This year we have eliminated 4 sections of a specialized course in order to allow course offerings in Supply Chain Management for undergraduate and graduate students. With an additional faculty member in Entrepreneurship, a graduate level course in this discipline was also able to be created.
2. Enhance instructional and administrative resources provided to the School of Business. Currently the school does not have realistic financial strategies to sustain and improve quality management education. The financial model must support high quality degree programs for all teaching and learning delivery modes. Moreover, the organizational/administrative structure of the business school must be consistent with the mission and must support mission achievement. (Standards 3 and 7)

- a. Our MBA program has been stagnant in growth. Our intention of the specialized MBA is to increase student interest and marketability of our graduate students. The on-line program promises to increase enrollment and did result in growth this past year.
- b. Student placement is always a high priority for us and, given our rural location, is always a challenge. However, the initiatives we have put in place over the past five years have produced exceptionally good student placement. Our peer review team noted the impressive student placement rates we have achieved and maintained for the last couple of years. Our Career Coordinator has made great progress in connecting our students to employers, through career fairs, company tours, and on-line recruiting. Our student business clubs are growing and they are increasingly focusing on company visits and networking through club sponsors, invited guests, and alumni. Our National Advisory Board also plays a prominent role in establishing new business connections for our students. Connecting students with employers will continue to be a significant part of our strategic plan for the next five years.