Institution: Name: West Virginia State University       Date” Monday, September 06, 2010
Address: P.O. Box 1000, Institute, WV  25112
Year Accredited/Reaffirmed:  2005 / 2015    This Report Covers Years: 2008-2009
List All Accredited Programs (as they appear in your catalog):
Bachelors of Science in Business Administration with concentrations in Accounting, Finance,
Management, Marketing and Information Systems
Bachelors of Science in Economics

List all campuses that a student can earn a business degree from your institution:
Main Campus at Institute WV

Person completing report Name:  Professor Michael D. Lewis
Phone:  304-766-3129
E-mail address: lewis@wvstateu.edu
ACBSP Champion name: Dr. Cyrus Aleseyed
ACBSP Co-Champion name: NA
Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):

Remove Note:

Remove Condition:

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

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

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

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

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

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

Additional scholarly activities include:
Dr. Cyrus Aleseyed continues to participate in West Virginia FACDIS, which is a consortium of faculty engaged in internationalizing the curriculum. Each year they sponsor a 2-day conference, which he regularly attends. He also attended the annual conference for ACBSP in 2008.
Edward Goldberg has continued with his practice of obtaining continuing education required for maintaining his law license.
John Hodges continues to attend the 2-day WV Accounting Educators' Conference each year. The WV Society of CPAs grants continuing education units for this conference.
Michael Lewis continues to attend conferences and present papers and regional and national conferences. In 2008, he attended the USASBE conference and annual conference for ACBSP in 2009.
Dr. Eleanor Maliche continued to attend various national conferences until her retirement in June 2009.
Dr. Abainesh Mitiku moved to an administrative position as the Dean of the College of Business and Social Sciences in August 2007.
Edman Pauley continues to maintain his designation as an active C.P.A., Mr. Pauley retired as of July 2009.
Ms. Patricia Shafer moved to an administrative position with the University in August 2008.
Deborah Williams continues to maintain her status as an active C.P.A., Mrs. Williams is required to complete continuing education for maintenance of her license.

Items to be Addressed

A. Faculty Qualifications

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

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

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

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

3. List any accredited programs that have been terminated since your last report.

C. Organization

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

   In August of 2008, the department elected Michael Lewis as the new chair for a term of three years. Ms. Patricia Shafer moved to a position in Academic Affairs. Dr. Abainesh Mitiku became Dean of the College of Business and Social Science as of August 2007. Dr. Eleanor Maliche and Mr. Edmon Pauley retired in August 2009.

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

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

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

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

We have rectified the previous scheduling difficulties and have made the necessary changes to ensure that we are in compliance and will continue to be in compliance with the standards set forth by ACBSP in this regard. The course offering attached demonstrates our compliance with this regulation and our continued desire to stay within these guidelines. We are planning to hire additional faculty in the current academic year to allow us the ability to expand our programs and offer a wider diversity of courses without jeopardizing this academic standard. Please see attached Appendix B Course Load and
Preparations. You can also access this information online at the University website at http://www.wvstateu.edu/course-schedules.

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

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

BA203
BA210
BA215
BA216
BA313

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

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

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E. Program Outcomes

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

Upon completing the BSBA program students will be able to:

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

Additional programs outcomes are shown in Appendix C.
F. Performance Results
The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1-5 must be used to report your performance results.

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

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results (Required for each accredited program)</td>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument to include</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students will successfully complete the bachelor’s level capstone course (BA 420) with a grade of B or greater.</td>
<td>Capstone course, summative, internal.</td>
<td>76% of students performed at the level required in the bachelor’s level capstone course (BA 420) with a grade of B or greater.</td>
<td>None at this time</td>
<td>See Appendix D and Appendix E</td>
<td></td>
</tr>
</tbody>
</table>
Students performing at above average or better

![Bar Chart showing performance percentages]

- Fall 2008: 77%
- Spring 2008: 67%
- Fall 2009: 96%
- Spring 2009: 70%

Legend: Students performing at above average or better
### Table II Student and Stakeholder-Focused Results

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

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

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

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

Analysis of Results

Performance Measure

Description of Measurement Instrument

Areas of Success

Analysis and Action Taken

Results of Action Taken (occurs in the following year)

Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
3. Budgetary, Financial, and Market Performance Results

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

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

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

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase outside sources of funding by 5% each year</td>
<td>Departmental Budget</td>
<td>Department Budget is currently only for supplies. But we hope to have independent outsiders sources of funding in the near future.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
4. Faculty and Staff Focused Results

Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.

Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty satisfaction will exceed 70%</td>
<td>Annual Plan and Self Report</td>
<td>Not yet determined</td>
<td></td>
<td></td>
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</tbody>
</table>
### Table IV a  
**Scholarly and Professional Activities**

**Codes to Use for Scholarly Activities:**
- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree Earned</th>
<th>Professional Certification</th>
<th>Papers Presented</th>
<th>Published Articles/Manuscripts/Books</th>
<th>Unpublished Articles/Manuscripts/Books</th>
<th>Consulting</th>
<th>Professional Related Service</th>
<th>Professional Conferences/Workshops</th>
<th>Professional Meetings</th>
<th>Professional Memberships</th>
<th>Other</th>
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<tr>
<td>Dr. Cyrus M. Aleseyed</td>
<td>Phd</td>
<td></td>
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<td>Mr. Mark G. Andersen</td>
<td>MBA</td>
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<td>Mr. John D. Bird</td>
<td>MBA</td>
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<tr>
<td>Mr. Edward C. Goldberg</td>
<td>JD</td>
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<tr>
<td>Mr. John P. Hodges</td>
<td>MBA</td>
<td>CPA</td>
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<tr>
<td>Mr. Melvin Jones</td>
<td>MBA</td>
<td>CPA</td>
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<tr>
<td>Mr. Michael D. Lewis</td>
<td>MBA</td>
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<tr>
<td>Ms. Deborah A. Williams</td>
<td>MBA</td>
<td>CPA</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

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Table V Organizational Performance Results

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.

Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase graduation rates 10% by 2015</td>
<td>Graduation rates as reported in IPEDs completions report</td>
<td>Not yet determined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME (List alphabetically by Last Name)</td>
<td>MAJOR TEACHING FIELD</td>
<td>COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)</td>
<td>LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)</td>
<td>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA</td>
<td>ACBSP QUALIFICATION</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Jones, Mr. Melvin                      | Accounting           | BA215 – Principles of Accounting I  
BA216 – Principles of Accounting II  
BA325 – Business Tax Topics                     | Master of Business Administration (MBA) 1979  
University of South Alabama  
Bachelor of Science - Accounting 1971  
University of South Alabama | Certified Public Accountant 1989 | Professional |
| Miller, Mrs. Karen                     | Labor Law            | BA401 – Labor and Management Relations | J.D. Law - West Virginia University  
M.S. Industrial Relations  
B.A. Psychology | Kanawha County  
West Virginia  
American Bar | Doctorate |
| Nixdorff, Dr. Janet                    | Business Strategy and Entrepreneurship | BA301 – Fundamentals of Management  
BA420 – Senior Seminar | Ph.D. Organizational Behavior and Development/ Entrepreneurship M.B.A. | Experiential Classroom IV, Lifelong Learning for Entrepreneurship Education Professionals, 2003, Syracuse University | Doctorate |
| Tierney, Mr. Michael | General Business Management | BA399 – Introduction to Non-Profit Management | | Professional |
## Table VII
### Table of Common Professional Component (CPC) Compliance

### BUSINESS ADMINISTRATION CPC's

<table>
<thead>
<tr>
<th>COURSE</th>
<th>MKT</th>
<th>FIN</th>
<th>ACCT</th>
<th>MGT</th>
<th>LAW</th>
<th>ECON</th>
<th>ETHICS</th>
<th>GLOBAL</th>
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<th>STAT</th>
<th>POI/COM</th>
<th>TOTAL</th>
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</thead>
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<tr>
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<td>A3</td>
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<td>0</td>
<td>40</td>
<td>82</td>
</tr>
</tbody>
</table>

|        | 53  | 51.5| 81   | 172.5| 61.5| 110  | 32.5   | 31.5   | 33  | 62   | 71      |