



Reginald F. Lewis College of Business
at Virginia State University

Industry Council(s)

Working Papers

December 4th, 2018

Recommendations as Identified at September 28 Meeting

1) **Scaling up SAP in the curriculum and applying it to small business** rather than just large business.

Nearly all business schools in the U.S. emphasize large corporate American and e.g. teach using case studies pertinent to large companies but *The U.S. Small Business Administration lends credence to these claims, citing internal reports that show, for example, that small companies accounted for 64% of new jobs created in the U.S. between 1993 and 2011. Small businesses, representing roughly 95% of all U.S. companies, are certainly important to the nation's economic growth, providing employment for roughly half of U.S. employees.* <https://www.fundera.com/blog/small-businesses-job-creation>

SAP was first incorporated in the curriculum approximately 8 years ago when Dong Yoo and Jonathan Young convened a focus group. Admittedly, said focus group included big corporate SAP users like Dominion, Dupont, and Standard Motor Products. Since then, SAP has been scaled up and the University is a member of the SAP University Alliance. Students are regularly securing SAP certification.

At VSU, anecdotal evidence points to a disproportionate share of students convey interests in entrepreneurship. Still, a high percentage does take positions at large corporate jobs including SAP users.

SAP does offer services for small and medium size business and *in fact more than 80% of SAP customers are SME's. SAP Business One – the SAP for small business solution is used in more than 150 countries by more than 43,000 customers.* <https://www.leveragetech.com.au/blog/small-business/>

2) **Improving distance learning.**

Comparatively few classes at VSU are offered online.

Enrollment in online courses rose at a faster pace between fall 2015 and 2016 compared with the previous three years, yet students are increasingly choosing local online degree programs, according to the "Grade Increase" report released today by the Babson Survey Research Group. Based on federal data from more than 4,700 colleges and universities, more than 6.3 million students in the U.S. – most of whom were undergraduates – took at least one online course in fall 2016, a 5.6 percent increase from the previous year. This is the 14th consecutive year that Babson has reported growth in online enrollment. "No matter how much we think that there might be something slowing it down, it hasn't happened," says Jeff Seaman, co-director of the Babson Survey Research Group and a co-author of the study. Even in bad economic times, for example, he says enrollment has only gone up. <https://www.usnews.com/higher-education/online-education/articles/2018-01-11/study-more-students-are-enrolling-in-online-courses>

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Response:

In fall 2015, there were 5,954,121 students enrolled in any distance education courses at degree-granting postsecondary institutions.

Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, and level of enrollment and control of institution: Fall 2015										
Level of enrollment and control of institution	Number of students					Percent of students				
	Total	No distance education courses	Total, any distance education course(s)	At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)	Total	No distance education courses	Total, any distance education course(s)	At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)
Total	19,977,270	14,023,149	5,954,121	3,082,333	2,871,788	100.0	70.2	29.8	15.4	14.4
Level of enrollment										
Undergraduate	17,036,778	12,094,521	4,942,257	2,839,348	2,102,909	100.0	71.0	29.0	16.7	12.3
Postbaccalaureate	2,940,492	1,928,628	1,011,864	242,985	768,879	100.0	65.6	34.4	8.3	26.1
Control of institution										
Public	14,568,103	10,492,151	4,075,952	2,619,880	1,456,072	100.0	72.0	28.0	18.0	10.0
Private nonprofit	4,063,372	3,048,401	1,014,971	346,331	668,640	100.0	75.0	25.0	8.5	16.5
Private for-profit	1,345,795	482,597	863,198	116,122	747,076	100.0	35.9	64.1	8.6	55.5

NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2018). *Digest of Education Statistics, 2016* (NCES 2017-094), Table 311.15.

The College does offer a significant number of hybrid classes approximating twenty sessions but they incorporate some in-class time. On average, the classes meet only about 30% to 40% of the time in person.

The question should regard IF hybrids fulfill Distance Education description.

3) Augmenting financial support.

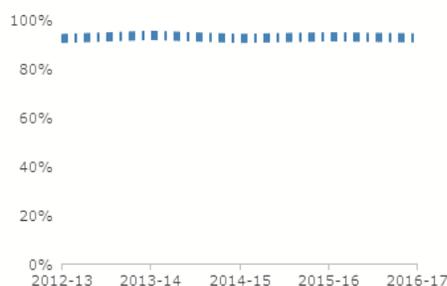
Debt of 2016-17 Graduates, Total Loans						
Degree Level	Total Graduates		Total Borrowers		Total Borrowing	
	#	% of All Graduates	#	% of All Borrowers	Amount	% of Total
Bachelors	828	88%	766	91%	\$34,203,299	90%
Graduate	114	12%	77	9%	\$3,875,760	10%
Total	942	100%	843	100%	\$38,079,059	100%

Note:

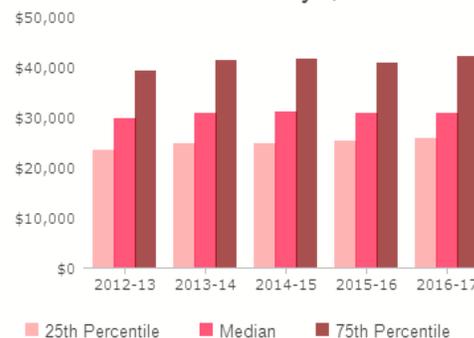
- **Associates:** Includes graduates who received Bachelor's Credit and Occupational/Technical Credit Associate degrees.
- **Bachelors:** Includes graduates who received Four- and Five-Year Bachelor's degrees.
- **Graduate:** Includes graduates who received Graduate Master's and Doctorate degrees.

Four-Year Bachelor's Degree

Percent of Graduates who Borrowed



Known Debt at Graduation by Quartiles



4) Continuing the College's efforts relative to leveraging students to market the University.

In a semester, the College provides students countless opportunities to attend networking events partly to market the University. The College posts hundreds of pictures on social media in a semester accruing over 250,000 views a year. The College's newsletters, website, collaboration with media, etc. turn heads in RVA.

VIRGINIA STATE UNIVERSITY REGINALD F. LEWIS COLLEGE OF BUSINESS

EXPERIENCE LEARNING BY DOING IN THE REAL WORLD ON REAL PROJECTS WITH REAL COMPANIES.

WELCOME

- MISSION STATEMENT
- MESSAGE FROM THE DEAN
- DEPARTMENTS
- PROGRAMS OF STUDY
- RESOURCES
- INDUSTRY COUNCILS
- CENTERS AND INSTITUTES
- NEWS
- EVENTS
- TESTIMONIALS
- FACULTY & STAFF
- ABOUT US
- CONTACT US
- EMPLOYMENT OPPORTUNITY

Hello from the Reginald F. Lewis College of Business!

Kera and Diamond here on why you should join us and our friends; in a semester students:

- Host over 250 companies in the classroom
- Go on hundreds of shadow visits with industry
- Participate in scores of internships
- Earn certifications and scholarships
- Contribute countless hours of community service, and much more.

Newsletters

- Spring 2018
- Fall 2017
- Spring 2017
- Fall 2016
- Spring 2016
- Fall 2015
- Spring 2015
- Fall 2014
- Spring 2014
- Fall 2013
- Summer 2013
- Spring 2013

WHY

5) Adopting a new mission statement applicable to students.

In Committee at both Industry Council(s) and Faculty/Staff level. Initiative to develop statement by students was short-circuited.

Current Statement:

To prepare innovative, dynamic, and ethical business professionals for Virginia and a global society.

6) Consider incorporating "dynamic leaders and engaged faculty" in mission statement.

See above.

7) Be more focused in the degrees and provide more concentrations.

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Apples to Apples, i.e. like-sized and resourced institutions.

Longwood has concentrations in Real Estate and Supply Chain along with Economics; none of these are offered in the College of Business though Supply Chain is offered by VSU Engineering.

Academics > College of Business & Economics > Business Administration

Business Administration

Bachelor of Science Degree

- Mortgage brokers
- Logistics management specialists

What You'll Study

BUSINESS ADMINISTRATION

You'll follow a general course of business study that includes taking core courses in the functional areas of business and get in-depth business knowledge by concentrating in one of these areas of business:

- Accounting
- Economics (Business Administration)
- Business Administration
- Finance
- Information Systems and Cyber Security (ISCS)
- Management
- Marketing
- Real Estate
- Supply Chain Management Endorsement

Business Administration Minors

AACSB ACCREDITED

A Great Pairing
Cyber security and computer science work well together
March 1, 2018 | Magazine News

Radford has degrees comparable to Longwood.

Undergraduate Degrees

The College of Business and Economics (COBE) offers several majors and minors at the undergraduate level. All business majors are required to complete a pre-business program prior to admission to a business major. Most of the courses in the pre-business program consist of courses in the general education requirements. In addition to the pre-business program, there is a common set of core classes which all business majors must complete for the B.B.A. degree. Information about the pre-business program, as well as the requirements for majors and minors, is available below.

During your first two years of study in business (other than economics majors), you are advised by the COBE Advising Center. During your last two years, you are assigned to a faculty advisor. Additional academic information about the requirements of the B.B.A. degree are provided by the [Advising Center](#). If you wish to major in economics, you will be advised by the [Department of Economics](#) all four years and should contact the department for specific course requirements.

Degrees and Majors

- > [B.B.A. with a major in Accounting](#)
- > [B.B.A. with a major in Finance](#)
- > [B.B.A. with a major in Management](#)
- > [B.B.A. with a major in Management \(Entrepreneurship concentration\)](#)
- > [B.B.A. with a major in Marketing](#)
- > [B.B.A. with a major in Economics](#)
- > [B.S. with a major in Economics \(with available concentrations\)](#)

The College of Business and Economics also offers eight [minor programs](#).

1 / 2

8) Add more certifications and opportunities thereto.

2 Reasons Why A Certificate Is Better Than An Expensive Graduate Degree.

<https://www.forbes.com/sites/gingerdean/2017/05/31/2-reasons-why-a-certificate-is-better-than-an-expensive-graduate-degree/#60fa5c5f36fd>

New research questions the value of certificates pushed by colleges, policymakers. Studies suggest these popular credentials often don't improve job prospects or pay. <https://hechingerreport.org/new-research-questions-value-certificates-pushed-colleges-policymakers/>

9) Acknowledgement of the value of the entrepreneurship program.

The College may want to consider aligning this value with number 5 above. In other words, should the College create a degree in Entrepreneurship rather than just offering a minor.

10) Create more adjunct teaching opportunities for industry partners.

The College has to cut over \$2 million from the budget for the year and adjunct cuts were identified as probable.

11) Require internships to graduate.

Students may earn 3 credits for an internship if they complete 120 hours. Students in other disciplines including e.g. Hospitality Management and Mass Communications are obligated to complete an internship to graduate.

On average, only about 10%-15% of students enrolled in the College complete an internship in a year.

Though the College enrolls about 650 students, only about 45% of that amount graduates from the College allowing for higher probability of achieving this goal if agreed to by Council(s).

12) Increase teaching of ethics and initiate as soon as freshman year.

The College acknowledges systemic cultural problems relative to e.g. cheating.

Ideas include development of an Honor Code, posting said Honor Code in every classroom, augmenting teaching of ethics in curriculum, development of values based leadership, etc.

13) Improve peer to peer mentoring.

Peer to peer mentoring is rather frequent but not formalized. Additionally, the University instituted a Trojan Leadership Program. However, the College's attempt to formalize a peer to peer mentoring program, i.e. Project 10 failed.

14) Continuing soft skills training and adding to it.

Small Group Role-Play with Industry is an elective course that is comprised exclusively of hands-on experiential learning exercises facilitated by over 150 companies in a semester. Over 600 students have participated in the curriculum and students have consistently recommended that this unique "radical" approach to higher education is scaled up and required of all students.

15) Add to the exchange program with other universities.

Some of the College's strongest students in the last decade have been exchange students. Examples include Jonnel Atkins, Nekay Mustapha, and Camila Dias. The exchange program has withered on the vine and become nonexistent recently.

16) Create an accelerated path for students.

An accelerated degree program is exactly what it sounds like: this non-traditional course of study offers students the same degree in a particular field of study in a shortened period of time -- as little as half when compared to conventional degrees. Available at a number of different academic levels, accelerated degree programs usually come with more stringent admissions requirements, including a minimum GPA, course credits, work experience, professional certification, and/or completion of a lower-level degree program. [https://www.masterstudies.com/article/Why-an-Accelerated-Degree-Can-Save-You-Time-\(and-Money\)/](https://www.masterstudies.com/article/Why-an-Accelerated-Degree-Can-Save-You-Time-(and-Money)/)

Some of the main differences between accelerated and traditional degree programs are the admissions requirements, course format, and completion time. We'll examine these differences and take a closer look at some accelerated programs that incorporate multiple degrees. A traditional degree program is taken on campus at an accredited college. A student not only gets timely advice from faculty but also from peers, and these programs give students the opportunity socialize and take advantage of campus life. https://study.com/accelerated_degree.html

17) Provide stipends to students to complete internships.

One challenge relative to students participating in internships regards compensation. Many students are unable to leverage opportunities when e.g. said students can earn \$15 an hour at Amazon or as a bank teller. Students are rather frequently forced to choose between short term pain vs long term gain.

18) Continue to support students attending networking events.

In a semester, students attend dozens of events on and off campus to develop relationships with industry. The College's objective regards providing students what is characterized as premium access to industry. In a semester, students have an opportunity to interface with 250 companies on campus and countless companies off campus.

Most frequently at events off campus, VSU undergraduates are the only students participating.

19) Restart the Toastmaster's club.

Not since Dr. Jim Damico departed the University has VSU operated a Toastmaster's Club. When Damico was here, the organization included a core group of students that refined their public speaking capabilities. Students' capacity to communicate is limited largely because the curriculum provides limited opportunities to practice communication either oral or written. The curriculum does however include some classes including Public Presentation, Business Communications, and Career Launch that focus either exclusively or at least predominantly on communication and afford participants experiential learning opportunities.

Alternatives and/or supplements to this recommendation could regard introducing more communication and experiential practice opportunities.

20) Launch the M.B.A. program.

COURSE DESCRIPTIONS FOR THE MBA PROGRAM

REQUIRED COURSES & DESCRIPTIONS:

- ACIS 510 Accounting Analysis for Decision Making
- CISY 510 Managing Information Technology
- FINC 510 Managerial Financial Economics
- MKTG 510 Marketing Management
- MGMT 601 Entrepreneurship & Innovation Management
- MGMT 690 Strategic Planning & Implementation

ACIS 510 Accounting for Decision Making and Control

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: A study of the basic concepts of accounting with an emphasis on the evaluation of financial data, and analysis of financial statements for management planning and control process, and other relevant business decision-making processes. The course uses a textbook and cases.

CISY 510 Managing Information Technology

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: In this course students will learn about the application and science of information technology. Students will learn how to recognize business processes and assess their information-related needs. Concepts to master include the fundamentals of Information Technologies along with issues that affect businesses today such as the Internet and other network technologies, web publishing, digital media, hardware, software and database management. Students will gain computer-related skills, by the mastery of spreadsheet, database software and other relevant tools.

FINC 510 Managerial Financial Economics

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course relates micro-management science, economic and financial theories with policy analysis using "cost and benefit analysis" to evaluate projects. Cost benefit analysis attempts to provide a formal assessment and comparison of management economic efficiencies among policy options. The objective of the course is to provide students with the conceptual foundations and skills needed as users and producers of cost benefit analysis.

MKTG 510 Marketing Management

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course explores strategic marketing management practices, focusing on the essentials of developing and implementing marketing strategies and plans, connecting with customers, building strong brands, shaping the market offerings, delivering and communicating value, and managing the marketing organization for long-term success. The course topics will be incorporated with simulations, projects, and cases.

MGMT 601 Managing New and Growing Ventures

d. Credits - 3 credits

e. Prerequisites: None

f. Course Description: This course exposes students to management strategies for growing and scaling early-stage businesses. The course emphasizes development of corporate strategy, organizational structure, and functional strategies (legal, marketing, operations, supply chain, finance, human resources) that are responsive to macro-environmental, consumer preference, and technological dynamism to best enable new firms to capitalize on product development and expansion opportunities that will drive long-term success.

MGMT 690 Strategic Planning & Implementation

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course reviews the principles, tools, processes and practices used by general managers to strategically manage firms focused on domestic markets or global expansion to achieve competitive advantage and superior performance. Students will be exposed to organization theory that has guided the development of strategic management practice, strategy analysis and development tools, like Porter's Five Forces, and to best practices of single industry and diversified firms, all of which will enable students to craft strategy for real organizations. A key learning outcome is for students to be able to identify the best strategies to implement based upon analysis of a firm's industry environment and distinctive competencies. Thus, for their capstone project, students will analyze a business case requiring their review of firm financial statements, organizational structure and policies, and past strategies. Students will recommend appropriate strategies based upon the business scenarios they are provided.

CYBER SECURITY ELECTIVES: COURSE DESCRIPTIONS

CISY 600 Network Fundamentals

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course covers the basics of how computer networks work, including TCP/IP and open system interconnection (OSI) models, LAN, WANs, cabling, switches, routers, protocols, sub-netting, and various networking hardware and software. It will also cover the hands-on aspect for configuring and troubleshooting network features on a Windows or Linux workstation.

CISY 610 Computer Security

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course is designed for students to learn computer and network security theories and practices that can be used to significantly reduce the security vulnerability of computers on internal networks or the Internet. The course assumes some familiarity with various operating systems and computer networks. Topics include cryptography, program security, operating systems security, database security, network security, security administration, computer ethics, and legal issues.

CISY 620 Organizational Risks and Business Continuity

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: The course will help students assess and mitigate specific vulnerabilities within an organization's networks, systems, and data. Students will learn about the laws and regulations that impose strict cyber security requirements on all organizations, and gain the skills to develop a compliance assessment plan. Students will learn IT and Disaster Recovery Trends and Technology necessary to assess and manage the risks of organization's information infrastructure and also to develop business continuity plans.

CISY 630 Digital Forensics

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course provides students with an overview of digital forensics and analysis to include acquiring, authenticating and analyzing digital evidence. Technical and managerial topics will be explored, providing students with both theoretical and practical hands-on experience using forensic equipment and software.

CISY 640 Cyber Defense

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course focuses to increase student's understanding of how to recognize a potential cyber attacker and identify vulnerabilities through the use of vulnerability analysis tools. Students will audit, monitor, and revise system security to ensure appropriate levels of protection are achieved. Incident response and handling, security log analysis, attacker identification, system recovery and procedures will be addressed.

CISY 650 Cyber Incident Analysis and Incidence Response

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: The course covers policies and procedures related to managing security incidents, exposures, and risks and technologies used to respond to such threats. Other topics include dynamic vulnerability analysis, various log analysis, intrusion detection, attack response, evidence protection, business continuity and types and modes of computer-mediated attacks, readiness, and evidence scope, as well as the role of computer emergency response teams.

CISY 660 Cyber Security Analyst

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: In this course students will learn threat management including environmental reconnaissance, configuring firewalls, IDS, etc. Various vulnerability assessment tools are introduced to perform data analysis and interpret the results to identify vulnerabilities and to provide effective mitigation. Logging and analysis is introduced using packet capture tools, SIEM databases. Students will understand the use of frameworks, policies, and procedures, and report on security architecture with recommendations for effective compensating controls.

CISY 670 Ethical Hacking and Penetration Testing

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course is designed for students with particular interest in pursuing a career as a white hat hacker. The students will be trained theoretically and practically in understanding vulnerabilities in network architectures, operating systems, database management systems, web applications and web servers. They will learn how exploits are designed by an adversary attacker to penetrate into vulnerable systems. The course will expose students to a host of tools used for networking scanning, finger printing and password cracking. Various penetration testing and ethical hacking methodologies will be discussed.

DIGITAL MARKETING ELECTIVES: COURSE DESCRIPTIONS

MKTG 600 Data Analytics

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course helps students to develop a working knowledge of basic data analysis to make sense of consumer data in a digital world. Students will learn about basic statistical issues in data analyses, and analytical techniques and statistical models. The course will cover various statistical tools such as social media and web data analytics, simple data analytics and data visualization, predictive analytics, regression, multivariate analysis, factor analysis, and conjoint analysis, with special emphasis on managerial applications of the analyzed data for strategic decision making. The statistical concepts and models covered in class will be delivered with easy-to-follow, step by step guidelines, by which random data can be converted into insightful and useful information for decision-marketing.

ACCOUNTING INFORMATION SYSTEM ELECTIVES: COURSE DESCRIPTIONS

ACIS 600 Reporting and Analysis of Financial Statements and International Issues

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course is designed to develop understanding, techniques, and skills necessary to analyze annual reports and 10-K filings of business entities, and develop critical assessment of their financial conditions. The course provides thorough understanding of the U. S. and international accounting standards, and nuances of their use in practice. Students learn different analytical techniques and complete a major project based on concepts and methods studied in the course.

ACIS 610 Accounting Analytics and Valuation

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course examines accounting, finance, business strategy and financial forecasting and valuation concepts. It develops methods and techniques used in the evaluation of equity and debt financing of corporations, analysis of acquisitions and mergers of companies, credit analysis, prediction of financial distress and bankruptcies, evaluation of corporate financial policies, and improvement of communication with investors and creditors of corporations.

ACIS 620 Management and Sustainability Accounting

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: In the new environment of change, accountants are increasingly called on to support strategy through increasing efficiencies and reducing costs. This course will examine the different ways that accountants can add value through an understanding of value chain activities, use of technology, and extending value chain activities to develop a sustainable strategy.

ACIS 630 Financial Accounting Theory and Research

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: A comprehensive exposure to financial accounting theory and practice. Emphasis is placed on applying underlying accounting theory to complex accounting problems. The effects of alternative methods are considered throughout the entire course.

ACIS 640 Government and Nonprofit Accounting

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: The first half of the course focuses on government accounting standards as promulgated by the Governmental Accounting Standards Board (GASB). We explore fund accounting, special issues in government budgeting and preparation of government financial statements. The second half of the course deals with accounting issues associated with nonprofit organizations.

ACIS 650 Topics in Accounting Information Systems

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course involves the study of advanced accounting topics to include systems, concepts and applications with reference to actual problems encountered in the analysis, design, implementation, use, audit and evaluation of accounting systems in a computer environment.

ACIS 660 Auditing

a. Credit Hours: 3

b. Prerequisites: None

c. Course Description: This course discusses the development of auditing theory, special disclosure issues, statistical sampling, and ethical, legal and social responsibilities of external and internal auditors; with emphasis on contemporary topics in auditing.

ACIS 670 Forensic and Investigative Accounting

a. **Credit Hours:** 3

b. **Prerequisites:** None

c. **Course Description:** In this course students are introduced to forensic accounting topics such as fraudulent financial reporting, employee fraud, money laundering, litigation services, evidence management, computer forensics, and business valuation.

ENTREPRENEURSHIP & INNOVATION MANAGEMENT ELECTIVES: COURSE DESCRIPTIONS

MGMT 602 Managing Corporate Intrapreneurship

j. **Credits:** 3 credits

k. **Prerequisite:** None

l. **Course Description:** This course will examine how innovation is handled in large, multi-divisional companies via case studies. Students will survey best practices for launching and managing new business units, product lines, or critical process innovation companywide for existing medium to large firms; analyze the strategic options of firms based on their industry environment, resources and capabilities; and assess the appropriateness of the generic-business level strategies employed by corporate business units based upon alignment with corporate strategy. In order to enhance their understanding of the key role of intrapreneurship to corporate success, students will simulate a new venture launch and early stage strategy decisions utilizing business simulation software.

MGMT 603 Managing Social Enterprises and Non-Profits for Impact

g. **Credits:** 3 credits

h. **Prerequisite:** None

i. **Course Description:** In this course, students will examine entrepreneurship as a mechanism for social change and community economic development, and be exposed to strategies that non-profit and social enterprise managers can utilize to ensure their organizations' sustainability, growth, and societal impact. Students will broadly explore the concept of social enterprises—social mission focused entities that apply commercial strategies to improve human and/or environmental conditions. They will learn about the different legal and organizational structures these entities typically take, compare models in the U.S. to international models, and finally, develop their own social enterprise business plan.

FINC 603 Financial Management for New and Growing Ventures

j. **Credits:** 3 credits

k. **Prerequisites:** None

l. **Course Description:** In this course, students will examine key financial decisions made by entrepreneurs and new venture managers, evaluate sources of financing and venture capital, including bank loans, venture capital, angel investors, IPOs, etc.; investigate fiscal management strategies that have proven effective for emerging businesses; develop short-term and long-term forecasting scenarios for their own or a simulated business; learn the process of business valuation; and assess appropriate exit strategy alternatives, including mergers and acquisitions.

MKTG 605 New Venture Marketing

a. **Credits - 3 credits**

b. **Prerequisite:** None

c. **Course Description:** This course discusses the challenges with initial customer discovery, customer acquisition, and customer retention that new ventures face compared to established firms, and provides students with an overview of aggressive start-up marketing strategies that successful new ventures have employed in order to survive and grow. The course covers the fundamentals of traditional integrated marketing communications, but then provides strategies for their use in a start-up context with an emphasis on search engine optimization, creating engaging online and social media content, getting free press, and event-based marketing.

MGMT 604 Innovative Enterprise Leadership

j. **Credits - 3 credits**

k. **Prerequisite:** None

l. **Course Description:** This course provides an overview of the leadership styles and individual leadership characteristics that help inculcate an innovation mindset throughout emerging or established organizations resulting in continuous improvement, and/or innovative new products and processes. Students will explore strategies for recruiting, motivating, and retaining high-performance, high-innovation employees, and learn strategies for diffusing innovation via organizational structure.

MGMT 605 Minority & Immigrant Entrepreneurship

m. Credits - 3 credits

n. Prerequisite: None

o. Course Description: In this course, students will examine existing research on minority and immigrant enterprises, and analyze the unique challenges and opportunities these businesses face. Students will discuss the history of minority and immigrant entrepreneurship in the U.S. and European social contexts with an emphasis on the impact of race and ethnicity on access to entrepreneurship-facilitating resources; analyze the historical entrepreneurship rates of minorities and immigrants and their contributions to gross domestic product (GDP); and compare the efficacy of governmental programs intended to spur entrepreneurship.

MGMT 606 International Entrepreneurship

j. Credits - 3 credits

k. Prerequisite

l. Course Description: In this course, students examine entrepreneurship outside of a company’s home country. Students will analyze 1) the macro-environmental conditions and company-specific motivations that give rise to international entrepreneurship, 2) the various modes of entry and strategies for global expansion often pursued in new venturing, 3) the social and organizational culture challenges that emerge when firms launch new international ventures, and 4) the impact on firms’ competitive advantage of pursuing location economies. Students will appraise strategies of firms pursuing new international ventures using the lens of founders, upper management, or potential partners.

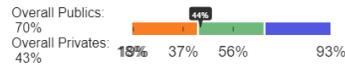
21) Increase diversity within the College.

Comparisons are to institutions at the same degree-level.

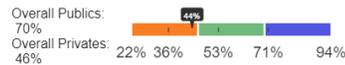
All, FTIC and Transfer, Dev. Ed. Coursework w/in First Two Years Receiving PELL, Recent HS Grads



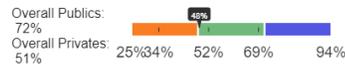
FTIC (All)



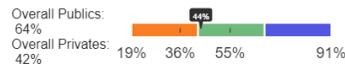
FTIC, In-State



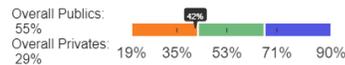
FTIC, In-State, Direct from High School



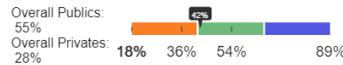
FTIC with No Financial Aid



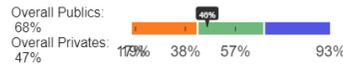
FTIC with Pell



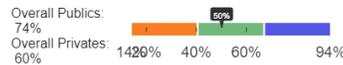
FTIC, Family Income \$0 - \$49,999



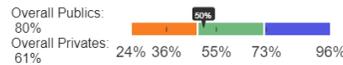
FTIC, Family Income \$50,000 - \$99,999



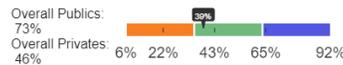
FTIC, Family Income \$100,000 - \$149,999



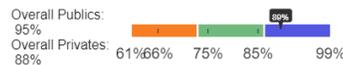
FTIC, Family Income \$150,000 and Greater



FTIC, Family Income Not Reported

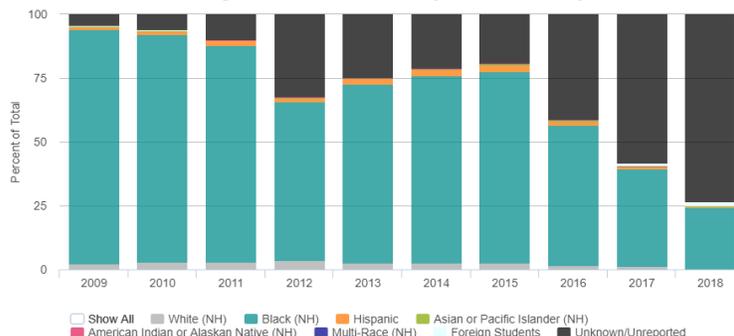


FTIC, Students earning 60 credits or Greater in First Two Years



Starting cohorts of fewer than 10 are excluded from reporting.

Undergraduate Enrollment by Race/Ethnicity



See the report [E22: Fall Headcount: Trends in Race Ethnicity](#) for definitions and additional student levels.

22) Invest more energy in global or international focus.

Few students arrive from abroad and even fewer students study abroad. In an academic year, only about 1% of students study abroad. By comparison, at the College of William and Mary 48.9% of students study abroad.

This goal can be achieved in different ways including via curriculum.

It should be noted that the College has a disproportionate share of faculty that are foreign born. Approximately 1/3rd of faculty were born abroad.

23) Deemphasize textbooks.

Students in the College rarely are required to use textbooks. The College launched an initiative approximately 8 years ago that leaned heavily on e-books. Students principally use online resources.

24) Continue to recruit candidates for admission.

It is probably a safe assumption that no other business school in Virginia recruits with the kind of fervor at the Reginald F. Lewis College of Business. Between students, faculty, and staff last semester alone the College participated in nearly ninety K-12 events. From attending Decision Day announcements, to guest teaching, to mentoring elementary children, to attending college fairs; the College of Business is developing a reputation in central Virginia. Never too early to plant the seed the College is starting early but particular emphasis is put on of course juniors and seniors in high school. What is more is that it is paying off with students recognizing the brand, even developing familiarity with the College's ambassadors, and scheduling visits to campus. In a highly competitive marketplace with so many options for college it is more imperative than ever that the College of Business practice what it preaches as it relates to understanding top of the shelf brand awareness.



The twenty-four preceding goals were identified in small group at the Industry Council(s) meeting on September 28th. At the meeting on December 4th attendees will rank all 24 prioritizing the Top 10 for the Industry Council(s) recommended Strategic Plan.

