

Recommendations by Industry Council(s) on December 4, 2018

1) 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>

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.

UPDATE

This semester **more course sections than ever are offered largely online**. A total of 31 course sections are offered largely online or what is described as hybrids. This is equivalent of 1/3 of all course offerings.

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

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.

Business Administration
Bachelor of Science Degree

- Mortgage brokers
- Logistics management specialists

What You'll Study

Business Administration

- Accounting
- Economics (Business Administration)
- Business Administration
- Finance
- Information Systems and Cyber Security (ISCS)

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
- Finance
- [Information Systems and Cyber Security \(ISCS\)](#)
- Management
- Marketing
- Real Estate
- Supply Chain Management Endorsement

Business Administration Minors

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

AACSB ACCREDITED

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](#).

UPDATE

This semester the College will submit to the University curriculum changes as adopted by the Industry Council(s) providing for more freedom within the curriculum. In providing more freedom, students have a higher probability of earning minors augmenting the enrollment in programs meriting more investment, ergo an opportunity for the College to offer more specialization.

3) **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/>

UPDATE

The College is evaluating new opportunities and held a faculty retreat in December that included conversation relative to mapping new certifications to the curriculum and creating a points measuring stick that would complement traditional credits requirement. Faculty seemed to be supportive though nothing more substantive can be shared to date.

4) **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.

UPDATE

The College is offering three entrepreneurship class sections this semester. An aspirational benchmark may be the Department of Computer Information Systems; said department is offering 18 class sections this semester though in full disclosure 5 of those sections regard a required class of everyone. Either way, it should be obvious that to fulfill this action item requires a lot of work.

5) **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.

UPDATE

The University's revenue shortfall initiated discussion relevant to among other things reducing expenditures for adjunct.

6) **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).

UPDATE

No update to provide.

See Next Page

7) **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.

UPDATE

Invitation, every Wednesday at 5 p.m. industry guests are welcome as guest instructors. This semester on average 25 students a week participate.

8) **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.

UPDATE

No update to provide.

9) **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.

UPDATE

No update to provide.

10) **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.

UPDATE

Already this semester students have participated in the Virginia21 lobbying day at the General Assembly, a Small Business Conference, a Madison + Main marketing event, a Career Expo, and hosted companies on campus like e.g. Owens & Minor, Shoe Crazy Wine, Winter HR Consulting, Randstad, MBL, SYTE, Apex, Sandler Training, Waffle House, Mullen Lowe, etc.

