State University of West Georgia

Annual Report Measures

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Date: **May 22, 2002**
College: **Richards College of Business**

I.   **University of West Georgia**
The purpose of UWG is to provide opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good. The University aspires to preeminence in providing educational excellence in a personal environment through intellectually stimulating and supportive community for its students, faculty, and staff.

II.   **Richards College of Business**
The primary mission of the college is to provide quality professional education, built upon a common body of knowledge, in various functional areas to prepare students for positions of leadership in business administration an in business education.

III.   **Departmental Mission/Vision Statement (see Definitions)**

The Department of Management and Business Systems provides for high quality student learning in a personal environment in the areas of management, information systems, and business education, and for the development and maintenance of faculty who are professionally accomplished in their areas of expertise. The professional development activities of the faculty lead to excellence in student learning because they are the primary means by which instructors can develop, enhance and update the content of their courses. Professional development is also essential to enhance the status of the institution among AACSB member schools and potential employers.

Service to the institution and professional community helps to support and maintain the environment necessary for learning and professional development. Involvement in academic and professional organizations and University and Departmental committees supports the design of a superior academic program, placement of graduates, acquisition of new ideas for professional development and student learning, and the provision of external funding for departmental activities.

Through excellence in teaching, professional development and service activities, the department faculty members strive to achieve:

1. the best possible undergraduate and graduate learning experiences to our students.
2. an excellent reputation among employers.
3. excellent relations between the Department and stakeholder groups.
4. attraction and retention of quality students and faculty.

The Department administration will strive to provide adequate rewards and support for student learning, scholarship, service and professional development activities.

The efforts described above will lead to the following outcomes:

A. Our graduates will be placed in professional jobs with average starting salaries or in graduate programs.
B. AACSB accreditation standards will be maintained for all programs.

IV. **Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results (see Definitions)**

A. Department Goals:

1. Attract high quality high school and junior college graduates to our programs.
2. Maintain and enhance the personal environment for student learning, advising and mentoring.
3. Maintain a current and relevant curriculum.
4. Bring innovative student learning methods into the classroom.
5. Maintain AACSB accreditation standards for all programs.
6. Produce an average of one peer reviewed journal article per faculty per year.
7. Achieve an active research agenda for all faculty to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic professional journals.
8. Maintain current library and reference holdings.
9. Maintain a current technology infrastructure.
10. Provide sufficient coverage of support course requirements.

B. Processes to achieve the goals:

Goal 1:
1. Maintain informative and attractive promotional materials for all programs.
2. Maintain a presence in high schools through the Business Education Internship program.
3. Actively support University visitation/orientation activities.
4. Provide information and training for faculty advisors.
5. Build a reputation for our programs through participation in professional, academic and community organizations.

Goal 2
1. Provide adequate rewards and recognition for quality teaching.
2. Provide advising schedules that accommodate the needs of students.
3. Provide flexible course delivery using a variety of media, including distance ad on-line learning.
4. Provide user-friendly class schedules.
5. Seek out and support co-op and internship opportunities.
6. Provide scholarship opportunities.
7. Support programs that provide opportunities and recognition for student academic achievement.

Goal 3
1. Regularly review curriculum structure and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.
3. Survey graduates on a regular basis.
4. Seek inputs from the College of Business Board of Visitors.

Goal 4
1. Encourage and reward faculty for innovation in the classroom
2. Provide technology and training in support of the use of modern classroom media and distance/on-line learning methods.

Goal 5 – most activities listed support this goal. In addition:
1. Rigorously enforce course pre-requisites and upper division admission policy.
2. Insure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

Goals 6 and 7
1. Reward faculty for achieving research expectations.
2. Encourage all faculty to pursue an appropriate research agenda.
3. Provide financial support for research, and professional association membership and meeting attendance.

Goal 8
1. Seek inputs from faculty annually for desired library purchases.
2. Provide financial support for the purchase of reference material and instructional aids to be used

Goal 9
1. Seek out the resources necessary to provide state of the art technological support for teaching and research.
2. Provide the training and assistance needed by the faculty to acquire and maintain expertise in the use of current technology.

Goal 10
1. Coordinate support course offerings with those of other departments.
2. Provide adequate sections and class sizes to insure that students can complete their requirements.

C. Departmental outcome assessment results for the previous fiscal year.

Goal 1

1. Brochures for all of the major areas were revised so that they provide a more professional appearance. The brochures are displayed in the Department and distributed during visitation/orientation days and during the Festival of Majors.

2. We maintained a significant presence in high schools as far away as Valdosta through the Business Education Internship program, which had a total of 30 interns during the year.

3. All visitation/orientation activities were supported by at least 2 department representatives and an attractive display board that provided information about our majors.

4. Orientation sessions were held for all faculty members to bring them up to date on current program requirements.

5. The attachments concerning service and research/scholarship/intellectual activities show a high degree of participation in professional, academic and community organizations. In addition, Dr. Gaytan took a number of steps to increase the visibility of the Business Education program.

The overall number of majors and pre-majors in our degree programs stayed about the same, with the Business Education programs increasing, the Business Information Systems and Technology Support Systems decreasing, and Management remaining the same. The decline in BIS is probably due to the problems encountered by the technology related industry over the past two years. The Technology Support Systems program needs to be reviewed.

Majors and Pre-Majors			
	Spring 2001	Spring 2002	Percentage Change
Technology Support Systems	28	18	-37%
Business Education	65	94	+45 5
Business Information Systems	275	246	-10%
Management	471	471	0
Total	838	829	-1%

Goal 2

1. Teaching remains a very important factor in the annual performance evaluation process, and the results of this process are used to determine merit raises and in promotion and tenure decisions. In addition, monetary awards are given for excellence in teaching through the Dean's annual Faculty & Staff Awards Program.

2. All faculty members participated in the advising process, which lasted for a month during each semester. In addition, advising assistance is provided at other times when requested.

3. Increased flexibility in course delivery was achieved this year through the offering of 4 new 100% on-line courses (CISM4330, ABED4118, MGNT3600 and WBMA6080).

4. Class schedules are developed with both traditional and non-traditional students in mind. At least one section of each support course is offered at night during Fall and Spring semesters, and major courses are offered at night at least once a year.

5. Students are encouraged to pursue internship and co-op opportunities. Bill Hargrave recently assumed the duties of Co-op/Internship Monitor for the Department and is looking at options for increasing participation in these programs. We had 6 individuals in internship programs during the year.

6. Scholarships were awarded to the following Individuals:

Charles Cox Scholarship	Chane Marcia Riley	$1000
Charles Cox Scholarship	Jason Kauffman	$1000
Gibson/Overton/Peete	Michael G. Bruner	$ 550
Earline J. Powers	Christie Lee	$ 400
Henry M. Came ron	Kennel Phillips	$ 200
Frank Hunsicker	Michelle Turner	$ 450
Goldkist of West Georgia	Heather H. Worley	$ 500

7. The student chapters of the Society for Human Resources Management (SHRM) and the Association of Information Technology Professionals (AITP) were active during the year, providing students with networking and professional development activities.

Goal 3

1. All course syllabi were reviewed to insure that course learning objectives/outcomes supported the curriculum learning outcomes for the degree programs. References to related learning outcomes are now included in the syllabi.

The Business Information System program was reviewed by the IS faculty and changes were made in the sequencing of topics so that students complete a research project early in the program in an area of interest to them. This will give the students

a better idea about the kinds of things they are working toward as they pursue their degree.

2. Scholarship related to teaching is one of the criteria used to evaluate teaching in the annual merit evaluation. Most faculty research is relevant to the courses that are taught. Examples are shown in the following table:

Individual	Research	Course(s)
Dr. Carr	Pay and benefits survey of SHRM-Atlanta membership	MGNT4620 MGNT4681
Dr. Crews	Articles on teams and team development	Courses involving teamwork
Dr. Gainey	Article on outsourcing of training and development and article on managing HR in small and medium enterprises.	MGNT4620
Dr. Gaytan	Articles on multimedia technology integration and instructional practices, creating a learning environment that fosters critical thinking skills, and alternative approaches to student assessment.	ABED4586-88
Dr. Hovey	Research on ISO9001 certification requirements.	MGNT3618 MGNT4660
Dr. Hubbard	Article on handling clashes in communication and article on teaching business communications.	ABED3100 ABED6100
Dr. Lankford	Submitted articles on implementing technology as a competitive advantage and on working conditions and job design.	CISM3650 MGNT3615
Dr. North	Articles on interpersonal and basic communication skills and trends in technology, interpersonal and basic communications job skills.	ABED3100 ABED4537
Dr. Parsa	Submitted paper on corporate social responsibility.	MGNT4660
Dr. Pearce	Article on joint ventures and article on case-based structured conflict as a means for enhancing classroom learning.	MGNT4660 MGNT4625
Dr. Turner	Articles on IT infrastructure and competitive advantage, technology processes in manufacturing and the value of skills of IT personnel.	CISM3330 CISM4310 CISM4390 CISM6331
Dr. Zachary	12 articles on various topics pertaining to labor law.	BUSA2106 MGNT4626 MGNT4630 MGNT4640

3. Exit interviews were conducted for all graduating seniors beginning in the Summer of 2001. Each graduate was given a questionnaire to complete and return after he/she had gained employment and was able to evaluate the degree program with respect to job preparation. We will be evaluating the responses during the next few months. We plan to mail a follow-up questionnaire to those that don't respond.

During the interviews, the seniors were asked about what they liked and disliked about their programs, and suggestions for improvement were invited. The results

were very consistent. In general, the seniors were pleased with their programs and with the faculty of the College of Business. They liked the relatively small classes and the close contact with the faculty. They had high praise for some faculty members and had very few negative comments about anyone in the College of Business.

A few suggestions were received. Some BIS majors wanted more information about the kinds of jobs they might expect their degree to prepare them for. Another BIS suggestion was for more "hands-on" work, especially in the telecommunications course. Many felt that they were not adequately prepared to do the Visual Basic programming required in some of the major courses. These suggestions will all be discussed with the BIS faculty.

4. The Board of Visitors met in September. There seemed to be a general satisfaction with the content and direction of our programs.

Goal 4

1. Development of effective curricula innovations is one of the criteria used to evaluate teaching in the annual merit evaluation. In general, the Department faculty members are constantly searching for more effective ways of reaching the students. Everyone now uses WebCT in some way to support their courses. Several on-line courses have been developed (see Goal 2, item 3). Many examples could be cited. A few are summarized below.

Individual	Example
Dr. Carr	Developed an on-line version of MGNT3600
Dr. Crews	Built a local area network that students can use to get hands-on experience in CISM4330
Dr. Gainey	Developed and supervised an HR practicum
Dr. Gaytan	Integrated WebCT, Internet, email, LCD projector, Smartboard and video streaming into his classes.
Dr. Hovey	Brought in several high-level managers to speak to his MGNT4660 class.
Dr. Hubbard	Incorporated many innovating teaching techniques into her Managing Cultural Differences class
Dr. Lankford	Developed and taught a on-line WebMBA course in operations management.
Dr. North	Developed on-line components for all of her courses
Dr. Parsa	Incorporated WebCT as an instructional component of his courses
Dr. Pearce	Incorporate on-line, Web-based learning into his International Management course.
Dr. Turner	Developed an on-line course in e-commerce
Dr. Zachary	Developed lectures on "Law and National Parks" to supplement her Legal Environment course

2. The department is very well equipped with current technology. Training in WebCT is available on demand from the Distance Education Center and assistance in solving computer problems is readily available from the RCOB technology support person. In addition, there are several individuals in the department with extensive expertise in the use of WebCT, Powerpoint, spreadsheets, and databases, and these individuals willingly share their expertis with others.

Goal 5

1. The Upper Division Admission Policy implemented last year has been enforced rigorously during advising and pre-registration.   Very few exceptions have been allowed. Course pre-requisites are also strictly enforced.

2. See Goal 3, item 1. Individual program outcomes and processes are included below.

Goals 6 and 7

1. A total of 24 peer-reviewed articles were published by department faculty members during the year. In addition, over 50 other research/scholarship/intellectual contributions were made. See item VIII for a summary. These contributions account for 15-35% of the evaluation that is used as a basis for annual merit raises.

2. A review of the research accomplishments and stated goals of the department faculty indicates that most faculty members are pursuing a research agenda that is consistent, and appropriate for their teaching area. Feedback about this item is provided in the annual evaluation process.

3. During the past year, we were able to fund all requests for travel to professional meetings and reimbursed expenses involved in association memberships.

Goal 8

1. Library requirements are reviewed annually and requests are submitted to the library for new purchases that are needed. Resources have been adequate to supply our needs.

2. Financial support was provided by the department for the purchase of software licenses needed for classes. Other instructional aids were purchased with library funds. Funding was adequate in this area.

Goal 9

1. Our technology infrastructure remains excellent. All computers are relatively new and new video equipment is available in all the classrooms.

2. See Goal 4, item 2.

Goal 10

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. A major consideration of the meeting is to insure that no conflicts exists and that the departments are supportive of each other.

2. Multiple sections of each support course (BUSA2106, CISM2201, CISM3330, ABED3100, MGNT3600, MGNT3615 and MGNT4660) are offered each semester all courses are offered at night at least twice a year. Every effort is made to insure that all students get into courses that they have to have.

IVB. **Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program (see Definitions)**

A. BBA Curriculum Learning Outcomes (all majors)

1. Communicate effectively in oral presentations and in writing.
2. Apply basic quantitative skills to business problems.
3. Have basic computer proficiency in the use of the World Wide Web (Internet), word processing, spreadsheets, and databases.
4. Have a working knowledge of political, legal, global, and ethical considerations that affect economic environments and business decision-making.
5. Understand the basic concepts and principles of management and organizational behavior.
6. Integrate skills and concepts from the common body of knowledge, and bring them to bear upon the critical analysis of business/economic issues and problems

Processes to assess the outcomes applicable to all majors:

1. All students complete ENGL1101, ENGL1102, COMM1110, and ABED3100. In addition, all major courses and courses in the Junior Core require completion of some type of written assignments, and several of these also require oral presentations. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
2. All students must complete ACCT2101, ACCT2102, MATH1111, MATH1413, ECON3402, ECON3406, MGNT3615, FINC3511, and MKTG3808. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
3. All students complete 2 courses in information systems (CISM2201 and CISM3330), and almost all courses in the junior core have some computer applications. Passing grades in these areas will indicate adequate or higher levels of skills in these areas.
4. All students complete area F courses in the Legal Environment of Business (BUSA2106), and two courses in economics (ECON2105 & 2106). In addition, global and ethical considerations are covered in MGNT3600 and MKTG3803. Passing grades will indicate adequate or higher levels of skills in this area.
5. All students complete MGNT3600, which covers principles of management and organizational behavior. These concepts are reinforced in CISM3330 (Management Information Systems), MGNT3615 (POM), and MGNT4660 (Strategic Management). Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
6. This objective is met by MGNT4660, which all students must take during one of their last two semesters. A passing grade in this course will indicate an adequate or higher level of skill in this area.
7. Exit interviews by the Chair will provide an opportunity to evaluate oral communication skills, social skills, and the level of satisfaction with the program.
8. Alumni surveys will indicate the level of satisfaction with the program.
9. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-6. Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.

7. Exit interviews have shown that the typical graduating senior has adequate communication skills, and demonstrates appropriate behavior in a formal interview situation. The seniors expressed a general level of satisfaction with the courses and had no suggestions for additions or deletions.

8. All alumni surveys received so far have expressed a general satisfaction with the program.

9. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

B. Outcomes particular to Business Information Systems

1. Have acquired at least limited proficiency in a programming language and several software packages, beyond spreadsheets and word processing.
2. Understand the basic principles and concepts of business systems analysis, systems design, and data communications.
3. Apply the above knowledge analogously to other areas of human endeavor.
4. Critically analyze complex information systems, issues, and problems.

Processes to assess the outcomes applicable to Business Information Systems

1. BIS majors take 2 programming courses (Visual Basic) in the Computer Science Department and develop skills in SQL, HTML and Java Script in the Data Resource Management and Decision Systems Management courses. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
2. Majors take a course in Business Systems Analysis and Design and in Telecommunications. Passing grades in these courses will indicate an adequate or higher level of skills in this area.
3. The Information Systems Topic course (CISM4390) is a project course involving the application of IS concepts to a practical applications. A passing grade in this course will indicate an adequate or higher level of skills in this area.
4. All major courses address this outcome to some extent. In addition, Business Process Redesign (CISM3350) and Information Systems Topics (CISM4390) require a comprehensive analysis of information systems, issues and problems. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
5. Exit interviews by the Chair will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
6. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
7. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-4. Course requirements have been rigidly enforced. Some students were allowed to substitute the Visual Basic programming courses with other programming courses because Visual Basic was only being offered once a year.

5. Exit interviews have shown that the typical graduating senior is happy with the BIS curriculum. Some requests were made for more "hands-on" experience. Several students complained that the Visual Basic courses failed to provide the programming skills that they needed for later courses. This information will be given to the Computer Science Department.

6. All alumni surveys received so far have expressed a general satisfaction with the program. All respondents would recommend the program to others.

7. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

C. Outcomes particular to Management

1. Understand in depth the human resource aspects of an organization, including regulation, labor and staffing.
2. Analyze regulatory, legal, and accounting issues with insight and command of both context and detail.
3. Have acquired specialized knowledge in three areas of business. (GT)
4. Have acquired knowledge and skills in several specific areas of Human Resource Management. (HR)
5. Can integrate computer technology in all areas of Human Resource Management. (HR)
6. Have the ability to apply international management considerations in relevant areas of business decision-making. (INT)
7. Have the ability to apply specialized knowledge in the design of business processes, manufacturing processes, and advanced technology and innovation management. (TT)

Processes to assess the outcomes applicable to Management

1. Management majors take Organization Theory and Behavior (MGNT3605) and Human Resource Management (MGNT4620). Passing grades in these courses indicate adequate or higher level skills in these areas.
2. Passing grades in MGNT4620 and ACCT4202 will indicate adequate or higher levels of skills in these areas.
3. Passing grades in the three Management Selectives will indicate adequate or higher levels of knowledge and skill in the applicable areas covered in items 3, 4, 5, 6 and 7.
4. Exit interviews by the Chair will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes

Results of assessment process

1-3. Course requirements have been rigidly enforced.

4. Exit interviews have shown that the typical graduating senior is happy with the Management curriculum. There were no significant suggestions for change in the program.

5. All alumni surveys received so far have expressed a general satisfaction with the program. All respondents would recommend the program to others.

6. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

D. Outcomes particular to Technology Support Systems

1. Understand the basic concepts and principles of desktop publishing, document processing and web design.
2. Demonstrate competency in the concepts, principles and components of support systems applicable to technology.
3. Understand basic concepts and principles of telecommunications.
4. Prepare and deliver business presentations.

5. Understand basic concepts and principles of human resource management.

Processes to assess the outcomes applicable to Technology Support Systems

1. Successful completion of ABED3104 and 3106 will indicate adequate levels of skills in desktop publishing, document processing and web design.
2. Successful completion of ABED 4182 and 4186 will demonstrate competency in support systems.
3. Successful completion of CISM4330 will indicate adequate levels of skills in telecommunications.
4. Successful completion of MGNT 3617 will demonstrate ability to prepare and deliver business presentations.
5. Successful completion of MGNT 4620 will indicate an adequate level of understanding of human resource management.
6. Exit interviews by the Chair will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
7. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
8. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-5. Course requirements have been rigidly enforced.

6. During the exit interviews the graduating seniors were happy with the Technology Support Systems curriculum. There were no significant suggestions for change in the program.

7. No alumni surveys have been received so far for this major.

8. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

E. Outcomes particular to the Bachelor of Science in Business Education

1. Demonstrate competency in the knowledge of business organizational structure and function.
2. Demonstrate competency in the knowledge and skills of accounting.
3. Demonstrate competency in the knowledge of the philosophy and purposes of vocational education.
4. Demonstrate competency in the application of problem-solving skills in business.
5. Demonstrate competency not only in basic concepts of business computer applications (word processing, desktop publishing, spreadsheet, database, and graphics) but also in the knowledge of management information systems.
6. Demonstrate competency in keyboarding, business communication skills, and office systems and technologies.
7. Demonstrate competency in the knowledge of business mathematics and business law.
8. Demonstrate competency in the knowledge of economic theory and systems, including consumer economics.
9. Can employ instructional strategies to address each of the teaching areas in business education.
10. Can employ effective evaluation methods in business education courses.
11. Can work competently with exceptional children and adults.

12. Can effectively use technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Bachelor of Science in Business Education

1. Passing grades in the Area F core courses will indicate an adequate or higher level of skills in accounting, business computer applications, business law, and economic theory and systems.
2. Passing grades in the Business Junior Core will indicate an adequate or higher level of skills in the areas of business organizational structure and function, problem-solving skills, knowledge of management information systems, business communication, and business mathematics.
3. Completion of the major courses in Business will indicate an adequate or higher level of skills in word processing, desktop publishing, office systems and technologies and the use of technology for the purpose of enhancing classroom instruction.
4. Completion of the Education course requirements will indicate an adequate or higher level of skills in the philosophy and purpose of vocational education, instructional strategies, effective evaluation methods, and working with exceptional children.
5. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
6. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
7. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-4. Course and program requirements have been rigidly enforced.
5. During exit interviews, graduating seniors were satisfied with the Business Education curriculum, instructional delivery mechanisms, facilities and equipment, exposure to diversity, education received, and professors. No significant suggestions for change were given.
6. Alumni surveys will be administered beginning Fall of 2002.
7. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

F. Outcomes particular to the Master of Science in Business Education

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting research study in business education.
4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.
5. Employ effective evaluation methods in business education courses.
6. Work competently with exceptional children and adults.
7. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Master of Science in Business Education

1. Successful completion of the business content courses will insure adequate levels of skills in the teaching areas in business education and in basic computer proficiency.
2. Successful completion of the graduate business education courses will insure adequate levels of skills in research, evaluation and testing and the use of technology for enhancing classroom instruction.
3. Successful completing of the College of Education graduate courses will insure adequate levels of skills in instructional strategies and working with exceptional children and adults.
4. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-3. Course and program requirements have been rigidly enforced.
4. During exit interviews, graduating students were satisfied with the Business Education curriculum, instructional delivery mechanisms, facilities and equipment, exposure to diversity, education received, and professors. No significant suggestions for change were given.
5. Alumni surveys will be administered beginning Fall of 2002.
6. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

G. Outcomes particular to the Specialist in Business Education

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting advanced research study in business education, designing advanced research techniques, and applying research to the classroom to improve instructional techniques and teaching methodologies.
4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.
5. Apply critical thinking skills to improve leadership capabilities.
6. Employ effective evaluation methods in business education courses.
7. Work competently with exceptional children and adults.
8. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Specialist in Business Education

1. Completion of the Master of Science in Business Education insures adequate skills in outcomes 1, 2, 4, 5, 7 and 8.
2. Completion of courses will insure adequate skills in conducting advanced research study, designing advanced research techniques, applying research to the classroom, and applying critical thinking skills to improve leadership capabilities.
3. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.

4. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
5. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

Results of assessment process

1-2. Course and program requirements have been rigidly enforced.
3.   During exit interviews, graduating students were satisfied with the Business Education curriculum, instructional delivery mechanisms, facilities and equipment, exposure to diversity, education received, and professors. No significant suggestions for change were given.
4. Alumni surveys will be administered beginning Fall of 2002.
5. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

H. Outcomes specific to the **Masters of Business Administration (MBA)** The processes and results of assessment are addressed by the MBA coordinator.

1. Be able to communicate effectively
2. Be able to think and act strategically
3. Be aware of the role of technology
4. Be able to integrate all relevant knowledge
5. Be committed to life long learning
6. Be able to make decisions under conditions of uncertainty
7. Be committed to high ethical standards
8. Be well grounded in the core areas of business
9. Be aware of global issues
10. Have analytical and problem solving skills
11. Have leadership skills
12. Have demonstrated high quality work

V.   **General Statement of Department Condition (see Definitions)**

The condition of the Department of Management and Business Systems is good. The research productivity of the faculty was very high, with 24 peer-reviewed articles and a large number of other research related products. Our involvement in activities that provide service to the institution was also very high, with our faculty members serving on 64 committees during the course of the year.

I was particularly pleased with the results of the interviews with graduating seniors. Everyone had positive things to say about the program and about the faculty. There was very little negative feedback.

While the number of majors in the department has stayed about the same, the overall enrollment in our courses has continued to increase. We would not be able to meet the demand without the two temporary instructor positions that we have had for the past two years, and without the use of adjunct instructors. We need to consider making the instructor positions permanent and adding an additional tenure track position. We also need additional administrative help. The number of majors and faculty members in the department is large enough to justify two secretaries, and we have only one.

We will review the Technology Support Systems program during the next year to determine if it is still viable.

VI. **Notable Departmental Achievements**

A. Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field

One-hundred percent of all Business Education graduates (undergraduate and graduate) received teaching certification.

We are receiving information concerning licensing and certification from alumni surveys, but the number of responses is currently too small to report a reliable percentage.

B. Proportion of graduating students going on to graduate or professional schools

We are receiving information concerning students going to graduate schools from alumni surveys, but the number of responses is currently too small to report a reliable percentage.

C. Types of Licensure

Business Education majors seek certification as public school teachers.

Management graduates often seek certification in one or more of the following areas:

1. The American Production and Inventory Control Society (now known as APICS—The Educational Society for Resource Management.) has 2 certification programs. Managers meeting the criteria can be Certified in Production and Inventory Management (CPIM) and Certified in Integrated Resource Management (CIRM).

2. The National Association of Purchasing Management offers certification as a Certified Purchasing Manager.

3. The Society for Human Resource Management (SHRM) offers certification exams at two levels: Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR).

Business Information Systems graduates can seek certification in a number of technology related areas. The most common IS certification programs are those offered by Microsoft, Oracle and CISCO.

1. CISCO offers several levels of certification in the areas related to networking and communication.

2. Microsoft has 9 different certifications related to their various product areas.

3. Oracle offers several levels of certification for database managers.

D. How does the department prepare students for Licensure?

None of the courses are specifically designed to prepare a student for certification. However, many of the support courses and most of the major courses provide instruction related to some area of certification.

E. Other notable achievements

Several of our students were involved in research activities during the year, and there were some notable accomplishments. Christian Jett won the Big Night competition with the presentation of her research on conflict management. Dr. Pearce supervised her research. Melissa Moody and Aletha Montgomery participated in research that led to the publication of

an article in the GBEA Journal, and Bunny Hager and Rachel Foster completed a project that resulted in a presentation (published in Proceedings) at a professional conference. Dr. Hubbard sponsored these projects.

VII.   **Student Achievements**

A.   Total Published Research Papers   2

B.   Total Presentations   2

C.   Total Internships   6

D.   Total Co-Ops   0

E.   Total Scholarships   7

F.   Total Fellowships   0

G.   Total Recipients of Notable Awards   1

H.   Other notable achievements   4

VIII.   **Faculty/Staff Productivity**

A. Teaching

1. Total New Course Developments   17

2. Total Faculty Teaching Honors Courses   0

3.   Percent of Faculty involved in Academic Advisement   100%

B.   Research/Productivity

1. Total Books and Monographs   0

2. Total Book Chapters   1

3. Total Peer Review Articles   23

4. Total Other Shorter Works   7

5. Total Paper Presentations   8

6. Total Other Presentations   20

7. Total In-House Publications   2

8. Total Journal Editor/Reviewer   14

9. Total Book Chapter Editor/Reviewer   0

10. Total offices Held in Professional Organizations   0

11. Total Presenter in Professional Programs   1

12. Total Chair/Discussant in Professional Programs   1

13. Total Participation in Honors Organizations   0

14. Research Awards
     (e.g., best paper, best research study)   1

15. Other Contributions not mentioned above   3
     (please specify) see table

C. Grants

1. Grant Proposals Submitted   1

2. Grant Proposals Funded   1

3. Total Grant Dollars Funded $20,000

4. Other Grant/Awards –i.e., gifts, contracts,   0
    fellowships (please specify)

D. Service Activities

1. Student Organization Advisement   6

2. Committee Chair Assignments   0

3. Service on Department Committees   8

4. Service on RCOB Committees   11

5. Service on University Committees   36

6. Service on System-wide Committees   3

7. Consulting Assignments   21

8. Professional Development Hours   66

9. Other Service Activities Not Included Above   41
    see table

IX.   New Degree Programs /New Emphases/New Tracks/etc.

Preliminary work has been completed that will lead to the establishment of an entrepreneurship track within the Management degree program.

X.   Items Not Mentioned in I-IX Above:

None

VII. Student Achievement Activities

Published Research Papers	Presentations	Internships	Co-ops	Scholarships	Fellowships	Notable Awards	Other Notable Awards
4	2	6	0	7	0	2	0

1. Chane Marcia Riley and Jason Kauffman received the Charles Cox Scholarship.
2. Michael G. Bruner received the Gibson/Overton/Peete Scholarship.
3. Christie Lee received the Earline J. Powers Scholarship.
4. Kennel Phillips received the Henry M. Cameron Scholarship.
5. Michelle Turner received the Frank Hunsicker Award.
6. Heather H. Worley received the Goldkist of West Georgia Scholarship.
7. Christian Jett won the Big Night Competition.
8. Melissa Moody and Aletha Montgomery participated in research that led to the publication of an article in the GBEA Journal.
9. Bunny Hager and Rachel Foster completed a project that resulted in a presentation (published in Proceedings) at a professional conference.

Faculty/Staff Productivity
   A. Teaching

	New Course Development	Faculty Teaching Honors Courses	% of Faculty Involved in Academic Advising	Teaching Awards	Other Teaching Recognition
Carr, James	2	0	🗨	0	
Crews, Tena	4	0	🗨	1	
Gainey, Thomas	1	0	🗨	0	
Gaytan, Jorge	2	0	🗨	0	
Hovey, David	0	0	🗨	0	1
Hubbard, Joan	2	0	🗨	0	
Lankford, William	1	0	🗨	0	
North, Alexa	1	0	🗨	0	
Padgett, Thomas	2	0	🗨	0	
Parsa, Faramarz	0	0	🗨	0	
Pearce, Robert	0	0	🗨	0	
Turner, Douglas	2	0	🗨	0	
Zachary, Mary-Kathryn	0	0	🗨	0	2

*

Hubbard – accepted to Georgia University System European Council Program.
Zachary – Completed extensive course related research and received numerous correspondence from students praising her teaching abilities.

B. Research/Scholarship/Intellectual Contributions

	Books & Mono-graphs	Book Chapters	Peer Reviewed Articles	Non-Refereed Articles	Proceeding Papers	Other Paper Presentations	In-House Publications	Journal/ Editor/ Reviewer	Book Chapter Editor/ Reviewer	Offices Held in Professional Organizations	Presenter In Professional Programs	Chair/ Discussant in Professional Programs	Participation in Honors Organization	Research Awards	Other Contributions
Carr						1									
Crews			3	2	3	6		2						1*	
Gainey		1	2			2		6							1**
Gaytan						7									
Hovey															
Hubbard				5		2									
Lankford								1							2***
North			3		2							1			
Padgett							2								
Parsa					1										
Pearce			1												
Turner			3					2							
Zachary			11		2	3		3							

*Crews: Delta Pi Epsilon Alton B. Parker Liles award.
**Gainey: Certified Professional in Human Resources.
***Lankford: Reaccredited as C.P.M and A.P.P.

C. Grants

	Grants Proposals Submitted	Grant Proposals Funded	Total Grant Funded	Other Grant Awards
Carr				
Crews		1	20,000	
Gainey				
Hovey				
Hubbard				
Lankford				
North				
O'Malley				
Padgett				
Parsa				
Pearce				
Turner				
Zachary				

D. Service Activities

	Student Organization Advisement	Committee Chair Assignments	Service on Dept Committee	Service on RCOB Committee	Service of University Committee	Service on System-wide Committee	Consulting Assignments	Professional Development Hours	Other Service Activities
Carr	1				1				1
Crews			3	1	5		10		
Gainey			1	2	1		1		5
Gaytan	1				6	2	3	50	1
Hovey									17
Hubbard					3				7
Lankford			1	2	8			16	
North				1	1				1
Padgett				2	2	1			
Parsa				1	1				
Pearce			1		3		2		1
Turner	1			1	1				
Zachary	1		2	1	4		5		9

Other Contributions
*

Dr. Carr—Helped Continuing Education develop HR certification program.
Dr. Gaytan-Director of Business Education
Dr. Gainey –Continuing Education sessions and involvement in several community activities.
Dr. Hovey – Director of New Business Ventures
Dr. Hubbard –Member of organizations outside UWG and director of student research projects
Dr. Pearce – Organized Big Night
Dr. Zachary – Various service contributions

Enrollment Data Annual Report 2001-2002				
	1998-1999	**1999-2000**	**2000-2001**	**2001-2002**
Student Credit Hours	10,490	12,324	12,693	13,223
No. enrolled in classes	3500	4118	4248	4407
MAJORS				
Management				
Pre-majors	252	269	283	252
Majors	88	162	188	219
Business Info. Sys.				
Pre-majors	136	152	174	129
Majors	48	85	101	117
Technology Sup. Sys				
Pre-majors	22	16	19	13
Majors	12	25	9	5
Business Education				
Pre-majors	20	58	15	25
Majors	38	8	50	69