

State University of West Georgia

Annual Report Measures

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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 and 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 and 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. Funds were raised from the sales of faculty produced course materials that allowed a greater level of participation in professional and academic organizational activities than would have been possible with the reduced travel budget. This resulted in a high level of research/scholarship/intellectual activities, as shown in the attachments.
2. We continued to maintain a significant presence in high schools through the Business Education Internship program, which had a total of 28 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. A training session was conducted at the beginning of the school year to bring the faculty up to speed on current issues for advising.
5. A Department Web page was developed by Dr. Gainey and Liz Runyan that provides advising assistance to students .
6. The continuing efforts of Dr. Guytan in the recruitment of high quality Business Education majors resulted in a further increase in Business Education majors

The overall number of majors and pre-majors in our degree programs increased by about 5%, with the Business Information Systems decreasing, and all the others increasing. The decline in BIS is probably due to the problems encountered by the technology related industry over the past three years. The current total number of majors is more than twice that of any other department, and represents a greater administrative workload than is desirable for one department head and one secretary. Our future efforts with respect to goal 1 should be to focus on increasing quality rather than increasing numbers. We should also consider splitting the department or increasing the administrative support so that the administrative needs of the students could be better served.

Majors and Pre-Majors			
	Fall 2001	Fall 2002	Percentage Change
Technology Support Systems	18	21	+16%
Business Education	78	100	+28%
Business Information Systems	265	240	-9%
Management	472	515	+9%
Total	833	876	+5%

Goal 2

- 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, won this year by Dr. Zachary. Student evaluation results show that the department faculty, in general, is very well received in the classroom.
- All faculty members participated in the advising process, which lasted for a month during each semester. The team approach that was introduced last year was used again this year, and we were pleased with the results.
- We have continued to offer a substantial number of on-line courses. A total of 25 course sections (up from 18 last year) were at least 50% on-line. This provides additional opportunities for non-traditional students who have difficulty meeting regularly scheduled classes.
- Class schedules are developed with both traditional and non-traditional students in mind. When possible, 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.
- Students are encouraged to pursue internship and co-op opportunities. Bill Hargrave continues as the co-op/internship monitor for the department. A total of 12 students participated in internships and co-ops in 2002-2003.
- 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. Cameron	Kennel Phillips	\$ 200
Frank Hunsicker	Michelle Turner	\$ 450
Goldkist of West Georgia	Heather H. Worley	\$ 500
- 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. As part of the preparations for the recent SACCS visit, all course syllabi were reviewed to insure that course learning objectives/outcomes supported the curriculum learning outcomes for the degree programs.

A formal program review was conducted by the Business Information Systems faculty. Dr. Lankford chaired the review committee. Some key findings of the committee were as follows:

- a. The current curriculum follows the published criteria defined jointly by the Association for Computing Machinery, the Association for Information Systems, and the Association of Information Technology Professionals for a program in information systems.
- b. Several weaknesses were identified, the most significant of which were the shortage of faculty and limited resources. These weaknesses will provide a basis for future planning.
- c. The committee recommended the renaming of the program from Business Information Systems (BIS), to Management Information Systems (MIS).
- d. A number of opportunities and threats were identified, and these will be valuable considerations when planning for the future.

The full report can be viewed on the Department Web site.

A formal review of the Management Program was also begun, with Dr. Carr as the head of the committee. Most of the Committee's focus to date has been on a review of the objectives of the program, and a tentative list of changes has been developed. This study will continue in the Fall.

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	Continued work on the pay and benefits survey of SHRM -Atlanta membership	MGNT4620 MGNT4681
Dr. Gainey	Article on temporary employment and on article and two papers on outsourcing..	MGNT4620
Dr. Gaytan	Several articles and papers on multimedia, technology, assessment, Web-based instruction, and recruitment.	ABED6100 ABED4117 ABED4586-88
Dr. Hovey	Continued research on ISO9001 certification requirements. Completion of Quality Auditor certification.	MGNT3618 MGNT4660
Dr. Lankford	Research on e-commerce	CISM4330
Dr. North	Articles on technology, interpersonal and communication skills.	ABED3100 ABED4537
Dr. Parsa	Paper on planning in small exporting firms.	MGNT3615 MGNT4660
Dr. Pearce	Research on case-based structured conflict and organizational conflict.	MGNT4660 MGNT4625

Dr. Turner	Articles on computer self-efficacy and the teaching of telecommunications.	CISM3330 CISM4310 CISM4390 CISM6331
Dr. Zachary	Numerous research efforts relating to several topics in the area of legal environment and business law.	BUSA2106 MGNT4626 MGNT4630 MGNT4640

3. Exit interviews were conducted for all graduating seniors during the current year. 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 with previous years. 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.

As in the previous year, some BIS majors wanted more information about the kinds of jobs they might expect their degree to prepare them for, and they wanted more “hands-on” work, especially in the telecommunications course. We expect that changes that were made in the CISM3350 course and the establishment of a network lab for CISM4330 will address these needs for future classes.

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 a module on virtual and inter-cultural teams.
Dr. Gaine	Developed and supervised an honors class in human resource management
Dr. Gaytan	Developed a project-based approach in the Advanced Business Communications class.
Dr. Hovey	Purchased and installed “Business Plan Pro” for students to use in developing their business plans..
Dr. Hubbard	Developed ABED6106 as in Internet-based course.
Dr. Lankford	Developed a networking lab to give students “hands on” experience in the Telecommunications course.
Dr. North	Developed an “applied work experience” graduate course to meet the expressed needs of teachers, work-study programs, and their secondary school students.
Dr. Parsa	Used WebCT as an instructional component of his courses

Dr. Pearce	Completed a text for use in MGNT4660.
Dr. Turner	Conducted several independent study projects for BIS students.
Dr. Zachary	Conducted extensive research on Native American culture and law for use in her legal environment and law classes.

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 expertise with others.

Goal 5

1. The Upper Division Admission Policy continues to be rigorously enforced 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 31 peer-reviewed articles were published by department faculty members during the year. This is an increase of 7 from the previous year. In addition, 67 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 provided \$400 to all faculty members for professional support. We also provided \$1,500 for travel related to professional development to all faculty meeting the criteria outlined the Department Policy for the Allocation of Travel Funds. In addition, Dr. Turner won an RCOB research award of \$1,500, Dr. Hubbard and Dr. Pearce won \$600 awards for sponsoring student research, and Dr. Pearce shared an award of \$2,700 for program development (international program).

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 exist 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 and 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 (or equivalent), 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. An alumni survey was conducted during the Fall semester for the Management and Business Information System majors. The survey asked questions about additional degrees, certifications, type of employment, salary, and level of satisfaction with the degree.
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 additional courses or deletion of existing ones.
8. The alumni surveys for the management and BIS majors (194 responses), indicated that 84% of the graduates felt that their degree was helping them attain their career objectives, 77% said that their degree has prepared them for their job as well as similar degrees from other institutions, and 93% said that they would recommend their degree program to others. Most of the negative responses to these questions were from recent graduates who had not yet found a job. These results indicate that a high percentage of our graduates are satisfied with the way that West Georgia has prepared them for their jobs.
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. The alumni survey referenced above had 94 responses from BIS majors and provides information about levels of satisfaction with the program and 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.
8. A committee was appointed to review the BIS program, and Dr. Lankford was named as Chair.

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. The Computer Science Department has replaced the instructor for the Visual Basic courses, and we expect that this will improve the quality of instruction that is being provided.
6. In the alumni survey for the BIS majors, 78% said that their degree was helping them attain their career objectives, 64% said that their degree had prepared them for their job as well as similar degrees from other institutions, and 93% said that they would recommend their degree program to others. Most of the negative responses came from people who were having trouble finding jobs, and this seems to have been a more severe problem for the BIS majors than for the Management majors. Fourteen of the 94 responses (15%) reported that they had obtained some form of professional certification in their area. This is an encouraging statistic, considering that a fairly large portion of the responses were from recent graduates.
7. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.
8. See the discussion of the BIS program review under Department goal 3(1).

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. The alumni survey referenced above had 100 responses from Management majors and provides information about levels of satisfaction with the program and 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
7. A committee was appointed to assess the Management Program, and Dr. Carr was appointed as the Chair.

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. The alumni surveys from the management graduates show a higher level of satisfaction with the degree than the BIS responses showed. Ninety percent said that their degree was helping them attain career objectives, 88% said their degree prepared them as well as similar degrees from other institutions, and 94% said they would recommend the degree program to others. Twelve percent said they had achieved some form of professional certification.
6. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.
7. The Committee produced a revised list of learning outcomes for the program, and will continue the study in the Fall.

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. There have not been enough graduates from this program to warrant a separate alumni survey, and none have been received so far from the surveys given to graduating senior during the exit interviews..
8. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.
9. Because of the low number of graduates, the viability of this program will be reviewed during the coming year.

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 and the Business Teacher Education Advisory Council 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. No alumni surveys were administered to business education graduates during the year.
7. Discussions with members of the Board of Advisors and the Business Teacher Education Advisory Council 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. No alumni surveys were administered during the year.
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 and the Business Teacher Education Advisory Council 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. No alumni surveys were administered during the year.
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 31 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 over 75 committees and other service activities during the course of the year.

I continue to be pleased with the results of the interviews with graduating seniors. There were many positive things said about the program and about the faculty. There was very little negative feedback.

The number of majors in the department increased by 5 percent. We were particularly hard-pressed to meet our demand in the Spring of this year because of the permanent loss of one BIS in mid year and the temporary loss of an instructor to the war in Iraq. We had to make an emergency hire of a temporary instructor, make last-minute changes in teaching assignments, and place over 250 students in one on-line CISM3330 course to get through the semester. We are currently trying to hire a permanent replacement for the BIS professor that we lost, but may have to fill the position with a temporary hire. 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.

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.

Twelve percent of management majors reported that they passed professional certification exams.

Fifteen percent of BIS majors reported that they passed professional certification exams.

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

About 4% of the Management and BIS majors reported the completion of an advanced degree.

- C. Types of Licensure

Business Education majors seek certification as public school teachers.

Management graduates reported seeking certification in one or more of the following areas: Just In Time, Real-Estate, Senior Professional in Human Resources, Cisco Certified Networks Associate (CCNA), Computing Technology Industry Association, Certified Public Accountant, and Certified Internal Auditor.

Business Information Systems graduates can seek certification in a number of technology related areas. The areas reported include Microsoft Networking, CCNA, ITM Project Plus, Microsoft Certified Systems Administrator, Microsoft Certified Professional (MCP), Engineer Webmaster, Certified Fundraising Executive, and Cisco Checkpoint.

- 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

VII. Student Achievements

A. Total Published Research Papers	0
B. Total Presentations	0
C. Total Internships	6
D. Total Co-Ops	6
E. Total Scholarships	3
F. Total Fellowships	0
G. Total Recipients of Notable Awards	3

H. Other notable achievements 0

VIII. Faculty/Staff Productivity

A. Teaching

1. Total New Course Developments 17
 2. Total Faculty Teaching Honors Courses 3
 3. Percent of Faculty involved in Academic Advisement 100%

B. Research/Productivity

1. Total Books and Monographs 2
 2. Total Book Chapters 0
 3. Total Peer Review Articles 31
 4. Total Other Shorter Works 3
 5. Total Paper Presentations 8
 6. Total Other Presentations 19
 7. Total In-House Publications 2
 8. Total Journal Editor/Reviewer 21
 9. Total Book Chapter Editor/Reviewer 2
 10. Total offices Held in Professional Organizations 0
 11. Total Presenter in Professional Programs 3
 12. Total Chair/Discussant in Professional Programs 3
 13. Total Participation in Honors Organizations 0
 14. Research Awards (e.g., best paper, best research study) 2
 15. Other Contributions not mentioned above (please specify) see table 4

C. Grants

1. Grant Proposals Submitted 1
 2. Grant Proposals Funded 0
 3. Total Grant Dollars Funded 0
 4. Other Grant/Awards –i.e., gifts, contracts, fellowships (please specify) 0

D. Service Activities

1.	Student Organization Advisement	3
2.	Committee Chair Assignments	7
3.	Service on Department Committees	16
4.	Service on RCOB Committees	9
5.	Service on University Committees	40
6.	Service on System-wide Committees	0
7.	Consulting Assignments	27
8.	Professional Development Hours	68
9.	Other Service Activities Not Included Above see table	72

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 F-IX Above:

None

VII. Student Achievement Activities							
Published Research Papers	Presentations	Internships	Co-ops	Scholarships	Fellowships	Notable Awards	Other Notable Awards
		6	6	3		3	

1. Chane Riley received the Charles Cox Scholarship.
2. Lauren Holt received the Hgu G. Richards Memorial Scholarship.
3. Jason Kauffman received the Frank Hunsicker Award
4. Travis Roberts received the BIS Honors award
5. Heather Worley received the Business Education Honors Award
6. Jerry Smith received the NBEA Award.

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	0	0	100	0	
Gainey, Thomas	1	0	100	0	
Gaytan, Jorge	0	0	100	0	1
Hovey, David	1	0	100	0	
Hubbard, Joan	1	0	100	0	
Lankford, William	2	0	100	0	
North, Alexa	1	0	100	0	
Padgett, Thomas	1	0	100	0	
Parsa, Faramarz	0	0	100	0	

Pearce, Robert	0	0	100	0	
Turner, Douglas	1	0	100	0	
Zachary, Mary-Kathryn	0	0	100	0	2

*

Gaytan – Selected for Who’s Who Among America’s Teachers. Mentioned in Public Relations survey.

Hubbard – accepted to Georgia University System European Council Program.

Zachary – Completed extensive course related research and received numerous correspondences 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	1		2		10	1			1			1*
Gaytan			5			7									
Hovey														1*	1*
Hubbard			3		1						3				
Lankford								1							
North			3			2						1			1*
Padgett							2								
Parsa					2							1			
Pearce			1												
Turner			1		1			5	1						
Zachary			14		1	2		3							

*Gainey: Editorial Board for Journal of Management and SAM Advanced Management Journal

*Carr: Completed on-line Pay and Benefits survey.

*North: Research Awards Committee, Delta Pi Epsilon

*Hovey: Named Small Business Research Advocate of the Year for Georgia and Southeastern U.S. by SBA

C. Grants				
	Grants Proposals Submitted	Grant Proposals Funded	Total Grant Funded	Other Grant Awards
Carr				
Gainey				
Hovey	2	1	1000	
Hubbard				
Lankford				
North				
O'Malley				
Padgett				
Parsa				
Pearce				
Turner				
Zachary		1	1500	

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	1				
Crews			3	1	5		10		
Gainey	1	1	3		2		1		8
Gaytan		1	1		10			*	3
Hovey			1						27
Hubbard	1	1			2				8
Lankford			1		5			68	
North					2				5
Padgett				2	2				
Parsa				1	1				
Pearce			1		3		2		1
Turner		2	2	2	2				2*
Zachary	1	1	3	2	5		14		18

*Dr. Gaytan: Attended 4 conferences related to business education

Other Contributions

*

Dr. Gaytan-Director of Business Education

Dr. Gainey –Continuing Education sessions and involvement in several community activities.

Dr. Hovey – Director of New Business Ventures, numerous consulting and community service activities

Dr. Hubbard –Member of organizations outside UWG and Advisor to Alpha Kappa Psi

Dr. Pearce – Organized Big Night

Dr. Turner – Participated in the Festival of Majors, and the Teach at the Beach Expo

Dr. Zachary – Various service contributions

Enrollment Data Annual Report 2002-2003

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Student Credit Hours	10,490	12,324	12,693	13,223	14,580
No. enrolled in classes	3500	4118	4248	4407	4,862
MAJORS					
Management					
Pre-majors	252	269	283	252	255
Majors	88	162	188	219	260
Business Info. Sys.					
Pre-majors	136	152	174	129	116
Majors	48	85	101	117	124
Technology Sup. Sys					
Pre-majors	22	16	19	13	18
Majors	12	25	9	5	5
Business Education					
Pre-majors	20	58	15	25	20
Majors	38	8	50	69	80