

State University of West Georgia

Annual Report Measures

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1: Departmental Mission/Vision Statement

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.

2: Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

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. Increase our presence in high schools through the Business Education Internship program.
3. Actively support University visitation/orientation activities.
4. Improve the efficiency and effectiveness of the advising process.
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.

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 continue to be raised from the sales of faculty produced course materials and from Business Education transcript evaluation. This contributed to a high level of research/scholarship/intellectual activities, as shown in the attachments.
2. We increased our presence in high schools through the Business Education Internship program. There were 46 interns during the year, an increase of 16 from the previous 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 Director of Management position was created, and Dr. Hovey was appointed to the position. The Director will assume advising duties for Management majors, reducing the workload of the Department Chair. In addition, a new secretary position was authorized and filled, providing more help for advising and other administrative requirements.
5. 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 decreased slightly due to the decline in the number of MIS pre-majors and majors, but still remained at more than twice that of any other department.

Majors and Pre-Majors			
	Fall 2002	Fall 2003	Percentage Change
Technology Support Systems	21	14	-33%
Business Education	100	126	+26%
Management Information Systems	240	172	-28%
Management	515	557	+8%
Total	876	869	-.8%

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, won this year by Dr. Guytan. Student evaluation results show that the department faculty, in general, is very well received in the classroom.

2. All faculty members participated in the advising process, which lasts for a month during each semester. Advising was made more efficient this year with the new secretary assuming the record keeping load for the MIS and Business Education students and the Director of Management assuming approval responsibility for the Management majors.
3. We have continued to offer a substantial number of on-line courses. At total of 23 course sections were at least 50% on-line. This provides additional opportunities for non-traditional students who have difficulty meeting regularly scheduled classes.
4. 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.
5. Students are encouraged to pursue internship and co-op opportunities. Bill Hargrave continues as the co-op/internship monitor for the department. In 2003-2004, a total of 6 students participated in internships for which college credit was awarded.
6. Scholarships and awards were given to the following Individuals:

Charles Cox Scholarship	Allison Diann Thrash	\$1000
Frank Hunsicker Award	Angelina Runyan	\$ 450
Rufus M. Dixon Scholarship	Michael Hollingsworth	\$ 250
Information System Award	Katrina Nikolov (no monetary award)	
Business Education Award	Jerry Smith (no monetary award)	

7. The sponsorship for the Association of Information Technology Professionals (AITP) was taken over by Brad Prince, who is currently looking at possible activities that will increase participation. The student chapter of the Society for Human Resource Management (SHRM) was disbanded during the year because of a lack of support from the Atlanta SHRM chapter. To take its place, a new organization for all management majors was established by Dr. Gainey.

Goal 3

1. As part of the preparations for the upcoming AACSB visit, all course syllabi are being reviewed to insure that course learning objectives/outcomes support the curriculum learning outcomes for the degree programs.

A formal program review was conducted by the Management faculty. Dr. Carr chaired the review committee. The key results of the committee are as follows:

- a. The learning goals for the Management Major were reviewed and revised to reflect the current needs of Management graduates. These changes will be submitted for inclusion in the next catalog revision cycle.
- b. Because of the current emphasis on global business issues, the International Management course was added as a requirement for all Management majors, in place of the Managerial Accounting course. The accounting course was moved to the group of courses that can be taken as one of the three management electives.
- c. The Human Resource Management, International Management and Management of Technology tracks were discontinued. Management majors will still be able to tailor the emphasis of their program through their choice of Management electives.

d. Three courses (MGNT3616, MGNT4681 and CISM3350) were deleted from the list of Management electives. The Management courses were also deleted from the catalog since it was not anticipated that they would be taught in the foreseeable future.

e. MGNT4620 will be changed to a junior level course, and an advance human resource management course will be added as a Management elective.

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)
Ms. Clenney	Research started on HR topic	MGNT3600
Dr. Gainey	Article and paper on outsourcing..	MGNT4620 MGNT3600
Dr. Gaytan	Articles and papers on Web-based instruction, teacher motivation, technology, and portfolios	ABED6100 ABED4117 ABED4586-88
Mr. Hargrave	Started research on ethics	ABED3100
Dr. Hazari	Research on assessment	ABED6120 ABED6128
Dr. Hovey	Completing requirements for certified Lead Auditor for ISO 9000:2000	MGNT3618 MGNT4660
Dr. Lankford	Articles on e-commerce and supply chain management	CISM4330 MGNT3615
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. The graduates also provided information about jobs. Twenty-two of thirty-five said that they worked most of the time that they attended school. Only 2 said that they currently had the job that they wanted after graduation, and 11 said that they had not yet begun to look for a job. All graduating seniors were given questionnaires to fill out and return after they had found permanent employment.

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. Gainey	Developed an advanced Human Resource Management class and taught it for the first time in the spring semester.
Dr. Gaytan	Developed new ways to integrate technology into his classes using WebCT, the Internet, email, LCD projectors, Smartboard and video streaming.
Dr. Hazari	Developed and taught 2 on-line graduate business education classes.
Dr. Hovey	Developed new learning aides for strategic management, a new system of testing for MGNT 3618, and additional written assignments to develop research and writing skills.
Dr. North	Directed students in individual projects that supported a 12 year longitudinal study.
Dr. Parsa	Attended a workshop on using Internet tools to support his classes.
Dr. Pearce	With a colleague in Marketing, designed a new study abroad program for Management and Marketing majors.
Dr. Turner	Implemented several changes in the Management Information System program.
Dr. Zachary	Developed new lectures dealing with legal issues facing various national or tribal parks and recreation areas.

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 20 peer-reviewed articles were published by department faculty members during the year. In addition, 85 other research/scholarship/intellectual contributions were made. See the summary of research, scholarship and intellectual contributions at the end of the report. 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 members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds. In addition, Dr. Gainey won an RCOB research award of \$1,500.

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.

3: 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. 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.
9. The assessment of the business core is currently a topic of study by a Richards College of Business committee composed of faculty members from each department. This committee will be looking at additional ways of assessing the degree to which program goals are being achieved.

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 Board of Visitors had no suggestions for improving the programs.
9. The RCOB Assessment Committee developed a revised set of program objectives for the BBA degree.

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. This course will also provide a collection of student portfolios reflecting work from all the IS classes which can be assessed by processes external to the course.
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. Products from these courses will be carried forward to the projects course, and can be used for external assessment.
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. Work has begun on the establishment of an MIS advisory board, composed of representatives from various technology focused business organizations in the West Georgia area. This board will provide inputs that will be useful in insuring that we have a current and relevant program.

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. Students completing the first set of major courses are now developing student portfolio materials which will carry forward to subsequent courses. The assessment processes that will be used with the portfolios will be developed in the next academic year.
5. Exit interviews have shown that the typical graduating senior is happy with the BIS curriculum. The “hands on” network lab that was established last year was well received by the students, and there were some suggestions for expanding the activities that use the lab. We are currently in the process of acquiring additional software and equipment that will be installed in the lab when it is moved to Adamson Hall.
6. The initial meeting of the new MIS Advisory board will take place on May 11. So far, 8 individuals have accepted the invitation to attend the first meeting.

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. 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
6. The committee previously appointed to assess the Management Program was continued into the current year, and Dr. Carr remained 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 most recent meeting of the Board of Advisors indicated a general level of satisfaction with the program.
6. The Program Review Committee revised the learning outcomes for the program, and made several substantial changes to the program. These were discussed above, under the results of Department Goal 3.

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.
7. The Board of Visitors had no suggestions for the program.
8. Because of the low number of graduates, the viability of this program was reviewed and the decision made to eliminate the program. Changes to the catalog were submitted and approved, and the program will not longer be listed.

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.
8. Assessment by NCATE will validate the programs.

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. No inputs were received from the Board of Visitors.
8. The NCATE final report had no recommendations for the Business Education Program, indicating that the accreditation standards were being met.

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.
7. Assessment by NCATE will validate the programs.

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. The Board of Visitors had no suggestions for the program.
7. The NCATE final report had no recommendations for the Business Education Masters Program, indicating that the accreditation standards were being met.

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.
6. Assessment by NCATE will validate the programs.

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. The Board of Visitors 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

4: 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 high, with 20 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 100 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 decreased slightly, although total enrollment in our courses increased. We improved our capabilities somewhat with the hiring of an additional lecturer for ABED3100 and MGNT3600, the return of an information systems lecturer from his tour of duty in Iraq, and the hiring of a third lecturer to teach the Legal Environment course. These lecturer positions allow us to teach most of our courses with full time faculty instead of relying of adjunct instructors. We also improved our administrative situation with the hiring of an additional secretary and the creation of the Director of Management position.

Departmental Achievements

5: 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 did not survey Management and MIS alumni this year, so we have no current information about certifications in these areas.

6: Proportion of graduating students going on to graduate or professional schools

We have no current information about this from our majors.

7: 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.

8: 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.

9: Other notable achievements

None

Student Achievements

10: Total Published Research Papers	0
11: Total Presentations	0
12: Total Internships	6
13: Total Co-Ops	0
14: Total Scholarships	3
15: Total Fellowships	0
16: Total Recipients of Notable Awards	2
17: Other notable achievements	0

Faculty/Staff Productivity

Teaching

18: Total New Course Developments	17
19: Total Faculty Teaching Honors Courses	0
20: Percent of Faculty involved in Academic 100%	

Advisement

Research/Productivity

21: Total Books and Monographs	0
22: Total Book Chapters	1
23: Total Peer Review Articles	20
24: Total Other Shorter Works	0
25: Total Paper Presentations	17
26: Total Other Presentations	4
27: Total In-House Publications	5
28: Total Juried Exhibits/Performances	0
29: Total Other Exhibits/Performances	0
30: Total Positions Held in Journal Editing/Review	27
29: Total Book Chapter Editor/Reviewer	6
31: Total Faculty involved in Notable Continuing Education Efforts	2

Public Service:

32: Total participants in Honors Organizations	1
33: Total offices Held in Professional Organizations	2
34: Total Advisors in Student Organizations	5
35: Total Participants in Cooperative Consulting Efforts	0
36: Total System-Wide/UWG Committee appointments	71
37: Total participants in Public Service activities	8
38: Other notable achievements by Faculty	17

Grants/Awards:

39: Total Proposals Submitted	1
40: Total Proposals Funded	1
41: Total Amount Funded	\$1500
42: Total Gifts Generated by Department	\$18200

43: Total Contracts Awarded 0

44: Total Fellowships Awarded 0

45: New Degree Programs or Deletions

The tracks within the Management program were deleted. Students can tailor their programs by the courses they select from the Management Electives.

The Technology Support Major was deleted because of very low enrollments.

46: New Departments of Other New Units; Also Any Restructuring of These

The Center for New Business Ventures was absorbed by the Small Business Development Center, and the Director's job was eliminated.

The Director of Management position was created, and Dr. David Hovey was appointed to that position.

47: Accreditation or Similar Distinction or Renewal

All business programs are accredited by AACSB-International and SACS. The Business Education program is accredited by NCATE, and this accreditation was renewed this year.

48: Other Awards, Distinctions, and Achievements

- 1). Dr. North, GBEA Teacher of the year, and Academic Keys Who's Who
- 2). Dr. Gaytan, RCOB Teaching award, Who's Who
- 3). Dr. Gainey, RCOB Research Award and SGA Teacher of the year
- 4). Dr. Zachary, RCOB Research Award
- 5). Dr. Lankford, RCOB Teaching Award

49: Additional Comments Concerning Your Department

None

50: Give an example of how your department used the assessment of goals and outcomes to change/improve a process.

1). The Management faculty made significant changes in the Management Program, eliminating tracks, changing course requirements and deleting obsolete courses.

2). The Technology Support Systems program was deleted due to a lack of enrollment.

3). Steps were taken to create an Information Systems Advisory Board to help validate the relevance and completeness of the Management Information System program.

Student Achievement Activities

Published Research Papers	Presentations	Internships	Co-ops	Scholarships	Fellowships	Notable Awards	Other Notable Awards
		6	0	3		3	

1. Allison Thrash received the Charles Cox Schorship
2. Michael Hollingsworth received the Rufus M. Dixon Scholarship.
3. Angelina Runyan received the Frank Hunsicker Award.
4. Katrina Nibolov received the Management Information System Award.
5. Jerry Smith received the Business Education Award.

Faculty/Staff Productivity

A. Teaching

Faculty	Innovations/Educational Development/Student Services							
	# of new courses taught (a)	A.1 # of new courses devel. (b)	Course and curri. Innov. (c)	Educ. Mtg./sem. attended (Hrs.)	A.2 Teaching honors courses	A.3 Involved in academic advisement	A.4 Teaching awards	A.5 Other teaching recognitions *
Carr		2	1			✓		1
Clenney	2		3			✓		1,2
Gainey	1	1	3			✓		1,2
Gaytan			2	2		✓	RCOB award, Who's Who	1,2
Hazari	5	5	4			✓		1
Hargrave	1	1	3			✓		1
Hovey			4			✓		1,2
Lankford	2	2	1			✓	RCOB award	1,2
North	1	1	4			✓	GBEA Teacher of the year, AcademicKeys Who's Who	1,2
Parsa			1			✓		1

Padgett						✓		1
Pearce		1	4			✓		1,2
Prince	2	2				✓		1,2
Rooks	2					✓		1
Turner	1	1				✓		1
Zachary			20 (scholarship) 37(development)			✓		1,2
Baird (PT)								1
Christian (PT)								1
Hickman (PT)								1
Johnson (PT)								1
Total	17	16	87	2				

* 1 - Most teaching evaluation ratings in top two categories. 2 - Recognition from former students and/or colleagues.

Research/Scholarship/Intellectual Contributions

Professor	B.1&2 Books/ Chapters	B.3 (***) Peer reviewed Pubs.	B.4 Non- Refer. Pubs.	B.5 Proceedings Pubs. And Papers Presented (Hrs)	B.6 Academic Meetings		B.7 In- house Publica- tions	B.8 Article Reviewer	B.9 Books; Chapter Editor/ Reviewer	B.10 Offices Held in Prof./ Academic Organiza- tions	B.11 Presenter in Prof. Programs (Hrs)	B.12 Meeting Session chair or discussant	B.13 Participa- tion in Honors Organiza- tions
					Other papers presented (Hrs)	Attended (Hrs)							
Carr													
Clenney													
Gainey		1		1		2(32)		19				2	
Gaytan		2		1	4	6 (48)		3		4	4		
Hazari		1				1		1	1				
Hargrave	1					1(8)					1(2)		
Hovey									2				

Lankford		1			2(24)		1					
North		2		2								
Parsa		2		1								1
Padgett					1(16)	3		2				
Pearce						2						
Prince				2								
Rooks												
Turner												
Zachary		11		2	3	3(18)		3	1			3
Baird (PT)												
Christian (PT)												
Hickman (PT)												
Johnson (PT)												
Total	1	20	0	7	10	15	5	27	6	4	4	6

Grants

Professor	Faculty Rank	C.1 Grant Proposals Submitted	C.2 Grant Proposals Funded	C.3 Total Grant Dollars Funded	C.4 Other Grants/Awards/Gifts (*)
Carr	Assistant				\$400 travel grant
Clenney	Lecturer				\$400 travel grant
Gainey	Associate	1	1	\$1,500	\$2000 Travel Grant, \$1000 research award
Gaytan	Assistant				\$2,000 Travel Grant, \$1000 research award
Hazari	Associate				\$400 travel grant
Hargrave	Lecturer				\$400 travel grant

Hovey	Professor				\$400 travel grant
Lankford	Associate				
North	Professor				\$2000 travel grant
Parsa	Assistant				\$400 travel grant
Padgett	Professor				\$2000 travel grant
Pearce	Associate				\$2000 travel grant, \$1000 Intl. Program grant, \$1000 Aubrey Silvey grant
Prince	Lecturer				\$400 travel grant
Rooks	Lecturer				\$400 travel grant
Turner	Assistant				\$2000 travel grant, laptop computer award
Zachary	Professor				\$1500 research grant, \$3000 travel grant

Service Activities

Prof. Name	D.1 Student Organization Advisor	D.2 Comm. Chair	Member of Committee					D.7 Consulting Assignments	D.8 Other Prof. Develmnts. (Hrs.)	D.9 Other Service Activities	(b) Student Recruitment & Support	(c) TOTAL Faculty Develop. (Hrs.)
			D.3 Dept.	D.4 Coll.	D.5 Univ.	D.6 Sys.	Total					
Carr		1	1	1	3		5					
Clenney			1	1			2				4 (40)	
Gainey	1	3	5	2	2		9		Resume reviews Community service		4 (52)	
Gaytan		2	8	5	8		21		Ind. studies Community service	14 activities	3(32)	
Hazari		2					2		3 dissertation committees		4(65)	
Hargrave					1		1	Consults with students on resumes		Monitors Dept. Co-op/Internship		4(400)

Hovey			1		1		2	11	2 Board of Directors, Rotary Pres.		
Lankford	2	1	1	1	1		3		Member, 6 professional orgs.		3(30)
North	1	1	1	1	1		3		Historian, Association for Bus. Comm.		
Parsa		1		2	1		3				
Padgett				2	2		4				3(40)
Pearce		1	1	2	2			1	Developed London program	Recruited 18 students for London Prog.	
Prince			1	1	1		3				3(20) + dissertation (450)
Rooks											
Turner											5(48)
Zachary	1		6	1	6		13	6	22		9(753)
Total	5	12	26	19	29		71	18	22		42(1930)

Enrollment Data

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	FY2000	FY2001	FY2002	FY2003	FY2004
Student Credit	12,324	12,693	13215	14,796	15,134
Hours					
No. enrolled in	4118	4248	4405	4,932	5066
classes					
MAJORS					
Management					
Pre-majors	269	283	252	255	283
Majors	162	188	219	260	274
Management					

Info. Sys.					
Pre-majors	152	174	129	116	65
Majors	85	101	117	124	107
Technology					
Sup. Sys					
Pre-majors	16	19	13	18	6
Majors	25	9	5	5	8
Business					
Education					
Pre-majors	58	15	25	20	25
Majors	8	50	69	80	101
Total	775	839	829	878	869

Course Summary

Faculty	Number of Sections Taught (F/S + summer)		Number of Different Preparations (F/S + summer)		Number of Students (F/S + summer) -- Undergraduate/ Graduate	Total # Of Students	On-Line	Web Assisted	Multi-Media Faculty (# of preps.)	Multi-Media Students (# of sections)
	Under-graduate	Graduate	Under-graduate	Graduate						
Carr	5+2	1+0	3+0	1+0	194+58/40+0	292		✓	4	6+2
Clenney	8+0	0+0	2+0	0+0	325+0/0+0	325		✓	2	8+0
Gainey	6+3	0+0	3+1	0+0	340+139/0+0	479		✓	4	6+3
Gaytan	3+0	1+3	2+0	0+2	106+98/15+96	315		✓	4	4+3
Hazari	1+0	5+0	1+0	5+0	13+0/134+0	147	4	✓	6	6+0
Hargrave	8+3	0+0	2+2	0+0	374+100/0+0	474	5	✓	4	8+3
Hovey	4+2	0+0	3+0	0+0	135+53/0+0	188		⚠	3	4+2
Lankford	6+2	0+0	4+1	0+0	162+83/0+0	245		✓	5	6+2

North	3+0	3+2	1+0	3+2	11+92/0+49	152	2	✓	6	6+2
Parsa	5+2	1+0	2+0	1+0	189+47/14+0	250		✓	3	6+2
Padgett	2+0	0+0	2+0	0+0	34+28/0+0	62	2	✓	2	2+0
Pearce	5+1	1+1	1+0	1+1	183+39/13+27	262		✗	1	6+2
Prince	6+0	0+0	2+0	0+0	218+0/0+0	218		✓	2	6+0
Rooks	8+2	0+0	2+0	0+0	503+87/0+0	590	10	✓	2	8+2
Turner	5+2	1+1	3+1	1+1	218+79/7+12	316	2	✓	6	6+3
Zachary	6+2	0+0	3+1	0+0	362+84/0+0	446		✓	4	6+2
Baird (PT)	2+0	0+0	1+0	0+0	113+0/0+0	113			1	2+0
Christian (PT)	1+0	0+0	1+0	0+0	33+0/0+0	33			1	1+0
Hickman (PT)	2+0	0+0	1+0	0+0	119+0/0+0	119			1	2+0
Johnson (PT)	1+0	1+0	1+0	1+0	36+0/4+0	40	2	✓	2	2+0
	87+21	14+7	40+6	13+6	3668+987+227+184	5066	27	15	63	129