

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. Provide scholarship opportunities.
6. 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. Develop methods for assessing the achievement of program goals.

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. We increased our presence in high schools through the Business Education Internship program. There were 48 interns during the year, an increase of 2 from the previous year.

2. All visitation/orientation activities were supported by at least 2 department representatives and an attractive display board that provided information about our majors.
3. The establishment of the Director of Management position and the hiring of a new secretary and an advisor for freshman pre-majors helped to make the advising process for the department more effective and efficient and should allow us to spend more time on program improvements.
4. Dr. Guytan has continued his efforts toward the recruitment of high quality Business Education majors and has maintained enrollment near the high level achieved in the previous year.
5. Our faculty members actively participate in a number of professional and civic organizations including the Carrollton Rotary Club, The Chamber of commerce, The Academy of Legal Studies in Business, Delta Pi Epsilon (faculty sponsor), National Association of Purchasing Management, American Production and Inventory Control Society, Society for the Advancement of Management, Academy of Management, Southern Management Association, Society for Human Resource Management, West Georgia Personnel Association, National Association for Business Teacher Education, American Association of University Professors, and the Association of Information Technology Professionals.

The numbers shown below are enrollments in the fall semester for the past 3 years. The overall number of majors and pre-majors in our degree programs decreased slightly due primarily to the dwindling number of Technology Support and Administrative Systems majors remaining in the system. These majors have been deleted from the curriculum. Management Information Systems continued to decline in numbers and Management continued to increase.

Majors and Pre-Majors				
	Fall 2002	Fall 2003	Fall 2004	Percentage Change
Business Education	100	126	124	-2%
Management Information Systems	240	172	142	-17%
Management	515	557	586	+3%
Tech Support Systems/Admin Sys	21	14	7	-50%
Total	876	869	859	-1%

Goal 2

1. Teaching remains a very important factor in the annual performance evaluation process, and the results of this process are used to determine merit raises and in promotion and tenure decisions. Teaching is evaluated in several ways. Student evaluations are reviewed in detail by the Chair each semester with emphasis placed on the written comments, and each faculty member is given written feedback. Teachers are encouraged to be innovative in the classroom, and are given credit for these innovations in their annual evaluation. Beginning this year, we are also developing and implementing assessment approaches that will measure what the students actually learn from our programs, and provide feedback for making improvements in the program. ETS Major Field Test exams were given to a MGNT4660 class in Spring Semester, and the results showed that our students scored higher than average in the areas of Management and Quantitative Business Analysis (which includes information systems). This indicates that our programs in these areas are relatively effective.
2. All faculty members participated in the advising process, which lasts for a month during each semester. This is the first full year we have operated with a second secretary and a Director of Management, and these additions have made a significant difference in the quality of our advising process. The recent addition of a full time advisor for pre-majors should further enhance the process.

3. We have continued to offer about the same number of on-line courses as in the previous year, but there is an increase in the number of faculty member using some on-line support in their courses. This past year, 14 of 16 of the department faculty used WebCT in some form to support their courses.
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 we try to offer major courses at night at least once a year.
5. Scholarships and awards were given to the following Individuals:

Frank Hunsicker Award	Marina Filiuhina	\$ 450
Rufus M. Dixon Scholarship	Michael Hollingsworth	\$ 250
Information System Award	Philip Hand	(no monetary award)
Business Education Award	Jennifer Johnson	(no monetary award)
NBEA Award	Natalie Johnson	
6. Brad Prince assumed the duties of faculty sponsor for a student chapter of the Association of Information Technology Professionals (AITP). An organization meeting was held at the beginning of spring semester and steps were taken to obtain University recognition as a student organization. The Management Club, sponsored by Tom Gainey, has held two meetings during the year, with guest speakers at both meetings.

Goal 3

1. As part of the preparations for the upcoming AACSB visit, all course syllabi were reviewed to insure that course learning objectives/outcomes support the curriculum learning outcomes for the degree programs. In addition, the area F and junior core courses have been reviewed by the RCOB Assurance of Learning Committee in order to find common course products that can be used for assessment purposes.
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. Anderson	Research on the use of business simulations	MGNt4660
Ms. Clenney	Paper on flextime and telecommuting	MGNT3600
Dr. Gainey	Paper on flextime and telecommuting	MGNT4620 MGNT3600
Dr. Gaytan	Article on strategies for teaching Hispanic students.	ABED6100 ABED4117 ABED4586-88
Dr. Hazari	Articles on on-line and technology assisted presentations.	ABED6120 ABED6128
Dr. Hovey	Research started on the effect of pedagogical techniques on student knowledge.	MGNT3618 MGNT4660
Dr. Johns	Article under review on a pedagogical tool for teaching employment discrimination law.	BUSA2106
Dr. Lankford	Article on supply chain management	CISM3340 MGNT3615
Dr. North	Book on keyboarding strategies.	ABED4537
Dr. Pearce	Development of text for use in MGNT4660 course	MGNT4660
Dr. Turner	Reviewed article on a constructivist approach to IS teaching	CISM3330 CISM4310 CISM4390 CISM6331

Dr. Zachary	Numerous articles as contributing editor for <u>Supervision</u> relating to topics in the area of legal environment and business law.	BUSA2106 MGNT4626 MGNT4630 MGNT4640
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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. In addition, they were given a questionnaire that asked about their job search activities and their study habits while at West Georgia.

- a.The interview 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.
- b. Eighty percent of the seniors reported that they worked most of the time they attended school. Twenty-seven percent said that they already had a job, and 10 percent have not yet begun to look. The number already having a job is an increase over previous years.
- c. The seniors were asked to estimate the average number of hours per week they spend studying for their courses. The median response to this was the category “between 6 and 8,” and only about 10% reported a category higher than “between 14 and 16.” In a related question, 55% reported that they did most of their studying just before exams or assignment due dates. These results indicate that there is room in our curriculum for the faculty to add additional meaningful content to our courses without creating an unreasonable workload for the students. This information has been provided to the faculty, and has been a topic for discussion for the assurance of learning committee.
- d. Questionnaires were sent to recent graduates during the year asking questions about their jobs and their impressions of how their degree has helped them. About three-fourths of the management majors reported having obtained meaningful jobs generally related to their degree. Most of these majors reported that their degree is helping them attain career objectives, and would recommend the degree program to others. The MIS majors reported a less favorable job situation. Only about half had found jobs related to their degree, and reported that their degree was helping them. Part of this problem is due to the depressed job market that occurred in this area a few years back. This situation seems to be improving. This problem has been discussed with the MIS faculty, and efforts to find ways to make our graduates more competitive are ongoing.

Goal 4

1. Development of effective curricula innovations continues to be one of the criteria used to evaluate teaching in the annual merit evaluation. Department faculty are constantly searching for more effective ways of reaching the students. Examples of innovations occurring during the past year are summarized below.

Individual	Example
Dr. Anderson	Created several innovative modules for use in MGNT3600 and MGNT4660.
Ms Clenney	Introduced several assignments that added substance to the MGNT3600 and ABED3100 courses.
Dr. Gainey	Added three activity days to the MGNT3615 course to provide students practical applications of POM.
Dr. Gaytan	Continued to develop new ways to integrate technology into his classes using WebCT, the Internet, email, LCD projectors, Smartboard and video streaming.
Dr. Hazari	Developed a rubric for assessing discussion posts in on-line courses.
Dr. Hovey	Introduced a computerized business plan (BizPlan Builder) into MGNT4625. Created Excel spreadsheets to assist in strategic analysis for MGNT4660.
Dr. Johns	Developed modules and exercises used in WebCT for Legal Environment course

Dr. Lankford	Ungraded the software used in CISM3340 to the latest version of Oracle.
Dr. North	Implemented Incorporating Technology in the Classroom (INTech) instruction in the ABED4507/6507 courses.
Dr. Pearce	With a colleague from Marketing, implemented a new study abroad program for Management and Marketing majors.
Dr. Prince	Restructured CISM4350 to stimulate a higher level of student participation
Dr. Turner	Developed an MIS student portfolio system to track student progress in major MIS courses.
Dr. Zachary	Developed new group exercises in Dispute Resolution course to apply multi-dimensional negotiation model to complex business negotiation.

2. The department is very well equipped with current technology. As was the case in previous years, 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 are 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 13 peer-reviewed articles were published by department faculty members during the year. Another 10 articles submitted as a contributing editor were published in a prominent trade journal. In addition, 83 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.

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 Dean and/or 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. Acquire basic skills in information and business technology.
4. Possess a basic knowledge of accounting, economics, finance, legal environment of business, management, and marketing.
5. Recognize how ethical decision making and globalization affect organizations.
6. Utilize general and management-specific knowledge and skills to analyze business and economic 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. All of these courses add to the quantitative skills of our students.
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 2 courses in accounting, 2 courses in economics, the legal environment of business (BUSA2106), finance, principles of management, operations management, principles of marketing, and business research. Passing grades will indicate adequate or higher levels of skills in this area. In addition, the ETS Major Field Tests are now being given to a sampling of students in the MGNT4660 classes to provide a measure of how our students stand with respect to all others taking these tests. The first sample was taken earlier this semester.
5. Ethical decision making and globalization are covered in various ways in several courses in the area F and junior core curriculum. The coverage should be adequate to insure the attainment of this goal. The assurance of learning committee is currently developing methods for assessing level of student learning in this area.
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. Additional assessment methods are being developed for this goal.
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 methods currently being implemented by the assurance of learning committee will provide a number of direct measures of student attainment. These items will be fully implemented over the next year and will provide data that will allow for the continuous improvement of the business core.

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. The results of the ETS tests showed that our students scored at about the national average overall. The students scored at the 60th percentile in the areas of management and quantitative business analysis, indicating that our program is relatively strong in those areas. The scores for legal and social environment and for international issues were low (20th and 25th percentiles, respectively) indicating that more emphasis may be needed in this area.
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. Some students suggested the need for more hands-on experience in the MIS program, and some changes have been implemented to accommodate this need.
8. The Board of Visitors had no suggestions for improving the programs.
9. The RCOB Assessment Committee continues to develop the assessment plan for the RCOB.

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. Efforts are underway to design a formal process for evaluating these portfolios.
4. All major courses address outcome 4 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. An MIS advisory board, composed of representatives from various technology focused business organizations in the West Georgia area, was organized in the Fall semester.
7. The ETS major field tests which will be given to samples of students from all majors, will provide some evidence of achievement in information systems areas for MIS majors.

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. Assessment processes compatible with those developed for the business core by the assurance of learning committee will be developed and tested in the 2005-2006 academic year.
5. Exit interviews have shown that the typical graduating senior would like to get more “hands-on” experience in their courses, and need more information about the IS career area in general. This information has been passed on to the

MIS faculty, and will be the subject of future faculty meetings. Also, see the discussion concerning exit interviews under department goal 3, above.

8. Two meetings have been held with the MIS Advisory board. In addition, committee members have been invited to visit the MIS major classes and provide feedback for our program.
9. Initial results from the ETS field tests did not include a sufficient number of MIS majors to draw meaningful conclusions about their capabilities.

C. Outcomes particular to Management

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

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 BUSA2106 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.
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. Completion of MGNT4625 (International Management) will indicate ability to apply international management considerations to business decision-making.
7. The ETS major field tests which will be given to samples of students from all majors, will provide some evidence of achievement in information systems areas for management majors.

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. Also see the discussion concerning exit interview under department goal 3, above.
5. The most recent meeting of the Board of Advisors indicated a general level of satisfaction with the program.
6. The international management course was required in the Management program for the first time in the current year's catalog. We plan to offer this course every semester in the future.
7. Initial results from the ETS field tests did not include a sufficient number of Management majors to draw meaningful conclusions about their capabilities.

D. 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 of the philosophy and purposes of vocational education.
3. Demonstrate competency in the knowledge and skills of accounting.
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. Demonstrate competency in the knowledge of career opportunities in business-related fields, general employability skills, business ethics, and international business.
10. Demonstrate competency in the operation of student organizations.
11. Demonstrate competency in the knowledge of business education delivery systems and methods of teaching business education.
12. Special Georgia Requirements: Can work competently with exceptional children and adults. 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 and the PSC 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 and PSC final reports had no recommendations for the Business Education Program, indicating that the accreditation standards were clearly met.

F. Outcomes particular to the Master of Education 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 and the PSC 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 reported that students requested more classroom sessions when teaching online courses.
7. The NCATE and PSC final reports had no recommendations for the Business Education Masters Program, indicating that the accreditation standards were clearly 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 and the PSC 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 13 peer-reviewed articles and 12 additional publications in quality professional journals. There was also 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. There was a further decline in the number of MIS majors, but an increase in Management majors. We improved our capabilities somewhat with the hiring of an additional lecturer for the Legal Environment course. With the additional lecturers hired last year and this year, we were able to cover most of our courses adequately with full time faculty. Our classroom and office situation was much better than before with the addition of the new offices and classrooms in Adamson Hall.

Departmental Achievements

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

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

Five of the 81 graduates responding to this year's graduate survey reported that they had attained some sort of professional certification.

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

Seven of the 81 graduates responding to this year's graduate survey reported that they were working on an additional degree.

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.

Management 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	2
12: Total Internships	3
13: Total Co-Ops	1
14: Total Scholarships	2
15: Total Fellowships	0
16: Total Recipients of Notable Awards	5
17: Other notable achievements	0

Faculty/Staff Productivity

Teaching

18: Total New Course Developments	.13
19: Total Faculty Teaching Honors Courses	0
20: Percent of Faculty involved in Academic Advisement	100%

Research/Productivity

21: Total Books and Monographs	1
22: Total Book Chapters	1
23: Total Peer Review Articles	13
24: Total Other Shorter Works	12
25: Total Paper Presentations	16
26: Total Other Presentations	4
27: Total In-House Publications	4
28: Total Juried Exhibits/Performances	0

29: Total Other Exhibits/Performances	0
30: Total Positions Held in Journal Editing/Review	33
29: Total Book Chapter Editor/Reviewer	1
31: Total Faculty involved in Notable Continuing Education Efforts	4

Public Service:

32: Total participants in Honors Organizations	1
33: Total offices Held in Professional Organizations	8
34: Total Advisors in Student Organizations	6
35: Total Participants in Cooperative Consulting Efforts	8
36: Total System-Wide/UWG Committee appointments	42
37: Total participants in Public Service activities	22
38: Other notable achievements by Faculty	0

Grants/Awards:

39: Total Proposals Submitted	1
40: Total Proposals Funded	1
41: Total Amount Funded	\$1500
42: Total Gifts Generated by Department	0
43: Total Contracts Awarded	0
44: Total Fellowships Awarded	0
45: New Degree Programs or Deletions	
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 last 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 Teaching Award r
- 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 process for evaluating teaching effectiveness was improved by implementing a more detailed analysis of student evaluations, instead of relying entirely on mean scores.

2.Information about jobs obtained by our MIS graduates was gathered and published, so that current and prospective students could better understand the nature of the MIS career field.

3.A network lab was established in Adamson Hall to provide students with hands-on experience with IS technology.

Achievement Activities							
Published Research Papers	Presentations	Internships	Co-ops	Scholarships	Fellowships	Notable Awards	Other Notable Awards
		3	0	2		5	

1. The Frank Hunsicker Award was given to Marina Filiuhina.
2. The Rufus M. Dixon Scholarship was given to Michael Hollingsworth.
3. The Information System Award was given to Philip Hand.
4. The Business Education Award was given to Jennifer Johnson.
5. The NBEA Award was given to Natalie Johnson.

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 *
Anderson	2	2	5			✓		1
Clenney			8			✓		1,2
Gainey	2	2	1			✓	RCOB award SGA award Who's Who	1,2
Gaytan			2			✓	GBEA Teacher of year Nominated BOR Teaching excellence	1,2
Hazari			2			✓		1
Hargrave						✓		1
Hovey	1	1	4			✓		1
Johns	2	2	1			✓	Outstanding teacher award (N. Texas)	1
Lankford			1			✓		1
North		1	3			✓	Nominee GBEA Leadership award	1,2
Parsa						✓		1
Pearce	3	3	7			✓		1
Prince			7			✓		1,2
Rooks						✓		1
Turner		2	3			✓		1
Zachary			26 (scholarship) 54(development)			✓	Who's Who (8 th and 9 th ed)	1,2
Total	10	13	125			16		

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

Professor	B.1&2 Books/ Chapter s	B.3 (***) Peer reviewed Pubs.	B.4 Non- Refer. Pubs.	B.5 Proceedings Pubs. And Papers Presented	B.6 Academic Meetings		B.7 In-house Publica- tions	B.8 Article Reviewer	2 B.9 Books; Chapter Editor/ Reviewer	B.10 Offices Held in Prof./ Academic Organi- zations	B.11 Presenter in Prof. Programs	B.12 Meeting Session chair or discussan t	B.13 Participa -tion in Honors Organiz- ations	B.14 Research Awards	B.15 Other Research Contributi ons
					Other papers presented	Attended (Hrs)									
Anderson	1	1	1	1	1			5				1			
Clenney				1			1								
Gainey		1		1		1(16)		8				2		1 (RCOB)	
Gaytan		2		1	1	1(16)		3	1	3					
Hazari		2	1	3	1	2(12)		7		2					2
Hargrave															
Hovey						1(20)									
Lankford		1													
North	1	2		1				1				2			
Parsa		2		1		1(8)		1				2			
Padgett						3(6)	1								
Pearce							1				4				
Prince							1								Dissertation research
Rooks															
Turner		1		1	1	1(20)		7							
Zachary		1	10 (articles in Super- vision)	1	1	1(8)		1		3				1	1
Total	2	13	12	11	5	11(106)	4	33	1	8	4	7		2	8

Research/Scholarship/Intellectual Contributions

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 (*)
Anderson	Assistant				\$400 travel grant
Clenney	Lecturer				\$400 travel grant
Gainey	Associate	1	1	\$1,500	\$2000 Travel Grant, \$1000 teaching award
Gaytan	Assistant				\$2,000 Travel Grant
Hazari	Associate				\$2000 travel grant
Hargrave	Lecturer				\$400 travel grant
Hovey	Professor				\$400 travel grant
Lankford	Associate				\$2000 travel grant
North	Professor				\$2000 travel grant
Parsa	Assistant				\$2000 travel grant
Pearce	Associate				\$2000 travel grant
Prince	Assistant				\$400 travel grant
Rooks	Lecturer				\$400 travel grant
Turner	Assistant				\$2000 travel grant
Zachary	Professor				\$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					
Anderson				1	1		2	2	5(6)	4		5(6)
Clenney	1			1	1		2		2(11)	1		2 (11)
Gainey	1	1	2	2	4		8		1(40)	7		2 (56)
Gaytan			3	7	10		20		7(35)	7	12 activities	8(51)
Hazari				1	1		2		2(120)	2 dissertation committees		4(132)
Hargrave					1		1		4(400) PhD studies	Monitors Dept. Co-op/Internship		4(400)
Hovey			2				2	5	2(28)	2 Board of Directors		3(48)
Lankford	1	1	1	2	2		5			Member, 6 professional orgs.		3(30)
North	2	1	1	2	11		14		2(40)	2		2(40)
Parsa				3	1		4		3(11)			4(19)
Padgett				3			3					
Pearce			1	1			2	1	1(30)		Recruited students for London Program	1(30)
Prince		1	2	1	1		4		1(300) dissertation			1(300)
Rooks			1		3		4					
Turner		1	2		1		3		1(16)	3		2(36)
Zachary	1		1	1	5		7	4	17(100)			18(108)
Total	6	5	16	25	42		83	12	48(1137)	22		59(1267)

Enrollment Data					
Annual Report 2004-2005					
	FY2001	FY2002	FY2003	FY2004	FY2005
Student Credit	12,693	13215	14,796	15,134	14,561
Hours					
No. enrolled in classes	4248	4405	4,932	5066	4,818
MAJORS					
Management					
Pre-majors	283	252	255	283	306
Majors	188	219	260	274	280
Management					
Info. Sys.					
Pre-majors	174	129	116	65	53
Majors	101	117	124	107	89
Technology					
Sup. Sys					
Pre-majors	19	13	18	6	2
Majors	9	5	5	8	5
Business					
Education					
Pre-majors	15	25	20	25	21
Majors	50	69	80	101	103
Total	839	829	878	869	861

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						
Anderson	6+0	0+0	2+0	0+0	227+0/0+0	227		✓	4	6+2
Clenney	8+2	0+0	2+2	0+0	367+62/0+0	430		✓	2	8+0
Gainey	5+3	1+0	4+3	1+0	200+157/33+0	390		✓	5	6+3
Gaytan	3+0	2+3	2+0	1+2	99+2/15+69	185		✓	4	2+3
Hazari	1+0	5+1	1+0	4+1	0+0/136+34	170	5	✓	5	4+1
Hargrave	8+2	0+0	3+2	0+0	337+72/0+0	409	5	✓	4	8+3
Hovey	4+1	0+1	3+0	0+1	143+31/0+33	207			3	4+2
Johns	8+0	0+0	2+0	0+0	358+0/0+0	358		✓	2	8+0
Lankford	6+2	0+0	3+1	0+0	173+97/0+0	270		✓	3	6+2
North	3+0	3+2	1+0	3+2	20+66/0+49	135		✓	6	6+2
Parsa	5+2	1+0	3+2	1+0	160+46/15+0	221		✓	3	6+2
Pearce	5+2	1+0	2+2	1+0	189+29/3+0	221			2	6+2
Prince	6+2	0+0	3+2	0+0	261+44/0+0	305		✓	3	6+2
Rooks	8+2	0+0	2+2	0+0	593+76/0+0	669	10	✓	2	8+2
Turner	5+1	1+1	3+1	1+1	119+32/24+18	193	2	✓	6	6+2
Zachary	6+3	0+0	3+3	0+0	270+88/0+0	358		✓	4	6+2
Part Time	4+0	2+0	4+0	1+0	51+0/19+0	70	2	✓	6	6+0
	87+21	14+7	40+6	13+6	3568+802+245+203	4818	27	15	63	129

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	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	B.12 Meeting Session chair or discussan t	B.13 Participa- tion in Honors Organiza- tions	B.14 Research Awards	B.15 Other Research Contributi ons	
					Other papers presented	Attended (Hrs)										
Anderson	1	1	1	1	1			5				1				
Clenney				1			1									
Gainey		1		1		1(16)		8				2		1 (RCOB)		
Gaytan		2		1	1	1(16)		3	1	3						
Hazari		2	1	3	1	2(12)		7		2						2
Hargrave																
Hovey						1(20)										
Lankford		1														
North	1	2		1				1				2				
Parsa		2		1		1(8)		1				2				
Padgett						3(6)	1									
Pearce							1				4					
Prince							1									Dissertation research
Rooks																
Turner		1		1	1	1(20)		7								
Zachary		1	10 (aticles in Super- vision)	1	1	1(8)		1		3				1	1	
Total	2	13	12	11	5	11(106)	4	33	1	8	4	7		2	8	