University of West Georgia
Richards College of Business
Department of Management and Business Systems

2005/2006 Annual Report Measures

Thomas W. Gainey, Ph.D.
April 28, 2006

I: 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.

II: 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 :
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 maintained our presence in high schools through the Business Education Internship program. There were 23 interns in the Fall 2005 semester and 26 interns in the Spring 2006 semester. This was a slight increase from the previous year.

2. We had two department representatives at all three UWG Preview Days. Additionally, we had representation at the Mardi Gras Festival of Majors. We used an attractive display board and various brochures to explain to students the opportunities available to our majors.

3. We updated our departmental website make it more "user-friendly" and attractive to potential students.

4. 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.

5. While the overall number of majors and pre-majors in our department have declined slightly over the past four years (see table below), we continue to have a relatively large number of students in our department.

Majors and Pre-Majors				
	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Business Education	100	126	124	135
Management Information Systems	240	172	142	117
Management	515	557	586	576
Tech Support Systems/Admin Sys	21	14	7	4
Total	876	869	859	832

Goal 2

1. We wrote booklets entitled, "10 Easy Steps to Preparing Your Schedule: A Guide for Majors in the B.B.A. in Management Program" and "10 Easy Steps to Preparing Your Schedule: A Guide for Majors in the B.B.A. in MIS Program" to help students take a more active role in managing their academic career at UWG.

2. We created a system to allow a better fit between student interests and faculty expertise in the advising process.

3. We continue to offer CISM 2201 and CISM 3330 as on-line, undergraduate courses within the department. Additionally, a number of the ABED graduate courses are offered on-line to accommodate teacher's schedules. Further, Brad Prince developed a new on-line course (CISM 4330).

4. Class schedules are developed with both traditional and non-traditional students in mind. When possible, one section of each support course is offered during the evening in the spring and fall semesters. Also, and we try to offer major courses during the evening at least once a year.

5. Scholarships and awards were given to the following students:

   Samantha Traylor received the Frank R. Hunsucker Award
   Venita Hill received the annual MIS Award
   Natalie Johnson received the annual Business Education Award.

6. Faculty were rewarded and recognized for quality teaching as follows:

   Dr. Jon Anderson (2005 RCOB Faculty Teaching Award)
   Dr. Mary-Kathryn Zachary (2005 RCOB Teaching Award)
   Dr. Mary-Kathryn Zachary (Who's Who Among America's Teachers)
   Dr. Mary-Kathryn Zachary (2006/2007 Honors Edition of Empire Who's Who of Women in Education)

7. Under the direction of Dr. Anderson, David Ogle made a presentation at Big Night. Also, under Dr. Anderson's direction, Chelsey Austin and Liz Warren have been working on the *Entrepreneurs of West Georgia* project.

8. Under the direction of Dr. Hovey, one of this MGNT 4660 student groups finished first in the nation for cumulative profits, stock price, and ROE is a computerized business simulation competition. Additionally, Dr. Hovey's student groups in MGNT 6681 placed 1st and 2nd in national competition in Capstone Computer Simulation Games. Students were awarded certificates by Dr. Hovey for their accomplishments.

9. The Management Club, sponsored by Beth Clenney, held meetings during the Fall and Spring semesters. The guest speaker during the Spring semester was Roy Richards, Jr. of Southwire Corporation. Approximately 100 students attended this presentation sponsored by the Management Club.

10. Jeff Rooks is faculty advisor for AITP (student organization for MIS students).

Goal 3

1. In response to a review of our mission and learning goals, several curriculum changes were made this past year. Specifically, an International Select course was added to the Business Core, a Research Course was added to the major course requirements, and MGNT 3618(*Entrepreneurship & Sm Bus Mgmt)* was added to the major course requirements for Management majors.

2. In a effort to better prepare MIS majors for their major course requirements, *Programming* was brought into our department. This course will be offered for the first time in Fall 2006.

3. Fourteen of 15 faculty members (93%) had a publication or presentation related to the courses they are teaching within our department.

4. The Senior Exit Survey for both Management and MIS majors was revised. With 30 students responding, some of the highlights of this survey are as follows:

   - 70% reported that they were "Very Satisfied" with their decision to earn a B.B.A. in our department. Another 27% noted that they were "Satisfied" with this decision.
   - 63% reported that it was "Very Likely" that they would recommend our program to a friend. Another 33% noted that it was "Likely" that they would recommend our program.
   - 93% reported that they would prefer to meet with the same advisor each semester.
   - 70% reported that they had visited UWG Career Services during their time at UWG.
   - 70% reported that they planned to work in a company <u>not</u> owned by their family. 17% indicated that they planned to pursue an MBA.
   - Only 13% reported that they "Frequently" visited our departmental website. About 40% of the students noted that they "Rarely" or "Never" visited our website.
   - 37% reported that they had at least one job interview so far.

   No major problems were detected in these exit surveys. Some MIS students expressed a desire to have a better lab to get more "hands on" experience and for us to offer classes that would lead to certifications. And, we are currently working on making both of these suggestions a reality. **Ninety percent of our graduating seniors reported that the quality of instruction in our department was "Good" or "Excellent."**

Goal 4

1. Thirteen of 15 faculty members (87%) reported making innovations in the classroom. These innovations included the use of WebCT applications, SMARTBoard, computerized simulations, and new exercises/cases.

2. Jeff Rooks, Brad Prince, and Tom Padgett are presently updating our CISM 2201 and CISM 3330 on-line courses to reflect the updates to Microsoft Office.

3. 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. We continue to rigorously enforced course pre-requisites and admission policies during advising and pre-registration. Additionally, we have written manuals for both the Management and MIS majors this past year to help students better understand our policies and how schedules should be prepared.

2. All syllabi are reviewed each semester by the Office Coordinator to ensure consistency in the learning objectives across different sections of the core courses offered in our department.

3. Learning outcomes, processes to assess these outcomes and assessment results are discussed in detail in **Section III** of this report.

Goals 6 and 7

1. A total of 28 peer-reviewed articles were published by the 15 department faculty members in our department (1.9 per faculty member). Additionally, our faculty wrote one book, had three book chapters, made 10 paper presentations, and served on the editorial board or as an ad hoc reviewer for 23 journals. 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 indicate 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 $1,600 for travel related to professional development to all faculty members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds.

4. The following faculty members received rewards related to research over the past year:

   Dr. Brad Prince (2005 Distinguished Research Award for Allied Academics)
   Dr. Sunil Hazari (2005 RCOB Faculty Research Award)

Goal 8

1. Requests are submitted to the library throughout the year by our faculty. Our current budget for library resources has proven adequate over the past several years.

Goal 9

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

2. Faculty members are given travel awards each year. These funds can be used for technology training and workshops.

3. Numerous technology-related courses are offered each year by the Distance Education and Learning Support departments.

4. The MIS laboratory was moved to a more spacious area this past year. Additionally, department funds were made available to update the technology in this lab.

Goal 10

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. The purpose of this meeting to resolve as many scheduling conflicts as possible and ensure that we offer students reasonable alternatives.

2. Multiple sections of each support course (BUSA2106, CISM2201, CISM3330, ABED3100, MGNT3600, MGNT3615 and

MGNT4660) are offered each semester.   Additionally, all major courses are offered at least twice a year. Classes are set at limits which attempt to include as many students as possible, while still preserving our mission to provide "educational excellence in a personal environment."   Once classes reach a pre-established limit, students complete course override forms for these "full" classes and then a limited number of students are allowed into the courses based on their needs. Every effort is made to ensure that students get the courses they need or that we offer alternatives to students (that they may not have considered) that will allow them to get a full schedule and graduate in a timely manner.

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

A. BBA Learning Goals (These goals are common to all B.B.A. degree majors in the Richards College of Business)

The B.B.A. Learning Goals, Assessment Methods/Timeline, and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/index.htm

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 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.

Results of assessment process

1. Course requirements have been rigidly enforced. Students completing the first set of major courses are now developing student portfolio materials which will carry forward to subsequent courses.
2. Exit interviews have shown that graduating seniors in our MIS program would like to have the opportunity to become certified in MIS-related applications, to get more networking experience, and to have exposure to instructors with more varied backgrounds.   To address these concerns we have: (1) planned a certification class that will be offered for the first time in 2007; (2) increase the size and technology in our MIS lab to allow students more "hands on" experience; and (3) hired a new faculty member with a programming background.

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 and BUSA2106 will indicate adequate or higher levels of skills in these areas.
3. Passing grades in the three Management selects 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. Completion of MGNT4625 (International Management) will indicate ability to apply international management considerations to business decision-making.

Results of assessment process

1. Course requirements have been rigidly enforced.

2. There were no significant concerns identified in the senior exit interviews. Graduating seniors seemed to be very pleased with the quality of instruction and the curriculum.

3. An International select course is now required for all Management majors.

D. Outcomes particular to the Bachelor of Science in Business Education (Contributed by Dr. Jorge Gaytan)

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 validate the programs.

Results of assessment process

1. Course and program requirements have been rigidly enforced.
2. 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.
3. No alumni surveys were administered to business education graduates during the year.
4. No inputs were received from the Board of Visitors.
5. The NCATE and PSC final reports had no recommendations for the Business Education Program, indicating that The accreditation standards were clearly met.

E.   Outcomes particular to the Master of Education in Business Education (Contributed by Dr. Jorge Gaytan)

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. Course and program requirements have been rigidly enforced.
2. 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.
3. No alumni surveys were administered during the year.
4. The Board of Visitors reported that students requested more classroom sessions when teaching online courses.

5. The NCATE and PSC final reports had no recommendations for the Business Education Masters Program, indicating that the accreditation standards were clearly met.

F.   Outcomes particular to the Specialist in Business Education (Contributed by Dr. Jorge Gaytan)

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. Course and program requirements have been rigidly enforced.
2. 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.
3. No alumni surveys were administered during the year..
4. The Board of Visitors indicated a general level of satisfaction with the program.

G. MBA Learning Goals

The M.B.A. Learning Goals, Assessment Methods/Timeline, and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/index.htm

IV: The Annual Report submitted to Institutional Research and Planning

UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT
Fiscal Year 2006 (July 1, 2005 to June 30, 2006)

DEPARTMENT OF	Management and Business Systems
Name of Department Chair	Thomas W. Gainey
Name of Person Completing Report	Thomas W. Gainey

1*	**Departmental Mission/Vision Statement** *(url only, required)*	http://www.westga.edu/~mgmtbus/missionandgoals.htm
2*	**Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results** *(url only, required)*	http://www.westga.edu/~mgmtbus/missionandgoals.htm
3*	**Departmental Statement of Curriculum Learning Outcomes, Process to Assess These Outcomes, and Assessment Results for each Degree Program** *(url only, required)*	http://www.westga.edu/~mgmtbus/learningobj.htm
4*	**Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.**	

STRENGTHS:
Certain strengths remain:
Our faculty continue to approach their teaching activities with a high degree of professionalism. There were 7 new course developments last year and numerous innovations in the classroom. Ninety-one percent of our graduating students ranked the quality of instruction "Good" or "Excellent." Additionally, the research productivity of the faculty remained high with 28 peer-reviewed articles and 19 paper presentations. Finally, our faculty are heavily involved in service activities. Faculty reported serving on 93 UWG-related committees and 9 of our faculty serve as advisors of student organizations. Ninety-seven percent of our graduating seniors reported that it is "Likely" or "Very Likely" that they would recommend programs in our department to a friend.
Additional strengths:
We have made significant changes to our MIS program this past year that we believe will strengthen this program and lead to increased enrollments. Specifically, we have created an MIS laboratory and hired an additional faculty member who will teach a new programming course. We have also developed plans to begin offering certification courses for MIS majors beginning Fall 2007.
WEAKNESSES:
Some of the weaknesses remain:
The enrollment of MIS majors continues to decline. The number of majors and pre-majors declined from 142 to 117 last year.
Others have been identified:
The relatively large number of faculty and majors in our department (compared to other departments in the RCOB) and the separation between faculty members (some are in the RCOB Building and some are in Adamson Hall) is sometimes a challenge. We have taken some steps to enhance communication (e.g., the MABS Messenger), but as we continue to grow, this may be more of an issue.
OPPORTUNITIES:
Certain opportunities remain:
The use of technology continues to present opportunities for us. For instance, one faculty member is currently experimenting with a software package that will allow us to update and enhance our on-line CISM courses.
Other opportunities have been identified:
Due to the use of pre-major advisors, we have the opportunity to enhance the relationship between faculty and students. We have recently modified our advising system in a way that allows faculty to offer students more career advice than was possible in past years. The response to these changes have been positive.
THREATS:
Certain threats remain:

The revisions to the AACSB standards have resulted in us changing the manner in which our curriculum is assessed. In the long-run, these changes will likely prove beneficial. However, in the short-term, it does require significant resources (primarily faculty time) to implement.

Other threats have been identified:
As changes in the business environment continue to take place, we much remain aware of these changes and adjust our curriculum appropriately to make certain our graduates are competitive in the job market.

DEPARTMENTAL ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

5	**Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field**	92% (Business Education) – NA (MGNT/MIS)
6	**Proportion of graduating students going on to graduate or professional schools**	18% of graduating seniors indicated they were planning to pursue their MBA next year
7	**Number of Nationally recognized programs.**	0
8	**Number of Endowed chairs and professorships**	0

9 Types of Licensure *(please list)*

Business Education majors must obtain their teaching certification. A license or certification is not required for Management or MIS majors. However, some Management majors often obtain certifications from SHRM or APICS. Additionally, some MIS majors pursue certifications in such areas as Microsoft Networking or Cisco Checkpoint.

10 How does the department prepare students for Licensure?

The Business Education curriculum and internship prepares students to take the Praxis exam and, ultimately, to receive the teaching certificate. Also, the Human Resource Management class (MGNT 4620) covers a majority of the material that is tested on the PHR exam (if students interested in a career in Human Resources wish to take this exam).

11 Other notable achievements

None

STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

12	**Total Published Research Papers**	0
13	**Total Presentations**	1
14	**Total Internships**	9
15	**Total Co-ops**	0
16	**Total Scholarships**	0
17	**Total Fellowships**	0
18	**Total Students engaged in Funded Research**	3
19	**Total Students receiving National Awards and/or National Recognition**	14 inducted into Beta Gamma Sigma – 4 inducted into Delta Pi Epsilon
20	**Total Students inducted into Academic Honor Societies**	0
21	**Total Student Programs (debate, cheerleaders, athletic teams) receiving National Recognition**	0

22 Other notable achievements by Students

Under the direction of Dr. Anderson, David Ogle made a presentation at Big Night. Also, under Dr. Anderson's direction, Chelsey Austin and Liz Warren have been working on the *Entrepreneurs of West Georgia* project. Under the direction of Dr. Hovey, one of this year's MGNT 4660 student groups finished first in the nation for cumulative profits, stock price, and ROE in a computerized business simulation competition. Additionally, Dr. Hovey's student groups in MGNT 6681 placed 1st and 2nd in national competition in Capstone Computer Simulation Games.

Samantha Traylor received the Frank R. Hunsucker Award.

Venita Hill received the annual MIS Award.
Natalie Johnson received the annual Business Education Award.

FACULTY/STAFF PRODUCTIVITY

Place NA if not applicable or 0 if zero for the year.

TEACHING

23	Total New Course Developments	7
24	Total Faculty Teaching Honors Courses	3
25	Total Faculty traveling Abroad for Teaching Purposes	2
26	Percent of Faculty involved in Academic Advisement	100

RESEARCH/PRODUCTIVITY

27	Total Books and Monographs	1
28	Total Book Chapters	3
29	Total Peer Review Articles	28
30	Total Other Shorter Works	0
31	Total Paper Presentations	19
32	Total Other Presentation	1
33	Total In-House Publications	4
34	Total Juried Exhibits/Performances	NA
35	Total Other Exhibits/Performances	NA
36	Total Positions Held in Journal Editing/Review	23
37	Total Faculty involved in Notable Continuing Education Efforts	0
38	Total Faculty traveling Abroad for Research Purposes	0

PUBLIC SERVICE

39	Total Participants in Honors Organizations	9
40	Total Offices held in Professional Organizations	8
41	Total Advisors of Student Organizations	9
42	Total Participants in Cooperative Consulting Efforts	7
43	Total System-wide/UWG Committee Activities	93
44	Total Participants in Public Service Activities	25

45 Other notable achievements by Faculty

Dr. Jorge Gaytan (2005 RCOB Faculty Service Award)
Dr. Tom Gainey (2005 RCOB Faculty Service Award)
Dr. Jon Anderson (2005 RCOB Faculty Teaching Award)
Dr. Brad Prince (2005 Distinguished Research Award for Allied Academics)
Dr. Mary-Kathryn Zachary (2005 RCOB Teaching Award)
Dr. Mary-Kathryn Zachary (Who's Who Among America's Teachers)
Dr. Mary-Kathryn Zachary (2006/2007 Honors Edition of Empire Who's Who of Women in Education)
Dr. Sunil Hazari (2005 RCOB Faculty Research Award)

GRANTS/AWARDS

46	Total Proposals Submitted	7
47	Total Proposals Funded	7
48	Total Amount Awarded	$9,850
49	Total Grants Generated by Department	0
50	Total Faculty receiving Grants	3
51	Total Fellowships Awarded	0

IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.

52 New Degree Programs or Deletions *(name of program and semester added/deleted)*

None

53 New Departments or Other New Units; Also any Restructuring of These

	Director of Management position was eliminated.	
54	**Accreditation or Similar Distinction or Renewal** *(name of accrediting body and date department/program received accreditation)*	
	None	
55	**Additional Comments Concerning Your Department**	
	None	
56*	**Give an example of how your department used the assessment of goals and outcomes to change/improve a process.** *(Required)*	
	In response to a review of our mission and learning goals, several curriculum changes were made this past year. Specifically, an International Select course was added to the Business Core, a Research Course was added to the major course requirements, and MGNT 3618(*Entrepreneurship & Small Business Management)* was added to the major course requirements for Management majors. Additionally, in an effort to better prepare MIS majors for their major courses, the *Programming* course will now be taught internally. This course will be offered for the first time in Fall 2006. Also, in response to student comments on senior exit surveys, the MIS lab was moved to a larger office space and is presently being equipped with additional technology that will give our majors more "hands on" experience.	

UPON COMPLETION

Please email completed report to: **Institutional Research and Planning**
Tara Pearson
tpearson@westga.edu
678-839-6449

REMINDER—Include paragraph of departmental accomplishments in your email.

The condition of the Department of Management and Business Systems is good. While the number of majors and pre-majors dropped by about 3%, we continue to have 832 students enrolled in the various programs offered in our department.   The research productivity of our faculty remained high, with 1.9 peer-reviewed articles published per faculty member. Additionally, our faculty's service activities were outstanding with service in 93 UWG committees. Further, significant improvements were made in our advising system and in our MIS computer laboratory this past year. Finally, exit surveys with graduating seniors support the outstanding performance of our faculty and staff. Ninety-seven percent of those surveyed indicated that they were "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. in our department. Additionally, 91% percent of our graduating seniors reported that the quality of instruction in our department was "Good" or "Excellent."

V: Faculty Tables

Faculty Teaching

	23. Total New Course Developments	13. Total Faculty Teaching Honors Courses	25. Total Faculty Traveling Abroad for Teaching Purposes	26. Percent of Faculty Involved in Academic Advisement
Management Faculty				
Jon Anderson	1	0	0	✓
Beth Clenney	1	0	0	✓
Tom Gainey	0	2	0	✓
Dave Hovey	2	0	1	✓
Roger Johns	1	1	0	✓
Faramarz Parsa	0	0	0	✓
Bob Pearce	0	0	1	✓
Mary-Kathryn Zachary	0	0	0	✓
MIS Faculty				
Bill Lankford	0	0	0	✓
Brad Prince	1	0	0	✓
Jeff Rooks	1	0	0	✓
Doug Turner	1	0	0	✓
Business Education Faculty				
Jorge Gaytan	0	0	0	✓
Bill Hargrave	0	0	0	✓
Sunil Hazari	0	0	0	✓
Alexa North	0	0	0	✓
TOTALS	**7**	**3**	**2**	**100%**

Faculty Research

	27. Total Books and Monographs	28. Total Book Chapters	29. Total Peer Review Articles	31. Total Paper Presentations	32. Total Other Presentations	33. Total In-House Publications	36. Total Positions Held in Journal Editing/ Review
Management Faculty							
Jon Anderson	0	0	2	1	0	1	3
Beth Clenney	0	0	0	2	0	1	0
Tom Gainey	0	1	2	1	0	1	5
Dave Hovey	0	0	0	1	0	0	0
Roger Johns	0	0	2	3	0	0	3
Faramarz Parsa	0	0	1	1	0	0	0
Bob Pearce	0	0	1	2	0	0	0
Mary-Kathryn Zachary	0	0	12	1	0	0	4
MIS Faculty							
Bill Lankford	0	0	2	0	0	0	2
Brad Prince	0	0	1	0	0	1	0
Jeff Rooks	0	0	0	0	0	1	0
Doug Turner	0	0	1	1	0	0	5
Business Education Faculty							
Jorge Gaytan	0	0	4	2	0	0	4
Bill Hargrave	0	0	0	2	0	0	0
Sunil Hazari	0	1	2	1	1	0	0
Alexa North	1	1	0	2	0	0	0
TOTALS	**1**	**3**	**28**	**19**	**1**	**4**	**23**

Faculty Service

	39. Total Participants in Honors Organizations	40. Total Offices Held In Professional Organizations	41. Total Advisors of Student Organizations	42. Total Participants in Cooperative Consulting Efforts	43. Total System-Wide/ UWG Committee Assign.	44. Total Participants in Public Service Activities	45. Other Notable Achievements By Faculty
Management Faculty							
Jon Anderson	1	0	0	0	7	0	1
Beth Clenney	0	0	1	0	1	0	0
Tom Gainey	1	0	1	1	11	3	1
Dave Hovey	0	2	0	1	3	3	0
Roger Johns	0			0	5	1	0
Faramarz Parsa	1	1	1	0	2	0	0
Bob Pearce	0	0	0	1	3	0	0
Mary-Kathryn Zachary	2	0	1	1	14	3	3
MIS Faculty							
Bill Lankford	0	1	1	0	4	0	0
Brad Prince	0	0	0	0	4	1	1
Jeff Rooks	0	0	2	3	4	1	0
Doug Turner	0	0	1	0	6	0	0
Business Education Faculty							
Jorge Gaytan	1	2	0	0	19	12	1
Bill Hargrave	1	1	0	0	2	1	0
Sunil Hazari	1	1	0	0	4	0	1
Alexa North	1	0	1	0	4	0	0
TOTALS	**9**	**8**	**9**	**7**	**93**	**25**	**8**

Jorge Gaytan - 2005 RCOB Faculty Service Award
Tom Gainey - 2005 RCOB Faculty Service Award

Jon Anderson - 2005 RCOB Faculty Teaching Award

Brad Prince - 2005 Distinguished Research Award for Allied Academics

Mary-Kathryn Zachary - 2005 RCOB Teaching Award

Mary-Kathryn Zachary - Who's Who Among America's Teachers

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