

**University of West Georgia  
Richards College of Business  
Department of Management**

**2006/2007 Annual Report**

**Thomas W. Gainey, Ph.D.  
April 30, 2007**

**I: Departmental Mission/Vision Statement**

The Department of Management 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 21 interns in the Fall 2006 semester and 22 interns in the Spring 2007 semester. This was a slight decrease 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 continue to update our departmental website to 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 Carroll County Chamber of Commerce, Kiwanis International, and the Hispanic Business Council.
5. While the overall number of majors and pre-majors in our department have declined over the past five 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	Fall 2006
Business Education	100	126	124	135	126
Management Information Systems	240	172	142	117	91
Management	515	557	586	576	544
Tech Support Systems/Admin Sys	21	14	7	4	4
Total	876	869	859	832	765

## Goal 2

1. We continue to revise our 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.” These books are designed to help students take a more active role in managing their academic career at UWG. Additionally, new majors are assigned to faculty members who share their career interests.
2. We continue to offer CISM 2201 as an on-line course within the department and WebMBA 6010 is offered on-line to our WebMBA students. Additionally, a number of the ABED graduate courses are offered on-line to accommodate teachers’ schedules. However, we have made the decision to move more of our CISM 3330 sections to an “in-class” setting to increase the interaction between the students and professors.
3. 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.
4. Scholarships and awards were given to the following students:
  - Stephanie Brookings received the Frank R. Hunsucker Award
  - Irene Harris received the Gibson/Overton/Peete Scholarship Award
  - Justin Williams received the Henry M. Cameron Scholarship
  - Kathy Payton received the annual MIS Award
  - Heather Eaves received the annual Honors Convocation Business Education Award
  - Kristin Caverly received the Delta Pi Epsilon’s Beta Tau Chapter Scholarship Award
  - Melissa Claiborne received the National Business Education Association’s Award of Merit
5. Nineteen (19) students were inducted into Beta Gamma Sigma. Six (6) were inducted into Delta Pi Epsilon.
6. Twenty-one independent studies were offered to students to accommodate their schedules or a particular subject interest.

7. Faculty were rewarded and recognized for quality teaching as follows:
  - Ms. Beth Clenney (2006 RCOB Faculty Teaching Award)
  - Ms. Beth Clenney (SGA Outstanding Faculty Member Award)
  - Dr. Roger Johns (RCOB Annual Teaching Award)
  - Dr. Jorge Gaytan (SBEA Collegiate Teacher of the Year Award)
8. Under the direction of Dr. Anderson, a Students in Free Enterprise (SIFE) Team was created.
9. Under the direction of Dr. Anderson and Ms. Clenney, two students made “Big Night” presentations.
10. Under the direction of Dr. Hovey, a number of his MGNT 4660 student groups finished in the top ten in the nation (out of 119 teams) for cumulative profits, stock price, profit and ROE in a computerized business simulation competition. In fact, his teams placed first in the nation in stock price and ROE. Students were awarded certificates by Dr. Hovey for their accomplishments.
11. The Management Club, sponsored by Beth Clenney and Erich Bergiel, held meetings during the Fall and Spring semesters. The guest speaker during the Fall semester was Jim Carter, owner of Sit-n-Sleep in Carrollton, GA. During the Spring semester, an “Employer Night” was held to give students the opportunity to interview with local employers.

### Goal 3

1. In an effort to better prepare MIS majors for their major course requirements, *Programming* was offered to students for the first time in the Fall 2006 semester. Additionally, a *Certification* class is being added to curriculum during the Fall 2007 semester. We hope that this class will make our students more competitive on the job market.
2. Dr. Doug Turner generated a proposal to examine a possible OM/IS degree within the department. Both external and internal demand will be measured for this program over the next year.
3. The Senior Exit Survey for both Management and MIS majors was revised. During 2006, 93 students responded. This was the first full year of data collection. Some of the highlights of this survey are as follows:
  - 71% reported that they were “Very Satisfied” with their decision to earn a B.B.A. in our department. Another 28% noted that they were “Satisfied” with this decision.
  - 66% reported that it was “Very Likely” that they would recommend our program to a friend. Another 32% noted that it was “Likely” that they would recommend our program.
  - 96% reported that they would prefer to meet with the same advisor each semester. (And we have instituted this in our advising system).
  - 58% reported that they had visited UWG Career Services during their time at UWG.
  - 61% reported that they planned to work in a company not owned by their family. 20% indicated that they planned to pursue an MBA.
  - 21% reported that they “Frequently” visited our departmental website. About 44% of the students noted that they “Rarely” or “Never” visited our website.
  - Students reported that, on average, they had 1 interview and 0.7 job offers.

No major problems were detected in these exit surveys. Ninety-two percent of our graduating seniors reported that the quality of instruction in our department was “Good” or “Excellent.”

### Goal 4

1. Our faculty brought a number of “experts” from the outside into the classroom to enhance the learning experience for our students. During the past year, guest speakers included: Jim Carter (owner of Sit-n-Sleep), Kristen Stackfleth (Enterprise Rent-A-Car), Ronny Crawford (Waffle House), Karen Lingrell (UWG Career Services), Charles Boyanton (Georgia Small Business Development Center), Floyd Smith (V.P. and General Counsel of Southwire), Cary Chandler (Prudential Signature Realty), Blake Middleton (Exxon/Mobil), Leslie Huff (President of FT Holdings), and Ken O’Neil (Director, Burson Center).

2. Brad Prince used Camtasia in his CISM 3330 course to make in-class lectures available on-line.
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 RCOB technology support personnel. 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 were re-accredited by AACSB during the past year.
2. We continue to enforce course pre-requisites and admission policies during advising and pre-registration. Additionally, we have manuals for both the Management and MIS majors to help students better understand our policies and how schedules should be prepared.
3. 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.
4. Learning goals and assessment results are discussed in detail in **Section III** of this report.

#### **Goals 6 and 7**

1. A total of 35 peer-reviewed articles were published by the 17 department faculty members in our department (2.1 per faculty member). Additionally, our faculty wrote one book, had four book chapters, made 26 paper presentations, and served on the editorial board or as an ad hoc reviewer for 36 journals.
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.

#### **Goal 8**

1. Our current budget for library resources was significantly reduced over the past year. This is an area of concern that we are carefully monitoring.

#### **Goal 9**

1. Our technology infrastructure remains excellent. All faculty computers are relatively new and video equipment is available in all 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. This will be a useful resource for our MIS majors.

#### **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 and Assessment Reports are available at:

[http://www.westga.edu/~busn/AACSB/bba\\_aol.html](http://www.westga.edu/~busn/AACSB/bba_aol.html)

#### **B. Management Information Systems Learning Goals**

1. MIS majors will demonstrate the ability to recognize and understand emerging MIS-related technology.
2. MIS majors will demonstrate the ability to use their skills to complete a comprehensive project related to their discipline.

##### *Processes to assess the outcomes applicable to Management*

1. Learning Goal #1 will be assessed through a research project in CISM 3350 (Information Systems Research).
2. Learning Goal #2 will be assessed through the senior project in CISM 4390 (Information Systems Topics).

##### *Results of assessment process*

1. Data has been collected in both CISM 3350 and CISM 4390. Analyses of this data and a system to track results will be established during the 2007/2008 academic year.

#### **C. Management Learning Goals**

1. Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation
2. Management majors will demonstrate the ability to apply management-related theories to practical applications.

##### *Processes to assess the outcomes applicable to Management*

1. Learning Goal #1 will be assessed through an O\*NET assignment in MGNT 4620 (Human Resource Management).
2. Learning Goal #2 will be assessed in an exercise in MGNT 3605 (Organizational Behavior).

##### *Results of assessment process*

1. For Learning Goal #1, data was collected in the Fall 2006 semester. The data was recently analyzed and results will be available in Summer 2007.
2. For Learning Goal #2, data was collected in the Spring 2007 semester. This data has not yet been analyzed. Results are anticipated by Fall 2007.

**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 and Assessment Reports are available at:

[http://www.westga.edu/~busn/AACSB/mba\\_aol.html](http://www.westga.edu/~busn/AACSB/mba_aol.html)

## IV: The Annual Report submitted to Institutional Research and Planning

UNIVERSITY OF WEST GEORGIA  
ANNUAL REPORT  
Fiscal Year 2007 (July 1, 2006 to June 30, 2007)

DEPARTMENT OF Management

Name of Department Chair Thomas W. Gainey  
Name of Person Completing Report Thomas W. Gainey

1*	<b>Departmental Mission/Vision Statement</b> ( <i>url only, required</i> )	<a href="http://www.westga.edu/~mgmtbus/mission.htm">http://www.westga.edu/~mgmtbus/mission.htm</a>
2*	<b>Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results</b> ( <i>url only, required</i> )	<a href="http://www.westga.edu/~mgmtbus/goals.htm">http://www.westga.edu/~mgmtbus/goals.htm</a>
3*	<b>Departmental Statement of Curriculum Learning Outcomes, Process to Assess These Outcomes, and Assessment Results for each Degree Program</b> ( <i>url only, required</i> )	<a href="http://www.westga.edu/~mgmtbus/learningobj.htm">http://www.westga.edu/~mgmtbus/learningobj.htm</a>
4*	<b>Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.</b>	
<b><u>STRENGTHS:</u></b>		
<u>Certain strengths remain:</u>		
As a department, we continue to excel in teaching, research, and service. In the teaching area, there were eight new course developments, all faculty were involved in academic advisement, and 92% of our graduating students ranked the quality of instruction "Good" or "Excellent." The Department of Management was also very active in research, publishing 35 peer-reviewed articles (about 2 per member) and making 26 paper presentations. Finally, in service, our faculty reported serving on 82 UWG-related committees (almost 5 per member) and 11 of our faculty served as advisors of student organizations.		
<u>Additional strengths:</u>		
We were re-accredited by AACSB this past Fall. As part of the re-accreditation process, we reviewed curriculums and developed learning goals for our major areas of study. We are now in the process of assessing our progress on these goals. The re-accreditation process and successful audit of the college has help strengthen each of the programs in our department.		
<b><u>WEAKNESSES:</u></b>		
<u>Some of the weaknesses remain:</u>		
The enrollment of MIS majors continues to decline at a significant rate. The number of majors and pre-majors declined from 142 to 91 over the past two years. Past of this decline is attributable to the present job market in this area. To address this issue we have starting some promotional activities, set up a dedicated MIS lab, started a Programming class and student club, and are getting ready to offer Certification classes. We are optimistic that we will begin to see more enrollment in this program.		
<u>Others have been identified:</u>		
Due to 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), communication and coordination continues to present challenges. Thus far, we have been able to establish systems to handle this issue, but as we continue to grow, this may become more of a concern.		
<b><u>OPPORTUNITIES:</u></b>		
<u>Certain opportunities remain:</u>		
Recent changes to our advising system have been very positively received. By helping students better understand their role in scheduling/advising, and by matching students to faculty with similar interests, relationships have been enhanced and students are getting more pertinent career advice.		
<u>Other opportunities have been identified:</u>		
There is an opportunity to establish an Operations Management / Information Systems (OM/IS) program in our department. We have prepared a preliminary report on offering this area of study and are now assessing demand (both internal and external).		
<b><u>THREATS:</u></b>		
<u>Certain threats remain:</u>		

The number of college graduates around the Atlanta area, especially in a rather tight job market, is a major threat for our students and a major challenge for our department. We continue to re-assess our curriculum to make certain that our students have the opportunity to leave with a set of skills that will, hopefully, make them marketable. One example of a change that was made to make our students more marketable is the Certification class that we are offering for our MIS majors this Fall. Another is a Management-related certificate program that is now under consideration for management majors.

Other threats have been identified: The requirement of AACSB that each program area have an assessment system in place is a threat in that it requires significant resources to implement correctly. It will be a challenge to us over the next year to set up systems to handle assessment without taking needed resources away from other areas.

## DEPARTMENTAL ACHIEVEMENTS

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

5	<b>Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field</b>	90% (Business Education) – NA (MGNT/MIS)
6	<b>Proportion of graduating students going on to graduate or professional schools</b>	22% of graduating seniors indicated they were planning to pursue their MBA or JD next year
7	<b>Number of Nationally recognized programs.</b>	0
8	<b>Number of Endowed chairs and professorships</b>	0
9	<b>Types of Licensure</b> <i>(please list)</i>	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	<b>How does the department prepare students for Licensure?</b>	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	<b>Other notable achievements</b>	None

## STUDENT ACHIEVEMENTS

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

12	<b>Total Published Research Papers</b>	0
13	<b>Total Presentations</b>	3
14	<b>Total Internships</b>	2
15	<b>Total Co-ops</b>	0
16	<b>Total Scholarships</b>	0
17	<b>Total Fellowships</b>	0
18	<b>Total Students engaged in Funded Research</b>	0
19	<b>Total Students receiving National Awards and/or National Recognition</b>	0
20	<b>Total Students inducted into Academic Honor Societies</b>	19 inducted into Beta Gamma Sigma – 6 inducted into Delta Pi Epsilon
21	<b>Total Student Programs (debate, cheerleaders, athletic teams) receiving National Recognition</b>	0
22	<b>Other notable achievements by Students</b>	Under the direction of Dr. Anderson, a Students in Free Enterprise (SIFE) Team was created. Under the direction of Dr. Anderson and Ms. Clenney, two students made "Big Night" presentations. Under the direction of Dr. Hovey, four teams placed in the top ten in the nation in a strategic management simulation game.  Stephanie Brookings received the Frank R. Hunsucker Award.

Kathy Payton received the annual MIS Award.  
 Kristin Caverly received the Delta Pi Epsilon Award  
 Heather Eaves received the Honors Convocation Award  
 Melissa Claiborne received the National Business Education Association Student Award.

## FACULTY/STAFF PRODUCTIVITY

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

### TEACHING

23	Total New Course Developments	8
24	Total Faculty Teaching Honors Courses	5
25	Total Faculty traveling Abroad for Teaching Purposes	1
26	Percent of Faculty involved in Academic Advisement	100%

### RESEARCH/PRODUCTIVITY

27	Total Books and Monographs	1
28	Total Book Chapters	4
29	Total Peer Review Articles	35
30	Total Other Shorter Works	0
31	Total Paper Presentations	26
32	Total Other Presentation	3
33	Total In-House Publications	1
34	Total Juried Exhibits/Performances	NA
35	Total Other Exhibits/Performances	NA
36	Total Positions Held in Journal Editing/Review	36
37	Total Faculty involved in Notable Continuing Education Efforts	5
38	Total Faculty traveling Abroad for Research Purposes	0

### PUBLIC SERVICE

39	Total Participants in Honors Organizations	15
40	Total Offices held in Professional Organizations	5
41	Total Advisors of Student Organizations	11
42	Total Participants in Cooperative Consulting Efforts	5
43	Total System-wide/UWG Committee Activities	82
44	Total Participants in Public Service Activities	29

45	Other notable achievements by Faculty	
	J. Anderson - Honorable Mention for Bizzell Award (Southwest Business Dean's Association) J. Rooks – RCOB Annual Faculty Service Award B. Lankford – Recertified as Certified Purchasing Manager B. Lankford – Recertified as Accredited Purchasing Practitioner B. Prince – Net+ Certified B. Clenney – RCOB Annual Teaching Award B. Clenney – SGA Outstanding Faculty Member Award B. Clenney - Inducted as Honored Member of Who's Who of Executives and Professionals D. Turner - Selected for Senior Membership of the American Society of Quality R. Johns – RCOB Annual Teaching Award M. Zachary – 06/07 Honors Edition of Empire Who's Who of Women in Education J. Gaytan – SBEA Collegiate Teacher of the Year Award J. Gaytan – Professional Accomplishments Award	

### GRANTS/AWARDS

46	Total Proposals Submitted	5
47	Total Proposals Funded	3
48	Total Amount Awarded	\$7,250
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 <i>(name of program and semester added/deleted)</i>	
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	None
<b>53</b>	<b>New Departments or Other New Units; Also any Restructuring of These</b> Name of department was changed from "Management and Business Systems" to "Management"
<b>54</b>	<b>Accreditation or Similar Distinction or Renewal</b> <i>(name of accrediting body and date department/program received accreditation)</i> The Richards College of Business was re-accredited by AACSB.
<b>55</b>	<b>Additional Comments Concerning Your Department</b> None
<b>56*</b>	<b>Give an example of how your department used the assessment of goals and outcomes to change/improve a process. (Required)</b>  One of our departmental goals is to "Maintain a current and relevant curriculum." Part of this assessment involves surveying our graduating seniors to determine their likes/dislikes about the program. As a result of this survey, a couple of initiatives are underway. First, in the MIS area, we are building a dedicated lab, offering a Programming course, and have scheduled a Certification course. Second, in the Management area, we are modifying MGNT 3605 (Organizational Behavior) to make it more of an applied course.

**UPON COMPLETION**

Please email completed report to:

Institutional Research and Planning

Tara Pearson

[tpearson@westga.edu](mailto:tpearson@westga.edu)

678-839-6449

**REMINDER**—Include paragraph of departmental accomplishments in your email.

The condition of the Department of Management remains good. While the number of majors and pre-majors dropped by about 8%, we continue to have 765 students enrolled in the various programs offered in our department. The research productivity of our faculty remained high, with just over two peer-reviewed articles published per faculty member. Additionally, our faculty's service activities were outstanding with each member serving on about five UWG committees. Further, our department contributed significantly to the successful re-accreditation effort in the Richards College of Business. Finally, exit surveys with graduating seniors support the outstanding performance of our faculty and staff. Ninety-nine percent (99%) of those surveyed indicated that they were "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. in our department. Ninety-eight percent of our graduating seniors reported that it is "Likely" or "Very Likely" that they would recommend programs in our department to a friend.

## 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
<b>Management Faculty</b>				
Jon Anderson	0	0	0	✓
Erich Bergiel	2	2	0	✓
Beth Clenney	0	1	0	✓
Tom Gaaney	0	1	0	✓
Dave Hovey	0	0	1	✓
Roger Johns	2	1	0	✓
Faramarz Parsa	1	0	0	✓
Mary-Kathryn Zachary	0	0	0	✓
<b>MIS Faculty</b>				
Joan Deng	1	1		
Bill Lankford	0	0	0	✓
Brad Prince	1	0	0	✓
Jeff Rooks	1	0	0	✓
Doug Turner	0	0	0	✓
<b>Business Education Faculty</b>				
Jorge Gaytan	0	0	0	✓
Bill Hargrave	0	0	0	✓
Sunil Hazari	0	0	0	✓
Alexa North	0	0	0	✓
<b>TOTALS</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>100%</b>

## 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
<b>Management Faculty</b>							
Jon Anderson	1	0	1	2	0	0	1
Erich Bergiel	0	0	3	5	0	0	1
Beth Clenney	0	0	2	0	0	0	1
Tom Gainey	0	0	2	2	0	0	5
Dave Hovey	0	0	0	0	0	0	0
Roger Johns	0	0	1	2	0	0	3
Faramarz Parsa	0	0	1	1	0	0	1
Mary-Kathryn Zachary	0	0	12	2	0	0	2
<b>MIS Faculty</b>							
Joan Deng	0	0	0	0	0	0	3
Bill Lankford	0	0	2	0	0	0	3
Brad Prince	0	0	0	0	2	0	2
Jeff Rooks	0	0	1	0	0	1	0
Doug Turner	0	0	1	1	0	0	3
<b>Business Education Faculty</b>							
Jorge Gaytan	0	2	5	2	0	0	5
Bill Hargrave	0	0	1	3	0	0	1
Sunil Hazari	0	2	0	2	1	0	2
Alexa North	0	0	3	4	0	0	3
<b>TOTALS</b>	<b>1</b>	<b>4</b>	<b>35</b>	<b>26</b>	<b>3</b>	<b>1</b>	<b>36</b>

## 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
<b>Management Faculty</b>							
Jon Anderson	1	0	1	0	5	0	1
Erich Bergiel	1	0	1	0	3	1	0
Beth Clenney	1	0	1	0	2	1	3
Tom Gainey	1	0	0	0	7	3	0
Dave Hovey	1	0	0	2	1	1	0
Roger Johns	0	1	1	0	6	2	2
Faramarz Parsa	1	1	1	0	2	1	0
Mary-Kathryn Zachary	3	0	0	0	10	3	1
<b>MIS Faculty</b>							
Joan Deng	0	0	1	0	0	0	0
Bill Lankford	1	0	1	0	5	0	2
Brad Prince	0	0	1	2	5	1	1
Jeff Rooks	0	0	2	1	5	1	1
Doug Turner	1	0	0	0	6	1	1
<b>Business Education Faculty</b>							
Jorge Gaytan	1	1	0	0	15	12	2
Bill Hargrave	1	1	0	0	2	1	0
Sunil Hazari	1	1	0	0	5	0	0
Alexa North	1	0	1	0	3	1	0
<b>TOTALS</b>	<b>15</b>	<b>5</b>	<b>11</b>	<b>5</b>	<b>82</b>	<b>29</b>	<b>14</b>

## Awards and Honors:

- J. Anderson - Honorable Mention for Bizzell Award (Southwest Business Dean's Association)
- J. Rooks – RCOB Annual Faculty Service Award
- B. Lankford – Recertified as Certified Purchasing Manager
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