

# 2012-2013 Department Annual Report

## Management Department

### Department Information/Missions/Goals

#### *1) Name of department chairperson or director?*

Thomas W. Gainey, Ph.D.

#### *2) Email address of department chairperson or director?*

tgainey@westga.edu

#### *3) List departmental mission statement?*

The Department of Management provides for high quality student learning in a personal environment in the areas of management and management information systems, 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, and (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.

#### *4) List departmental goals for this reporting year.*

##### **(Goal 1) Provide a quality learning environment for our students.**

###### *Goal 1 Objectives:*

- (1) Obtain a 95% satisfaction level with our students.
- (2) Offer a balance of online vs. traditional classes that 60% of our students find acceptable.
- (3) Make courses available on the days/times preferred by students such that 67% of the students do not encounter any scheduling difficulties.

## **(Goal 2) Prepare graduates to be competitive in the job market.**

### *Goal 2 Objectives:*

- (1) At the time the senior exit survey (usually administered about mid-way in the final semester), at least 50% of graduating seniors should have received a job offer or made plans to enter graduate school.
- (2) In the Management program, get at least 50% of majors involved in a certification program.
- (3) At least 60% of graduating seniors should have completed an internship, completed a certification, or taken a study abroad trip.

## **(Goal 3) Pursue an active research agenda and relevant developmental opportunities.**

### *Goal 3 Objectives:*

- (1) As a department, average a minimum of one peer-reviewed article each year.
- (2) As a department, average a minimum of one paper presentation at an academic conference each year.
- (3) As a department, average a minimum of one continuing education initiative each year.

## **(Goal 4) Effectively serve our students, university community, and external stakeholders.**

### *Goal 4 Objectives:*

- (1) As a department, sponsor a minimum of two student organizations and advise three additional student organizations across campus.
- (2) As a department, average serving on at least two UWG-related committees.
- (3) As a department, average serving on at least one community-related initiative.

## **Assessment Information**

### *5) List assessments used to measure progress toward departmental goals.*

#### **Goal 1 (Objective 1)**

**Assessment:** Senior exit surveys will be used to assess student satisfaction with: (1) their decision to earn a B.B.A. from our department, (2) the quality of instruction they received, and (2) the likelihood that they would recommend our program to a friend.

**Results:** Over the 2012/2013 academic year, with 105 graduating seniors reporting: (1) 100% were “Very Satisfied” or “Satisfied” with their decision to earn a B.B.A. from our department, (2) 97.1% rated the quality of instruction as “Excellent” or “Good”, and (3) 97.2% indicated that it was “Very Likely” or “Likely” that they would recommend our program to a friend.

#### **Goal 1 (Objective 2)**

**Assessment:** The course mix (in terms of online vs. traditional) will be examined. Additionally, student perceptions of online course offerings will be solicited on the senior exit survey.

**Results:** During the 2012/2013 academic year, a total of 133 sections were offered in the Management Department. Sixty-four percent were offered in a traditional, face-to-face format, and 36% were offered as either “D” courses (13%) or “N” courses (23%). When surveyed, 58.1% of our graduating seniors indicated that the balance of courses was about right, 11.4% thought more traditional classes should be offered, and 30.5% thought that more online courses should be offered. Interestingly, 30.5% of students also reported that they thought online courses were easier than traditional courses.

### **Goal 1 (Objective 3):**

**Assessment:** On the senior exit survey, preferences of students will be solicited as well as difficulties they encountered with the availability of courses in their major.

**Results:** Seventy percent of our students noted that they did not have any problems with the availability of classes in their major. Thirty-five percent of our students noted that they preferred morning classes, 41% preferred afternoon classes, 14% preferred evening classes, and 10% had no preference. Additionally, 78% noted that they preferred classes on a Tuesday/Thursday schedule.

### **Goal 2 (Objective 1)**

**Assessment:** Graduating seniors will be surveyed.

**Results:** Of the 105 graduating seniors completing the senior exit survey during the 2012/2103 academic year, 19 reported that they were planning to attend graduate school and 43 reported that they had received a job offer (24 of these had actually accepted the offer). In five circumstances, a student reported that although they had received a job offer, they were instead planning to attend graduate school. Thus, out of 105 graduating seniors, 57 students (54%) had either received a job offer or made plans to attend graduate school.

### **Goal 2 (Objective 2)**

**Assessment:** Examine the number of current majors (available from Institutional Research) and the number of students enrolled in certification programs (student list maintain by departmental administrative assistant).

**Results:** Out of the 273 current management majors, 87 are currently enrolled in the HR Certificate Program and 19 completed the certificate. Thus, 32% are currently enrolled in the certification program. Once the Operations Management certificate is approved, we will have another option available to our students.

### **Goal 2 (Objective 3)**

**Assessment:** Graduating seniors will be surveyed.

**Results:** Of the 105 graduating seniors surveyed, 14 had obtained a certification, 16 had completed an internship, and 11 had participated in a study abroad program. In 8 cases a student had completed at least two of these options. Thus, out of 105 graduating seniors, 27 students (26%) had completed an internship, completed a certification, or taken a study abroad trip.

### **Goal 3 (Objective 1)**

**Assessment:** Publications will be reported in the annual merit evaluations.

**Results:** Nine of sixteen faculty members published at least one peer-reviewed article. As a department, we averaged 1.7 peer-reviewed articles per faculty member.

### **Goal 3 (Objective 2)**

**Assessment:** Paper presentations will be reported in the annual merit evaluations.

**Results:** Thirteen of sixteen faculty members made at least one conference presentation. As a department, we averaged 1.3 conference papers per faculty member.

### **Goal 3 (Objective 3)**

**Assessment:** Training and development initiatives will be reported in the annual merit evaluations.

**Results:** Eleven of sixteen faculty members were involved in some form of continuing education. As a department, we averaged 1.8 development initiatives per faculty member.

### **Goal 4 (Objective 1)**

**Assessment:** Examine student organizations approved within the department and registered with the Center for Student Involvement. Additionally, review annual merit evaluations for faculty that reported serving as advisors to student organizations.

**Results:** The Management Department offered students three choices within the department: Management Club, MIS Club, and ENACTUS. Additionally, faculty reported that they advised a total of nine additional student organizations outside of our department.

#### **Goal 4 (Objective 2)**

**Assessment:** Service-related work within the university community will be reported in the annual merit evaluation.

**Results:** Thirteen of sixteen faculty members were involved in at least two committees. As a department, we averaged 3.5 committee assignments per faculty member.

#### **Goal 4 (Objective 3)**

**Assessment:** Community-related activities will be reported in the annual merit evaluation.

**Results:** Ten of sixteen faculty members were involved in at least one public service (or community-related) initiative. As a department, we averaged 1.25 service commitments per faculty member.

### *6) Based on the assessments of departmental goals, discuss any departmental improvements.*

#### **(Goal 1) Provide a quality learning environment for our students.**

As a department, we performed well on this goal. We met satisfaction goals with our program and with our schedule.

The one objective that we failed to meet related to our offering of online courses. It is clear from the surveys that our students would like to have more online options. This will be a major topic of discussion in our department during the upcoming year. We recognize the flexibility that online courses give our students and we recognize the competitive market in which we operate. However, we also want our courses to maintain a proper level of rigor and do not want our program to be viewed as “soft and easy” by external stakeholders. We will begin moving toward an online program for our management majors. However, we will do so in a way that maintains our ability to assess student performance in a controlled environment.

#### **(Goal 2) Prepare graduates to be competitive in the job market.**

We have some very ambitious objectives in regard to getting our students involved in either a certification program, an internship, or a study abroad program. And, we intentionally set a high bar. It is imperative that our students enter the market with some type of competitive advantage.

Over the next year, we hope to receive approval for our second certification program (Operations Management). This will give our students two certification programs from which to choose. We will promote these programs in our classes and through our advisors.

#### **(Goal 3) Pursue an active research agenda and relevant developmental opportunities.**

As a department, we met our goals in this area. However, we will try, through our merit evaluation system, to get all faculty members involved in the publication process, academic conferences, and training initiatives.

#### **(Goal 4) Effectively serve our students, university community, and external stakeholders.**

Our department has always been very active in the service area and our results continue to demonstrate a great deal of hard work. It is important that we focus on finding a service opportunity for all department members and that we try to expand our reach into the community. Our merit evaluation system will serve as the mechanism to ensure that we remain committed to being a service leader at UWG.

*7) Attach additional assessment information (not related to student learning outcomes in academic programs which are input in another section of the system), consolidate information into one PDF document and upload it here. Assessment File Upload*

Not applicable

**Departmental Progress Toward The UWG Strategic Plan - Please discuss your department's initiatives toward the UWG Strategic Goals. You only need to reply to the goals your department addressed this year**

*8) Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.*

In terms of experiential learning, department faculty supervised nine internships and four independent studies.

In terms of preparing students to be engaged in the global economy of the 21<sup>st</sup> century, Dr. Upson led a group of students on a study abroad trip to Panama during the Spring 2013 semester. Next Spring, a study abroad trip to Ireland is being planned.

*9) The University will increase the retention, progression and graduation rates of undergraduate students. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations - Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.*

Department faculty supervised 29 honors projects.

*10) The University will increase enrollment in and graduation from undergraduate and graduate programs, including doctoral programs that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.*

The MBA program is promoted by faculty when speaking with students about their future plans. In fact, on senior exit surveys during the past year, 21 individuals (or 20.4% of the individuals completing the survey) in the Management or MIS program noted that they planned to pursue an MBA upon graduation.

*11) The University will maintain an environment that is safe and conducive to learning.*

The department strives to follow all safety regulations and complete annual training (e.g., Right-to-Know training). Additionally, in their syllabi, faculty establish classroom rules to facilitate an environment that is conducive to learning. When students engage in behaviors that disrupt the classroom, the faculty and chair work together, using the appropriate UWG Conduct Codes, to counsel the student on expected behaviors and to apply appropriate sanctions.

*12) The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.*

Within the Management Department, we offer students the opportunity to join student organizations such as the Management Club, the MIS Club, and ENACTUS. As members of these organizations, students often visit organizations, network with professionals, and host guest speakers.

*13) All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.*

Funds generated through e-Tuition fees are used to provide faculty with an annual budget that they can use for travel, training, and/or research. However, with no raise for the past five years, current compensation levels are quickly falling behind market wages.

*14) The University will endeavor to increase our overall enrollment to 12,500 by the year 2015.*

The department actively participates in opportunities to meet with potential new students by attending UWG Preview Days and the Mardi Gras Festival of Majors. Based on the Fall 2012 enrollment numbers provided by Institutional Research and Planning, we currently have 531 Management majors and pre-majors, and we have 121 MIS majors and pre-majors. The 652 majors and pre-majors in the department represent a 7% decrease from Fall 2011 enrollments. Because campus-wide updates have not yet been made on the IRB website for Fall 2012, it is unclear how these changes in enrollment compare to other departments across campus.

*15) With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student to faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4 to 1.*

We strive to keep average class sizes at a manageable level. However, with current student demand and faculty resources, we are unable to maintain an average class size of 29. In fact, during the Fall 2012 semester, our average class size was 40 students. And, we had 29 (or fewer students) in only 15 of the 52 classes that were offered.

*16) West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth.*

Office space is an issue in the Business Building. It is often a challenge to find vacant offices for new faculty, and office sizes, in the Management area, are relatively small.

However, for the students, we offer an MIS lab (equipped with the latest technology), several learning labs (equipped with computers and projection systems), and computer labs.

*17) Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.*

Not applicable.

*18) Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning*

*the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.*

Not applicable.

*19) Community Relations: The University will engage the local community educationally, culturally and recreationally.*

Faculty members in our department were involved in twenty local community activities over the past year. Some of these activities include: Marine Corps League, Kiwanis Young Professionals, Agape Hospice Pet Therapy, Volunteer Faculty of BIHE University, Carrollton First United Methodist Church 7<sup>th</sup> Grade Devotional Leader, Carrollton High School Latino Mentoring Program, Carroll Tomorrow, and the Carrollton County Parks and Recreation Department.

*20) Describe any notable achievements toward selected goals(s) during this reporting year.*

- Dr. Jeannie Pridmore and Dr. Brad Prince led initiatives to get UWG involved in the SAP University Alliance and to establish relations with Greenway Medical. Components of SAP and PrimeSuite (Greenway's product) are currently being integrated into our curriculum. (Goal 1)
- Mr. Mike Borsodi led a group students to an Ethics Conference at West Point. (Goal 1)
- Dr. Bergiel, Ms. Dukes, and Dr. Upson served in the RCOB Mentor Program. (Goal 2)
- CISM 2201 is being redesigned based on input from the Board of Visitors, RCOB Faculty, and Student Surveys. (Goal 1)
- Management remains one of the top five programs at UWG in terms of degrees conferred in FY 2012. (Goal 8)
- We continue to use guest speakers in classes to give students exposure to working professionals. Over the past year some of these speakers included: Julius White (Greenway), Robin Worley (Sewell Companies), Donna Lackey (Burson Center), Janis Moore (Walmart), Kelvin Hall (Walmart), Pete Hady (PRC Consulting), Stephen Koski (Bank of Tokyo), Richard Von Scherr (Cox Communications), David McGillvray (WS Capital and Ticonderoga), Dale Laroque (L3), Randy Knicker (AT&T Mobility), Greg Campbell (Fastenal), Nick Bower (Fastenal), Daniel Johnson (Fastenal), Melissa Laurenceau (TRU), and Waymond Bishop (OFC). (Goal 12)

*21) List any resources that could have assisted your department with achieving/exceeding departmental goals and how they could have facilitated/improved the work of your department?*

As with last year, more teaching resources would be helpful in lowering average class sizes. If the goal of UWG is to achieve an average class size of 29, our current average of 40 will have to be significantly reduced to meet this goal (and this increased from 38 the previous year). However, we also understand that current budget constraints limit new faculty lines.

Additionally, budget constraints have not permitted raises during the past five year. Most individuals understand the gravity of the situation and are thankful to have a job. However, unless salaries get closer to current market levels, there is a concern that some of our more productive faculty members may consider opportunities at other universities.

Finally, office space within the Business Building continues to be an issue. Especially within the Management department, offices are relatively small. This not only presents problems for faculty in meeting with students during office hours, but it also presents challenges in recruiting new faculty members.

## **Other Departmental Information**

*22) List any changes to the structure or substructures of your department implemented during reporting year.*

No changes were implemented.

*23) List any additional comments about your department based on this reporting year.*

The Management Department continues to work diligently to make certain that our graduates are competitive in the job market.

For Management majors, we have implemented the Human Resources Management certificate program, we have submitted the required paperwork to begin an Operations Management certificate program, we continue to offer a study abroad program, and we try to accommodate internship opportunities for students.

For MIS majors, we have joined the SAP University Alliance and have partnered with Greenway Corporation to offer students access to their PrimeSuite software. The integration of both SAP and PrimeSuite into the MIS curriculum will give our MIS graduates new skill sets that should enhance their opportunities for employment.

## **Departmental Annual Report - Part II**

*24) List all new degree or certificate programs with the full/accurate program title launched in your department this reporting year.*

This is our second year of awarding the Human Resource Management certificate in our department. During the past year, 19 students completed this certificate (up from four students the previous year). Eighty-seven students have indicated they plan to pursue this certificate.

*25) Number of nationally recognized academic programs offered by your department?*

None

*26) List new or renewed accreditation or similar distinction (include name of the accrediting body and date received) in your department this year.*

The Richards College of Business received re-accreditation by the Association to Advance Collegiate Schools of Business (AACSB) during the 2011/2012 academic year. Our next review is scheduled during the 2016/2017 academic year.

*27) List any notable achievements accomplished by your department this year.*

Our department continues to excel in a number of areas. First, in terms of teaching, our faculty supervised 9 internships, 4 independent studies, and 29 honor's projects. Ninety-seven percent of graduating seniors rated the quality of instruction as "good" or "excellent". Second, our faculty remained actively involved in research,

publishing 27 peer-reviewed articles, making 21 presentations, and writing 1 book. Third, our faculty were dedicated to service, by serving on 56 committees at the university. Additionally, our faculty were involved in advising 12 student organizations.

## Student Achievements

*28) List types of licensure your department prepares students to receive?*

While not required, Management majors may pursue professional certification in areas such as Human Resource Management (PHR) or operations management (APICS). Or, MIS majors may pursue professional certification in areas such as Microsoft Networking or Cisco Checkpoint.

*29) Explain how your department prepares students for licensure?*

Many of our major-level courses help in preparing students. For example, MGNT 4620 (Human Resource Management) and MGNT 4621 (Applications in Human Resource Management) provide a solid foundation for students who want to obtain their Professional in Human Resources (PHR) certification. However, additional instruction/preparation outside of the classroom may be necessary to make certain that all areas tested on the exam are properly covered.

*30) Percentage of students who passed the state licensure or certification examination, if applicable.*

Not applicable

*31) Percentage of graduating students that goes on to graduate or professional schools?*

While the number of students that actually attended graduate or professional schools is not available, on the senior exit survey, 21 graduating seniors (or 20.4% of those responding) indicated that they planned to do so.

*32) Number of research papers published by students in your department this year?*

1

*33) Number of research presentations completed by students in your department this year?*

4

*34) Number of internships completed by students in your department this year?*

9

35) *Number of cooperative education experiences completed by students in your department this year?*

0

36) *Number of scholarships awarded to students in your department this year?*

2

- Henry M. Cameron Scholarship (Ebony Hayes) \$400
- Frank R. Hunsicker Award (Cayla Lacie Cox) \$1,200.00

37) *Number of fellowships received by students in your department this year?*

0

38) *Number of students engaged in funded research in your department this year?*

0

39) *Number of students, in your department, that received national awards and/or recognition this year?*

0

40) *Number of students, in your department, inducted into Academic Honors Societies this year?*

16

11 Management majors were inducted into Beta Gamma Sigma  
5 MIS majors were inducted into Beta Gamma Sigma

41) *Number of students, in your department, that participated in a student program (which received national recognition) this year? (i.e. debate, cheerleading, athletic teams)*

0

42) *List notable achievements accomplished by students in your department this year.*

- Allie Barnett and Brandon Thompson made a Big Night presentation (supervised by Kim Green and Monica Smith)
- Kim Green's MGNT 4660 teams were included in the Top 100 global rankings in the Glo-Bus simulation.

- Dr. Upson sponsored three students at the 20<sup>th</sup> International Economics Convention in Mumbai, India. This student team received 3<sup>rd</sup> place in the “Best Paper” category and 3<sup>rd</sup> place “Overall” rankings.
- Dr. Prince conducted an independent study for a student to get his Network + Certification
- Byron Francis attended an ENACTUS Partner Summit in Bentonville, AR (only 65 students nationwide were selected to attend)
- Brittany Thompson attended an ENACTUS Partner Summit in New York City (only 30 students nationwide were selected to attend)
- Allie Barnett and Brandon Thompson earned 1<sup>st</sup> place for business plans at the Morehouse College Business Plan Competition (Monica Smith supervised this project)
- Cambria Shay Neese received the MIS Award of Excellence

## Number of Faculty

*43) Number of endowed chairs in your department?*

None

*44) Number of full professors in your department?*

4 (Gainey, Zachary, Parsa, Turner)

*45) Number of full-time faculty in your department this year?*

17

*46) Number of part-time faculty in your department this year?*

None

## Faculty Extracurricular Engagement With Students

*47) Number of new course developments completed by faculty in your department this year?*

9

*48) Number of honors courses taught by faculty in your department this year?*

29 honors projects supervised

*49) Number of faculty that participated or led a study abroad program this year?*

3

*50) Number of faculty that participated in academic advisement this year?*

1

### **Faculty Research Productivity**

*51) Number of books and/or monographs published by faculty in your department this year?*

1

*52) Number of book chapters published by faculty in your department this year?*

0

*53) Number of peer-reviewed articles published by faculty in your department this year?*

27

*54) Number of shorter works published by faculty in your department this year?*

0

*55) Number of papers presented by faculty in your department this year?*

21

*56) Number of other presentations delivered by faculty in your department this year?*

13

*57) Number of in-house publications published by faculty in your department this year?*

0

*58) Number of juried exhibits completed by faculty in your department this year?*

0

*59) Number of other exhibits or performances completed by faculty in your department this year?*

0

*60) Number of faculty that served in journal editing/reviewing positions this year?*

10 faculty members served in 36 positions and reviewed 50 manuscripts

*61) Number of faculty that participated in notable continuing education efforts this year?*

11 faculty members participated in 28 continuing education efforts

*62) Number of faculty that traveled abroad for research purposes this year?*

1

### **Faculty Public Service**

*63) Number of faculty that served in honors organizations this year?*

2

*64) Number of faculty that held positions in professional organizations this year?*

1

*65) Number of faculty that served as advisors to student organizations this year?*

7 faculty members served as advisors in 12 student organizations

*66) Number of faculty that participated in cooperative consulting efforts this year?*

11 faculty members participated in 17 cooperative consulting efforts

*67) Number of faculty that served on institution (UWG) wide committees this year?*

14 faculty members served on 56 committees – they chaired 3 of the committees

*68) Number of faculty that served on USG system committees this year?*

1

*69) Number of faculty that participated in public service activities this year?*

10 faculty members participated in 20 public service activities

## Faculty Grants and Awards

*70) Number of grant applications submitted by faculty in your department this year?*

4

*71) Number of grant proposals funded for faculty in your department this year? (Answer not to exceed response to question 70)*

4

*72) Total dollar amount of the grants funded (reported for question 71) for faculty in your department this year? (Round to the nearest whole dollar)*

\$8,667

*73) Total number grants generated by faculty members in your department.*

4

*74) Total number of faculty receiving grants in your department this year.*

3

*75) Total number of faculty receiving fellowships in your department this year.*

0

*76) List notable achievements accomplished by faculty in your department this year.*

Dr. Zachary received the RCOB "Excellence in Service Award"

Dr. Deng received the RCOB "Faculty Development Award" (\$1,000)

Dr. Zachary received the RCOB "Research Scholars Program" (\$5,000)

Dr. Zachary received the RCOB "Stone Endowment" (\$1,000)

Ms. Dukes received the "UWG Online 5-Star Award"

Mr. Rooks received the "UWG Online 5-Star Award"

Dr. DeFoor received the Sigma Kappa Sorority "Top Professor Award"

# Complete College Georgia

Below indicate in what ways your department or unit contributed to the 18 strategies outlined in the 2012-2013 UWG Complete College Georgia Campus Plan. It is understood that the individual mission of your department or unit will influence your responses, such that a "not applicable" response may be appropriate for particular strategies. The full plan can be viewed at Complete College Georgia.

For each strategy listed below, indicate whether or not the unit for which you are reporting conducted activities directly aligned with the strategy. For any marked "YES", list and explain these activities either in PDF or WORD document and upload.

CCG File Upload

**Choices are: Yes, No, or Not Applicable**

*Strategy 1: Promote dual enrollment with K-12 Students eCore and Face-to-Face  
Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it seems that approximately 30 students from local high schools participated in dual enrollment programs at UWG. However, our department is not directly involved in promoting these programs.

*Strategy 2: Develop K-16 Curriculum Alignment Model  
Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it seems that that this initiative is being led by the Provost and the College of Education Dean. However, our department is not directly involved in this process.

*Strategy 3: Develop K-16 Career Exploration/Career Development Model  
Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it seems that this initiative is being led by the UWG Director of Counseling and Career Development and the College of Education Dean. At this point, however, our department has not been directly involved.

*Strategy 4: Recruit and serve Veterans and their families with support services  
Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it seems that a new position in Student Affairs is being proposed to work with the increasing number of veterans on campus. However, our department is not directly involved in this process.

*Strategy 5: Increase number, diversity of distinctive, high quality, on line offerings to meet student demands  
Did your department/college/division engage in activities aligned with this strategy?*

**YES:** The management department currently offers the following courses on-line (either “N” or “D” designation): BUSA 2106, CISM 2201, CISM 3330, MGNT 3600, MGNT 3615, MGNT 3618, and MGNT 4660.

*Strategy 6: Develop partnership with West Georgia Technical College*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** We are presently working on articulation agreements with West Georgia Technical College for our CISM 2201 and BUSA 2106 courses.

*Strategy 7: Expand "Go West" marketing to target adult learners*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG Campus Completion Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it seems that the “Go West” marketing campaign has been successful. However, our department has not been directly involved in this process.

*Strategy 8: Require enrollment in S.T.P for students with admission scores in tenth percentile*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG Campus Completion Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), there is now a four-week program for at-risk students. At this point, however, our department has not been directly involved.

*Strategy 9: Implement Early Alert/Early Intervention System*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** Our department participates in the early intervention system by identifying, early in the semester, those students who appear to be struggling in a particular course. It is up to the individual instructor to submit the names of these students. Student Affairs then contacts the students on an individual basis.

*Strategy 10: Maximize use of Credit by Exam*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG Campus Completion Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), this particular strategy is being implemented by Admissions and Academic Advising. However, our department is not directly involved in this process.

*Strategy 11: Develop new Withdraw/Retake Campus Policy*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG Campus Completion Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), this particular strategy is being pursued by Academic Affairs and the Excel Center. However, as a department, we recognize the number of withdrawals as a concern and fully support initiatives to reduce these withdrawals.

*Strategy 12: Clear course backlog*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), it appears that most of the backlog involves freshman-level classes (e.g., ENGL 1101 and 1102). However, this can quickly become an issue for any department. For instance, we are beginning to experience some issues with MIS majors having access to their major courses in a timely manner. Over the next year, we will be examining the need to offer certain courses more than once per year to support the increase in MIS majors over the past five years.

*Strategy 13: Clear backlog in foreign language seats*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), this particular strategy is the responsibility of Felix Tweraser and Academic Affairs. Our department is not involved in this initiative.

*Strategy 14: Develop and implement consistent academic advising practices campus wide*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** The department chair works closely with the RCOB Academic Advisors to resolve issues in a timely and equitable manner. And, the approach appears to be working. Based on senior exit surveys of 105 graduating seniors in our department over the past year, 94.3% indicated that they were either “Very Satisfied” or “Satisfied” with their major advisor.

*Strategy 15: Develop a Center for Teaching and Learning*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), the first step in this strategy is to hire a full-time director. One of our department faculty members, Dr. Leanne DeFoor, is currently serving on the search committee charged with hiring this individual.

*Strategy 16: Reward excellent teaching through new promotion and tenure guidelines*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** Our currently merit evaluation system encourages our faculty to engage in specific teaching-related activities that helps prepare them for the promotion and tenure process. Over the past five years, each department faculty member who has prepared a dossier for promotion and/or tenure has been successful.

*Strategy 17: Develop strategies to intervene with struggling students in Gateway courses*

*Did your department/college/division engage in activities aligned with this strategy?*

**NOT APPLICABLE:** Based on information at [www.usg.edu/educational\\_access/.../USG\\_Campus\\_Completion\\_Plans.pdf](http://www.usg.edu/educational_access/.../USG_Campus_Completion_Plans.pdf), this particular strategy relates to freshman-level Math and English courses. Our department is not involved in this initiative.

*Strategy 18: Expand use of faculty mini-grants to encourage experimentation with new pedagogies*

*Did your department/college/division engage in activities aligned with this strategy?*

**YES:** Our currently merit evaluation system encourages our faculty to engage in innovative instructional methods and the RCOB provides annual teaching awards for those individuals who have been successful in the classroom. In fact, during the 2012/2013 academic year, our faculty were involved in 28 continuing education efforts (most of which were related to helping them make improvements in the classroom).