

UWG Comprehensive Program Review - Template

College/School	Richards College of Business	Year	2011		
Department	Management				
Academic Program	Management				
Program Level	Undergraduate / Graduate / Certificate				
Students (From IRP)	2005-06	2006-07	2007-08	2008-09	2009-10
Graduates Last Five Years	103	104	88	120	118
Majors Last Five Years	277	258	305	253	283
Pre-majors Last Five Years	299	286	329	345	280
1) Learning Outcomes: In the boxes below, please provide the following information: A) academic program learning outcomes B) a data summary of student performance related to the learning outcomes for this program; (include a link to data tables from which this summary was created, if applicable); C) a summary of the curriculum, pedagogical, and assessment modifications that resulted from this performance data and 4) a discussion of future assessment plans.					
A) Program Learning Outcomes					
<p>MGT 1: Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training, development, and compensation.</p> <p>MGT 2: Management majors will demonstrate the ability to apply management-related theories to practical applications.</p>					
B) Data Summary					

MGT 1: The assessment related to this goal requires students to use the O*NET system (created and maintained by the Department of Labor) to investigate and report on an occupation that they may be interested in pursuing in the future. Specifically, students prepare a report that lists the major knowledge, skills, and abilities, the work activities, related occupations, work values, education requirements, and wage levels for the occupation that they select. For the assessment, the students are graded on the extent to which they provide the required information and on the presentation of the report.

In the latest assessment, 16% exceeded expectations, 79% met expectations, and 5% did not meet expectations. Students seemed to have little trouble navigating the O*NET system; however, they did have some issues writing the report. In fact, the number of students who exceeded expectations dropped from 43% in 2009 to 16% in 2010 primarily as a result of the presentation of their report.

MGT 2: The assessment related to this learning goal requires groups of students to select a business and then analyze that business based on organizational behavior topics covered during the class. As a group, a 20 minute PowerPoint presentation is made to the class that provides a summary of what was learned during this exercise. Next, each student is required to complete a questionnaire in which they rate group members on their leadership skills, their ability to follow other members, and their ability to work well with others. Additionally, in the latest assessment, an item was added to rate other group members on the extent to which they demonstrated an understanding of course material during the project.

In the latest assessment, 76% exceeded expectations, 17% met expectations, and 7% did not meet expectations. The percentage of students that exceeded expectations increased by 6% from the previous assessment.

Assessment Reports: While this is a five-year report, these major learning goals were implemented just three years ago. Thus, only three years of data is available. Complete reports that include a description of the assessments, student data, and rubrics used to assess student performance are available at the following web address:

http://www.westga.edu/mgmtbus/index_9381.php

Note: This website is password protected. Please contact Dr. Gainey (9,4828) or Ms. Runyan (9,4824) for the user id and password.

C) Summary of modifications based on the data

MGT 1: The main concern from the assessment of this learning goal relates to the manner in which the reports are prepared. Students do not seem to have a fundamental understanding of how to prepare these more technically-oriented reports. In future classes, there will be a discussion of how technical reports differ from traditional papers. Additionally, some examples of acceptable reports from previous semesters will be shared with the students.

MGT 2: In the latest assessment, we discovered that when students rated other group members poorly, we were not capturing why they felt team members were not meeting expectations. Thus, in the next assessment, we will collect more feedback by asking individuals to briefly explain below-average ratings. With more specific feedback, we should be able to better address team-related issues in the future.

D) Future Assessment Plans

Both of our learning goals in the Management major are typically assessed during the Fall semester. Learning goal MGT 1 is assessed in MGNT 4620 and learning goal MGT 2 is assessed in MGNT 3605. The next assessment is scheduled for Fall 2011.

2) Program History and Context: In the box below, please write a brief (since the last CPR) history of this program at UWG (including current strengths and weaknesses)

The Management program remains strong. It is the largest major in the Richards College of Business and was recently listed as one of the top five undergraduate majors at the University of West Georgia. The enrollment in the Management program has remained relatively steady over the past five years (averaging about 583 majors and pre-majors) and there is no indication that enrollments will significant change in the near future.

Over the past five years, we have actively tried to make this major more attractive to students and make our students more attractive to future employers. Currently, the advising system, active student organizations, study abroad programs, and the HR Certificate Program are the primary strengths associated with this major. Each of these areas is briefly discussed below.

First, we devoted a great deal of effort over the past five years in getting our student advising/registration system under control. Initial efforts were directed at educating both students and faculty. We published a booklet, "10 Easy Steps to Preparing Your Schedule: A Guide for Majors in the BBA in Management Program" and paired our students with a faculty member who shared similar interests. These initial changes made a positive difference in the

advising process. However, the addition of full-time advisors in the RCOB has made an even bigger impact. Now that we have a full-time advisor, Ms. Kasey Hannah, for our Management Majors, she can offer consistent, more knowledgeable direction for our students throughout the year. In fact, in the latest senior exit survey, 93% of graduating seniors within our department noted that they were “very satisfied” or “satisfied” with their major advisor.

Second, our active student organizations provide a social outlet for our students and provide them with opportunities to network with local business leaders and organizations. For Management majors, two opportunities, The Management Club and Students in Free Enterprise (SIFE), are available. Currently, the Management Club has about 60 members and the SIFE club about 50 members. The Management Club typically takes two field trips each year and hosts an “Employer Night” for students to network with local businesses. The SIFE club, which was created at UWG in 2006/2007, is involved in local community projects and in regional/national competitions.

A third strength of the Management program involves study abroad opportunities. Over the past five years, our majors have had the opportunity to travel to England, Japan, and the Czech Republic. Not only does this international experience give them a competitive edge in the job market, it also allows many of them to travel for the first time in their lives.

Fourth, we recently started a Human Resource Management Certificate program. By taking a series of four courses, students can earn the certificate at no additional cost. This certificate demonstrates to potential employers that the student had a particular focus in the management program and, hopefully, gives them a competitive advantage.

In terms of weaknesses associated with the program, the primary issue involves faculty resources. The target class size for UWG is 29 students. In our department, the average class size is just over 40 students. When you combine the relatively large classes with individual student requests for internships, independent studies, and honors projects, our faculty resources are sometimes stretched thin. However, the recent addition of Dr. Green and Ms. Valez-Castrillon has significantly helped with this issue.

3) Program Planning: Please write a brief narrative on the future plans for this academic program, including how these plans support the UWG strategic plan.

In addressing how our future plans support the UWG Strategic Plan, this report focuses on UWG's Four Strategic Guiding Principles.

Guiding Principle #1: Academic Programs Balancing Liberal Arts with Professional Preparation.

Each Management major is required to take a core curriculum of courses, primarily during their freshman and sophomore years, that provide significant exposure to the liberal arts. Then during their junior and senior years, students take business-related core courses and their major courses.

As Management majors take their major courses, they receive a well-rounded education in the Management field by taking Organizational Behavior, Human Resource Management, Small Business Management, International Management, and a research-related course (usually taken in the Marketing Department).

Additionally, opportunities exist for students to participate in internships, independent studies, study abroad programs, and an HR Certificate program. Each of these opportunities provides avenues for students to enhance their professional preparation/development and to gain experiences that will give them a competitive advantage in the job market.

In the future, there are several approaches that we will use to support Guiding Principle # 1. First, the study abroad program will continue to grow. Next spring, Dr. Upson and Dr. Zachary will take students to Barcelona, Spain for the first time. This program filled up quickly during the Fall semester. Additionally, once the HR Certificate Program has a couple of years to develop, we will likely pursue another certification program. An operations management program has been suggested. Finally, we will continue to develop relationships with local businesses to provide professional development opportunities for our majors. For instance, we are presently working closely with the HR department at Southwire to provide internships.

Guiding Principle #2: A Campus that is Safe, Engaging, and Exciting

Management majors have two primary opportunities to become more engaged in activities that are specifically related to their major. First, the Management Club, which is advised by Dr. John Upson and Ms. Samantha Dukes, currently has about 60 members. Each year, the Management Club takes field trips, is involved in community service, and hosts "Employer Night" (which gives students an opportunity to network with local business leaders). In the past, this group has taken trips to organizations such as Southern Company, Sweetwater Brewery, and Chick-Fil-A headquarters (where they met Cathy Truitt).

The second organization, Students in Free Enterprise (SIFE), has about 50 members. Ms. Monica Smith is the faculty advisor for this organization. The SIFE club recently received a \$2,000 competitive grant from Lowes to work on community-related projects. Additionally, this club has won regional competitions the past two years and traveled to both Philadelphia and Minneapolis to compete nationally.

In the future, we expect each of these student organizations to continue to maintain strong

membership levels and to offer opportunities for our students to become engaged outside of the classroom. It has also been suggested that we attempt to resurrect the student chapter of the Society for Human Resource Management at UWG. Relatively large student fees associated with this organization 8-10 years ago lead us to form the UWG Management Club. However, with the implementation of the HR Certificate Program, it might be worth taking another look at a SHRM Student Chapter.

Guiding Principle #3: Steady and Intelligent Enrollment and Resource Growth

We continue to actively recruit students by: (1) participating in UWG Preview Days, (2) participating in Marti Grai Festival of Majors, (3) keeping up-to-date brochures in our office suite, and (4) keeping our department webpage current with the latest information about our major and opportunities for student involvement.

In the future, we plan to work more closely with the UWG Admissions Office. In fact, we have already held an initial meeting with Justin Barlow, Interim Director of Admissions, about ways that we can become more involved in educating both perspective students and parents about the Management major. Thus far, ideas involve providing recruiters with promotional materials and/or visiting local high schools with recruiters to speak with students.

Guiding Principle #4: Meaningful Engagement with Off-Campus Communities

Students have meaningful engagement with external stakeholders in two major ways. First, our faculty actively recruit local professionals to serve as guest speakers in their classes. Generally, ten to fifteen guest speakers come to our campus each year. Over the past five years, a sample of the speakers include: Jim Cater (owner of Sit-n-Sleep), Ken O'Neil (director of the Burson Center), Blake Middleton (Exxon/Mobile), Floyd Smith (VP and General Counsel of Southwire), and Paula Simmons (Director of HR at McIntosh Commercial Bank).

Students also have opportunities to attend a variety of events designed to allow them to interact with practitioners who work in organizations off-campus. Specifically, events such as Employer Night and Interview Days are designed to promote networking between students and local professionals.

Faculty members typically become engaged with off-campus communities through their involvement in local professional and civic organizations. Some examples of these organizations include: the West Georgia Trial Lawyers Association, the Nature Conservancy, the Baha'i Center for Learning, and the Carroll County Kiwanis Young Professionals.

We fully expect to continue our excellent relationships with off-campus communities in the future as we support Guiding Principle # 4. As an example, we recently hosted more than fifteen executives and managers from Wal-Mart.com at the Richards College of Business. These executives interacted with the students for about an hour and then spoke to the students about a variety of topics for another ninety minutes.

4) Strategic and Financial Outcomes from the Previous Review: Please summarize any changes to the budget and staffing in this program since the last comprehensive program review

Management staffing levels have increased over the past five years. In 2006/2007, we had four full-time tenured (or tenure-track) faculty, two lecturers, and two administrative positions teaching a reduced schedule. In 2010/2011, we had five full-time tenured (or tenure-track) faculty, three lecturers, one administrative position teaching a reduced schedule, and one part-time faculty member.

Budgets within the Richards College of Business are primarily maintained in the Dean's Office. However, each department is allocated funding for travel and operating expenses. Due to budgetary constraints, funds allocated over the past five years have essentially remained the same, or, in some cases, have been cut. For example, last year, the travel budget was cut from \$11,900 to \$5,950 within the department.

To supplement the travel and operating budgets, each department does receive additional funding from summer teaching revenue and e-Tuition fees. Without these additional funds, it is unlikely that we could satisfactorily provide the materials, travel, and educational opportunities necessary to properly perform our jobs and to maintain our accreditation.

5) Program Quality: Please evaluate the overall quality of this academic program.

While there are many ways that one might assess the quality of a program, in this report we briefly examine four: (1) the results of senior exit surveys, (2) the quality and stability of our faculty, (3) the ability to provide schedules that meet the demands of a very diverse student population, and (4) the ability to effectively manage course enrollments.

First, in terms of senior exit surveys, 362 of our graduating management majors completed our survey over the past five years. Some of the more important results of this survey are as follows:

- 100% were either “Very Satisfied” (70%) or “Satisfied” (30%) with their decision to earn a BBA in Management
- 97% rated the quality of instruction that they received as “Excellent” (58%) or “Good” (39%)
- 99% indicated that it was “Very Likely” (67%) or “Likely” (32%) that they would recommend our program to a friend.

Second, we have a very strong, stable faculty group in the Management area. We understand that proper development and performance of our faculty are essential for our continued success. For that reason, each new faculty member that teaches in the Management program is paired with two experienced faculty members for their first year as part of our “Mentoring Program.” This helps ensure that communication channels remain open and that expectations are clear. Within the Management program, we have very low turnover among faculty and we have a very high success rate for those seeking promotion and/or tenure. Additionally, our faculty members are frequently recognized for their outstanding work. Over the past five years, three Management faculty members (Clenney, Johns, and Bergiel) were named as the Beta Gamma Sigma Professor of the Year and two others (Clenney and Bergiel) received the SGA Outstanding Faculty Member Award. Additionally, student evaluations are consistently positive in the Management program.

Third, we examine the quality of our program by our ability to effectively schedule for a very large, diverse student population each semester. A majority of our students are traditional students who prefer morning/afternoon sections. Many of these students have work commitments during the evening and are unable to take courses offered a night. However, we also have non-traditional students who demand courses that they can take outside of their normal work hours. In the past, we have found that courses scheduled during the evening had limited enrollments. We had to “force” many traditional students into these courses and it was not a good use of our teaching resources. While we continue to offer sufficient evening courses, we have started replacing some of these sections with on-line courses. In many cases, these on-line courses provide the element of flexibility that appeal to both traditional and non-traditional students.

Finally, the ability to properly manage enrollments contributes greatly to the quality of the Management program. Enrollment management has traditionally been a major challenge for this program. Students would form long-lines outside of our offices during drop/add and, in fact, many would simply wait until the week of drop/add to register for their classes. Typically, those students who were the loudest and most persistent seemed to be rewarded. It was an unfair, unmanageable system. Now, this has changed. Over the past three-four years, we have revised

our system and have effectively “conditioned” students to take a more proactive role in registering for their classes. Now, a course override system is in place where students formally apply for admission to courses that “fill up”. The department chair processes the requests in three-four batches each semester. When a student cannot be placed in the requested class, suggestions for other approaches are recommended to the student. Once the course overrides are processed, courses are set to their maximum limits and students can then drop/add as seats become available. Now, there are virtually no students who wait until the last minute to register for their classes or students who “camp out” in our offices during drop/add.

6) Program Viability: Please discuss the long term viability of this program

The long-term viability of the Management program is excellent. In terms of student enrollment, during Fall 2009, we had 563 majors and pre-majors in the program. Also, as discussed previously, in a recent UWG Daily Report (10/31/2011), it was reported that the “Management” major was one of the top five declared majors by UWG undergraduates.

One of the strengths of the program, and a reason that it is well-positioned in the future, is that we continue to revise the program in response to changes in the environment. For instance, as we experience more of a global marketplace, students with international experience are finding more opportunities in this tight labor market. The Management program has responded to this change by offering a variety of study abroad opportunities for its students. Having already offered trips to England, Japan, and the Czech Republic, we are now getting ready to take a cohort of students to Spain. Additionally, there has also been some interest expressed in a study abroad experience in India. Many of our faculty have a strong interest in international studies and do an excellent job in setting up and supervising these study abroad programs.

Another recent change that was implemented to strengthen the viability of the program is the Human Resource Management Certification Program. There has been significant interest in this program because it allows students to focus their studies in a particular area of Management and earn a certificate with no additional cost to the student. If this certification program proves to be popular and useful, we will likely expand the certifications that are offered. Again, these certification programs are in response to the tight labor market in which our students need to find ways to make themselves unique and competitive.

Finally, we realize that it is imperative that our faculty remain technologically savvy in order to communicate effectively with our current students. This will become ever more crucial as the “Net Generation” enters our program. Thus, we invest in technologies such as iPads, MiFis, and other web-based equipment to make certain that our faculty have opportunities to become involved with emerging technologies and integrate them into the classroom. In fact, Dr. Prince, one of our MIS faculty members, recently conducted an i-Pad workshop in our department. During this session, we were introduced to a number of “apps” that could be used in delivering course material.

7) Program Productivity: Please discuss the productivity of this program in terms of both faculty and students.

Faculty Productivity

Over the past five years, the Management faculty was very productive in terms of teaching, research, and service. In the teaching area, faculty prepared 25 new courses and supervised 96 honors projects. As faculty accepted these new course preparations and developed new areas of expertise, it allowed us significant flexibility in the scheduling process.

In the research area, our faculty published 113 articles in peer-reviewed journals and presented 54 papers at academic conferences. Given that we average about six full-time, tenure track positions in the management area, the 22.6 articles per year average is particularly noteworthy.

In terms of service, again, our faculty excelled. Management faculty reported serving on 182 committees in their annual merit evaluations and noted that they were involved in advising 34 student organizations. This is a clear demonstration of their service commitment to both the university and its students.

Student Productivity

Examining graduates' GPA and the time that it took them to graduate seems to be a couple of reasonable approaches to assessing student productivity. For this report, we examined these factors for the Fall semester in each of the previous five years. In the Management program, we had 171 individuals that graduated during the Fall semesters. Their average GPA was 2.88. Twelve percent had a GPA greater than 3.50, twenty-seven percent had a GPA between 3.0 and 3.5, thirty-five percent had a GPA between 2.5 and 3.0, and twenty-six percent had a GPA less than 2.5.

In examining, "Terms to Graduate," we removed eleven individuals who had taken more than 20 terms to graduate (we assumed these were part-time students) and we removed twenty-two students who had taken less than 8 terms to graduate (these were likely students who had transferred late into the program). This left 138 students with seemingly "credible" data. The BOR suggests that all first-time, full-time students should complete their degree in 12 terms. The average for the Management graduates was 13.7 terms. Thus, we were slightly above the recommended threshold in this area.

Another approach that we used to observe student productivity in this report was to examine the number of Management students who completed internships and honors projects over the past five years. This shows the extent to which students are seeking unique opportunities and are challenging themselves. In the Management program, we supervised 48 internships and 42 honors projects. These numbers represent only the Management major courses and do not include honors projects related to BUSA 2106, MGNT 3600, or MGNT 3615.

