

**COLUMBUS STATE UNIVERSITY
D. ABBOTT TURNER COLLEGE OF BUSINESS
DEPARTMENT OF BUSINESS ADMINISTRATION**

**COMPREHENSIVE PROGRAM REVIEW SELF-STUDY
BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS**

November 1, 2005

EXECUTIVE SUMMARY FOR THE BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS

Major Findings of the Program's Quality and Productivity

The following outline indicates some of the program's major strengths, areas needing improvement, and recommendations for improvement. Supporting tables, figures and charts are available upon request.

1. Program Strengths:

- a. General – AACSB (Association for the Advancement of Collegiate Schools of Business) accreditation, endowments
- b. Teaching –
 - All instructors in the General Business area are academically qualified by AACSB standards.
 - General Business faculty in 2004 won both the Service and Teaching awards for the college. The Service Award winner also won the university's Service Award. In addition, a General Business faculty member won the 2005 Service award.
 - Intellectual contributions of faculty members have been reviewed and approved by AACSB International.
 - Numerous orientation activities are conducted by the university and college for new faculty to help with the teaching function.
 - The college allocates professional development funds for faculty to present research in their areas of expertise at conferences. Attendance at conferences helps to keep faculty current in their fields and to create a publishing record.
 - Highest General Business program outcome scores in the college's Major-Specific Exit Exam included "Technological Competence" and "Global, Multicultural and Diversity Issues."
 - From 2001 to 2004, the average SAT Math score of General Business students has been higher than the College average during that period.
- c. Curriculum –
 - The General Business curriculum shows a clear alignment with BBA program outcomes and the college mission.
 - Over the past several years, the college and the degrees within it have undergone intensive and extensive reviews (AACSB, SACS), which have produced continuous improvements in the curriculum.
 - Assessment is receiving increasing attention at the college, discipline, and course levels. The college has selected a member of the General Business faculty as the coordinator of assessment for the entire college.
 - Very clear degree progress sheets in (1) hall display stands and Student Services Center (2) in the published and online catalogue, and (3) in the DATCOB Student Handbook. Very clear suggested Freshman, Sophomore, Junior and Senior 1st and 2nd semester schedules.
 - Very strong enrollment in required courses, no general business courses canceled in last five years due to low enrollment.
- d. Students –
 - Enrollment in the General Business area is strongest among new students who know that they want to be a business major but do not yet know enough to pick a specific field of business. General Business is also favored by non-traditional students who already have a job and want to finish their degree as quickly as possible to advance within their present company. The number of part-time and full-time General Business majors has averaged 32% of the BBA majors for the past 5 years. General Business degrees averaged 17% of the BBA degrees awarded for the past 5 years.
 - With the status of the college enhanced through AACSB accreditation and with the large increase in personnel expected at Fort Benning, enrollment is expected to continue to increase in the General Business Major.

- SAT scores for General Business majors are consistently above the College of Business averages. The 2001-2005 verbal mean score for General Business Majors was 486 versus 483 for the total College of Business.
 - Business growth in Georgia is well documented and the need for management talent is significant. Our graduates are attractive to employers because so many of them work and have had a chance to immediately apply what they have learned.
2. Program Weaknesses:
- a. Teaching –
 - Increasing enrollment will put an additional strain on the college’s ability to offer a quality undergraduate business program unless additional faculty is hired.
 - Although more attention is beginning to be paid to assessment in particular courses, few direct assessment methods are being used.
 - Lowest General Business program outcome scores in the Major-Specific Exit Exam included “Marketing interaction with other business functional areas” and “Interpersonal Skills” The General Business faculty will review the exam to make sure the questions have validity. Appropriate measures will be instituted to insure that content is covered. One method proposed is to have the Major-Specific Exit Exam questions incorporated into regular course exams for BUSA 4185, Business Strategy, instead of having the full exit exams given at the end of the term.
 - b. Curriculum –
 - Few direct methods available for program assessment.
 - Based upon best practices in other universities, program outcomes need to be reworked to become more assessable.
 - All core courses are taught every semester, but most electives only once a year.
 - MGMT 3115 Management and Organizational Behavior, MKTG 3115 Principles of Marketing and FINC 3105 Managerial Finance (survey courses) day classes are too large and we need to offer multiple sections during the day.
 - c. Students –
 - Relatively few occasions for faculty to interact with students.
 - Lack of effective tracking of students after graduation.

List of Recommendations for Improving Program Quality

3. Program Improvements:
- a. Teaching –
 - Continue to focus on hiring additional General Business faculty.
 - Continue to improve the use of course-embedded assessment.
 - b. Curriculum –
 - While a few faculty are including direct, “authentic” assessment in their courses, more can be done. An expert who comes highly recommended by AACSB International (Kathryn Martell) has been invited to campus to guide the college in its assessment efforts. The assessment coordinator has also been gathering data involving practices and attitudes about assessment among the DATCOB faculty. He has made presentations to the faculty about assessment information acquired at conferences and seminars. Interviews with individual faculty will be completed by mid-October. A report of findings will be presented to the college, and an assessment plan will follow.
 - Continue to increase the rigor of the General Business require by adding required courses like the FINC 3115 Financial Analysis that was added in Spring 2005 as a requirement.
 - General Business group will meet to restate program outcomes.
 - We are publishing when electives are taught (i.e. fall or spring).
 - c. Students –
 - Management faculty can form professional chapters for General Business majors. (SHRM)
 - Off-campus, informal gatherings involving students and faculty would help create stronger connections among them and enhance mentoring relationships.

Conclusion about the Program's Viability at CSU

The program is Very Strong, from the standpoint of quality in its teaching and curriculum, and Satisfactory from the standpoint of its students. The program is useful as a holding place for students who want to major in business but have not yet decided on a specific discipline. The program is also useful for students who already have jobs and a record of accomplishments but need a degree to compete against other qualified candidates in their organization for promotion. Even though the number of graduates is declining as we advise students into specific majors to be more competitive for career placement, this is a no-added-cost program that is still useful and **the program should be maintained at the current level.**

Summary Recommendation and Supporting Rationale

Results of the General Business program review suggest that the program should be maintained at its current level. The program is Very Strong, from the standpoint of quality in its teaching and curriculum, and Satisfactory from the standpoint of its students. The program is useful as a holding place for students who want to major in business but have not yet decided on a specific business discipline. The program is also useful for students who already have jobs and a record of accomplishments but need a degree to compete with other qualified candidates in their organization for promotion. The number of majors and degrees awarded is declining as we advise students into specific majors more competitive for career placement, but this is a no-added-cost program that is still useful and **the program should be maintained at the current level.**

COMPREHENSIVE PROGRAM REVIEW DETAILED SELF-STUDY

BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS

I. Brief Program Overview

General Business is one of the six BBA majors offered by the D. Abbott Turner College of Business (DATCOB) at Columbus State University (CSU) which was recently accredited by AACSB International, the Association for Advancement of Collegiate Colleges of Business. Only 27% of the business programs in the USA have achieved this mark of distinction. General Business is the largest major in the College of Business, and among the largest at CSU. Enrollment in the General Business area is strongest among new students who know that they want to be a business major but do not yet know enough to pick a specific field of business. General Business is also favored by non-traditional students who already have a job and want to finish their degree as quickly as possible to advance within their present company (i.e. General Business has 2 more electives that often enables students to use more of their transfer credit). The number of part-time and full-time General Business majors has averaged 32% of the BBA majors for the past 5 years. General Business degrees averaged 17% of the BBA degrees awarded for the past 5 years. Even though the number of graduates is declining as we advise students into specific majors that are more competitive for career placement, this is a no-added-cost program that is still useful and **the program should be maintained at the current level.**

II. A. The Quality of Teaching Supporting the Program

Explain how good teaching is assessed and rewarded: Faculty members in the General Business major are evaluated on teaching each year as part of their annual evaluation. In fact teaching is at the top of the evaluation criteria in these reviews. Teaching forms a major part of faculty raises, teaching awards, and promotion, tenure, and post-tenure decisions.

The assessment of teaching at this point is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, professional development, and other examples of conscientious performance.

Explain how good advising is assessed and rewarded: As part of the annual evaluation, faculty members and the college administration review the importance of advising and go over any issues that may have arisen in the past year with regard to advising. Good advising is rewarded as part of the overall teaching evaluation. Advising training is afforded to faculty primarily through the Student Services Center. The Student Services Center's *DATCOB Student Handbook* is the primary resource for advising information.

Describe opportunities for interaction that occur between faculty and students outside the classroom. General Business faculty interact with students in the Wall Street Learning Community, the Business Students Advisory Council (BSAC), Beta Gamma Sigma, Phi Beta Lambda, Business Week Luncheon, and AdFed. The Wall Street Learning Community plans to visit Wall Street in New York City this year, affording additional opportunities for interaction.

Indicate the availability of tutoring. From a university standpoint, tutoring takes place primarily through University College and involves essentially the first two years of a student's coursework. Tutoring by instructors in the General Business major takes place primarily in faculty offices during posted office hours or by appointment. There are also two graduate assistants available at regular office hours to assist students with coursework.

Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement. The university and the college continue to enhance their offerings to students in these important areas. General Business majors take part, for example, in an expanding array of study abroad opportunities through the Center for International Education (CIE) and through programs co-sponsored by the college and the CIE. This past Maymester, DATCOB students took part in a trip to Brazil to study management practices. The college has also focused increased attention on internships and has identified an internship coordinator. Career planning and placement has also received attention through the efforts of the university's Career Center. The Career Center caters directly to business students by presenting seminars in our classrooms on topics ranging from interviewing skills to online recruiting techniques. Local employers set up recruiting stations in the lobby of our building on a regular basis, many of our stakeholders take advantage of this opportunity to directly reach students.

Describe methods to be pursued for program improvement. The General Business faculty will continue to explore ways to increase interaction with students, such as reinvigorating organizations such as the Society for Human Resource Management.

The quality of teaching supporting the program is judged to be very strong.

II. B. The Quality of the Curriculum Supporting the Program

Describe the relationship between the program’s curriculum and its outcomes. The General Business curriculum meets the general core curriculum proposed by the University and the standards of the College of Business set by AACSB. Core courses address or integrate the specific issues specified by AACSB: Global (ECON 2106, Macroeconomics; BUSA 3135, International Business); Ethical, Legal and Regulatory (BUSA 2106, The Environment of Business); Political (POLS 1101, American Government); Social (SOCI 1101, Introduction to Sociology); Technological (BUSA 3111, Stat Analysis for Business Decision, CISM 2106, 3115 Info Technology Management) and Demographic Diversity, Multiculturalism (MGMT 3115, Management/Organizational Behavior), and Environmental issues through six (or seven) credit hours of natural science courses. The General Business major is one that challenges students to think across disciplines because it is broad in nature. Such diversity is present from Area F through area H, the major course requirements. (ACCT, FINC, MGMT, BUSA, MKTG courses are required). Methods to be pursued for program improvement are the same for other majors: a continued process of reviewing the curriculum, feedback from graduates through surveys intended to reconcile our instruction here and their needs at the work place. The table on the following page depicts the integration among the college’s mission, BBA outcomes, and program outcomes. It also shows methods by which the college assesses accomplishment of mission goals and program outcomes.

Explain how diversity, multiculturalism, and international perspectives are included in the program; indicate how technological skills are incorporated into the program of study. The following table lists courses required of all majors. The degrees of course coverage for several perspectives important to business education are indicated.

	Ethical Issues	Global Issues	Political Influence	Social Influence	Legal and Regulatory Influence	Environmental Influence	Technological Influence	Demographic Diversity
Undergraduate Required Courses								
Principles of Accounting 1 ACCT 2101	H	L	L	L	H		H	
Principles of Accounting 2 ACCT 2102	L	L	L	L	H	L	H	
Principles of Macroeconomics ECON 2105	L	H	H	H	H	L	L	L
Principles of Microeconomics ECON 2106		H	H	L	H		L	H
The Environment of Business BUSA 2106	H	L	L	H	H	L	L	L
Intro. to Comp. Info. Systems CISM 2105*	L				L		H	
Statistical App of Bus Decisions BUSA 3111*	H	H	H	H	H	L	L	
Managerial Finance FINC 3105	L	H	H	L	H	L	L	
Principles of Info. Tech. Management CISM 3115	H	L	H	H	H	H	H	L
Management & Org Behavior MGMT 3115	H	H	L	L	H	H	L	H
Production & Operations MGMT 3125*	H	H	L	L	H	H	H	
Principles of Marketing MKTG 3115	H	H	L	H	H	H	L	H
Strategic Management BUSA 4185	H	H	H	H	H	H	H	H
L - Low Degree of Emphasis (less than 2 hours)								
H - High Degree of Emphasis (2 hours or more)								

***Starting in Fall 2005, CISM 2105 in Area F will be changed to CISM 2115, Computer Applications in Business. In addition, BUSA 3111 and MGMT 3125 will no longer be required in Area G. Courses added to**

Area G include BUSA 3115 (new course, Quantitative Analysis for Business Decisions) and BUSA 3135 (International Business.)

Technological issues facing business are presented in several courses in the business curriculum. In the University Core business majors take Introduction to Computer Information Systems (CISM 2105) which introduces our students to computers in the workplace. In the College Core, more advanced technology issues are presented in Principles of Information Technology Management (CISM 3115). The importance of technology as a tool for business is reinforced in Management and Organizational Behavior (MGMT 3115), Strategic Management (BUSA 4185) and Principles of Marketing (MKTG 3115), in which students use technology to analyze case data and prepare reports and presentations. Strategic Management uses a spreadsheet-based Management simulation that accounts for 35% of the course grade.

In AREA E of the University Core Curriculum students take a world cultures course that deals with global cultural differences. Issues of demographic diversity are also presented in at least three other courses in the University Core and College Core curricula. In Microeconomic Principles (ECON 2106) students look at demographic diversity as it relates to the labor market. Additional topics are included in the Management and Organizational Behavior (MGMT 3115) and Principles of Marketing (MKTG 3115) courses.

Describe methods to be pursued for program improvement. The tables on the following pages show the metrics employed by the college of business and its various discipline groups to assess achievement of mission goals. Additional emphasis will be placed upon these metrics, and additional course-embedded metrics added, to enhance program assessment.

The quality of the curriculum supporting the program is judged to be very strong.

II C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

DATCOB SAT Scores 2001-2005					
		2001/2	2002/3	2003/4	2004/5
Sat Verbal	ACCT	494	504	484	479
	CISM	467	468	476	477
	FINC	487	479	477	483
	GENBUS	492	490	493	495
	MGMT	469	478	481	485
	MKTG	487	489	489	482
	<i>Means</i>		483	485	483
Sat Math	ACCT	506	511	503	500
	CISM	472	476	471	472
	FINC	488	475	492	500
	GENBUS	486	484	485	489
	MGMT	462	462	474	486
	MKTG	473	468	472	473
	<i>Means</i>		481	479	483

As the table shows, SAT scores for General Business majors have steadily increased during the past four years. The verbal scores have increased from 492, which was 11 points above the college mean, to 495, which surpasses the mean by 8 points. The math scores show a similar trend: In 2001/2, the General Business math SAT mean was 486, which was 5 points above the college mean. In 2004/5, the General Business mean was 489, which was 2 points above the college mean.

DATCOB GPAs by Discipline				
	2001/2	2002/3	2003/4	2004/5
ACCT	2.91	2.91	2.72	2.77
CISM	2.65	2.52	2.51	2.57
FINC	2.78	2.74	2.73	2.82
GENBUSA	2.58	2.6	2.48	2.62
MGMT	2.62	2.65	2.63	2.56
MKTG	2.56	2.52	2.55	2.53
COMBINED	2.66	2.64	2.58	2.63

The GPAs for General Business show no significant difference from the combined means for all the disciplines.

Our mission notwithstanding, both the university and the college are committed to increasing student retention rates. The university has recently adopted a program called Freshman Year Experience, and plans are underway to open a university advising center this semester. The college is also committed to the continuous improvement of advising. We are convinced that the best retention strategy for capable students is to provide high levels of faculty involvement, which is accomplished in large part by providing and requiring regular, competent advising. Improving our advising process has been a major emphasis of the college's retention efforts.

Additional college efforts to improve retention and graduation rates include:

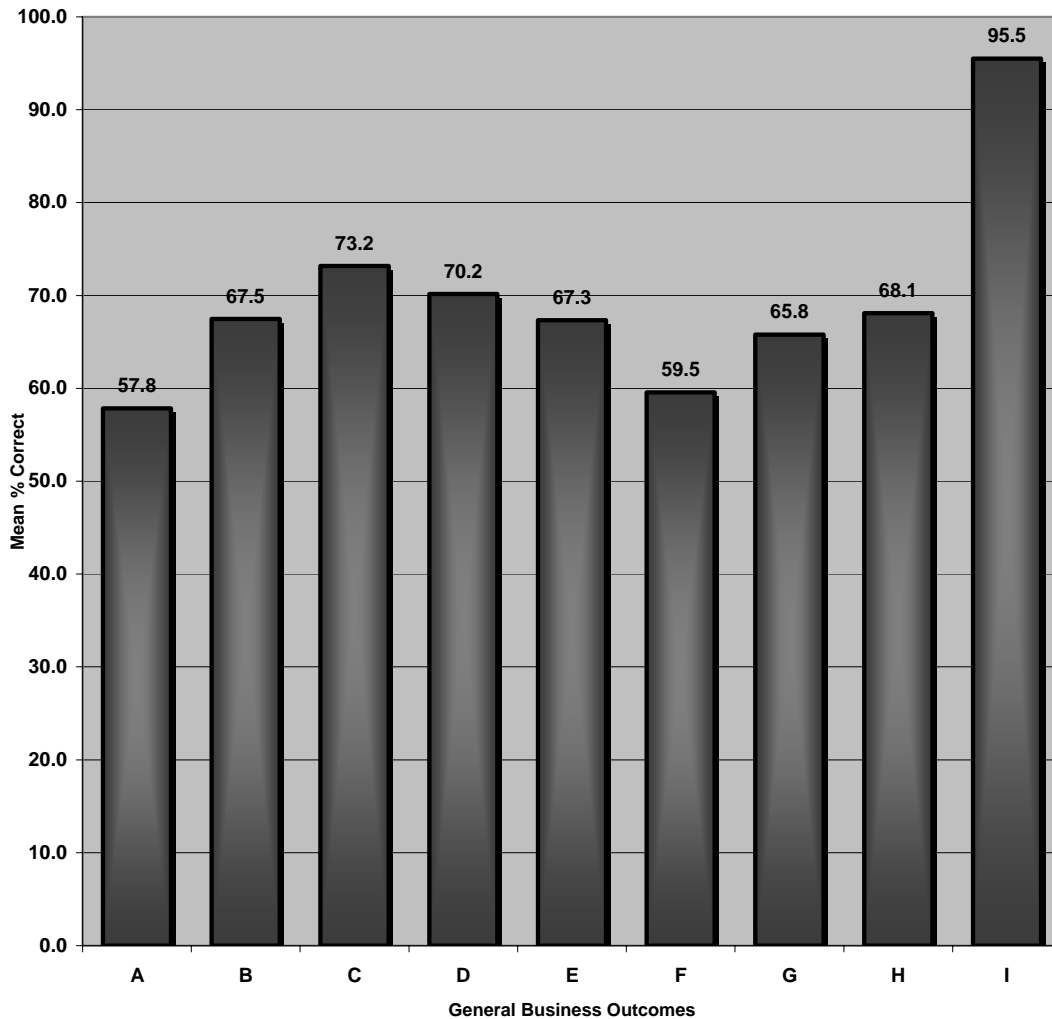
- Requiring student participation in orientation for all new students prior to registration. Process involves curriculum specific session with DATCOB faculty.
- Maintaining advising holds as a primary strategy to make certain that students are making contact with faculty advisors. The DATCOB has protested the move by other colleges within the university to do away with advising holds. Advising holds may be removed only after the student has consulted with their faculty advisors (or in some cases, the professional staff of the Student Services Center) and been given guidance on course sequencing, scheduling, and degree completion progress.
- Revising and updating the college's *Faculty/Staff Guidebook* (contains extensive information on advising).
- Providing advising training for new and returning faculty.
- Increasing staff of the Student Services Center.
- Providing extensive training for Student Services Center staff.
- Requiring faculty advisors or department chairs to contact students placed on academic probation.
- Sending letters from the Student Services Center to remind students about advising and registration timetables.
- Extending Student Services Center hours during advising and registration to accommodate non-traditional students' needs.
- Giving each student a handbook specific to DATCOB.
- Updating the college's Web page to provide course schedule information.
- Modifying the Return-from-Academic-Exclusion process to require advising sessions with college faculty in addition to the university's Enrollment Services.
- Increasing interaction between students and faculty through student groups (Phi Beta Lambda, Student Advisory Council, Beta Gamma Sigma, AdFed, and Wall Street).

Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment. The following table shows results of the ETS Business Field Test. Retention of DATCOB students is generally better than the latest national scores available.

Table 1					
Comparison of CSU to National Averages on ETS Business Field Test					
	CSU Test Statistics			National Test Statistics	
	2005	2004	2003	2004	2003
Mean Score (Range 120-200)	154.4	151.2	154.7	152.5	152.7
Standard Deviation	12	11.2	12.3	13.7	13.9
No. of Responses	103	123	102	80044	24715
Accounting (Mean % Correct)	44.1%	41.0%	46.5%	44.6%	44.6%
Economics	42.5%	39.6%	42.4%	42.8%	43.2%
Management	63.7%	61.2%	62.7%	57.1%	57.6%
Quantitative Methods	60.0%	55.8%	59.7%	56.6%	56.7%
Finance	36.8%	34.2%	37.6%	36.4%	36.6%
Marketing	51.8%	50.3%	51.9%	46.8%	47.3%
Legal/Social Environment	52.6%	52.0%	53.8%	49.8%	49.8%
International Issues	42.2%	42.6%	42.0%	44.3%	44.6%

The college of business also assesses student learning through its own Major-Specific Exit Exam. Faculty in the disciplines meet periodically to review the exam for content validity. The following table shows the results for the General Business discipline. Learning outcomes are listed below:

Table 2
GENERAL BUSINESS EXIT TEST:
Analysis of Individual Outcomes



- A. Understand the function and interaction of marketing with other business functional areas.
- B. Understand the function and interaction of management with other business functional areas.
- C. Exhibit an awareness of global, multicultural, and diversity issues in a variety of business settings.
- D. Exhibit an awareness of ethical issues in a variety of business settings.
- E. Understand the importance of communication skills in the functioning of organizations.
- F. Understand the importance of interpersonal skills in the functioning of organizations.
- G. Understand the importance of critical thinking skills in the functioning of organizations.
- H. Appreciate the importance of community relationships and the role of organizations' stakeholders.
- I. Demonstrate technological competence.

Describe methods to be pursued for program improvement. The General Business faculty will continue to review student achievement on the assessment measures currently being used and also to focus more on course-embedded assessment measures in efforts coordinated at the college level. In one course this spring, MGMT 4165, the instructor will introduce the business plan as an integrated assignment to assess various aspects of the college's and General Business discipline's student learning outcomes.

Enrollment increases Fall 2004 - Fall 2005

Applications Received	For Fall 2004	For Fall 2005	% Change
Accounting	83	96	23.91%
CISM	46	57	15.66%
Finance	29	34	17.24%
General Business	163	103	-36.81%
Management	101	171	69.31%
Marketing	65	128	96.92%
MBA	19	21	10.53%

The decline in General Business applications is due to advising high school students in 7 recruiting sessions to choose a specific major because Corporate and Organizational recruiters prefer specific majors over the General Business major.

The selectivity of students in the program is judged to be satisfactory while the academic achievement and satisfaction of students in the program is judged to be very strong. The overall average for this section is above average.

II. D. Quality of the Faculty Supporting the Program

Describe the Adequacy of faculty and Staff to support the program. The General Business faculty consists of 5 full-time faculty positions. Historically, this has allowed sufficient course coverage to offer day and night sections of all required courses for the major, at least once per year. As of 2004, all faculty in the program had either PhDs or DBAs in an appropriate field. As table IID1 indicates, all of the faculty, teaching in the area of General Business are academically qualified.

Describe the support provided for faculty development. The College of Business provides internal faculty development funds for each faculty member. These funds may be used for research materials and software, academic travel, and publication costs associated with accepted peer-reviewed articles. In addition, the University offers competitive faculty development grants, which may be used for various types of faculty development.

Show faculty diversity and credentials. The faculty shown in table IID1 consist of 4 US/Caucasian males, and one Chinese male. However, changes over the next year will increase the faculty diversity. Dr. Snipes will be moving from Marketing to General Business/Management, increasing the representation of females on the management faculty. All faculty have PhD/DBA degrees from quality institutions, and maintain their qualifications through their academic publications, as highlighted in table IID1.

Describe how part-time faculty are integrated into the program

Part-time faculty use is minimal. However, when a part-time faculty member is used, they will be assigned a mentor, to assist them in providing quality instruction.

Describe methods to be pursued for program improvement.

Assessment is used, at both the course and program level to determine the adequacy of instruction, and to enhance program quality. Student surveys of teaching quality, standardized assessment testing, and alumni surveys are used for this purpose.

General Business														
Name	Rank	Year of Hire	Primary Teaching Area	Teaching Load 2002	Highest Degree/School	Year of Degree	Major/Minor, or Concentration	# Ref. Journals	# Proceedings	# Presentations	# Other	# Total I.C.	AACSB Category	Qualification
Johnny Ho	Associate	1994	Stat/OM	9	PhD, Georgia Tech	1991	OM/MIS	9	15	1		25	1	AQ
Neal Thomson	Associate	1994	Mgmt.	9	PhD, Florida State	1995	Management	3	19	2		24	1	AQ
Thomas Loughman	Professor	1987	Bus. Comm.	9	PhD, Auburn	1983	English	2	15	4	2	23	3	AQ
Olice Embry	Professor	1973	Mgmt.	9	PhD, Georgia State	1970	Management	6	9	4	2	21	1	AQ
William Hamilton	Professor	1976	Stat/OM	9	DBA, Louisiana Tech	1971	Mgmt. Science	1	9	11	1	22	1	AQ
Totals								21	67	22	5	115		

The quality of the faculty supporting the program is judged to be very strong.

II E The quality of facilities and equipment supporting the program.

Describe the condition and adequacy of available space.

In May 2003, the college moved to a new Center for Commerce and Technology that houses the university Computer Information and Networking Services Department (CINS), the Department of Computer Science, and the D. Abbott Turner College of Business. The management program has sufficient space and resources within this building to fulfill the needs of the program.

The College of Business occupies approximately half the square footage of the Center for Commerce and Technology, with classrooms and offices on the second and third floors. Several different layouts accommodate various modes of classroom presentation. On the second floor are four large classrooms, as well as the department offices, dean's office, and MBA program director's office. Three of the classrooms are 1260-square-foot lecture halls, with seating for 76 students. The fourth classroom, a theater-style, 728-square-foot auditorium with seating for 105, provides the college the ability to host special presentations. All facilities have rear-screen-projection rooms.

On the third floor are six classrooms and 26 faculty offices. Four of the classrooms are large, 672-square-foot (40-seat) classrooms, and the remaining two are 528-square-foot (32-seat) classrooms. The private faculty offices all measure over 100 sq. ft. The classrooms are equipped with state-of-the-art instructional technology, facilitating a variety of teaching styles. All classrooms have marker boards, installed data/video projectors, instructor's stations with computer and VCR, and auxiliary inputs. A master control system allows toggling of power for all devices. Sound systems for voice amplification and program enhancements are installed in the auditorium and lecture halls.

Describe the condition and adequacy of technology labs, equipment and library resources.

CSU Library Resources

The CSU Simon Schwob Memorial Library is an integral part of the educational programs of the university. Its mission is to support the university's curricular, research, cultural, and community service objectives. The library's collections statistics are as follows:

- Number of bound volumes approaching 400,000,
- Over 1,400 periodical subscriptions,
- Over 400,000 microforms,
- Close to 9,000 audiovisual items.

Since 1995, CSU libraries have had access to GALILEO (Georgia Library Learning Online), a statewide collection of electronic databases that began as a University System of Georgia project and has now expanded to provide access to public, private academic, technical college, and K-12 libraries. GALILEO offers a wealth of resources to Georgia libraries and serves as a model of excellence for other states to emulate. It provides the following:

- Access to over 263 electronic resources, most of which are databases (some full-text, some citations/abstracts).
- Access to 8,741 full-text, business-related journals.
- Remote access from off-campus via a password for currently enrolled CSU students and currently employed faculty and staff.
- Improvement of the Interlibrary Loan program by provision of fax machines, Ariel software (which allows libraries to scan journal articles and email them to each other), payment of shipping charges for all ILL within the University System of Georgia (via UPS 2-day delivery).
- Purchase of Voyager (integrated library system) software for all 34 libraries in the University System, standardizing the operation and appearance of all USG library online catalogs.
- Payment to develop a union catalog to contain all of the records of USG libraries, as well as other libraries in the state (still under development).
- Payment to develop a universal borrowing program to allow unmediated Interlibrary Loan via computer by USG students, faculty and staff. NOTE: While this product is still in development, one aspect of it has been implemented. Students can borrow books in person from other USG libraries by presenting a valid ID card from their institution.

Other resources, services and facilities of the CSU libraries include:

- A selective federal depository collection of approximately 137,000 volumes.
- The CSU Archives, which collects materials related to the history of Columbus State University as well as the history of the City of Columbus and the surrounding area, and contains approximately 1,000 linear feet of manuscripts (including business records for a couple of local textile mills).
- Subscription to JSTOR's Arts and Sciences I Collection, which provides full-text access to back files of 119 journals, with coverage going back to volume 1 of each title; of these 119 journals, 22 are related to business.
- An Information Commons, located in the Reference Area, which provides one-stop information shopping for students. In this area, students can do word processing and email as well as information retrieval; library and computer assistance is available.
- The ETC (Educational Technology Center) which contains listening stations (accommodating LP, CD and cassette formats); videocassette and DVD players; networked computers connected to a color printer, a laser printer, a scanner and a CD burner; photocopiers and microform reader-printers.
- Ten full-time and three part-time librarians along with 16 other professional and clerical support staff.
- A library liaison program, which assigns librarians to various colleges and departments around campus. The library liaison works with faculty on the development of relevant library assignments, teaches subject-specific library classes for faculty and consults with faculty on acquisitions.
- An efficient Interlibrary Loan service which can frequently acquire materials for students and faculty in a few days; borrowing within the University System of Georgia is free for students and faculty; students pay for charges for out-of-system loans; faculty charges are covered by the library.
- Access to nearly 50 million bibliographic records in the OCLC database (this access assists with cataloging and ILL activities).
- Open stacks (with the exception of Archives and Reserve Materials) to provide maximum access to materials.
- Over 85,000 square feet of space in the main library and the capacity to seat 700 users.
- Twenty group and 12 faculty study rooms for collaborative learning.

Instructional Technology Services

Instructional Technology Services (ITS) is a unit of the CSU libraries and is located in the basement of the main library. ITS is responsible for providing campus-wide technical support for a variety of instructional modalities ranging from asynchronous courses using WebCT to traditional classroom settings requiring the development of specialized graphics. Other services provided by ITS include:

- Maintenance of computer projection and other AV equipment for campus-wide use
- Circulation of laptop computers and data projectors to faculty to make conference presentations
- Training and instruction in the use of instructional software and AV equipment
- Operation of a Faculty Multimedia Lab, where faculty can receive one-on-one instruction in the development of instructional materials and processes
- Design of electronic classrooms. NOTE: ITS was very involved in the design of classrooms for the new Center for Commerce and Technology, new home of the DATCOB
- Delivery of AV and computer equipment to classrooms across campus (when such equipment is not installed in the classroom)

Specific ITS services used by DATCOB faculty include:

- Assistance with the development of WebCT courses
- Access to portable systems for conferences
- Maintenance of installed classroom equipment
- General graphic development and support
- Satellite downlinks for teleconferences
- Campus broadband for distribution of satellite and cable programs and some campus events
- Library support services for distance learners
- Equipment and AV purchase recommendations

Describe methods to be pursued for program improvement. The D. Abbott College of Business has a resource management process in place, to ensure continued improvement in the resources available to the program.

The quality of the facilities and equipment is judged to be very strong.

IIF The quality of research and scholarship supporting the program

Explain how faculty involve students in research.

In the past, faculty have identified promising student papers, cases and so forth, and have encouraged the students to submit these works for presentation or publication. One graduate student paper won a best paper award in 2002. In addition, the Students in Free Enterprise student group annually engages in a student project.

Describe how faculty research relates to the program mission

Several faculty have published papers that relate directly or indirectly to the program mission. The table below highlights some specific research projects, involving current and past management faculty, that support the mission.

Mission Emphasis	Sample Faculty Research Activities
<p>“Promote an understanding of the diverse cultural and international environment of business decision-making.”</p>	<ul style="list-style-type: none"> • Gopalan’s research includes an examination of the national/organizational culture in diverse cultural and business environments in India, Brazil and the USA. • Loughman and Gopalan examined the connections between organizational culture and diversity perceptions and practices for a regional manufacturing company. As a result of their research findings, the company made changes in its approaches to diversity issues.
<p>“We apply the concepts we teach to serve our stakeholders interests.”</p>	<ul style="list-style-type: none"> • Ho has published extensively on topics dealing with enhancing U.S. productivity in manufacturing. • Snipes recently completed an article that examined data from several local service organizations to determine the linkages between employee job attitudes and customer satisfaction.
<p>“We examine the ethical and social responsibilities of business.”</p>	<ul style="list-style-type: none"> • Gopalan’s research has included projects examining differences in ethical and social responsibilities that arise due to national cultural differences. • Embry and Thomson examined the ethical issues involving Enron’s management and their responsibility to the company’s employees.
<p>“Emphasize applied and instructional scholarly activities that enhance teaching and student learning.”</p>	<ul style="list-style-type: none"> • B. Hamilton has authored papers on the relationship of student learning, grading and testing frequency. • Snipes has improved her own instruction service quality and student satisfaction after examining results from her project on the factors underlying student service quality perceptions in higher education.

Describe mentoring and professional development activities for faculty.

New faculty are assigned a more senior member of the faculty to be their mentor, preferably someone in their own area when possible. The college of business provides each faculty member with funding each year, to engage in professional development activities such as research, conferences and publications. In addition, the University has competitive faculty development grants, which may be applied for on a quarterly basis, and may cover a portion of the cost of developmental activities.

List faculty publications, papers given and public lectures

The faculty serving the management degree program had a total of 115 publications over a five year period, 22 of which were refereed journal articles. See table IID1 for a detailed breakdown.

The quality of research and scholarship supporting the program is judged to be satisfactory.

II G. Describe projects completed and outcomes which contribute to the program, department, college, institution community and/or region.

Faculty in the General Business program participate in various projects in the community. These include:

- Embry
- East Columbus Rotary Club (Program Committee, Rotary Student Committee, Vocational Committee- Presentations to 4 North Side High School classes)

Springer Opera House (House Manager)
The Human Experience Theatre (Fund Raising Committee)
CSU Theatre (Fund Raising)
Columbus Challenge (Fund Raising)
First Presbyterian Church
Presbyterian College (Fund Raising)

Hamilton

East Columbus Rotary Club, 1978 – 2002, Club President , 1990; Vice President, 1989; Director (1986-1989) ,
Committee Chair (various, sixteen years)

Loughman

St. Francis Hospital Physician Satisfaction Survey Project, 2003-2004
W.C. Bradley Diversity Project (content analysis), 2001-2002
Columbus Water Works Assessment Project (communication audit), 1999-2002
Editor, Hardaway High PTA Newsletter, 2000-2001
AFLAC Business Analyst Communication Assessment Project, 1999-2000
Designer, Coca-Cola Space Science Center brochure, 1997

Thomson

Fundraiser for American Diabetes Association
Conducted corporate training programs for Char Broil
Conducted Job Analysis and Salary Survey for MEA FCU
Conducted Wage and Salary community study for Columbus Chamber of Commerce.
Judge for BBB torch awards
Head Judge for BBB torch awards

Describe methods to be pursued for program improvement

The university, and the college of business support faculty involvement in projects involving the local business community. Section 126 of the Faculty Handbook provides the university's policy concerning outside paid and unpaid faculty activities. The university encourages faculty members to lend their professional expertise through public service to the community, state, and region. The university further recognizes that compensation from external employing organizations is appropriate and mutually beneficial both to the faculty member and to the employer. Outside activities must receive prior approval by the dean as required by the "Request for Approval of Compensation for Professional Services by External Organizations" form located in Appendix III of the Faculty Handbook. Unpaid activities are reported through the annual review process. Advance approval is required only when the activity requires faculty absence from teaching, advising, university service commitments or scholarly activity productivity.

This dimension of the program is judged to be satisfactory.

II H. Program Honors & Awards

Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last seven years. In April, 2003, the D. Abbott Turner College of Business received full accreditation by AACSB International, the Association for Advancement of Collegiate Colleges of Business. Only 27% of the business programs in the United States have achieved this mark of distinction.

This dimension of the program is judged to be very strong.

II I. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty. Our students continue to participate in various societies and activities, including Phi Kappa Phi, and Beta Gamma Sigma. A General Business student, Denise Payne, attended the honors convocation in Spring 2005, and was awarded the Business Administration/General Business award.. Faculty achievements include both university and college level awards. Dr. Tom Loughman and Dr. Neal Thomson were the recipients of the service award, while Dr. Johnny Ho was the recipient of the research award – at the university level, representing the management department. Additionally, DATCOB recognizes faculty achievements and contributions at the college level. This consists of research, teaching, and the service awards, given out every year. In the past seven years, Dr. Johnny Ho received

the research award, Dr. Neal Thomson and Dr. Bill Hamilton received the teaching award, while Dr. Neal Thomson and Dr. Tom Loughman received the service award. This confirms continued participation from the department across the spectrum of scholarly activities.

This dimension of the program is judged to be satisfactory.

II J. General success of the program's graduates. In 2003, the D. Abbott Turner College solicited business cards from our alumni to display in a "Wall of Fame" in our new building. This produced cards from top managers of most of the companies in our area and many top level managers from Fortune 500 companies and companies listed on the New York stock exchange.

This dimension of the program is judged to be above average.

II K. Stakeholder satisfaction with the program. A major portion of our recent CSU capital campaign that raised 87 million dollars came from DATCOB alumni. The chairman of the capital campaign was one of our alumni. DATCOB has an advisory board, which consists of an impressive array of participation from the local corporations – at the CEO level. Although we could benefit from an increase in the volume of their feedback, their visibility provides a boost to the overall program. For example, they recently met with the students at a college forum. As a direct result from this level of feedback, for the management department in particular, a chaired professorship in entrepreneurship is on the drawing board.

This dimension of the program is judged to be very strong.

II L. Program's responsiveness to change and improvement. The most significant improvement within the last seven years has been a marked improvement in the physical facilities of the school. The new building offers a home to the students, they can gather together at a common, convenient location, and focus on learning. Additionally, the building is equipped with classroom multimedia facilities of the latest type, offering technological pedagogical support to teachers, thus enhancing the student's learning experience. In response to turnover, new faculty have been hired in a timely manner. New positions have been created to cater to the growing popularity of our courses.

The faculty has undergone rigorous program evaluations multiple times in the last seven years, due to the double (and recurring) accreditation requirements of AACSB as well as SACS. This means that faculty have had the opportunity to review and improve the program as well as their individual activities every year.

The General Business curriculum has been revised recently. This is in line with the changing business landscape. For example, the shifting of the economy's base from manufacturing to the service industries in the United States in general, but in Georgia in particular; another example would be the increasing globalization of the business and the resulting need for more awareness and exposure along those lines. While the program has made remarkable strides towards internationalizing the content in letter and spirit (Brazil initiative), more coverage within courses (or independent courses), would be better. Similarly, incorporation of more service oriented issues in place of traditional operations management would benefit our students.

This dimension of the program is judged to be very strong.

An alumni database could improve the feedback of our graduates, especially in receiving information on the skills that they feel are needed by a DATCOB graduate upon entering the job market. Their feedback would make us more aware of and thus more responsive to employee requirements.

III. Summary Findings of the Program's Overall Productivity.

Enrollment in the General Business area is strongest among new students who know that they want to be a business major but do not yet know enough to pick a specific field of business. General Business is also favored by non-traditional students who already have a job and want to finish their degree as quickly as possible to advance within their present company. The number of part-time and full-time General Business majors has averaged 32% of the BBA majors for the past 5 years. General Business degrees averaged 17% of the BBA degrees awarded for the past 5 years. Even though the number of graduates is declining, declining as we advise students into specific majors more competitive for career placement, this is a no-added-cost program that is still useful and **the programs overall productivity is judged to be satisfactory.**

III A. Enrollment of Students in the Program

Enrollment in the General Business area is strongest among new students who know that they want to be a business major but do not yet know enough to pick a specific field of business. General Business is also favored by non-traditional students who already have a job and want to finish their degree as quickly as possible to advance within their present company. The number of part-time and full-time General Business majors has averaged 32% of the BBA majors for the past 5 years.

The numbers of General Business majors in the program and the enrollment trends of these majors for the past five years.

2001-2	2002-3	2003-4	2004-5
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365	325	378	337
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. The number of majors is very strong but declining as we advise students into specific majors more competitive for career placement.

Compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollments and trends of upper division declared majors in other undergraduate programs at CSU.

General Business is the largest major in the College of Business, and among the largest at CSU. The number of majors is very strong but declining as we advise students into specific majors more competitive for career placement.

Describe methods to be pursued for program improvement. Students have to achieve a “C” or better in Areas F, G, and H (i.e. all business courses except general business electives in Area I)

Enrollment of students in the program is judged to be very strong.

III B. Annual Degree Productivity of the Program

Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program’s degree productivity over the past five years.

2001-2	2002-3	2003-4	2004-5
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28	22	23	15
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The number of degrees is very strong but declining as we advise students into specific majors more competitive for career placement.

Compare the strength of the degree productivity of this program with the productivity of other undergraduate programs at CSU The number of degrees is very strong but declining as we advise students into specific majors more competitive for career placement.

Describe methods to be pursued for program improvement.

Students have to achieve a “C” or better in Areas F, G, and H (i.e. all business courses except general business electives in Area I).

Annual degree productivity is judged to be satisfactory

III C. Program Completion Efficiency & Graduation Rate

Analyze and interpret the program’s graduation rate

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D. Abbott Turner College of Business Six-Year Graduation Rates

Fall Semester Full-Time Entering Freshmen (*)

* The cohorts below are first-time full-time undergraduate students enrolled fall semester that entered DATCOB in the fall or the preceding summer term.

Fall 1997 Freshmen Cohort

By Major Program	Number in Fall 1997 Cohort	Fall 1997 Cohort Graduated by 2003	
		Number	Rate
Accounting	11	5	45.45%
Computer Information Systems	3	1	33.33%
Finance	2	0	0.00%
General Business	18	5	27.78%
Management	4	1	25.00%
Marketing	6	0	0.00%
<i>Total</i>	<i>44</i>	<i>12</i>	<i>27.27%</i>

Fall 1998 Freshmen Cohort

By Major Program	Number in Fall 1998 Cohort	Fall 1998 Cohort Graduated by 2004	
		Number	Rate
Accounting	18	8	44.44%
Computer Information Systems	9	4	44.44%
Finance	6	2	33.33%
General Business	45	19	42.22%
Management	3	2	66.67%
Marketing	8	2	25.00%
<i>Total</i>	<i>89</i>	<i>37</i>	<i>41.57%</i>

Fall 1999 Freshmen Cohort

By Major Program	Number in Fall 1999 Cohort	Fall 1999 Cohort Graduated by 2005	
		Number	Rate
Accounting	18	10	55.56%
Computer Information Systems	11	3	27.27%
Finance	8	6	75.00%
General Business	50	15	30.00%
Management	4	1	25.00%
Marketing	6	4	66.67%
<i>Total</i>	<i>97</i>	<i>39</i>	<i>40.21%</i>

The number of General Business majors in the samples above is too low to provide meaningful conclusions. Historically, students entering CSU have been advised to enter as General Business majors and to decide on a specific major in their junior year after completing a survey course in each major field.

Compare the program's graduation rate with those of the other undergraduate programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.

As can be seen below, all business programs are near the CSU means of the measures achieved by other programs on this dimension.

Columbus State University Retention Rates

Fall Semester Full-Time Entering Freshmen (*)

* The cohorts below are first-time full-time undergraduate students enrolled fall semester that entered CSU in the fall or the preceding summer term. Students in Certificate Programs are not included in Freshmen Cohort.

Fall 2002 Freshmen Cohort

By Major Department	Number in Fall 2002 Cohort	Fall 2002 Cohort Returning Fall 2003		Fall 2002 Cohort Returning Fall 2004		Fall 2002 Cohort Returning Fall 2005	
		Number	Rate	Number	Rate	Number	Rate
Art	17	10	58.82%	6	35.29%	4	23.53%
Basic Studies	181	122	67.40%	92	50.83%	73	40.33%
Biology	75	54	72.00%	35	46.67%	33	44.00%
Chemistry & Geology	46	35	76.09%	30	65.22%	15	32.61%
Communication	9	9	100.00%	7	77.78%	5	55.56%
Computer Science	46	27	58.70%	23	50.00%	17	36.96%
Criminal Justice	24	17	70.83%	13	54.17%	11	45.83%
DATCOB (Business Programs)	130	88	67.69%	68	52.31%	56	43.08%
Ed Ldrshp (Exercise Science)	10	8	80.00%	6	60.00%	5	50.00%
Health Sciences	5	3	60.00%	2	40.00%	1	20.00%
History	6	5	83.33%	3	50.00%	2	33.33%
Language & Literature	15	13	86.67%	10	66.67%	12	80.00%
Mathematics	5	4	80.00%	3	60.00%	2	40.00%
Music	56	41	73.21%	38	67.86%	31	55.36%
Nursing	72	51	70.83%	38	52.78%	34	47.22%
Political Science	16	14	87.50%	8	50.00%	7	43.75%
Psychology & Sociology	27	18	66.67%	9	33.33%	10	37.04%
Teacher Education	76	59	77.63%	49	64.47%	45	59.21%
Theatre	17	13	76.47%	11	64.71%	9	52.94%
<i>Declared Sub-Total</i>	833	591	70.95%	451	54.14%	372	44.66%
Undeclared	104	60	57.69%	45	43.27%	37	35.58%
<i>Total</i>	937	651	69.48%	496	52.93%	409	43.65%

Fall 2003 Freshmen Cohort

By Major Department	Number in Fall 2003 Cohort	Fall 2003 Cohort Returning Fall 2004		Fall 2003 Cohort Returning Fall 2005	
		Number	Rate	Number	Rate
Art	17	13	76.47%	11	64.71%
Basic Studies	167	100	59.88%	65	38.92%
Biology	110	80	72.73%	67	60.91%
Chemistry & Geology	33	24	72.73%	17	51.52%
Communication	26	20	76.92%	13	50.00%
Computer Science	40	28	70.00%	20	50.00%
Criminal Justice	33	25	75.76%	22	66.67%
DATCOB (Business Programs)	166	113	68.07%	82	49.40%
Ed Ldrshp (Exercise Science)	14	11	78.57%	7	50.00%
Health Sciences	8	4	50.00%	3	37.50%
History	5	4	80.00%	4	80.00%
Language & Literature	17	13	76.47%	12	70.59%
Mathematics	3	2	66.67%	2	66.67%
Music	61	55	90.16%	48	78.69%
Nursing	64	48	75.00%	41	64.06%
Political Science	28	20	71.43%	17	60.71%
Psychology & Sociology	52	35	67.31%	25	48.08%
Teacher Education	112	80	71.43%	68	60.71%
Theatre	22	18	81.82%	12	54.55%
<i>Declared Sub-Total</i>	978	693	70.86%	536	54.81%
Undeclared	86	65	75.58%	48	55.81%
<i>Total</i>	1064	758	71.24%	584	54.89%

Fall 2004 Freshmen Cohort

By Major Department	Number in Fall 2003 Cohort	Fall 2003 Cohort Returning Fall 2004	
		Number	Rate
Art	15	10	66.67%
Basic Studies	165	104	63.03%
Biology	90	66	73.33%
Chemistry & Geology	39	35	89.74%
Communication	20	14	70.00%

Computer Science	28	14	50.00%
Criminal Justice	41	25	60.98%
DATCOB (Business Programs)	127	89	70.08%
Ed Ldrshp (Exercise Science)	18	14	77.78%
Health Sciences	9	8	88.89%
History	21	17	80.95%
Language & Literature	22	15	68.18%
Mathematics	11	9	81.82%
Music	32	28	87.50%
Nursing	74	65	87.84%
Political Science	29	22	75.86%
Psychology & Sociology	39	28	71.79%
Teacher Education	79	60	75.95%
Theatre	25	22	88.00%
<i>Declared Sub-Total</i>	<i>884</i>	<i>645</i>	<i>72.96%</i>
Undeclared	123	78	63.41%
<i>Total</i>	<i>1007</i>	<i>723</i>	<i>71.80%</i>

The program completion efficiency and graduation rate is judged to be satisfactory.

III D. Efficiency & Clarity of the Program's Course Requirements

Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively. Very clear degree progress sheets in (1) hall display stands and Student Services Center (2) in the published and online catalogue, and (3) in the DATCOB Student Handbook. Very clear suggested Freshman, Sophomore, Junior and Senior 1st and 2nd semester schedules.

Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion. Students can not register without being advised and having their advising hold released. Students can not register without satisfying prerequisites (computer blocks and only department chair can override for courses in progress, etc.)

Describe methods to be pursued for program improvement. All core courses are taught every semester but most electives only once a year. We are publishing when electives are taught (i.e. fall or spring).

The efficiency and clarity of the program's course requirements is judged to very strong.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion. Rarely do we have problems with regularity, frequency or sequencing of course offerings.

Describe methods to be pursued for program improvement. Continued publicity of course sequencing, perquisites and projected schedules. Frequency and sequencing of course offerings is judged to be very strong.

The frequency and sequencing of course offerings required for program completion is judged to be very strong.

III F. Enrollment in the Program's Required Courses

Analyze and interpret the strength of the enrollments in the courses required for program completion. We have very strong enrollment in required courses and very few problems.

Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. We have no optional tracks or concentrations. No management courses have been canceled in the last five years due to low enrollment.

Describe methods to be pursued for program improvement. MGMT 3115 Management and Organizational Behavior (survey course) day classes are too large and we need to offer multiple sections in the day time.

Enrollment in the program required courses is judged to be very strong.

III G. Diversity of the Program's Majors and Graduates

Analyze and interpret the gender, ethnicity, nationality, and age of the upper division majors and graduates in the program.

BBA Students	2001/2002	2002/2003	2003/2004	2004/2005
Female	56	86	100	116
Male	35	60	75	102
<i>Total</i>	91	146	175	218
<i>Ethnic Origin</i>				
<i>BBA General Business</i>	28	22	23	15
<i>International Students</i>	2	4	4	5
<i>Asian</i>	3	3	2	2
<i>Black</i>	25	40	55	67
<i>Hispanic</i>	1	5	5	9
<i>American Indian</i>	0	0	0	0
<i>Multi-Racial</i>	2	5	8	9
<i>White</i>	58	89	101	126
<i>Total</i>	91	146	175	218
<i>Under 21</i>				
<i>21 - 25</i>	46	66	73	91
<i>26 - 30</i>	6	11	29	20
<i>31 - 40</i>	9	17	20	25
<i>41 - 50</i>	8	8	9	16
<i>51 - 60</i>	0	2	3	3

<i>Over 60</i>	0	0	0	0
<i>Total</i>	91	146	175	218
<i>Average</i>	25.3	25.1	25.6	25.7

Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students. Except for the American Indian category, we have been able to enroll a diverse mix of students.

Describe methods to be pursued for program improvement. We are expanding our International House and recruiting of international students.

The programs diversity measures are judged to be very strong.

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

Contrast the instructional cost-effectiveness of this program's home department with others at CSU.

DATCOB Budget – Fiscal Year	2001/2002	2002/2003	2003/2004	2004/2005
State Funds	\$2,262,900	\$2,678,136	\$2,765,187	\$2,785,418
Grant Funds	\$0	\$0	\$0	\$0
<i>Total</i>	\$2,262,900	\$2,678,136	\$2,765,187	\$2,785,418
Cost per Major – Fiscal Year (Total Expenditures/Number of Declared Majors)	\$2,297	\$2,487	\$2,244	\$2,185
Credit Hours Taught Fall and Spring Semesters	14,337	15,103	17,682	19,134
DATCOB is consistently below the CSU cost per credit hour.				

List the principal factors that cause this program's home department appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or appear to be unusually costly (i.e., have a high cost per credit hour). Although the salary structure of the College of Business is higher than many disciplines, our class sizes are larger than other disciplines, so our cost per credit hour compares favorably with most other programs.

Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.

The General Business faculty is not paid as much as the Finance, Accounting and Computer Information System faculty. Our large number of majors yields larger classes which makes us very cost effective in the undergraduate program. Since the General Business faculty teaches the majority of the MBA courses, which are smaller classes, the graduate program is not as cost effective as is the undergraduate program.

Describe methods to be pursued for program improvement. Replace retiring faculty with eager, fresher talent. Continue to expand course utilization of technology.

The programs cost effectiveness is judged to be very strong.

III I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

Comment on the state's economic need and employer demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand. Business growth in Georgia is well documented and the need for management talent is significant. Our graduates are attractive to employers, because so many of them work and have had a chance to apply what they have learned. Our faculty is active in the business community and places many of our graduates. Our career center is very successful in placing our graduates.

List the factors that limit the program's ability to be more productive and responsive to these needs and demands. The biggest complaint from recruiters is that our graduates are too reluctant to leave Columbus, even for

significantly more money. Columbus has two of Fortune Magazine's best 100 companies to work for in the USA (#5 and #27) and they are our graduates "employer of choice".

Describe methods to be pursued for program improvement. We will continue to promote our recent accreditation by AACSB International to attract more recruiters from Fortune 500 companies.

The programs responsiveness to state and employer needs is judged to be very strong.

III J. Position of the Program's Annual Degree Productivity among Comparable USG Programs

Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.

Bachelor Degrees in Management/General Business Awarded by USG State Universities FY2004
(Ranked High to Low)

Kennesaw State University	169
University of West Georgia	87
Albany State University	79
GA College & State University	58
North GA College & State University	51
Columbus State University	38
GA Southwestern State University	32
Augusta State University	31
Clayton State University	28
Savannah State University	22
Fort Valley State University	14

Columbus State University ranks in the middle of the distribution of the USG State Universities.

Describe methods to be pursued for program improvement.

We recently strengthened the rigor of the General Business major by adding FINC 3115 Financial Analysis as a required course for the major.

The position of the program's annual degree productivity among comparable USG programs is judged to be satisfactory.

III K. This Program's Contribution to Achieving CSU's Mission

List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission. The general business program contributes greatly to the "economic...growth in Georgia and beyond" portion of the CSU mission statement by supplying a major portion of the new managers hired by companies in this region. These companies, in turn, have "invested" in the growth of our program through their generous contributions to our capital campaign. Many of our graduates are in top management positions of local, national, and international companies.

Describe methods to be pursued for program improvement.

We recently strengthened the rigor of the General Business major by adding FINC 3115 Financial Analysis as a required course for the major.

The programs contribution to the CSU mission is judged to be very strong.

IV. Conclusion about the Program's Viability at CSU

The program is Very Strong, from the standpoint of quality in its teaching and curriculum, and Satisfactory from the standpoint of its students. The program is useful as a holding place for students who want to major in business but have not yet decided on a specific discipline. The program is also useful for students who already have jobs and a

record of accomplishments but need a degree to compete against other qualified candidates in their organization for promotion. Even though the number of graduates is declining as we advise students into specific majors to be more competitive for career placement, this is a no-added-cost program that is still useful and **the program should be maintained at the current level.**

V. Program Improvement Plan

- Add FINC 3115 Financial Analysis as a required course this year
- Move International Business into the Junior core this year
- Add courses in Small Business Management and Entrepreneurship this year
- Recruit for new Entrepreneurship chair this year
- Recruit for replacement of Rothschild Chair (Leadership)
- Hire one additional General Business faculty member next year

The Program Improvement Plan is rated to be very strong.

VI. Summary Recommendation

Results of the General Business program review suggest that the program should be maintained at its current level. The program is Very Strong, from the standpoint of quality in its teaching and curriculum, and Satisfactory from the standpoint of its students. The program is useful as a holding place for students who want to major in business but have not yet decided on a specific business discipline. The program is also useful for students who already have jobs and a record of accomplishments but need a degree to compete with other qualified candidates in their organization for promotion. The number of majors and degrees awarded is declining as we advise students into specific majors more competitive for career placement, but this is a no-added-cost program that is still useful and **the program should be maintained at the current level.**