

CPR Report Submitted!

Thank you for submitting a Comprehensive Program Review Report. Below is the information you sent on July 31, 2006. *Please note* this is a *temporary* web page and *cannot* be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

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- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Bachelors
- 8 **Degree acronym:** BBA
- 9 **Degree/Major:** BBA in Finance
- 10 **CIP Code:** 52080100
- 11 **College,**
 School/Division: D Abbott Turner College of Business
- 12 **Department:** Accounting and Finance
- 13 **CPR Plan**
 followed: Yes
- 14 **Future institutional**
 plans for program: Expand and enhance
- 15 **Supplemental file:** BBA Fin Exec-Sum.doc
- 16 **File Type:** MS Word
- 17 **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

EXECUTIVE SUMMARY FOR THE BACHELOR OF BUSINESS ADMINISTRATION IN FINANCE

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 accreditation, endowments
 - b. Teaching –
 - All instructors in the Finance area have been deemed academically qualified by AACSB.
 - Strong record of intellectual contributions by Finance faculty.
 - 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.
 - The CSU students' averages in Finance were higher in 2003 and 2004 (latest national figures available) than the national averages on the ETS Major Fields Exam.
 - Highest Finance program outcome scores in the college's Major-Specific Exit Exam included "Demonstrate a working knowledge of the major areas of finance (managerial finance, financial institutions, investments, and real estate)" and "Recognize financial issues involving actual or potential ethical conflict and likely avenues of resolutions of these conflicts."
 - c. Curriculum –
 - The Finance 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.
 - 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 and increasing enrollment in required courses.
 - d. Students –
 - Enrollment in the Finance area continues to grow. The number of part-time and full-time Finance majors has steadily increased from 61 in Fall 2000 to 114 in Fall 2005, representing a 75.4% increase. Finance degrees numbered 16 in 2001/2 but numbered 24 in 2004/5, representing a 50% increase.
 - Applications to the Finance major are up 17% compared to this time last year (29 in Fall 2004 and 34 for Fall 2005.) 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 Finance major.
 - SAT scores for Finance majors have risen during the past three years. The verbal scores have increased from 479 in 2002/3, which was 5 points below the college mean, to 483 in 2004/5, which is one point below the mean. The math scores show a similar trend: In 2002/3, the Finance majors' math SAT

mean was 475, which was 4 points below the college mean. In 2004/5, the Finance mean was 500, thirteen points above the college mean.

- While enrollment and SAT scores for Finance majors continue to increase, GPAs for Finance majors show stability with mild improvement between years and across the years 2001-2005. They also show little difference from the combined means for all the disciplines.
- Business growth in Georgia is well documented and the need for students majoring in Finance 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.
- Enrollment and the number of Finance degrees awarded is expected to continue to increase as we shrink the General Business major by strengthening the rigor of the General Business major.

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 are hired.
- Although more attention is beginning to be paid to assessment in particular courses, few direct assessment methods are being used.
- Though passing score were exhibited in all eight Finance program outcomes, the lowest scores in the Major-Specific Exit Exam included "Compute the equivalent value of money in any pattern at any time in the past and/or future", "Organize and evaluate the level of risk and the return potential for any financial asset or business endeavor", and "Apply computer technology within the context of the field of finance." The Finance faculty will review the exam to make sure the questions have validity. Appropriate measures will be instituted to insure that content is covered in required major courses.

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.

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 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.
- Finance group will meet to restate program outcomes.
- We are publishing when electives are taught (i.e. fall or spring).

c. Students –

- Finance faculty can form student organizations for Finance majors.
- 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, curriculum, and students. The program has been growing significantly over the last several years in its numbers of applicants, majors, and degrees offered. SAT scores for Finance majors have also been increasing over the last several years.

Program Improvement Plan

- Put International Business into the Junior core this year.
- Alignment of multi-section courses to assure that learning outcomes are being met in each course.
- Add at least one more course in Risk and Insurance

Summary Recommendation and Supporting Rationale

Results of the Finance program review suggest that the program should be Enhanced or Expanded.