

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.

- 1 **Name:** Carl F. Wallman
- 2 **Title:** Associate VP for Academic Affairs
- 3 **Daytime phone:** 706-569-3121
- 4 **Email:** wallman_carl@colstate.edu
- 5 **Institution:** Columbus State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Bachelors
- 8 **Degree acronym:** BBA
- 9 **Degree/Major:** BBA in Management
- 10 **CIP Code:** 52020101
- 11 **College,**
11 **School/Division:** D Abbott Turner College of Business
- 12 **Department:** Management and Marketing
- 13 **CPR Plan**
13 **followed:** Yes
- 14 **Future institutional**
14 **plans for program:** Expand and enhance
- 15 **Supplemental file:** BBA Man 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 MANAGEMENT

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 Management area are academically qualified by AACSB standards.
 - Management 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 Management faculty member won the 2005 Service award.
 - The Management faculty have a strong record of Intellectual contributions.
 - 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.
 - In 2003, 2004, and 2005 students in the college scored highest in the Management area on the ETS Major Fields Test. In addition, the CSU students' averages in Management were higher in 2003 and 2004 (latest national figures available) than the national averages in that area.
 - Highest Management program outcome scores in the college's Major-Specific Exit Exam included "Apply HRM laws to decisions involving the organization's human resources" and "Understand the importance of interpersonal skills in the functioning of organizations."
 - c. Curriculum –
 - The Management 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 Management 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 management courses canceled in last five years due to low enrollment.
 - d. Students –
 - Enrollment in the Management area continues to grow. The number of part-time and full-time Management majors has steadily increased from 68 in Fall 2000 to 257 in Fall 2005. Graduation counts in the Management area, between summer 2004 and spring 2005, were either the largest or second largest percentage of the total in the college. Management degrees numbered 13 in 2001/2 but numbered 38 in 2004/5.
 - Applications to the Management major are up 50% compared to this time last year (22 in 2005, and 33 for 2006.) 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 Management major.

- SAT scores for Management majors have steadily risen during the past four years. The verbal scores have increased from 469 in 2001/2, which was 14 points below the college mean, to 485 in 2004/5, which surpasses the mean by a point. The math scores show a similar trend: In 2001/2, the Management math SAT mean was 462, which was 12 points below the college mean. In 2004/5, the Management mean was 486, just one point below the college mean.
- While enrollment and SAT scores for Management majors continue to increase, GPAs for Management majors show much stability 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 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.
- Enrollment and the number of Management 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 –

- Student demand has led to average class sizes, at all levels, above the targets established by the college.
- The strain on resources produced by increasing enrollment is a threat to the college's ability to offer a quality undergraduate business program without additional faculty.
- Lowest Management program outcome scores in the Major-Specific Exit Exam included "Recognize and assess the impact of the global and international dimensions on management activities" and "Understand the importance of communication skills in the functioning of organizations." The Management 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 (survey course) day classes are too large. Multiple day sections are needed.

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 Management 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.
- Management 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 Management 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, 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 Management majors have also been increasing over the last several years.

Summary Recommendation and Supporting Rationale

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