

Comprehensive Program Review Self Study

Executive Summary for the BBA in General Business

Major Findings of the Program's quality and Productivity

- The BBA in General Business is a viable program with a long record of attracting large numbers of majors to the university.
- The program's quality is exceptional as the College of Business is accredited by AACSB. Further evidence of the quality is noted in the student achievements on nationally normed tests and major field assessments.
- The General Business faculty ownership of the program as demonstrated by the work with students in and out of the classroom.
- The General Business faculty are intellectually active as demonstrated by the continuous production of research.
- The students and faculty in General Business support the university and the local community.

List of Recommendations for Improving Program Quality

- Improve classroom technology.
- Provide faculty/student development funds to expand research efforts.

List of Recommendations for Improving Program Productivity

- Explore mechanism to improve retention rates and graduation rates.

Conclusions about the Program's Viability at CSU

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the BBA degree in General Business maintained. This recommendation is made based on the quality of the General Business program's curriculum and faculty, the program's productivity and cost efficiency. It is not being recommended for expansion ,as many General Business Majors eventually transition to a more specific major.

Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Teaching: Advanced training for instructors teaching online courses and funds for teaching conferences for all faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance student organizations.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. Technology needs and funds for faculty/student development will require state funds.

Summary Recommendation and Supporting Rationale

Though the General Business program and the college have earned the highest level of accreditation afforded colleges of business, there is always room for improvement. As such, there is a need to focus efforts on RPG.

General Business Program Detailed Self-Study

Section 1. Program Background and Overview

I. Brief Program Overview

Description of Program

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 is 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. This major is in compliance with the mission of CSU and DATCOB as outlined in section II below. The percentage of their degree program that General Business students take in General business courses is a bit more flexible than other business majors, because of an increased number of business electives, but it is approximately 25% of their degree. General Business majors take almost 40% of their course work outside of the college. The balance of their coursework comes from other business disciplines.

Program Mission and Its Relation to CSU Mission

The General Business program, while not having its own mission statement, is guided by the college's mission. The mission for all business programs is "The Turner College prepares business students to add value to their communities and to their employers in a globally competitive environment." Annually the college's Strategic Planning Committee Reviews the mission and its alignment with the University's Mission and Goals. See Attachment A for the alignment of the program to the CSU mission.

Stakeholder's Satisfaction with the Program

The college gathers input from numerous sources to insure stakeholder satisfaction. The Business Advisory Council, Student Advisory Council and other student groups, and local professional General Business associations provide on-going feedback on the quality of our program and its graduates. To date, the General Business program is seen as providing a strong program.

Relationship of Program to Needs of Students and Societal Demands

The General Business program is designed to prepare students for a broad variety of business careers. It is a more flexible major, allowing students with a variety of different career plans to customize their curriculum to meet their expected knowledge base upon graduation. The required coursework provides majors with exposure to topics from all business majors, with the ability to study across disciplines as needed. This is useful for a variety of students, from those planning to go to work in family businesses, those with entrepreneurial plans, and those currently working who are looking for specific knowledge to advance their careers.

Section 2. Indicators of Program Quality

I.A. Quality of Faculty

Faculty Credentials

The General Business faculty consists of 4 full-time faculty positions designated as Business Administration faculty as well as all of the other business faculty in the college, due to the multidisciplinary nature of the degree. This has allowed sufficient course coverage to offer day, night and online sections of all required courses for the major, at least once per year. Table 1 indicates all of the faculty designated as Business Administration are academically qualified using the college's AACSB approved standards. The faculty from other disciplines who impact this program are listed in the other CPR reports. They are also all either AQ or PQ.

Summary of Faculty Qualifications
Date Range: January 1, 2008 - December 31, 2013

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Intell. Contrib.	
							Intell. Contrib.	Other Prof. Activities
John Finley	Ph D, 1998	August 1, 2004	100.0	YES			9	Editor/Review: 2 Other: 1
Jong Ha	Ph D, 1989	August 1, 2007	100.0	YES			14	Editor/Review: 1 Other: 2
Johnny Ho	Ph D, 1991	January 1, 2006	100.0	YES			36	Editor/Review: 1 Other: 0
Ronald Self	JD, 1976	August 1, 2012	100.0		YES		0	0
Total Management and Marketing: Business Administration							159	Editor/Review: 4 Other: 3

Use of Part-Time Faculty

An effort is made to minimize the use of part-time faculty. During the last two years only 8 sections have been taught by part-time faculty. Part-time faculty must meet the same qualification standards as full-time faculty. Of these, two were taught by the Fort Visiting Scholar of European Studies, Dr. Marina Dabic, who is PhD qualified and has 44 peer reviewed Journal publications in the past 5 years, which far exceeds our AQ standard. Four were taught by Mr. Ronald Self, who is PQ through professional law practice and has since been hired full time. The remaining two were taught by Dr. Viraj Varma, who had previously been a full time visiting professor of Management, while ABD at Auburn University. He received his PhD during the semester he taught part time for CSU.

Diversity of Faculty

Among the full-time faculty, 100% are male and 50% are minorities.

Opportunities 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.

Program Improvement Plans

The General Business program undergoes an annual assessment of its quality. Assessment is done 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.

IIB. Quality of Teaching

Indicators of Good Teaching

Faculty members BBA program 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 is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, participation in the college's assessment program (of both the overall program and the individual majors), professional development, and other examples of conscientious performance. See Attachment B.

Indicators of Good Advising

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. See Attachment B.

Departmental Reward System

The typical reward system would involve merit increases. However, the lack of state-level funding for raises has made such a practice impossible over the last four years. The college has several awards for teaching, research and service which faculty from the department have been nominated.

Program Improvement Plans

Continuous efforts are made to improve teaching. Faculty have been and will continue to be encouraged to make use of campus and AACSB resources to improve their teaching. Funds will be made available to allow faculty to attend teaching conferences. While all faculty who teach online courses have completed first level QM training the plans are to have all faculty complete one or more of the training sessions.

IIC. Quality of Research and Scholarship

Opportunity for Student Research Projects

While students do research projects in several of their upper division business administration courses, none of their work in those classes during the past five years has led to publications.

Faculty Publications, Presentations and Grants

See attachment B for Standards of Excellence in Research.

Summary of Intellectual Contributions
Date Range: January 1, 2008 - December 31, 2013

Faculty	Peer Reviewed Journals	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline - Based Research
Management and Marketing : Business Administration							
John Finley	6	3	0	0	5	3	1
Jong Ha ¹⁴	11	2	1	0	0	1	13
Johnny Ho	18	13	3	2	1	12	23
Ronald Self ¹⁵	0	0	0	0	0	0	0
Total: Business Administration	35	18	4	2	6	16	37

Program Improvement Plans

To encourage both faculty and student research efforts faculty development funds are being made available to provide research support, travel funds to professional conferences and payment of publication fees.

The volume of faculty research is sufficient to support the continuing accreditation by AACSB. However, having met this threshold a new attention to the quality research is being undertaken.

IID. Quality of Service

Activities to Enhance Program, Institution or Community

The General Business program actively involves students and faculty outside of the classroom. General Business students may participate in any of the student organizations, although they most commonly are involved in Enactus (formerly SIFE), the AMA Marketing Club, and the SHRM management group.

The involvement of students and faculty in student groups provides a multitude of opportunities for program enhancements. Besides the interaction of faculty and students outside of the classroom, these organizations regularly bring in speakers from the profession allowing students “real world” information. We also host an Entrepreneurship Speaker Series as well as an Executive Speaker Series.

Program Improvement Plans

The General Business faculty are committed to the continued growth of both size and diversity of the service opportunities for the program. College level funds are available to support the development of the student organizations and provide travel funds to conferences.

IIE. Quality of Faculty and Student Achievements

Faculty Honors

Finley, John

- QEP Faculty Fellows Award, QEP Writing Center of Columbus State Univ. (October 2011).
- Distance Learning - Course Enhancement Grant, Distance Learning Development Group at Columbus State Univ. (September 2011).
- Outstanding Teacher of Writing Award, The Writing Center - Columbus State University. (April 2011).

Ha, Jong

- Teaching
 - Online Course Development Grant, VPAA, CSU. (March 2, 2010).
 - Online Course Development Grant, VPAA, CSU. (October 5, 2009).
- Research
 - Best Research Publication in Journal Award, IABE-2013, International Academy of Business and Economics. (October 2013).
 - IABE-2013 Membership Award, International Academy of Business and Economics. (October 2013).
 - Summer Research Grant, VPAA of Columbus State University. (March 30, 2010).

Ho, Johnny

- Research
 - Faculty Research, D. Abbott Turner College of Business. (2012).
 - Annual Best Paper Award, Journal of the Chinese Institute of Industrial Engineers. (2011).

Self, Ron

- Service, Professional
 - Fellow, Lawyers Foundation of Georgia, Lawyers Foundation of Georgia.
- Other
 - Anderson Social Poetry Prize, Georgia Poetry Society. (2012).

Student Honors

As there are no General Business Specific competitions, there are no honors specific to this major. However, the Enactus group, which is open to all business majors, placed in the state competition.

Graduate Achievements

Graduates are finding new jobs or advancing in their existing positions after completing the program.

IIF. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

The outcomes of the General Business program are:

. See Attachment C.

Incorporation of Technology

General Business is a discipline that utilizes significant technology. As a result the curriculum exposes students to the most recent technology (software) in the field.

Utilization of Multidisciplinary Approaches

The nature of the BBA degree in General Business requires students to experience multidisciplinary approaches to the curriculum. As a vital part of all business decision making, General Business topics are presented throughout the curriculum.

Utilization of Multicultural Perspectives

Students in the general business program are exposed to multicultural perspectives in many of their classes. They take a required course in international business, plus are exposed to international perspectives in several of their other classes, including principles of management, principles of marketing, human resource management, consumer behavior and strategy, among others.

Program Improvement Plans

General business faculty are currently reviewing the possibility of introducing tracks or concentrations in general business. Some options being evaluated include entrepreneurship/small business and international business.

IIG. Quality of Facilities and Equipment

Availability of Classroom and Laboratory 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 TSYS School of Computer Science, and the D. Abbott Turner College of Business. The General Business program has sufficient space and resources within this building to fulfill the needs of the existing 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.

Availability of Equipment

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.

Program Improvement Plans

The development of additional classrooms and advanced technology is necessary for the future growth of the program. Expansion of the CCT building is included in the new capital fund campaign plans. If successful, new facilities would be available in AY 2016.

Section 3 Indicators of Program Productivity

IIIA. Enrollment in Program for Past 5 years

BBA General Business

Under 21	106	40	13	48	89
21 - 25	145	92	60	76	95
26 - 30	26	25	17	18	22
31 - 40	19	21	8	14	14
41 - 50	19	13	6	5	10
51 - 60	4	4	3	3	4
Over 60	1	1	0	0	0
<i>Total</i>	<i>320</i>	<i>196</i>	<i>107</i>	<i>164</i>	<i>234</i>
<i>Average Age</i>	<i>24</i>	<i>26</i>	<i>26</i>	<i>24</i>	<i>24</i>

IIIB. Degrees Awarded Over Past 5 Years

	08-09	09-10	10-11	11-12	12-13
BBA General Business	29	31	20	21	15

IIIC. Comparison with CSU & University System of Georgia Programs

BBA degrees and programs in General Business are generally standardized throughout the USG. Cooperative agreements in AREA F of the curriculum and AACSB standards insure that degree programs (especially at AACSB accredited schools) are very similar,

IIID. Retention Rates

The retention rate for General Business majors in 2010-11 was 42% and in 2011-12 was 25%. These rates are low, but represent the nature of General Business programs. Students who are uncertain of their final major choice will frequently select General

Business as a placeholder until they later make a final decision. The vast majority change to other business majors. The retention rate for business programs is 72.7%.

IIIE. Student Learning Indicators

See Attachment D and E.

IIIF. Graduation Rate of Program

Major Program	Fall 2005 Cohort			Fall 2006 Cohort			Fall 2007 Cohort		
	Fall 2005 Cohort	Graduating by 2011 Number	Rate	Fall 2006 Cohort	Graduating by 2012 Number	Rate	Fall 2007 Cohort	Graduating by 2013 Number	Rate
General Business	38	16	42.1%	32	8	25.0%	40	13	32.5%
University	768	285	37.1%	690	278	40.3%	610	232	38.0%

IIIG. Cost Effectiveness of Instructional Delivery

	FY 2011	FY 2012	FY 2013	FY 2014
State Funds	\$1,770,085	\$1,767,023	\$1,987,472	\$2,238,693
Cost per credit hour	\$150	\$145	\$172	\$172
University	\$182	\$194	\$208	NA

Section 4 Program Viability

IVA. Summary of Program's Viability

Recommendations

Given the size of the program, and the strong student interest in the major, plus the role that general business plays as a placeholder for students who have decided upon business, but not yet on a major, it is recommended that the BBA degree in General Business be maintained. This recommendation is made based on the quality of the General Business program's curriculum and faculty, the program's productivity and cost efficiency, and on the degree to which the program can be offered without significant additional resources.

Timeline for Program Changes

No significant program changes are currently being made.

IVB. Summary of Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Teaching: Advanced training for instructors teaching online courses and funds for teaching conferences for all faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance student organizations.
- Curriculum: Additional courses at the undergraduate and graduate levels.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. Technology needs and funds for faculty/student development will require state funds.

The success of the capital funds campaign will determine our success in expanding CCT.

Attachment A
Alignment of the
Columbus State 2013-18 Strategic Plan and the Turner College Vision 2015 Statement

University Priorities	Turner College Vision 2015	Comments
Attract a higher percentage of students with the motivation and preparation to complete a degree	1.1, 1.2, 1.3, 1.4, 1.6, 1.8 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2 4.1	
Employ more creative instructional methods to meet the needs of diverse students (nontraditional, traditional, first generation, international, honors, graduates)	1.4, 1.5, 1.8 2.1, 2.2, 2.3, 2.5 3.1, 3.2 4.3	
Increase student academic and social engagement and sense of belonging	1.1, 1.2, 1.3, 1.4, 1.8, 1.9 2.1, 2.2, 2.5 3.1, 3.2 4.1, 4.2	
Sustain the university's growth by focusing resources in areas with strong potential based on emerging opportunities	1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9 2.3, 2.4, 2.5 4.1, 4.3 5.1, 5.2	
Improve faculty/staff retention, job satisfaction, and productivity	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8 3.1, 3.2 4.1, 4.3 5.2	
Improve stewardship through leadership in sustainability programs, the efficient use of resources, and external partnerships	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2 4.1, 4.2, 4.3 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	

Attachment B

Turner College of Business and Computer Science
Department of Accounting and Finance
Department of Management and Marketing
Departmental Standards of Excellence
Effective January 2012

This document communicates the department's expectations of tenure-track faculty as relevant to annual performance reviews, pre-tenure review, tenure, promotion, and post-tenure review.

Areas of Review

- I. Teaching effectiveness
2. Research, scholarly or creative engagement
3. Service to the institution, profession, and community

Annual Performance Evaluation Standards

In an effort to enhance transparency and fairness, and to provide guidelines for what the College considers to be important to its mission, the following directions for faculty performance are offered. Department chairs should use these guidelines to communicate their expectations to new faculty upon employment.

At the end of each calendar year, faculty performance will be evaluated by the department chair. Faculty will submit annual evaluation portfolios to department chairs by January 31 of each year (covering the previous calendar year's accomplishments). An outline for the portfolios can be found in the faculty section of the College's website. Each of the three areas (teaching, research, and service) shall be evaluated at five levels of performance: *Exceptional*, *Exceeds Expectations*, *Satisfactory*, *Needs Improvement*, and *Unsatisfactory*. Because of the importance of teaching to the College's mission, faculty are encouraged to go beyond the requirements of a "Satisfactory" rating in teaching.

1. Teaching: Faculty will summarize their notable teaching accomplishments in their portfolio and will provide sufficient supplements to demonstrate teaching effectiveness (copies of syllabi, tests, sample projects, student research, experiential activities, advising/mentoring activities, etc.). In addition, faculty will include all student evaluation reports for all courses taught during the calendar year in their portfolios. In order to be in compliance with the University Standards, these all will be examined during the performance evaluation process and improvement plans will be made for any courses in which the average is below a 3.75 or reflects a decline of more than 0.5 from the previous years' evaluations for this course and instructor. Additionally, in order to retain the faculty preferred process used in the past, faculty will choose the four courses with the highest overall student evaluation ratings and calculate the mean of those evaluation scores and report this in their portfolio. For Graduate faculty, a student evaluation report for at least one graduate course should be included in the mean evaluation calculation. The mean will be used in the evaluation of performance, but all of the student evaluations will be examined and addressed if needed. This is to ensure that a minimum quality level is maintained in all courses.

The department chair will consider all of the items listed below in his/her evaluation of overall teaching effectiveness, to include course level and/or content, course delivery format, and course rigor. It is important to note that these items may not carry equal weights.

Rating

Exceptional

Requirements

Meet all requirements for the rating of “Exceeds Expectations” and have extensive additional engagement in teaching as evidenced by:

- Work load
- Innovation in instructional development
- Professional development related to teaching
- Assessment/AOL beyond what is required
- Advising, mentoring or recruiting students
- Higher student evaluations
- Other similar activities

Exceeds Expectations

Meet all requirements for the rating of “Satisfactory” and have additional engagement as evidenced by:

- a. Work load
- b. Innovation in instructional development
- c. Professional development related to teaching
- d. Assessment/AOL beyond what is required
- e. Advising, mentoring or recruiting students
- f. Higher student evaluations
- g. Other similar activities

Satisfactory

Must satisfy all of the following requirements:

- Comply with university system and university policies such as attendance, academic dishonesty, and meeting classes.
- Have student evaluations that are satisfactory given the discipline, course level and rigor as identified by the department chair.
- Course rigor appropriate for a course of the level (lower division, upper division, graduate) and type.
- A grading distribution appropriate for the type and level of course.
- Meet the college’s office hour policy.
- Submit detailed syllabi in acceptable format to the department chair in a timely manner.
- Submit summaries of all student evaluation forms.
- Submit required annual assessment activities.
- Cover required course content as demonstrated through artifacts and other relevant data (e.g. examples of tests, student projects, course management techniques, and/or other student feedback.
- Fulfill student advising/mentoring responsibilities.
- Faculty member will treat students in a respectful manner, including replying to student emails, voicemail and other communications in a relatively timely manner, posting grades in a reasonable time, providing feedback to students to accompany their grades and/or making himself/herself available to any student wishing to discuss their performance.

Needs Improvement

Unsatisfactory

Failure to meet one or two of the standards for satisfactory.
Failure to meet three or more of the standards for satisfactory.

2. Research: Faculty must enter all of their intellectual contributions into Digital Measures, making sure that the record is complete (to include published journal articles, conference proceedings, as well as research in progress). Journal publications should be classified as "peer-reviewed" (most acceptable journals appear in Cabell's), or non-peer-reviewed publications, and should further be classified as "discipline-based scholarship" (basic research), "contributions to practice" (applied research), or "pedagogical" in nature. Complete copies (in the publication format) of all journal articles published in the past five-year period should be provided in each annual evaluation portfolio. Greater weight will be placed on peer-reviewed journal publications, but other publications will be considered. Faculty are encouraged to include (in their portfolios) any available information indicating the impact of their research.

Rating	Requirements
Exceptional	Multiple refereed journal articles or one in a high quality journal.
Exceeds Expectations	A peer reviewed journal publication or at least two other approved publications or activities related to the discipline that have a reasonable expectation of maintaining AQ/PQ status.
Satisfactory	Meets the college's standard for academically qualified (AQ) or professionally qualified (PQ) with documented proof of intellectual engagement in the year of review.
Needs Improvement	Meets the college's standard for academically qualified or professionally qualified but cannot demonstrate intellectual activity over the evaluation period.
Unsatisfactory	Does not meet the college's standard for academically qualified or professionally qualified.

3. Service: Faculty members will enter all service activities in Digital Measures. Service activities should be classified as "service to the institution," "service to the community," or "other." Any chairmanships or officer positions and/or special duties should be noted. Faculty should also indicate the amount of time committed to each service obligation during the evaluation year. Supporting materials should be included in the portfolio. Examples of supporting materials include meeting minutes, committee reports, or other relevant documents.

Rating	Requirements
Exceptional	Exhibiting leadership and significant time commitment relative to rank.
Exceeds Expectations	Exhibiting leadership or significant time commitment relative to rank.
Satisfactory	Active engagement in service as measured by time and/or impact.
Needs Improvement	Lack of participation in service assignments as demonstrated by failure to attend meetings or fulfill other service responsibilities.
Unsatisfactory	Not engaged in service.

Pre-Tenure Review

The College utilizes the Pre-Tenure Review Policy published by Columbus State University (see CSU's Faculty Handbook). The College's annual performance and pre-tenure review screenings are designed not only to ensure that faculty members are maintaining academic qualifications and continuously improving, but also to provide guidance to faculty members leading up to promotion and/or tenure application(s).

Post-Tenure Review Policy

The College utilizes the Post-Tenure Review Policy published by Columbus State University (see CSU's Faculty Handbook).

Promotion and Tenure

Promotion and tenure decisions are based on a faculty member's cumulative performance in support of university, college and departmental missions in the areas of teaching, scholarship and professional service. The awarding of tenure represents a highly important decision through which the department, college and university all incur a major commitment to the individual faculty member. While the criteria for promotion and tenure are similar, tenure decisions will place greater emphasis on the faculty member's demonstrated potential to consistently meet performance expectations in the future. Promotion decisions will place greater emphasis on the quality and significance of the candidate's cumulative performance.

Promotion and tenure decisions involve the faculty of the college, department chairs, and the Dean. Reviews should not be capricious, arbitrary, or discriminatory. Due process must be provided.

Criteria for Tenure

A complete discussion of the specific policies and procedures may be found in the CSU Faculty Handbook. After meeting the time requirements established by the Board of Regents of the University System of Georgia, faculty may choose to submit their credentials for tenure consideration. Tenure is a requirement for continued employment at Columbus State University. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served without the award of tenure is seven years. Full-time faculty members who have not been on the tenure track for a minimum of five-year probationary period required by the Board of Regents should not expect to be tenured.

At a minimum level, faculty will need to maintain AQ status to be considered for tenure. However, simply maintaining AQ status may not be sufficient for a positive tenure decision. Additionally, at a minimum faculty must demonstrate, through the body of their work:, an overall "Exceptional or Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area. Through their body of work, faculty should demonstrate generally positive trends, or consistently high performance, and the potential for long-term effectiveness at the university. Possession of the foregoing qualifications does not entitle an individual to be awarded tenure. In tenure decisions, present and anticipated staffing needs of the department, college, and university are fully considered. Since the tenure decision involves factors which extend beyond determination of the competence, performance and promise of the faculty member under review, the failure to award tenure does not necessarily imply an unfavorable evaluation of the faculty member.

Criteria for Promotion

Only faculty members holding terminal degrees, or the equivalent in training, ability, or experience, may be considered for promotion. Terminal degrees must come from a university that is fully accredited or, in the absence of a system of accreditation, internationally recognized. Faculty must also exhibit satisfactory performance in all three areas with demonstrated excellence in two of the three (one of which must be teaching). At a minimum level, faculty will need to maintain AQ status to be considered for promotion.

The following general guidelines shall apply to promotion to academic ranks:

Associate Professor - Promotion to the rank of Associate Professor is based upon actual performance as well as demonstrated potential for further development. There must be evidence that the individual is growing professionally and is contributing to his/her field. Additionally, at a minimum faculty must demonstrate, through the body of their work: an overall "Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area. Associate Professor is a high academic rank, and should carry no presumption of future promotion. Promotion to Associate Professor without a terminal degree will only be considered in exceptional cases such as having gained high distinction as a publishing scholar.

Professor - As the highest academic rank, the title of Professor implies recognition of the individual by peers and associates as an outstanding teacher and an accomplished, productive and respected scholar or creative artist, both within and outside the university since attaining the rank of Associate Professor. The candidate must also have demonstrated, through scholarly peer reviewed publications, applied research, the ability to communicate to professional peers the knowledge and insights gained from the exploration of his/her area of specialization. It is expected that he or she will have made important contributions in research or creative activity; university, public or professional service; and/or administrative service to professional societies. Additionally, at a minimum faculty must demonstrate, through the body of their work: an overall "Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area, as well as at least two ratings of "exceptional" in teaching, research or service during the relevant period.

Attachment C

CURRICULUM MAP: BBA- GENERAL BUSINESS	A-Core	MATH	ENGL	MATH	MISM	ECON	ECON	ACCT	ACCT	G-Core	BUS	ENGL	FINC	ENGL	BUSA	FINC	MGMT	MGMT	MGMT	MGMT	MGMT	MGMT	MGMT	MGMT
	ENGL 1101	1111	1102	1111	MISM 2106	MISM 2105	ECON 2106	ECON 2101	ACCT 2102	MGMT 3115	MKTG 3135	BUSA 3115	FINC 3105	ENGL 3168	BUSA 4185	BUSA 4000	FINC 3115	MGMT 4186	MKTG 3135	MGMT 4115	MGMT 3138	BUSA 3175	MGMT 3155	MGMT 3137
1) Proficiency in Critical Thinking	2	2	2	2	2	2	2	2	3	3	3	3	3	3	4	3	3	4	3	3	2	4	3	3
2) Proficiency in writing and oral communication	2	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3
3) Proficiency in Information technology as pertains to business.					2	2	2	2	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3
4) An understanding of ethical issues as pertains to business.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5) An understanding of global and diversity issues as pertains to business.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6) Knowledge of important concepts in key business areas.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7) Knowledge in a major field of specialization.																								
MAJOR-SPECIFIC LEARNING OUTCOMES- GENERAL BUSINESS																								
1) Demonstrate knowledge in the function and the factor of marketing with other business functions.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2) Demonstrate knowledge in the function and the factor of management with other business areas.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3) Exhibit an awareness of ethical issues in a variety of business settings.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4) Exhibit an awareness of ethical issues in a variety of business settings.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5) Demonstrate knowledge in communication skills in the functioning of organizations.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6) Demonstrate ability in the personal skills in the functioning of organizations.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7) Demonstrate ability in critical thinking skills in the functioning of organizations.					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
F- Introduced					2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
P-Prerequisite prior required course covered part of this topic																								
M-Prerequisite prior required courses covering the material																								
W-Prerequisite course																								

Attachment D
2011-2012 Major Field Assessment Report
Program: General Business

Expanded Statement of Institutional Purpose				
Write a brief narrative describing how this program enhances, supports, or otherwise relates to the mission of the institution.				
The BBA program offers a General Business major. This major allows students a greater degree of flexibility in selection of courses, in order to suit the needs of entrepreneurs, small business owners, students moving into leadership of family businesses and students who are already employed and need specific knowledge to advance. The General Business major includes 12 upper division required courses and 18 hours of business electives. The BBA program is accredited by AACSB.				
Program Objectives	Assessment Method	Assessment Criteria	Assessment Results	Use of Results/Evidence of Improvement
1. Increase the enrollment in the BBA in General Business Program.	Using fall semester enrollment data the faculty will review the number of majors in the program relative to previous fall.	An increase in the number of majors will signal that the goal is met. A decrease in the number of majors will be reviewed to determine the reason and strategies for improvement.	Between Fall 2010 and Fall 2011 the number of students majoring in General Business increased from 100 to 163. However, since this corresponded with the phaseout of the pre-business major, a second analysis was done, proportionally allocating the pre-business students in 2010 to majors. With the students allocated, the enrollments were flat, with 179 each year.	Enrollment in the general Business major did not increase, once pre-business students were included. However, since overall university enrollments were down, this is a decent outcome. Efforts are being undertaken to attract more transfer students from community colleges, using Transfer Agreements (TAGs).
2. Increase the number of graduates from the BBA in General Business Program.	Using graduation data the faculty will review the number of graduates from the program relative to previous academic year.	An increase in the number of graduates will signal that the goal is met. A decrease in the number of graduates will be reviewed to determine the reason and strategies for improvement.	Between AY 2010-11 and AY 2011-12 the number of students graduating with a BBA in General Business increased from 19 to 21 .	This objective was met. The numbers reflect a 10% increase in the number of graduates with a BBA in General Business.
3. Increase the Retention Rate in the BBA in General Business Program.	Using retention data the faculty will review the retention rate for the program relative to previous academic year.	An increase in the retention rate will signal that the goal is met. A decrease in the retention rate will be reviewed to determine the reason and strategies for improvement.	Between AY 2010-11 and AY 2011-12 the BBA retention rate increased from 72.4 to 72.7%.	Working with college's Strategic Planning Committee and the Student Services Center the faculty will continue to monitor this rate.

				A concerted effort is being made to increase student involvement in business student groups. It is anticipated that this will help retention.
4. Insure that the faculty teaching in the major courses of BBA in General Business Program meet or exceed the college's Academically/Professionally Qualified standards in support of AACSB accreditation.	Using Digital Measures data, the academic qualifications of the faculty will be reviewed annually relative to the AQ/PQ guidelines of the college.	To maintain AQ/PQ status faculty must have two refereed journal publications in the last 5 years and have an average of one intellectual contribution per year over the same five year period. Faculty who fail to meet this standard will be placed on a Faculty Development Plan to improve their status.	Since the general business major is, by definition, cross-disciplinary, faculty from all disciplines within the department of management and marketing and the department of Accounting and finance instruct general business majors. All of the faculty within these departments maintained their academically qualified status as defined by the Turner College of Business.	Specific actions regarding faculty from other disciplines are covered in the MFAR reports for the other majors, since General Business is cross-disciplinary. No general business faculty have been requested.

Student Learning Outcomes	Assessment Method	Assessment Criteria	Assessment Results	Use of Results/Evidence of Improvement
<p>A. Upon completion of the program, General Business students will achieve the following BBA outcomes:</p> <ol style="list-style-type: none"> 1. Knowledge of important concepts in key business areas. 2. An understanding of global and diversity issues 3. Knowledge in a major field of specialization. 4. An understanding of ethical issues. 5. Proficiency in communication. 6. Proficiency in information technology. 7. Proficiency in Critical Thinking 	<p>1-4 ETS Test Spring Graduating Seniors</p> <p>5-7: Embedded course assignments in F and G core courses for all BBA students</p>	<p>1-4: Meet or exceed the National Average</p> <p>5-7 70% pass rate for all BBA students</p>	<p>1-4: Seven General Business students completed the ETS exam. The results are as follows (the national average is in parentheses)</p> <p>Accounting: 39 (44) Economics: 36 (44.5) Management: 53 (57.3) Quant Methods: 28 (40.5) Finance: 33 (42.8) Marketing: 47 (55.1) Legal & Social: 55 (55.7) Info Systems: 37 (48.2) International: 48 (52.7)</p> <p>Overall average: 142 (150.3)</p> <p>5-7: BUSA4185 using paper w/rubric assessed 6 & 7 79%</p>	<p>1-4: No specific changes to the curriculum recommended at this time; faculty are reviewing individual student scores and test questions for content; tutoring lab will be emphasized</p> <p>5-7 Review learning objectives and assessment measures in AOL Committee</p>
<p>B Upon completion of the program, General Business students will achieve the following General Business specific outcomes</p>	<p>MSE Test Fall Graduating Seniors 10 questions on each topic</p>	<p>Overall 70% pass rate and 70% pass rate on each area. Two different exams were administered. One for the OB track and one for the Small Business track. The exams were administered online and proctored as part of the completion of requirements for BUSA 4000.</p>	<p>Two students completed the OB exam with an average of 78.75% and five students completed the Small Business exam with an average of 68.5%.</p>	<p>Fall 2012 -Review individual questions to identify specific topics upon which students do poorly. Recommend curriculum changes to overcome these weaknesses.</p>

Attachment E

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS FALL 2012 – SPRING 2013 ETS EXAM								
	MAJORS							
Assessment Indicator (Below)	ACCT	BUSA	FINC	MGMT	MISM	MKTG	TOTAL ALL DEPARTMENTS	Institutional Assessment Indicator Mean Score Distributions (National averages for exams 9/10 – 6/12)
# Students	28	15	20	39	8	27	137	
Accounting	59	50	53	45	47	40	49	43.9
Economics	45	45	52	41	42	39	44	44.3
Management	61	55	62	59	55	57	59	57.2
Quant	45	39	45	41	54	43	43	40.6
Finance	49	40	55	39	44	39	44	42.8
Marketing	61	63	62	54	67	63	60	55.2
Legal & Social	64	50	61	54	60	54	57	55.6
Information Systems	50	51	48	51	64	40	49	48.4
International	54	54	67	52	55	48	54	52.8
MEAN Scores	157	151	158	150	156	148	153	150.3