# Comprehensive Program Review Self Study

## Executive Summary for the BBA in Management

### Major Findings of the Program's quality and Productivity

- The BBA in Management 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 Management faculty ownership of the program as demonstrated by the work with students in and out of the classroom.
- The Management faculty are intellectually active as demonstrated by the continuous production of research.
- The students and faculty in Management 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 Management be expanded. This recommendation is made based on the quality of the Management program's curriculum and faculty, the program's productivity and cost efficiency.

## 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 Management 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.

## Management Program Detailed Self-Study

### Section 1. Program Background and Overview

**I.     Brief Program Overview**

*Description of Program*

Management is one of the six BBA majors offered by the D. Abbott Turner College of Business (DATCOB) at Columbus State University (CSU) which was 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 Management students in take in Management courses is approximately 25% of their degree. Management 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 Management 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 it's 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 Management associations provide on-going feedback on the quality of our program and its graduates. To date, the Management program is seen as a providing a strong program.

*Relationship of Program to Needs of Students and Societal Demands*

The Management program has two distinct tracks, a general corporate management track and a human resource management track. These tracks prepare students to lead in a wide variety of organizations, either in the broad category of general management or in the specific role as an HR professional. The HR track was recently added, as a result of both feedback from our students as well as a formal request by both the Columbus Area Society for Human Resource Management and the National SHRM.

## Section 2. Indicators of Program Quality

### IIA. Quality of Faculty

#### Faculty Credentials

The Management faculty consists of 8 full-time faculty positions designated as Management faculty This has allowed sufficient course coverage to offer day, night and online sections of all required courses for the general management track, at least once per year. The HR track was available day and night but not online. Table 1 indicates all of the faculty designated as Management are academically qualified using the college's AACSB approved standards.

**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. | Other Prof. Activities |
|---|---|---|---|---|---|---|---|---|
| Steven Brown | Ph D, 2009 | August 1, 2009 | 100.0 | YES | | | 24 | Editor/Review: 5 Other: 0 |
| Phillip Bryant | Ph D, 2010 | August 1, 2010 | 100.0 | YES | | | 16 | Editor/Review: 2 Other: 0 |
| Kirk Heriot | Ph D, 1996 | August 1, 2006 | 100.0 | YES | | | 29 | Editor/Review: 9 Other: 4 |
| Tobias Huning | Ph D, 2009 | August 1, 2008 | 100.0 | YES | | | 22 | 0 |
| Laurence Marsh | Ph D, 2010 | August 1, 2010 | 100.0 | YES | | | 7 | 1 |
| Stuart Rayfield | EDD, 2004 | February 8, 2006 | 100.0 | YES | | | 0 | 0 |
| Robin Snipes | Ph D, 1996 | September 1, 1995 | 100.0 | YES | | | 12 | Editor/Review: 2 Other: 1 |
| Neal Thomson | Ph D, 1995 | September 1, 1994 | 100.0 | YES | | | 10 | Editor/Review: 3 Other: 1 |
| **Total Management and Marketing: Management** | | | | | | | 120 | Editor/Review: 21 Other: 7 |

#### Use of Part-Time Faculty

An effort is made to minimize the use of part-time faculty. During the last two years only one section has been taught by part-time faculty. Part-time faculty must meet the same qualification standards as full-time faculty. This one section was taught by George G. Boyd, Jr. J.D., MBA, who is the Vice President and General Council of Golden's foundry. Mr. Boyd is responsible for all of the labor law

issues and collective bargaining within Golden's Foundry, which is a unionized employer. Mr. Boyd taught MGMT 4135 Industrial Relations and collective Bargaining.

### Diversity of Faculty

Among the full-time faculty, 75% are male and 12.5% 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 Management 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 |
|---|---|---|---|---|---|---|---|
| Steven Brown [16] | 6 | 7 | 6 | 4 | 1 | 0 | 23 |
| Phillip Bryant [17] | 8 | 0 | 4 | 1 | 1 | 5 | 10 |
| Kirk Heriot [18] | 16 | 2 | 9 | 2 | 9 | 15 | 5 |
| Tobias Huning [19] | 5 | 10 | 2 | 5 | 1 | 7 | 14 |
| Laurence Marsh [20] | 1 | 0 | 6 | 0 | 0 | 0 | 7 |
| Stuart Rayfield | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robin Snipes | 4 | 6 | 0 | 2 | 6 | 6 | 0 |
| Neal Thomson [21] | 3 | 4 | 0 | 3 | 3 | 6 | 1 |
| Total Management and Marketing: Management | 43 | 29 | 27 | 17 | 21 | 39 | 60 |

### 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 of research is being undertaken.

## IID. Quality of Service

### Activities to Enhance Program, Institution or Community

The Management program actively involves students and faculty outside of the classroom. Management 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 SHRM management group is targeted toward the HR track management majors, although students from other majors do participate.

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.

Members of the SHRM student organization are invited to the monthly Columbus SHRM luncheon, where they can interact with HR professionals from companies in and near Columbus. They also participate in an annual House of Heroes Project, wherein they help to restore a disabled veteran's house to serviceable shape. This is done jointly with the Columbus SHRM organization, and gives the students up to 12+ hours of close interaction with HR professionals.

### Program Improvement Plans
The Management 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
- Heriot, Kirk
  - Research
  - Faculty Research and Scholarship Award, Columbus State University. (April 17, 2009).
  - Best Paper Award, The Association of Private Enterprise Education (APEE). (April 7, 2009).
  - Best Paper Award, Journal of Small Business Management. (January 11, 2009).
- Rayfield, Stuart
  - Service, University
  - Frank D. Brown Distinguished Chair in Servant Leadership, Columbus State University. (July 2011).

### Student Honors

The SHRM student Organization was awarded its charter in Spring 2010. Additionally, CSU was awarded the 2010 "Company Walking the Talk Star Award, by the Georgia SHRM Council, for promoting professional development in HR. This was due in part to the efforts of the student chapter of SHRM.

### 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 Management program are:

. See Attachment C.

### Incorporation of Technology
Management 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 Management requires students to experience multidisciplinary approaches to the curriculum. As a vital part of all business decision making, Management topics are presented throughout the curriculum.

### Utilization of Multicultural Perspectives
Students in the Management 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
Management faculty are currently reviewing the possibility of introducing tracks or concentrations in Management. 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 Management 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 Management

| | | | | | |
|---|---|---|---|---|---|
| Under 21 | 71 | 25 | 8 | 41 | 37 |
| 21 - 25 | 145 | 123 | 79 | 93 | 85 |
| 26 - 30 | 33 | 26 | 23 | 31 | 33 |
| 31 - 40 | 19 | 11 | 9 | 15 | 17 |
| 41 - 50 | 16 | 12 | 10 | 21 | 15 |
| 51 - 60 | 5 | 0 | 2 | 4 | 6 |
| Over 60 | 1 | 2 | 2 | 1 | 0 |
| *Total* | *290* | *199* | *133* | *206* | *193* |
| *Average Age* | *25* | *25* | *27* | *27* | *27* |

## IIIB. Degrees Awarded Over Past 5 Years

| | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|---|---|---|---|---|---|
| BBA Management | 57 | 66 | 59 | 54 | 36 |

## IIIC. Comparison with CSU & University System of Georgia Programs

BBA degrees and programs in Management 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. The only differences occur within the 21 hours distinctive to the major, and even then, represent differences of as few as three or four classes. The CSu degree does have tracks, which are not offered at all system schools, although most of the classes in these tracks are available as electives in the majority of system schools.

## IIID. Retention Rates

The retention rate for Management majors in 2010-11 was 42% and in 2011-12 was 25%. These rates are low, but represent the nature of Management programs. Students who are uncertain of their final major choice will frequently select Management 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 | Number in Fall 2005 Cohort | Fall 2005 Cohort Graduating by 2011 | | Number in Fall 2006 Cohort | Fall 2006 Cohort Graduating by 2012 | | Number in Fall 2007 Cohort | Fall 2007 Cohort Graduating by 2013 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Number | Rate | | Number | Rate | | Number | Rate |
| Management | 15 | 3 | 20.0% | 22 | 6 | 27.3% | 40 | 17 | 42.5% |
| 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, it is recommended that the BBA degree in Management be expanded.  This recommendation is made based on the quality of the Management program's curriculum and faculty and the program's productivity and cost efficiency. Options for expansion include the addition of more tracks within the major.

### Timeline for Program Changes
 No significant program changes are currently being made.

## VB. 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<br>2.1, 2.2, 2.3, 2.4, 2.5<br>3.1, 3.2<br>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<br>2.1, 2.2, 2.3, 2.5<br>3.1, 3.2<br>4.3 | |
| **Increase student academic and social engagement and sense of belonging** | 1.1, 1.2, 1.3, 1.4, 1.8, 1.9<br>2.1, 2.2, 2.5<br>3.1, 3.2<br>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<br>2.3, 2.4, 2.5<br>4.1, 4.3<br>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<br>3.1, 3.2<br>4.1, 4.3<br>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<br>2.1, 2.2, 2.3, 2.4, 2.5<br>3.1, 3.2<br>4.1, 4.2, 4.3<br>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.

**2.**

| **Rating** | Requirements |
|---|---|
| **Exceptional** | Meet all requirements for the rating of "Exceeds Expectations" and have extensive additional engagement in teaching as evidenced by:<br>☐ Work load<br>☐ Innovation in instructional development<br>☐ Professional development related to teaching<br>☐ Assessment/AOL beyond what is required<br>☐ Advising, mentoring or recruiting students<br>☐ Higher student evaluations<br>☐ Other similar activities |
| **Exceeds Expectations** | Meet all requirements for the rating of "Satisfactory" and have additional engagement as evidenced by:<br>a. Work load<br>b. Innovation in instructional development<br>c. Professional development related to teaching<br>d. Assessment/AOL beyond what is required<br>e. Advising, mentoring or recruiting students<br>f. Higher student evaluations<br>g. Other similar activities |
| **Satisfactory** | Must satisfy all of the following requirements:<br>☐ Comply with university system and university policies such as attendance, academic dishonesty, and meeting classes.<br>☐ Have student evaluations that are satisfactory given the discipline, course level and rigor as identified by the department chair.<br>☐ Course rigor appropriate for a course of the level (lower division, upper division, graduate) and type.<br>☐ A grading distribution appropriate for the type and level of course.<br>☐ Meet the college's office hour policy.<br>☐ Submit detailed syllabi in acceptable format to the department chair in a timely manner.<br>☐ Submit summaries of all student evaluation forms.<br>☐ Submit required annual assessment activities.<br>☐ 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.<br>☐ Fulfill student advising/mentoring responsibilities.<br>☐ 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** | Failure to meet one or two of the standards for satisfactory. |
| **Unsatisfactory** | Failure to meet three or more of the standards for satisfactory. |

**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.

<div align="center">Attachment C</div>

## Curriculum Map- BBA- MANAGEMENT

| BBA Goals/Learning Outcomes | A Core | | F core | | | | | | G Core | | | | | | | | | | Capstone/ Exit Exam | Management H Core & Electives | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | GO NO TI | L1 L2 HI | BUSA 2106 | MISM 2115 | ECON 2105 | ECON 2106 | ACCT 2101 | ACCT 2102 | MGMT 3115 | MKTG 3115 | BUSA 3135 | MISM 3115 | BUSA 3115 | BUSA 3116 | FINC 3105 | ENGL 3158 | BUSA 4185 | MGMT 3135 | MGMT 3185 | MGMT 4115 | MGMT 4116 | MGMT 3155 | MGMT 3136 | MGMT 3138 | BUSA 3175 | MGMT 4186 | MGMT 4145 | MGMT 3137 |
| 1) Proficiency in Critical Thinking & Decision Making | I | I | I | I | I | I | I | P | I | P | P | P(A1) | P | P | P | I(A/C) | P | P | P | P | P | P(A1) | P | M | P | P | P |
| 2) Proficiency in written and oral communication. | I | P | I | I(a1) | I | I | | | P(A2) | P(A2) | P(A2) | P(A1) | | M | I(A/C) | | P | P | P | P | P | P(A1) | M | P | P | P | P |
| 3) Proficiency in information technology as pertains to business. | | | | | | | | | | M | P(A2) | P | P | | | | | | | | | | | P | P | P | P |
| 4) An understanding of ethical issues as pertains to business. | | | | I(a1) | | | | I(A1) | P(A1) | P(A1) | | | | | M | | P | P | P | P | P | | P | P | P | P | P |
| 5) An understanding of global and diversity issues as pertains to business. | | | | | | | | I(A1) | P(A1) | | | | | | P | | P | P | M | M | | P | | P | P | P | P |
| 6) Knowledge of important concepts in key business areas. | | | | | | | P | | | | | | P | | M(ETS/A5) | P | P | P | P | P | | | M | M | P | P |
| 7) Knowledge in a major field of specialization. | | | | | | | | | | | | | | | M/S/E(P/A5) | M | P | P | P | P | P | P(A1) | M | M | | | |
| GENERAL BUSINESS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAJOR SPECIFIC | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1) Identify various functions of managers in organizations. | | | I | | I | I | I | I | I | P | P | | | | | M | P | P | P | P | P | | P | P | P | P | P |
| 2) Demonstrate knowledge of human resource management activities. | | | | | | | | | | P | | | | | | M | M | P | M | M | P | P(A2) | M | P | P | P | P |
| 3) Apply HR/M laws to decisions involving the organization's human resources. | | | | | | | | | I | I | I | I | M | I | P | P | P | P | | | P | | | | P | P | P |
| 4) Recognize and assess the impact of global, social, multicultural, and diversity dimensions on management. | | | I | | | | | | | P | P | | | | | M | M | M | | P | P | P(A1) | P | P | P | P | P |
| 5) Recognize the importance of technology in the functioning of organizations. | | | | | | | | | I | I | P | M | P | P | P | P | P | P | M | M | P | | M | P | P | P | P |
| 6) Demonstrate communication skills in management | I | | | | | | | | | | | | | | | P | M | P | P | P | P | | P | | P | P | P |
| 7) Apply critical thinking skills to analyze management issues. | | | I | | I | I | I | I | I | P | P | | P | | | M | M | P | P | P | P | P(A2) | P | P | P | P | P |
| 8) Demonstrate knowledge of ethical issues in management. | | | I | | I | I | I | I | I | P | P | | P | | I | M | M | P | P | P | M | | P | P | P | P | P |
| Other Majors or Minors | | | I | | I | I | | | | | | | | | | | | | | | | | | | | | |
| Finance | | | I | | I | I | | | | | | | | | | | | | | | | | | | | | |
| Management | | | | | I | I | | | | | | | | | | | | | | | | | | | | | |
| HR Management | | | | | | | I | | | | | | | | | | | | | | | | | | | | |
| MISM | | | | | | | | P | | | | | | | | | | | | | | | | | | | |
| Marketing | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Business | I | I | | | | | | | | | | | | | | | | | | | | | | | | | |
| International Minor | | | I | | I | I | | | | | | P | | | | | | | | | | | | | | | |
| Economics Minor | | | I | | I | I | | | | | | | | | | | | | | | | | | | | | |
| I= Introduced | | | | | | | | | | | | | | | | | | | | | | | | | | | |

P=practiced a prior required course covered part of this topic

M=mastered prior required courses covering the material were sufficient to expect mastery

Bloom's level assessment: B1) Knowledge; B2) Comprehension; B3) Apply; B4) Analyze; B5) Evaluate; B6) Synthesize/Create

A1) Course embedded test; A2) Course embedded rubric; A3) Pretest; A4) Post Test; A5) Exit Test; A6) Exit Survey

# Curriculum Map- BBA-MANAGEMENT-HR Track

| BBA Goals/Learning Outcomes | A Core | | | Fcore | | | | | | G Core | | | | | | | | Capstone/Exit Exam | Management H Core & I Electives | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E1 N1 G0 L1 | E1 G1 N0 L2 | M1 A1 T1 H1 | BUSA 2106 | MISM 2115 | ECON 2105 | ECON 2106 | ACCT 2101 | ACCT 2102 | MGMT 3115 | MKTG 3115 | BUSA 3135 | MISM 3115 | BUSA 3115 | BUSA 3116 | FINC 3105 | ENGL 3158 | BUSA 4185 | MGMT 3135 | MGMT 3136 | MGMT 3137 | MGMT 3138 | MGMT 4115 | MGMT 4135 | BUSA 3175 | MGMT 4145 | MGMT 3185 | MGMT 3155 | MGMT 4186 |
| 1) Proficiency in Critical Thinking & Decision Making | I | | | I | | I | I | I | P | | | P | P | P(A1) | P | P | P | M(A2) | P | P(A1) | P | P | P | P | M | P | P | P | P |
| 2) Proficiency in written and oral communication. | | P | | | | | | | | P(A2) | P(A2) | P(A2) | P | | | P | M | M(A2) | | P(A1) | | | P | P | M | P | | P | P |
| 3) Proficiency in information technology as pertains to business. | I | | | | I(a1) | | | | | | | | M | P(A2) | | P | | | | P | P | | P | P | P | P | P | | P |
| 4) An understanding of ethical issues as pertains to business. | | | | | | | | | I | P(A1) | P(A1) | P(A1) | | | | | | M | P | P | P | P | P | P | | P | P | M | |
| 5) An understanding of global and diversity issues as pertains to business. | | | | I | | | | | | P(A1) | P(A1) | M | | | | | | P | P | | | P | P | P | | | P | P | P |
| 6) Knowledge of important concepts in key business areas. | | P | | I | | I | I | | P | I | I | I | I | | P | I | | M (ETS A5) | P | P | P | P | P | M | M | P | P | P | P |
| 7) Knowledge in a major field of specialization. | | | | I | I | I | I | I | | I | I | I | I | | | I | I | (MSE A5) | M | P(A1) | P | M | P | P | M | P | P | | |
| *GENERAL BUSINESS* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *MAJOR SPECIFIC* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1) Demonstrate knowledge of HR planning, recruiting, selection, training, development, compensation, benefits, performance management feedback, and disciplinary systems. | | | | I | | | | | I | | | | | | | | | P | P | M | | P | P | P | | P | P | P | P |
| 2) Apply HRM laws to decisions involving the organization's human resources. | | | | I | | | | | I | | | | | | | | | | P | P(A2) M | | P | P | P | | P | | P | |
| 3) Demonstrate knowledge of ethical, social, and diversity issues in management. | | | | I | | | | | | | | | | | | | | P | P | P(A1) | P(A1) | P | M | P | | P | P | M | P |
| 4) Recognize the importance of technology in the functioning of organizations. | | | | I | | | | | P | | | | | M | P | P | | P | P | | | P | | | | P | | | P |
| 5) Demonstrate communication skills in management. | I | | | | I | | | | P | | | | | | | | P | M | P | P | | P | P | P | | | M | P | P |
| 6) Apply critical thinking skills to analyze HRM issues. | | | | I | | | | | P | | | P | | | | | | M | P | P | | P | P | P | | | P | P | P |
| **Other Majors or Minors** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Finance | | | | I | | I | I | | I | | | | | | | I | | | P | | | | | | P | | | I | |
| Management | | | | I | | | | | | | | | | | | | | | P | | I | P | | P | M | P | M | | |
| HR Management | | | | I | | | | | | | | | | | | | | | P | | P | P | | M | P | P | P | | |
| Accounting | | | | | | I | | P | | | | | | | | | | | | | | | | | P | | | | |
| MISM | | | | I | | | | | | | | | P | | | | | | | | | | | | | P | | | |
| Marketing | | | | | | | | | | I | | | | | | | | | | | | | | | P | | | | |
| General Business | | | | | | | | | | | | P | | | | | | | | | | | | | | | | | |
| International Minor | | | | I | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economics Minor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

I= Introduced

P=practiced a prior required course covered part of this topic

M =mastered prior required courses covering the material were sufficient to expect mastery

Bloom's level assessment: B1) Knowledge; B2) Comprehension; B3)Apply; B4) Analyze; B5) Evaluate; B6) Synthesize/Create

A1) Course embedded test; A2) Course embedded rubric; A3) Pretest; A4) Post Test; A5) Exit Test; A6) Exit Survey

| 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 management major, with two tracks, one in management and one in human resource management. The management track includes 12 hours of upper division required courses, 9 hours of management electives and 9 hours of business electives. The HR track includes 18 hours of required management courses, 3 hours of management electives and 9 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 Management 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 Management increased from 138 to 227. 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 248 each year. | Enrollment in Management 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 Management 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. | The number of management graduates remained stable at 53 per year, in 2010-11 and 2011-12. | The Management discipline committee faculty, working with the staff of the college's Student Services Center, reviewed the number of majors by class standing to determine why there was no increase. This analysis showed that this was attributable to prior decreases in enrollment in the college that had worked its way through the system. |
| 3. Increase the Retention Rate | Using retention data the faculty | An increase in the retention rate | | |

| | | | | |
|---|---|---|---|---|
| in the BBA in Management Program. | will review the retention rate for the program relative to previous academic year. | 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.<br><br>A concerted effort is being make 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 ManagementProgram 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 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. | There are a total of 10 Faculty in the management discipline. Of those, 8 are at or above the required publications for AQ status, and two are deemed AQ by recent award of a Doctorate in Management. The average publication rate for this group of faculty approximately doubles the required level. | The quantity and quality of research produced by this group of faculty is excellent. No specific changes are recommended. |

| Student Learning Outcomes | Assessment Method | Assessment Criteria | Assessment Results | Use of Results/Evidence of Improvement |
|---|---|---|---|---|
| A. Upon completion of the program, management students will achieve the following BBA outcomes:<br>1. Knowledge of important concepts in key business areas.<br>2. An understanding of global and diversity issues<br>3. Proficiency in information technology.<br>4. Knowledge in a major field of specialization.<br>5. An understanding of ethical issues.<br>6. Proficiency in communication.<br>7. Proficiency in Critical Thinking | 1 -4 ETS Test  Spring Graduating Seniors<br><br>5-7 Embedded course assignments in F and G core courses for all BBA students | 1-4: Meet or exceed the National Average<br><br>5-7 70% pass rate for all BBA students | 1-4 • Twenty four MGMT students completed the ETS exam.  The results are as follows (the national average is in parentheses)<br><br>Accounting:        41 (44)<br>Economics:        42 (44.5)<br>Management:      56 (57.3)<br>Quant Methods:   41 (40.5)<br>Finance:           33 (42.8)<br>Marketing:         51 (55.1)<br>Legal & Social:   60(55.7)<br>Info Systems:      43 (48.2)<br>International:       52 (52.7)<br><br> 5-7:BUSA4185 using paper w/rubric assessed 6 & 7  79% | 1-4  MIS review of slightly below average results to determine whether curriculum adjustments are needed.<br><br>5-7 Review learning objectives and assessment measures in AOL Committee |
| B. Upon completion of the program, management  students will achieve the following major specific outcomes:<br>A. Identify and discuss various functions of managers in organizations.<br>B. Describe the human resource activities performed in organizations.<br>C. Apply HRM laws to decisions involving the organization's human resources.<br>D. Recognize and assess the impact of the global and international dimensions on management activities.<br>E. Understand the importance of | A Major Specific Exam (MSE) has been developed by each discipline major.  It is administered (to all students graduating in the fall semester) online each fall semester as a requirement of BUSA 4000. | An average rate of 70% of all exams completed.<br><br>The exam was administered online and proctored as part of the completion of requirements for BUSA 4000. | Eleven students completed the exam with an average of 79.06%. | Faculty are conducting a review of specific questions that students did poorly on, in order to ensure that these topics are adequately covered in required courses. |

| communication and interpersonal skills in the functioning of organizations. (2006-2007)<br>F. Recognize the importance of technology in the functioning of organizations. (2006-2007)<br>G. Understand the importance of critical thinking skills in the functioning of organizations.<br>H. Demonstrate knowledge of ethical issues for managers. | | | |
|---|---|---|---|

Attachment E

| DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS<br>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 |