

**University of West Georgia
Richards College of Business
Department of Management**

2008/2009 Annual Report

**Thomas W. Gainey, Ph.D.
May 19, 2009**

I: Departmental Mission/Vision Statement

The Department of Management provides for high quality student learning in a personal environment in the areas of management, information systems, and business education, and for the development and maintenance of faculty who are professionally accomplished in their areas of expertise. The professional development activities of the faculty lead to excellence in student learning because they are the primary means by which instructors can develop, enhance and update the content of their courses. Professional development is also essential to enhance the status of the institution among AACSB member schools and potential employers.

Service to the institution and professional community helps to support and maintain the environment necessary for learning and professional development. Involvement in academic and professional organizations and University and Departmental committees supports the design of a superior academic program, placement of graduates, acquisition of new ideas for professional development and student learning, and the provision of external funding for departmental activities.

Through excellence in teaching, professional development and service activities, the department faculty members strive to achieve:

1. the best possible undergraduate and graduate learning experiences to our students.
2. an excellent reputation among employers.
3. excellent relations between the Department and stakeholder groups.
4. attraction and retention of quality students and faculty.

The Department administration will strive to provide adequate rewards and support for student learning, scholarship, service and professional development activities.

The efforts described above will lead to the following outcomes:

- A. Our graduates will be placed in professional jobs with average starting salaries or in graduate programs.
- B. AACSB accreditation standards will be maintained for all programs.

II: Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

A. Department Goals:

1. Attract high quality high school and junior college graduates to our programs.
2. Maintain and enhance the personal environment for student learning, advising and mentoring.
3. Maintain a current and relevant curriculum.
4. Bring innovative student learning methods into the classroom.
5. Maintain AACSB accreditation standards for all programs.
6. Produce an average of one peer reviewed journal article per faculty per year.
7. Achieve an active research agenda for all faculty to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic professional journals.
8. Maintain current library and reference holdings.
9. Maintain a current technology infrastructure.
10. Provide sufficient coverage of support course requirements.

B. Processes to achieve the goals:

Goal 1:

1. Maintain informative and attractive promotional materials for all programs.
2. Increase our presence in high schools through the Business Education Internship program.
3. Actively support University visitation/orientation activities.
4. Improve the efficiency and effectiveness of the advising process.
5. Build a reputation for our programs through participation in professional, academic and community organizations.

Goal 2:

1. Provide adequate rewards and recognition for quality teaching.
2. Provide advising schedules that accommodate the needs of students.
3. Provide flexible course delivery using a variety of media, including distance and on-line learning.
4. Provide user-friendly class schedules..
5. Provide scholarship opportunities.
6. Support programs that provide opportunities and recognition for student academic achievement.

Goal 3:

1. Regularly review curriculum structure and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.
3. Survey graduates on a regular basis.
4. Develop methods for assessing the achievement of program goals.

Goal 4:

1. Encourage and reward faculty for innovation in the classroom
2. Provide technology and training in support of the use of modern classroom media and distance/on-line learning methods.

Goal 5 :

1. Rigorously enforce course pre-requisites and upper division admission policy.
2. Ensure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

Goals 6 and 7:

1. Reward faculty for achieving research expectations.
2. Encourage all faculty to pursue an appropriate research agenda.
3. Provide financial support for research, and professional association membership and meeting attendance.

Goal 8:

1. Seek inputs from faculty annually for desired library purchases.
2. Provide financial support for the purchase of reference material and instructional aids to be used

Goal 9:

1. Seek out the resources necessary to provide state of the art technological support for teaching and research.
2. Provide the training and assistance needed by the faculty to acquire and maintain expertise in the use of current technology.

Goal 10:

1. Coordinate support course offerings with those of other departments.
2. Provide adequate sections and class sizes to insure that students can complete their requirements.

C. Departmental outcome assessment results for the previous fiscal year.

Goal 1

1. We maintained our presence in high schools through the Business Education Student Teaching program. There were 16 student teachers in the Fall 2008 semester and 15 student teachers in the Spring 2009 semester. Also, through the Business Education program, we distribute materials related to programs in the Richards College of Business in high schools throughout the Atlanta area.

2. We had two department representatives at all three UWG Preview Days. Additionally, we had representation at the Mardi Gras Festival of Majors. We used an attractive display board and various brochures to explain to students the opportunities available to our majors.
3. We continue to update our departmental website to make it more “user-friendly” and attractive to potential students.
4. Our faculty members actively participate in a number of professional and civic organizations including: the West Georgia Trial Lawyers Association, the Carrollton Marine Corps League, Delta Pi Epsilon, the Georgia US Senate Education Advisory Committee, the Nature Conservancy, the USG Organization for Military Education, the Production and Operations Management Society, the Decision Science Institute, the Baha’i Center for Learning, and the Society for Human Resource Management.
5. Overall, the number of students in our department increased by 5% last year.

	Majors and Pre-Majors				
	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
Management	599	561	515	528	520
MIS	99	79	91	117	142
Business Education (U)	56	57	45	44	36
Business Education (G)	115	131	126	135	124
Total	869	828	777	824	822

Goal 2

1. We continue to offer our Management and MIS students a guide to help them prepare their class schedules. Additionally, A new scheduling book, “*10 Steps to Preparing Your Program Schedule: A Guide for Business Education Majors,*” was Written and offered to students in the Business Education program.
2. More on-line courses are being offered in our department. In addition to the CISM 2201 and CISM 3330 on-line courses, this past year, we began offering MGNT 3600 and ABED 3100 on-line as well.
3. Class schedules are developed with both traditional and non-traditional students in mind. When possible, one section of each support course is offered during the evening in the spring and fall semesters. Also, when possible, we try to offer major courses during the evening at least once a year. In the Business Education area, we made significant changes to our schedule to ensure that all required courses are offered at least once per year.
4. Scholarships and awards were given to the following students:
 - Gibson/Overton/Peete Scholarship Fund (\$500): This was awarded to Beth Moore Williams.
 - Frank Hunsicker Memorial Award (\$950). This was awarded to Marcela Giraldo.
 - Henry B. Cameron Scholarship Fund (\$350): This was awarded to Dustin Brown.
 - Earline J. Powers Business Education (\$500): There were no applicants for this award.
5. Fourteen (14) students were inducted into Beta Gamma Sigma. One was inducted into Delta Pi Epsilon.
6. To provide opportunities and flexibility for students, our faculty supervised 41 honors projects, 7 internships, and 24 independent studies.
7. Faculty were rewarded and recognized for quality teaching / student research as follows:
 - Dr. Sunil Hazari received the RCOB Annual Student Research Award.
 - Ms. Beth Clenney received the RCOB Annual Student Research Award.
 - Ms. Beth Clenney received the Beta Gamma Sigma Teacher of the Year Award.

8. Dr. John Anderson served as the faculty advisor for the SIFE team. This team was declared the Region Champion and qualified for national competition.
9. The Management Club, under the leadership of Dr. Bergiel and Ms. Clenney, has about 75 members. In the Fall, the club visited the headquarters of Chick-fil-A and met Truett Cathy. The Management Club also sponsored RCOB Employer Night which was attended by more than 100 individuals.
10. The MIS Club currently has about 25 members. During the past year, the MIS Club held five guest speaker sessions with IT professionals, two workshops on building desktop computers and publishing resumes online, and one seminar on developing interactive database websites.

Goal 3

Seventy Management and MIS graduating seniors responded to our Spring, Summer, and Fall 2008 senior exit surveys. A sample of the responses follows:

- 99% were “Very Satisfied” or “Satisfied” with their decision to earn a B.B.A. degree in our department
- 100% rated the quality of instruction in our department as “Excellent” or “Good”
- 99% reported that it was “Very Likely” or “Likely” they would recommend our program to a friend
- 91% stated that they were “Very Satisfied” or “Satisfied” with the scheduling/advising in our department
- 98% noted that faculty were “Frequently” or “Regularly” available outside of the classroom
- 54% reported that they had visited UWG Career Services
- 46% reported that they had participated in on-campus job fairs
- 72% noted that they would likely work in an established company NOT owned by their family and 10% indicated that they would likely pursue an MBA
- 30% reported that they had already accepted a job offer

Goal 4

1. Our faculty brought a number of “experts” from the outside into the classroom to enhance the learning experience for our students. During the past year, guest speakers included: Luis Planas (Coca-Cola, Retired), Mark and Alan Denyse (Denyse Signs), Tom Hughes (CEO/President of National Electronic, Inc.), Neal Shepherd (Georgia Legislator / Owner of Neal Shepherd and Associates), Vicki Hardin (UWG Career Services), Karen Lingrell (UWG Career Services), Kent Edwards (Assistant Superintendent, Carrollton City Schools), Sarah Heath (Program Specialist, Georgia Department of Education), Greg McKibben (Corporate Environmental Manager, Southwire), Tara Vollenweider McCullen (Environmental Consultant, Wenck Associates), John Allen (Associate Attorney, Representing GA on Tri-State Water Wars Case, McKenna, Long, and Aldridge), Robin Worley (Sewell Clothing Company), Ronnie Crawford (Waffle House)
2. The department is very well equipped with current technology. As was the case in previous years, training in CourseDen is available on demand from the Distance Education Center and assistance in solving computer problems is available from the UWG ITS area. In addition, there are several individuals in the department with extensive expertise in the use of WebCT, PowerPoint, spreadsheets, and databases, and these individuals willingly share their expertise with others.

Goal 5

1. We continue to enforce course pre-requisites and admission policies during advising and pre-registration. Additionally, we have manuals for both the Management and MIS majors to help students better understand our policies and how schedules should be prepared.
2. All syllabi are reviewed each semester by the Office Coordinator to ensure consistency in the learning objectives across different sections of the core courses offered in our department.
3. Learning goals and assessment results are discussed in detail in **Section III** of this report.

Goals 6 and 7

1. A total of 34 peer-reviewed articles were published by faculty members in our department (a little over 2 per faculty member). Additionally, our faculty wrote one book chapters, made 30 paper presentations, and served on the editorial board or as an ad hoc reviewer for 30 journals.
2. A review of the research accomplishments and stated goals of the department faculty indicate that most faculty members are pursuing a research agenda that is consistent and appropriate for their teaching area. Feedback about this item is provided in the annual evaluation process.
3. During the past year, we provided \$2,200 for travel related to professional development to all faculty members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds.

Goal 8

1. Each year, input from faculty on library purchases is solicited.

Goal 9

1. Our technology infrastructure remains excellent. All faculty computers are relatively new and video equipment is available in all classrooms.
2. Faculty members are given travel awards each year. These funds can be used for technology training and workshops.
3. Numerous technology-related courses are offered each year by the Distance Education and Learning Support departments.
4. Significant department funds were made available to update the MIS lab.

Goal 10

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. The purpose of this meeting to resolve as many scheduling conflicts as possible and ensure that we offer students reasonable alternatives.
2. Multiple sections of each support course (BUSA2106, CISM2201, CISM3330, ABED3100, MGNT3600, MGNT3615 and MGNT4660) are offered each semester. Classes are set at limits which attempt to include as many students as possible, while still preserving our mission to provide “educational excellence in a personal environment.” Once classes reach a pre-established limit, students complete course override forms for these “full” classes and then a limited number of students are allowed into the courses based on their needs. Every effort is made to ensure that students get the courses they need or that we offer alternatives to students (that they may not have considered) that will allow them to get a full schedule and graduate in a timely manner.

III: Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program.

A. BBA Learning Goals (These goals are common to all B.B.A. degree majors in the Richards College of Business)

The B.B.A. Learning Goals and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/bba_aol.html

B. Management Information Systems Learning Goals

1. MIS majors will demonstrate the ability to recognize and understand emerging MIS-related technology.
2. MIS majors will demonstrate the ability to use their skills to complete a comprehensive project related to their discipline.

Processes to assess the outcomes applicable to Management

1. Learning Goal #1 will be assessed through a research project in CISM 3350 (Information Systems Research).
2. Learning Goal #2 will be assessed through the senior project in CISM 4390 (Information Systems Topics).

Results of assessment process

Assessments results are available at:

<http://www.westga.edu/~mgmtbus/learningobj.htm>

C. Management Learning Goals

1. Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation
2. Management majors will demonstrate the ability to apply management-related theories to practical applications.

Processes to assess the outcomes applicable to Management

1. Learning Goal #1 will be assessed through an O*NET assignment in MGNT 4620 (Human Resource Management).
2. Learning Goal #2 will be assessed in an exercise in MGNT 3605 (Organizational Behavior).

Results of assessment process

Assessments results are available at:

<http://www.westga.edu/~mgmtbus/learningobj.htm>

D. Outcomes particular to the Bachelor of Science in Business Education

1. Demonstrate competency in the knowledge of business organizational structure and function.
2. Demonstrate competency in the knowledge of the philosophy and purposes of vocational education.
3. Demonstrate competency in the knowledge and skills of accounting.
4. Demonstrate competency in the application of problem-solving skills in business.
5. Demonstrate competency not only in basic concepts of business computer applications (word processing, desktop publishing, spreadsheet, database, and graphics) but also in the knowledge of management information systems.
6. Demonstrate competency in keyboarding, business communication skills, and office systems and technologies.
7. Demonstrate competency in the knowledge of business mathematics and business law.
8. Demonstrate competency in the knowledge of economic theory and systems, including consumer economics.
9. Demonstrate competency in the knowledge of career opportunities in business-related fields, general employability skills, business ethics, and international business.
10. Demonstrate competency in the operation of student organizations.
11. Demonstrate competency in the knowledge of business education delivery systems and methods of teaching business education.
12. Special Georgia Requirements: Can work competently with exceptional children and adults. Can effectively use technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Bachelor of Science in Business Education

1. Passing grades in the Area F core courses will indicate an adequate or higher level of skills in accounting, business computer applications, business law, and economic theory and systems.
2. Passing grades in the Business Junior Core will indicate an adequate or higher level of skills in the areas of business organizational structure and function, problem-solving skills, knowledge of management information systems, business communication, and business mathematics.
3. Completion of the major courses in Business will indicate an adequate or higher level of skills in word processing, desktop publishing, office systems and technologies and the use of technology for the purpose of enhancing classroom instruction.
4. Completion of the Education course requirements will indicate an adequate or higher level of skills in the philosophy and purpose of vocational education, instructional strategies, effective evaluation methods, and working with exceptional children.
5. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
6. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
7. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
8. Assessment by NCATE and the PSC validate the programs.

Results of assessment process

Because the Business Education area continues to rebuild its systems and procedures after the change in leadership, the traditional assessment results will not reported this year. However, a great deal of work continues in this area. The director of this program is beginning to prepare for NCATE accreditation, a new book, "*10 Steps to Preparing Your Program Schedule: A Guide for Business Education Majors*," has been written to guide students through the scheduling process, program sheets continue to be updated to reflect changes in the curriculum, and work on the area website continues to make information readily available to potential and current students. Under the direction of Dr. North and Mrs. Thompson, we are extremely encouraged by the significant improvements that have been made in the Business Education area over the past two years.

E. Outcomes particular to the Master of Education in Business Education

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting research study in business education.

4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.
5. Employ effective evaluation methods in business education courses.
6. Work competently with exceptional children and adults.
7. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Master of Science in Business Education

1. Successful completion of the business content courses will insure adequate levels of skills in the teaching areas in business education and in basic computer proficiency.
2. Successful completion of the graduate business education courses will insure adequate levels of skills in research, evaluation and testing and the use of technology for enhancing classroom instruction.
3. Successful completing of the College of Education graduate courses will insure adequate levels of skills in instructional strategies and working with exceptional children and adults.
4. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
7. Assessment by NCATE and the PSC will validate the programs.

Results of assessment process

Because the Business Education area continues to rebuild its systems and procedures after the change in leadership, the traditional assessment results will not reported this year. However, a great deal of work continues in this area. The director of this program is beginning to prepare for NCATE accreditation, a new book, "*10 Steps to Preparing Your Program Schedule: A Guide for Business Education Majors*," has been written to guide students through the scheduling process, program sheets continue to be updated to reflect changes in the curriculum, and work on the area website continues to make information readily available to potential and current students. Under the direction of Dr. North and Mrs. Thompson, we are extremely encouraged by the significant improvements that have been made in the Business Education area over the past two years.

F. Outcomes particular to the Specialist in Business Education

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting advanced research study in business education, designing advanced research techniques, and applying research to the classroom to improve instructional techniques and teaching methodologies.
4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.
5. Apply critical thinking skills to improve leadership capabilities.
6. Employ effective evaluation methods in business education courses.
7. Work competently with exceptional children and adults.
8. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Specialist in Business Education

1. Completion of the Master of Science in Business Education insures adequate skills in outcomes 1, 2, 4, 5, 7 and 8.
2. Completion of courses will insure adequate skills in conducting advanced research study, designing advanced research techniques, applying research to the classroom, and applying critical thinking skills to improve leadership capabilities.
3. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
4. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.

5. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
6. Assessment by NCATE and the PSC will validate the programs.

Results of assessment process

Because the Business Education area continues to rebuild its systems and procedures after the change in leadership, the traditional assessment results will not be reported this year. However, a great deal of work continues in this area. The director of this program is beginning to prepare for NCATE accreditation, a new book, *“10 Steps to Preparing Your Program Schedule: A Guide for Business Education Majors,”* has been written to guide students through the scheduling process, program sheets continue to be updated to reflect changes in the curriculum, and work on the area website continues to make information readily available to potential and current students. Under the direction of Dr. North and Mrs. Thompson, we are extremely encouraged by the significant improvements that have been made in the Business Education area over the past two years.

G. MBA Learning Goals

The M.B.A. Learning Goals and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/mba_aol.html

IV: The Annual Report submitted to Institutional Research and Planning

**UNIVERSITY OF WEST GEORGIA
ANNUAL REPORT
Fiscal Year 2009 (July 1, 2008 to June 30, 2009)**

DEPARTMENT OF Management

Name of Department Chair Thomas W. Gainey
Name of Person Completing Report Thomas W. Gainey

1*	Departmental Mission/Vision Statement (<i>url only, required</i>)	http://www.westga.edu/~mgmtbus/mission.htm
2*	Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results (<i>url only, required</i>)	http://www.westga.edu/~mgmtbus/goals.htm
3*	Departmental Statement of Curriculum Learning Outcomes, Process to Assess These Outcomes, and Assessment Results for each Degree Program (<i>url only, required</i>)	http://www.westga.edu/~mgmtbus/learningobj.htm
4*	Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.	
	<u>STRENGTHS:</u>	
	<u>Certain strengths remain:</u>	
	As a department, we continue to excel in teaching, research, and service. In the teaching area, 100% of our graduating MIS and Management majors, completing a Senior Exit Survey, ranked the quality of instruction "Good" or "Excellent." Additionally, 99% of the respondents indicated that it was "Very Likely" or "Likely" that they would recommend our program to a friend. In research, our faculty published 34 peer-reviewed articles (a little over 2 per faculty member) and made 30 paper presentations. Finally, in service, our faculty reported serving on 72 UWG-related committees (over 4 per faculty member) and 12 of our faculty served as advisors of student organizations.	
	<u>Additional strengths:</u>	
	Our faculty respect each other and work well together. This spirit of collegiality allows us to undertake and complete major projects on a timely basis. For example, this past year we successfully implemented a revised faculty merit evaluation system and we began assessment at the major level in both Management and MIS. Additionally, our senior faculty are excellent mentors to more junior faculty members. While we have a "formal" mentoring system in place for first-year faculty, the mentoring goes well beyond the first year. The impact of these relationships is evident when you look at the success rate of tenure and promotion applications. This past year, all five individuals who were eligible for tenure and/or promotion were successful.	
	<u>WEAKNESSES:</u>	
	<u>Some of the weaknesses remain:</u>	
	The relatively large size and diverse nature of our department compared to others within the Richards College of Business has been a growing concern for some time. As requirements for additional accreditation information, assessment data, and other reports continue to grow, the larger number of faculty, courses, and students have pushed administrative and support resources to their limits in our department. However, as a result of a recent restructuring within the college, it is anticipated that the more equitable demands across departments will alleviate some of these concerns. While it is likely that the transitions that occur over the next year will take some getting used to, over the long-run, it should result in a much stronger, well-positioned college.	
	<u>Others have been identified:</u>	
	As a result of both increasing enrollments and providing course releases for faculty developing on-line, "N" programs for core courses, we will have to continue to rely on adjunct faculty for some time. We remain diligent in making certain that we have qualified individuals in the classroom. However, we must actively lobby administration for additional permanent lines as we grow to ensure that we can continue to remain productive in both our service and research obligations.	
	<u>OPPORTUNITIES:</u>	
	<u>Certain opportunities remain:</u>	
	Additional opportunities to expand international programs remain. During Spring Break this year, Dr. Pearce and Dr. Bergiel took a group of students to Japan. We plan to repeat this program during Spring 2010. Additionally, Dr. Upson is beginning to explore a potential student program in India. Due to the cost of these programs, we realize that there is a limited demand. However, we also realize the potential that these programs have to attract students to our majors and the competitive advantage that these experiences give our students when they enter the job market.	
	<u>Other opportunities have been identified:</u>	
	There appear to be opportunities available as a result of the increasing number of "N" courses being offering in the department. Specifically, this more flexible course format may be particularly appealing to non-traditional students. One recommendation, offered by Mr. Jeff Rooks, is that we establish partnerships with large employers in the area. This might entail placing an advisor on-site for a limited number of hours each week to recruit and advise potential new students at these employers' locations.	

THREATS:

Certain threats remain:

Using relatively fixed resources to accommodate significant increases in student demand remains a treat to the "personal" environment at UWG. In just the past year, BUSA courses enrollments are up 37%, ABED enrollments increased by 23%, CISM courses were up 6%, and demand for MGNT courses rose 11%. Additionally, over the past year, our faculty supervised 24 independent studies, 41 honors projects, and 7 internships (this is in addition to their normal teaching assignments). It remains critical that teaching resources are not stretched too far.

Other threats have been identified:

The impact of the economy in terms of both budget cuts and limited job opportunities for graduates is much stronger this year than last year. While enrollments currently remain strong, only time will tell as to the extent the worsening economy will begin to impact our department.

DEPARTMENTAL ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

5	Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field	100% (Business Education) – 11 students passed both GACE I and II / NA (MGNT/MIS)
6	Proportion of graduating students going on to graduate or professional schools	10% of graduating seniors indicated they were planning to pursue their MBA.
7	Number of Nationally recognized programs.	0
8	Number of Endowed chairs and professorships	0
9	Types of Licensure <i>(please list)</i>	Business Education majors must obtain their teaching certification. A license or certification is not required for Management or MIS majors. However, Management majors may obtain certifications from SHRM or APICS. Additionally, some MIS majors may pursue certifications in areas such as Microsoft Networking or Cisco Checkpoint.
10	How does the department prepare students for Licensure?	The Business Education curriculum and internship prepares students to take the GACE exam and, ultimately, to receive the teaching certificate. Also, the Human Resource Management class (MGNT 4620) covers a majority of the material that is tested on the PHR exam (if students interested in a career in Human Resources wish to take this exam).
11	Other notable achievements	None

STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

12	Total Published Research Papers	0
13	Total Presentations	0
14	Total Internships	7
15	Total Co-ops	0
16	Total Scholarships	2
17	Total Fellowships	0
18	Total Students engaged in Funded Research	0
19	Total Students receiving National Awards and/or National Recognition	0
20	Total Students inducted into Academic Honor Societies	14 inducted into Beta Gamma Sigma – 1 inducted into Delta Pi Epsilon
21	Total Student Programs (debate, cheerleaders, athletic teams) receiving National Recognition	1
22	Other notable achievements by Students	

Beth Moore Williams – Received the Gibson/Overton/Peete Scholarship
 Marcela Giraldo - Received the Frank Hunsicker Memorial Award

FACULTY/STAFF PRODUCTIVITY

Place NA if not applicable or 0 if zero for the year.

TEACHING

23	Total New Course Developments	10
24	Total Faculty Teaching Honors Courses	41
25	Total Faculty traveling Abroad for Teaching Purposes	2
26	Percent of Faculty involved in Academic Advisement	100% of Full-Time Faculty

RESEARCH/PRODUCTIVITY

27	Total Books and Monographs	0
28	Total Book Chapters	1
29	Total Peer Review Articles	34
30	Total Other Shorter Works	1
31	Total Paper Presentations	30
32	Total Other Presentation	0
33	Total In-House Publications	2
34	Total Juried Exhibits/Performances	NA
35	Total Other Exhibits/Performances	NA
36	Total Positions Held in Journal Editing/Review	30
37	Total Faculty involved in Notable Continuing Education Efforts	24
38	Total Faculty traveling Abroad for Research Purposes	0

PUBLIC SERVICE

39	Total Participants in Honors Organizations	20
40	Total Offices held in Professional Organizations	6
41	Total Advisors of Student Organizations	12
42	Total Participants in Cooperative Consulting Efforts	47
43	Total System-wide/UWG Committee Activities	72
44	Total Participants in Public Service Activities	13

45	Other notable achievements by Faculty	
	Brad Prince received the RCOB Annual Faculty Service Award Alexa North received the RCOB Annual Faculty Service Award Sandy Thompson received the RCOB Annual Faculty Service Award Sunil Hazari received the RCOB Annual Student Research Award Sunil Hazari received the UWG Certified Online Educator Mentor Award Beth Clenney received the RCOB Annual Student Research Award Beth Clenney received the Beta Gamma Sigma Teacher of the Year Award	

GRANTS/AWARDS

46	Total Proposals Submitted	2
47	Total Proposals Funded	2
48	Total Amount Awarded	\$2,500
49	Total Grants Generated by Department	0
50	Total Faculty receiving Grants	0
51	Total Fellowships Awarded	0

IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.

52	New Degree Programs or Deletions <i>(name of program and semester added/deleted)</i>	
	None	

53	New Departments or Other New Units; Also any Restructuring of These	
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	None
54	Accreditation or Similar Distinction or Renewal <i>(name of accrediting body and date department/program received accreditation)</i>
	None
55	Additional Comments Concerning Your Department
	In addition to the 41 Honors projects and 7 Internships conducted by Management Department Faculty, faculty members also supervised 24 independent studies.
56*	Give an example of how your department used the assessment of goals and outcomes to change/improve a process. (Required)
	One of our departmental goals is to “Maintain and enhance the personal environment for student learning, advising and mentoring.” We addressed several issues to improve our performance on this goal. First, the Business Education area developed a book entitled, “10 Steps to Preparing Your Program Schedule: A Guide for Business Education Majors,” to assist their students in scheduling classes. Second, to provide more scheduling options to our Management majors, we began offering CISM 4350 and CISM 4355 as management select courses. Third, to offer more flexibility to our students, we began offering MGNT 3600 and ABED 3100 as on-line courses.

UPON COMPLETION

Please email completed report to:

Institutional Research and Planning

Tara Pearson

tpearson@westga.edu

678-839-6449

REMINDER—Include paragraph of departmental accomplishments in your email.

The number of majors and pre-majors in the Management Department increased by 5% from the previous year (especially encouraging is the 25% increase in MIS majors/pre-majors). And even though the student enrollments continue to increase, our faculty continue to perform in an exemplary manner. For example, of the 70 graduating seniors completing exit surveys, 100% of them noted that the quality of instruction was “Excellent” or “Good.” Additionally, on average, our full-time faculty published just over two peer-reviewed articles and served on over four UWG committees. Finally, over the past year, we began assessment at the major level in both MIS and Management, we successfully implemented our new departmental merit evaluation system, and we revised CISM 2201 and CISM 3330 for Vista and Windows 2007.

V: Faculty Tables

Faculty Teaching

	23. Total New Course Developments	13. Total Faculty Teaching Honors Courses	25. Total Faculty Traveling Abroad for Teaching Purposes	26. Percent of Faculty Involved in Academic Advisement
Management Faculty				
Jon Anderson (Dean's Office)	0	1	0	
Erich Bergiel	0	6	1	✓
Beth Clenney (Part-Time)	0	5	0	
Leanne DeFoor/Roger Johns	3	2	0	✓
Tom Gainey (Chair)	0	3	0	✓
Dave Hovey (Part-Time)	0	0	0	
Famaraz Parsa	0	3	0	✓
Bob Pearce (Part-Time)	1	1	1	
John Upson	2	0	0	✓
Mary-Kathryn Zachary	0	2	0	✓
MIS Faculty				
Joan Deng	1	0	0	✓
Bill Lankford	0	3	0	✓
Brad Prince	0	0	0	✓
Jeff Rooks	0	3	0	✓
Doug Turner	0	0	0	✓
Business Education Faculty				
Susan Hall	2	3	0	✓
Sunil Hazari	0	0	0	✓
Alexa North	0	0	0	✓
Jeanette Smith (Visiting Lecturer)	0	7	0	
Sandy Thompson	1	2	0	✓
TOTALS	10	41	2	100% FT

Faculty Research

	28. Total Book Chapters	29. Total Peer Review Articles	31. Total Paper Presentations	36. Total Positions Held in Journal Editing/ Review
Management Faculty				
Jon Anderson (Dean's Office)	0	2	1	1
Erich Bergiel	0	4	2	3
Beth Clenney (Part-Time)	0	1	0	1
Leanne DeFoor	0	0	0	1
Tom Gainey (Chair)	0	2	2	2
Dave Hovey (Part-Time)	0	0	0	0
Faramarz Parsa	0	2	1	0
Bob Pearce (Part-Time)	0	0	0	0
John Upson	0	2	5	2
Mary-Kathryn Zachary	0	12	1	4
MIS Faculty				
Joan Deng	0	2	3	2
Bill Lankford	0	0	1	0
Brad Prince	0	3	5	2
Jeff Rooks	0	1	1	1
Doug Turner	0	0	1	5
Business Education Faculty				
Susan Hall	0	0	0	0
Sunil Hazari	1	1	2	2
Alexa North	0	2	3	4
Jeanette Smith (Visiting Lecturer)	0	0	0	0
Sandy Thompson	0	0	2	0
TOTALS	1	34	30	30

Faculty Service

	39. Total Participants in Honors Organizations	41. Total Advisors of Student Organizations	42. Total Participants in Cooperative Consulting Efforts	43. Total System-Wide/ UWG Committee Assign.	44. Total Participants in Public Service Activities
Management Faculty					
Jon Anderson (Dean's Office)	1	4	0	8	2
Erich Bergiel	1	2	0	5	1
Beth Clenney (Part-Time)	1	1	0	1	0
Leanne DeFoor	1	0	7	2	2
Tom Gainey (Chair)	1	0	2	5	2
Dave Hovey (Part-Time)	1	0	5	0	0
Faramarz Parsa	1	0	2	4	1
Bob Pearce (Part-Time)	1	0	0	0	0
John Upson	1	1	3	2	0
Mary-Kathryn Zachary	1	0	3	9	2
MIS Faculty					
Joan Deng	1	1	3	5	0
Bill Lankford	1	0	1	4	0
Brad Prince	1	1	1	6	0
Jeff Rooks	1	1	0	2	3
Doug Turner	1	0	2	4	0
Business Education Faculty					
Susan Hall	1	0	2	3	0
Sunil Hazari	1	0	3	4	0
Alexa North	1	1	1	6	0
Jeanette Smith (Visiting Lecturer)	1	0	1	0	0
Sandy Thompson	1	0	11	2	0
TOTALS	20	12	47	72	13