

University of West Georgia

Comprehensive Program Review (CPR) Template

Academic Program Name: Bachelor of Business Administration with a major in Management

CIP Code: 520201

College or School and Department: Richards College of Business, Department of Management

Date of Last CPR: 2011

Outcome of Previous CPR (brief narrative statement):

The previous CPR was submitted in 2011. The CPR was reviewed by the RCOB Dean, the UWG Undergraduate Programs Committee, and Provost's Office.

The RCOB Dean wrote, "The BBA in Management is a strong and prominent program for the RCOB. It is consistently one of the top five degrees conferred by the University." The Dean also noted that the Management Program had done an excellent job with program assessment, research productivity, and implementing new programs such as study abroad opportunities and the HR certificate.

The Undergraduate Programs Committee (UPC) wrote, "The BBA in Management is a productive and viable program. Programmatic initiatives align with the Guiding Principles of the UWG Strategic Plan, and faculty cogently present evidence that Management is a solid program with great potential for growth." In terms of "Program Quality," it was noted that statistics reflect that the learning outcomes were being met; however, it was also noted that assessment was limited to only two assignments. In terms of "Viability," it was noted that the faculty tailored the program to ensure success of the students by implementing the HR Certificate program and study abroad opportunities, and by supporting student organizations. The UPC committee noted that, "The program has experienced steady enrollment rates and graduation rates over the past five years." In terms of "Productivity," it was noted that faculty in the Management program had productive records in teaching, scholarship, and service. It was suggested that department leadership explore initiatives to recognize faculty achievements.

The Provost's Office noted that the faculty in the Management Program provided quality instruction and were very productive. Further, it was noted that, "The program produces a substantial number of graduates, and its trajectory is sustainable. It is regularly listed as one of the five most productive programs at the institution in terms of graduates."

Faculty member completing the CPR report:

Thomas W. Gainey, Management Department Chair

Section I: Mission Review

Department of Management Mission

The Department of Management works to be recognized across campus and the community as an expert source for instruction, scholarship, and outreach in the disciplines of management and management information systems. We help students, organizations, and the community turn opportunities into quality, long-term outcomes by offering instruction tied to emerging business questions, conducting research that supports pedagogy and practice, and building professional relationships that connect campus to community.

Note: The Department of Management mission was revised in 2014.

Relationship of Department (Unit) Goals to UWG/RCOB Strategic Goals

Unit Goal #1

Provide a quality learning environment in which our students can complete course requirements in a timely manner. (Action 1: Make courses available during days/times that alleviate scheduling difficulties for most students. Also, offer flexible, online courses as an additional alternative; Action 2: Schedule office hours so that students have sufficient access to additional help outside of the classroom; Action 3: Offer student associations that increase students' understanding of their major and allow interaction with faculty and practicing professionals).

UWG Connection to Unit Goal #1: UWG Strategic Imperative #1, Goal A: Increase student persistence and timely progression to degree attainment. (Action 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates; Action 3: Increase students' access to and opportunities for academically-related interactions with faculty beyond structured classroom time.)

RCOB Connection to Unit Goal #1: RCOB Strategic Goal #1: Student Success (Offering convenient, flexible course schedules, ensuring sufficient contact with faculty, and offering student organizations all contribute to "Student Success.")

Unit Goal #2

Effectively partner with our local community and other external stakeholders. (Action 1: Develop faculty exchange program with Birla College in Kaylan, India (Mumbai suburbs); Action 2: Encourage our student organizations to become involved in service activities in our local community; Action 3: Invite local business leaders into the classroom to speak with students).

UWG Connection to Unit Goal #2: UWG Strategic Imperative #3, Goal B: Create and cultivate new partnerships to support strategic initiatives. (Action 1: In consultation with other

educational institutions identify and develop opportunities for cooperative activities; Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development; Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities.)

RCOB Connection to Unit Goal #2: RCOB Strategic Goal #3: Operational Success (Building external partnerships, involving students in community service activities, and inviting business leaders into our classrooms all contribute to “Operational Success.”)

Unit Goal #3

Ensure that the Management and MIS major programs engage in meaningful program assessment (Action 1: Department will continue to collect data on the new Management major learning goals that were implemented in Summer 2015; Action 2: Department will continue to collect data on the new MIS major learning goals that were implemented in Summer 2015).

UWG Connection to Unit Goal #3: UWG Strategic Imperative #4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision (Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.)

RCOB Connection to Unit Goal #3: RCOB Strategic Goal # 2: Academic Success (Annual assessment, analysis, and continuous improvement related to the four learning outcomes in each major contribute to “Academic Success.”)

Unit Goal #4

Create a work environment in which faculty and staff are engaged and satisfied. (Action: Each year review Engage West survey results and create action items designed to improve the results of survey items that are relatively low).

UWG Connection to Unit Goal #4: UWG Strategic Imperative #4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision (Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.)

RCOB Connection to Unit Goal #4: RCOB Strategic Goal # 4: Ethical Values (The annual Engage West survey examines issues such as transparency, fair treatment, discrimination, and work/life balance, each of which are related to “Ethical Values.”)

Section II: Accreditation

The Richards College B.B.A. in Management program maintains the highest level of excellence with accreditation by AACSB International, a recognition held by fewer than four percent of business schools worldwide. After the most recent accreditation visit in Fall 2016, the Peer Review Team (PRT) noted an emphasis on student success as a key strength. Additional comments in the accreditation report included, “The PRT believes that the Richards College has a significant track record in demonstrating the students are engaged” and “It is clear to the PRT that a culture of continuous improvement exists in the RCOB.”

Section III: Program Productivity (Degrees Conferred, Credit Hours Generated, Time to Degree)

Current Review Cycle (2013 – 2108)

Productivity within the Management Program remains strong. The FY 17/18 Declared Majors Report from Institutional Effectiveness and Assessment shows that with 731 majors, the Management Program is the fourth largest undergraduate program at the University of West Georgia.

The Management Program is offered in the Department of Management at UWG. And, as noted below in Table 1, an average of 14,839 credit hours were generated each year within the department over the past five years. During a typical year, the Department of Management offers just under 150 sections of approximately 40 different courses. Each of these sections generally have enrollments between 35-50 students, and a majority of these courses easily reach their maximum seat limits.

Table 1. Credit Hours Generated at the Undergraduate Level

	Summer, Fall, Spring					
Department	SCH UG 13/14	SCH UG 14/15	SCH UG 15/16	SCH UG 16/17	SCH UG 17/18	SCH UG AVG
Management	15,258	15,643	14,452	14,396	14,445	14,839

Table 2 shows that the number of undergraduate degrees conferred has increased from 121 graduates in 2013/14 to 143 graduates in 2017/18 (an 18.2% increase). Secondary majors and minors in Management have remained relatively stable.

Table 2: Degrees Conferred

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Undergraduate Degrees Conferred: BBA Management	121	102	142	128	143
Second Majors on Degrees Conferred: BBA Management	19	18	14	17	17
Minors Awarded: Management	22	17	18	14	20

Table 3 provides information on the average time to graduation for Management majors. As shown in the table, the Management Program was at 5.4 years in 2013/14 and ended at 5.4 years in 2017/18. Interestingly, the other three cycles were all below 5.0 years. It is certainly possible that the increase from 2016/17 to 2017/18 was impacted by the recent strong job market and that our current students are working more hours and delaying graduation. However, this is an area that we should closely monitor during the next review cycle.

Table 3. Student time to degree for FTFT students (average, in years)

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Program: BBA Management	5.4	4.6	4.9	4.8	5.4

Looking Forward – Review Cycle (2018 – 2023)

In the spirit of continuous improvement, we are involved in several initiatives to improve our productivity in relation to credit hours generated, degrees conferred, and average time to graduation.

In terms of credit hours generated, we anticipate that the current average of 14,839 per year will increase. From Fall 2013 to Fall 2018, the number of Management majors/pre-majors increased from 639 to 731 students (an increase of 14.4%). Thus, it seems reasonable that additional credit hours will be needed to meet this growing demand. Additionally, new management-select courses in areas such as leadership, HR analytics, and compensation are planned for the 2019/20 academic year. It is possible that these new courses may attract students from other disciplines. Our goal is to increase the credit hours generated by the department to an average of 15,580 over the next five-year cycle (a 5% increase).

With respect to degrees conferred, we experienced an 18.2% increase from 2013/14 to 2017/18. And, we anticipate that this trend will continue, but at a lower rate. To attract students, we will continue to participate in Preview Days and Major Festivals to promote the certificate programs and study abroad opportunities associated with the Management major. Additionally, the faculty will continue to support the internship opportunities that many of our

students find attractive and participate in for course credit. Our goal with respect to degrees conferred is to average 140 over the next five-year cycle (a 10% increase over the previous five-year cycle).

Finally, the time that it takes for a Management major to graduate is one area in which improvement is needed. Based on UWG Performance Indicators, across all majors during 2017/18, only 22.10% of students graduated in four years. However, steady progress in the four-year graduation rate should be the ultimate goal of each major. Over the previous five-year cycle, our average time to graduation was 5.02 years. Our graduation rates ranged from 4.6 to 5.4. Our goal for the next review cycle will be to average 4.8 years (a 4.6% improvement). This will require a strong effort in two areas. First, we need to make certain that we continue to offer students flexible course schedules. So many of our students must work while they attend school that scheduling conflicts can be a significant contributing factor to delays in graduation. Through our senior exit surveys, we will continue to monitor our efforts in providing schedules that work for our Management majors. Second, we will continue to examine and make revisions to courses that have relatively high DFW rates. Initially, our efforts will focus on MGNT 3615 (Operations Management). The current DFW rate is 28.9% for this course. It has been placed on the Department Chair Scorecard so that we remain aware of this issue and so that steps can be taken to make improvements.

Section IV: Program Viability

The long-term viability of the Management Program is excellent. Below, viability is discussed in terms of our student profile, faculty profile, and program resources.

A. Student Profile

There are no program-specific policies for admission to the Management Program. However, all undergraduate B.B.A. programs require students to maintain an overall GPA of 2.0. Additionally, students must maintain a 2.0 GPA within Core Area F, the Business Core, and the Major Courses. Also, within the Major Courses, only one "D" is permitted.

As a department, we engage in a number of activities and strategies design to attract and retain students to the Management Program. First, we participate in all UWG Preview Days, Major Fairs, and the RCOB Preview Day. Further, we participate in functions such as the RCOB Fall Ice Cream Social to interact with students and promote our program. Second, we offer students the opportunity to enhance their resumes and prepare for the job market by participating in one of our three certificate programs. The certificate programs simply require students to focus their "select" courses in a particular management-related area. These certificate programs do not cost students additional tuition or fees. In our previous five-year study we had one certificate program in Human Resource Management. Within the past five years, we have added additional certificate programs in Entrepreneurship and Operations Management. Third, we provide students the opportunity for personal and professional development by offering study abroad programs each spring semester. Over the past five

years, the Department of Management has offered study abroad programs in Ireland (2014), Dubai (2015), China (2016), Italy (2017), and South Africa (2018).

As a result of these initiatives, the Management Program continues to grow. As noted in Table 4, the number of Management majors/pre-majors increased from 640 students in 2013/14 to 743 students in 2017/18 (a 16.1% increase). Additionally, the number of declared minors increased from 67 in 2013/14 to 112 in 2017/18 (a 67.2% increase).

*Table 4: Declared Majors and Minors
Unduplicated Headcount of students in the program*

	Summer, Fall, Spring				
	2013/14	2014/15	2015/16	2016/17	2017/18
Declared Majors: BBA Management	379	420	440	414	731
Declared <u>Pre-Majors</u> : Management	261	269	316	350	12
Declared <u>Second Majors</u> : BBA Management	2	1	3	1	2
Declared <u>Minors</u> : Management	67	64	68	93	112

B. Faculty Profile

Based on the latest Faculty Workload Release Report, the Department of Management currently has 17 faculty members. Seven are full professors, four are associate professors, one is a senior lecturer, four are lecturers and one is a limited-term instructor. Although we do anticipate the retirement of at least three individuals in next two years, turnover among the Department of Management faculty is relatively low. Thus, we have an experienced, stable faculty group within the department.

Faculty Onboarding/Feedback

When we do hire new faculty, we form a departmental committee to conduct the search. For tenure-track faculty, we generally conduct national searches. For non-tenure-track faculty, we typically conduct more local searches. Hiring decisions are a collaborative effort between the department chair and the search committee. Once an individual is offered a position, the new hire is assigned two mentors within the department to help answer questions that they may have about UWG or the courses they will be teaching.

Within the department, we provide feedback in a number of areas to make certain that our faculty are successful. First, each faculty member completes a self-appraisal each year and participates in a comprehensive annual evaluation with the department chair. Second, each

tenure-track and non-tenure track hire participates in a third-year review. The purpose of this review is to evaluate work completed in the first two years of employment and to provide constructive feedback before the individual applies for promotion. Third, each semester, the department chair reviews all course evaluations and provides feedback to faculty members on their performance as a teacher. If needed, performance improvement plans are discussed to make necessary improvements.

Faculty Efficiency

Based on the University of West Georgia Common Data Set (WGCDs) (2018/19) and reports provided by Institutional Effectiveness and Assessment, the Department of Management faculty appear to use teaching resources in a very efficient manner. This is demonstrated in three particular ways.

First, Section I-3 of the WGCDs (2018/19) shows that 66.4% of the sections offered at UWG had class sizes with less than 30 students. Comparatively, Table 5 below shows that the Department of Management averaged 44 students per section in 1000/2000-level courses and 33 students per section in 3000/4000-level courses.

Table 5: Average Class Size by Course Level

	1000 & 2000 level (cap > 5)					
Department	LD Class Size 13/14	LD Class Size 14/15	LD Class Size 15/16	LD Class Size 16/17	LD Class Size 17/18	LD Class Size AVG
Management	44	44	45	43	46	44
	3000 & 4000 level (cap > 5)					
	UD Class Size 13/14	UD Class Size 14/15	UD Class Size 15/16	UD Class Size 16/17	UD Class Size 17/18	UD Class Size AVG
	32	34	36	37	35	33

Second, in Section 1-2 of the WGCDs (2018/19), it is reported that the Fall 2018 Student to Faculty ratio was 19:1. However, as shown in Table 6, the Major to Faculty ratio in the Department of Management over the past five years averaged 42.3. While this is not an exact comparison, the numbers seem to provide some evidence that the Department of Management is teaching a relatively large number of students in its courses.

Table 6: Student-FTE Faculty Ratio

	UG&GR Majors/FTE Faculty Ratio					
Department	Maj/Fac Ratio 13/14	Maj/Fac Ratio 14/15	Maj/Fac Ratio 15/16	Maj/Fac Ratio 16/17	Maj/Fac Ratio 17/18	Maj/Fac Ratio AVG
Management	35.86	39.52	42.17	47.83	46.25	42.33

Third, based on numbers in the UWG 2017-2018 Fact Book, in 2017/18, there were 336,874 Student Credit Hours (SCH) taught by 633 FTE faculty. Thus, each faculty member, on average, was responsible for 633 SCH. By comparison, Table 7 shows that in 2017/18 the Department of Management was responsible for 15,096 SCH (tenure track and non-tenure-track) across 17 faculty members. Therefore, Department of Management faculty were responsible for 888 SCH for each faculty member compared to the UWG average of 633 SCH.

Table 7: Student Credit Hours (SCH) Taught by Full Time and Tenure Track versus Part-Time and Not Tenure Track Faculty

Management	SCH taught by Full Time TT and Not TT vs Part Time Not Tenure				
	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
FT					
Tenure/Tenure Track	7413	8337	8365	8723	7626
Not Tenure Track/Other	6390	6138	6717	6390	7470

Faculty Training and Continuous Improvement

Faculty training efforts over the past review cycle have primarily focused on helping our faculty become more adept at online instruction. During the past reporting cycle many of our more technology-proficient faculty have worked with faculty who are less comfortable with technology and online instruction. Additionally, e-Tuition funds have been used to purchase faculty members the equipment and software needed to begin working with online instruction. As a result of this instruction and investment, each faculty member in the department has used technology to provide at least some course material to students. It is anticipated that more online courses will be needed over the next review cycle, but faculty in the department have the necessary skills to meet this challenge.

Our faculty are also very involved in assessment efforts. Each year, faculty are involved in collecting and analyzing data related to our B.B.A. Learning Goals, Program Learning Goals, and Engage West Surveys. As a result of analyzing the data and implementing corrective action, faculty are an integral part of continuous improvement within the department.

C. Program Resources

Current Utilization of Resources

The Management Program partners with other UWG programs in an attempt to use resources effectively. Some examples include cross-listing courses with the Sociology Program, working with Marketing Department faculty on Operations Management certificate courses and study abroad courses, and participating in college-wide AACSB assessment and accreditation.

Our primary funding for operations and travel comes from e-Tuition. Using e-Tuition, our faculty have been able to purchase the technology needed to instruct students and conduct research. And faculty have been able to travel to academic conferences to present their research. Funding has also allowed more of our faculty to participate in our study abroad programs. Not only has this helped with the faculty/student ratio on these trips, it has also allowed our faculty to develop a more international perspective as a result of exposure to different cultures. Faculty return with experiences and knowledge that can be incorporated into the classroom. Thus, all students taking their courses after these trips benefit as well.

Office space has been a challenge for our department as we continued to grow over the past five years. However, funding was available to convert a department conference room and a student lounge into four additional faculty offices to house our growing faculty. At this point, we do not have additional office space for faculty.

Future Resource Needs

The primary concern over the next review cycle is the elimination of e-Tuition. E-Tuition has been the primary source of funding for departmental operations and travel over the past five-year review cycle. Unless these funds (or at least a significant part of these funds) are replaced, the ability to operate the Management Program, provide funding for faculty travel, and attract job candidates to our department is going to be a major concern.

Our issue with faculty office space will be resolved with the new RCOB building. Based on the current plans, the new building should not only solve our current needs, but provide room for future growth.

Section V: Program Quality

A. Curriculum

The Management Program Sheet is provided in the Appendix. Students are required to take 120 credit hours to complete this degree. In addition to the Core Curriculum required by UWG, Management majors are required to take six Core Area F courses, nine Business Core courses, and eight Major courses. Within the Major Core, Management majors are required to take Organizational Behavior (MGNT 3605), Entrepreneurship and Small Business Management (MGNT 3618), Human Resource Management (MGNT 4620), a research methods course (MGNT 3633 or MKTG 3808), Strategic Management (MGNT 4660), and three “Major Select” courses.

There are three reasons that we allow management majors the flexibility to select three of their major courses. We encourage students to use the “management selects” to either participate in a study abroad program, complete a management-related internship, or earn one of three certificates currently offered in the Management Program.

The Study Abroad Program is offered during the spring semester. Dr. Upson and Dr. Bergiel are the co-directors of this program. Students are able to earn six credit hours and, during spring break, travel to the country they are studying. Over the past five years, students have traveled to Ireland (2014), Dubai, UAE (2015), China (2016), Italy (2017), and South Africa (2018). For 2019, a study abroad trip is scheduled for Vietnam.

Students securing internships typically earn three credit hours. If a student already has a job, these internships must include work outside of the normal job responsibilities. Students are supervised by a faculty sponsor and must prepare daily logs of their work and write a research paper on a topic related to their internship.

Certifications in the Management Program are currently offered in the following three areas: Human Resource Management, Operations Management, and Entrepreneurship. The Human Resource Management certificate was approved in Fall 2011. Thus far, 123 of our Management majors have completed the requirements for this certificate. The Operations Management certificate was approved in Summer 2015. Twenty of our students have completed the requirements for this certificate. The Entrepreneurship certificate was approved in Spring 2018. Three students have complete the requirements for this certificate.

In addition to completing their degree, our goal is for students in the Management Program to travel in a study abroad program, participate in an internship, or earn one of our three certificates. Over the past five years, 56 students have traveled abroad, 66 have participated in an internship, and 108 have earned one of our three certificates. Thus, of the 451 Management majors participating in our Senior Exit Survey, 51% had participated in an “additional experience.” Over the next review cycle, we would like to see a significant increase in this number (67% is our goal).

B. Instruction

Instruction Delivery

All individuals teaching in the Management Program have an advanced degree (Ph.D. or M.B.A.) from an AACSB-accredited institution or, for the two attorneys in the department, have a terminal degree in law (J.D.). Over the past five years, our primary focus in terms of instruction has been on increasing the number of courses that we deliver in a hybrid or fully online format. Using available resources and training in the Distance Education Center, and with the help of technologically-savvy colleagues, all faculty in the Department of Management have now taught a “D” course (51-94% of instruction online). In fact, all of our required management courses are offered at least once a year as a “D” course. In most cases, all of the lectures in these “D” courses are delivered online, but students must come to campus three or four times each semester for exams. Faculty continue to believe that assessing student performance in a controlled environment is necessary to maintain the reputation of the program.

Even though we continue to increase the amount of online instruction each year, students want more. Within the Department of Management (when you consider courses with more than four students), we offered 595 sections of courses over the past five years. In examining the format of these courses, 283 (47.6%) were offered in a face-to-face format, 163 (27.4%) were offered as a “D” course (50-94% online), and 149 (25.0%) were offered as an “N” or “E” course (at least 95% online). However, of the 446 Management majors responding to our senior exit surveys over the past five years, only 62.8% believed that we had the mix of online vs. face-to-face courses about right, 27.0% wanted more online courses, and only 10.3% wanted more face-to-face courses. Trying to satisfy student demand for online courses is a challenge.

Quality of Instruction

To insure quality of instruction, we primarily rely on course evaluations and senior exit surveys. Course evaluations are reviewed by the department chair, and a summary of the evaluations is prepared for each faculty member each semester. In these summaries, if comments or scores indicate a potential problem, it is documented and a discussion between the chair and faculty member is held to decide on appropriate corrective action. Additionally, these evaluation summaries are included in the annual merit evaluation.

In addition to identifying problems related to the quality of instruction, we also believe it is important to recognize those teachers who have performed well in the classroom. Thus, we ask students on the senior exit survey which faculty member had the most positive influence on them during their studies at UWG. Each semester, the department chair prepares a letter for any faculty member named in the survey, thanking them for their impact on our students.

Senior exit surveys are also used to assess student satisfaction, quality of instruction, and faculty availability. With more than 450 Management majors responding to the survey over the past five years, the following results support the very positive perception that students have of our program:

- 99.1% were either “Very Satisfied” (72.1%) or “Satisfied” (27.0%) with their decision to earn a B.B.A. in Management
- 96.6% thought the quality of instruction was “Excellent” (61.1%) or “Good” (35.5%)
- 97.1% noted that it was “Very Likely” (68.8%) or “Likely” (28.3%) they would recommend the management program to a friend
- 98.0% reported that faculty were “Frequently” (48.3%) or “Regularly” (49.7%) available to students outside of class

Academic Advising

Management majors are advised each semester in the Richards College Advising Center. Students are required to meet with their advisor each semester before they are allowed to register for classes. Students are encouraged to bring a tentative schedule with them to the advising appointment. Advisors then review the schedule, make certain that students have the

appropriate prerequisites, and then verify that the schedule keeps the students on a timely track to graduation.

During the advising schedule, the advisors also discuss possible certifications and study abroad opportunities with the students. Over the past review cycle, the two primary advisors for the Management Program were Tracy Mitchell and Kasey Hannah.

Student Organizations, Recognition, and Faculty Involvement

In the Management Program, two student organizations are available to Management majors (The Management Club and Enactus). The advisor for the Management Club is Samantha White. The Management Club has around 30 members. Over the past five years, they have made multiple site visits to locations such as SunTrust Park and Chick-Fil-A, hosted trivia/spirit nights to raise funds for charitable organizations such as the Soup Kitchen and the Carroll County Humane Society, and they have partnered with Career Services for events such as the Small Business and Entrepreneur Showcase. The advisor for Enactus is Rick Sigman. Enactus is an international organization dedicated to developing the next generation of entrepreneurial leaders and social innovators. The UWG Enactus organization currently has 12 members. One of their major initiatives over the past five years was hosting the Georgia Bowl. This competition included nine teams from the U.S. and Canada. These teams presented their business ideas to a panel of Angel Investors and the winner received \$5,000.

In terms of student recognition, the primary award presented in the Management Program is the Frank R. Hunsicker Award in Management. To qualify for this award, students must maintain a minimum 3.2 GPA and must be junior or senior status. Department faculty vote on this award and the winner typically gets around \$2,000 (will vary slightly year-to-year based on the annual rate of return). In addition to the Frank R. Hunsicker Award, the top 10% of juniors and seniors are invited to join Beta Gamma Sigma. Beta Gamma Sigma is an international business honor society for AACSB-accredited schools.

In terms of working with students on an individual basis, Department of Management faculty have been generous with their time. In addition to their normal course load, faculty have supervised 67 independent studies, 48 internships, and 122 honors projects. The independent studies, in particular, are often instrumental in helping students complete their degree in a timely manner. Additionally, some of the independent studies led to papers that were presented at academic conferences or competitive events. For example, Dr. Velez-Castrillon, worked with three of our students (Kathlyn Bradshaw, Jesse Morris, and Hannah Baldizon) on a research presentation entitled, "Our Personal Landfill: Driving Sustainable Waste Management in the Modern University." Additionally, Dr. Upson, Dr. Green, and Dr. Velez-Castrillon work with four of our students each fall to prepare them to compete in the annual International Economic Convention in Mumbai, India.

C. Students

Students are admitted to UWG based on their Freshman Index Score. This Freshman Index Score is based on a student’s high school GPA and their performance on either the SAT or ACT exam. Data in Table 8 suggest a concerning trend. While the average high school GPA has increased over the past five years from 3.05 to 3.11 (a 2.0% increase), the performance of students entering the Management Program on the ACT/SAT exams is declining. The SAT Verbal score has decreased from 481.31 to 472.24 (a 1.9% decrease), the SAT Math score has decreased from 490.80 to 465.74 (a 5.4% decrease) the SAT Writing score has decreased from 465.66 to 453.46 (a 2.7% decrease), and the average ACT score has decreased from 20.08 to 19.51 (a 2.9% decrease). The current average SAT scores are around the 30th percentile (based on all students that took the exam).

Table 8. Student Input - Undergraduate Quality Measures

BBA Management	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	Average	Average	Average	Average	Average
Unduplicated Count					
HS GPA	3.05	3.10	3.08	3.09	3.11
SAT Verbal	481.31	478.92	480.98	474.29	472.24
SAT Math	490.80	487.53	480.73	471.88	465.74
SAT Writing	465.66	460.12	459.89	456.92	453.46
ACT	20.08	20.06	20.21	19.93	19.51
Freshman Index	2,513.62	2,531.12	2,524.73	2,514.11	2,509.97

Based on Table 9, the average GPA of students graduating from the Management Program has remain relatively stable, averaging 2.95. While the average GPA of other programs was not available, it is possible to compare the DFW rate of students within the Department of Management to the average DFW rate for the university. The current average DFW rate for courses at UWG is 16.2%. However, based on 595 sections offered within the Department of Management over the past five years, the average DFW rate was 12.6%. Across these 595 sections, 35.3% earned an “A,” 34.6% earned a “B,” 17.3% earned a “C,” 5.2% earned a “D,” 4.3% earned an “F,” 3.2% Withdrew (W).

Table 9. Student Output - Measures of Quality

	2013/14	2014/15	2015/16	2016/17	2017/18
Institutional GPA of graduates	2.90	2.96	2.98	2.95	2.96

D. Faculty

During 2017/18 academic year, the Department of Management had 17 faculty members. The rank of the faculty included seven full professors, four associate professors, one senior lecturer,

four lecturers, and one limited-term instructor.

Within the Richards College of Business, we also classify our faculty based on their research productivity and business experience within one of the four following categories: (1) Scholarly Academic (SA) – must have terminal degree and three intellectual contributions, two of which are peer-reviewed journal articles; (2) Practice Academic (PA) – must have a terminal degree and three intellectual contributions, one of which is a peer-reviewed journal article; (3) Scholarly Practitioner (SP) – must have significant experience and/or levels of responsibility within a discipline and three intellectual contributions, one of which is a peer-reviewed journal article; (4) Instructional Practitioner (IP) – must have significant experience and/or levels of responsibility within a discipline and three intellectual contributions. For the 17 faculty members in our department, ten are classified as SA, one as PA, three as SP, one as IP, and two as “Other” (did not meet the requirements for any of the four categories).

Department of Management faculty have been especially productive over the past five years in the areas of research, grant activity, and professional development. First, in terms of research, faculty reported publishing 127 articles, presenting 100 papers at academic conferences (43 proceeding papers were also published at these conferences), and writing 5 book chapters. Second, with regard to grants, seven grants were awarded for a total of \$14,500. Third, professional development activities were significant with 253 different initiatives reported in the following areas: Conferences (32 reports), Continuing Education Programs (15 reports), Workshops (85 reports), Seminars (44 reports), and Other/Miscellaneous (77 reports). It should be noted that faculty also reported acquiring 32 licenses/certifications including Six Sigma (greenbelt), Professional in Human Resources (PHR), Charter Financial Analyst, UWG Online Certified Instructor, and CompTia A+.

Finally, our faculty were recognized for their hard work over the past review cycle. Sixty-eight earned various awards and honors for their efforts. Some of the awards included SGA Faculty Member of the Year, WebMBA Outstanding Faculty Member, Beta Gamma Sigma Professor of the Year, UWG 30 under 30 Alumni Award, and the Sigma Kappa Top Professor Award.

E. Service

Department of Management faculty were actively involved in service over the past five years within the university, with our students, to their profession, and in the community. The numbers presented in this section are based on self-reports from the annual performance evaluations. In terms of service to the university, faculty reported serving in various roles on 210 UWG-related initiatives, 245 college-related initiatives, and 198 department-related initiatives.

Working with our students, faculty served as advisors in 32 student-related activities across campus. In terms of student organizations specifically related to our management majors, we offer the Management Club (Samantha White is the advisor) and Enactus (Rick Sigman is the advisor). These student organizations are also often involved in service activities within the

community.

Faculty also reported their involvement within their profession. Most of this service included serving as an Ad hoc reviewer for papers and books (106 reports), as an invited manuscript reviewer (66 reports), or as an editorial board member (66 reports).

Finally, faculty reported serving in 90 community-related activities. These service activities included work with local charities, civic organizations, public school systems, and churches.

Section VI: Program Outcomes Assessment

The two primary assessment reports each year are the Operational Outcomes Assessment Report And the Management Program Student Learning Outcomes Report.

Operational Outcomes Assessment Report

The Operational Outcomes Assessment Report shows that the Management Program is strong and is growing in a number of different areas. New Student Enrollment increased from 62 students in Fall 2013 to 92 in Fall 2017 (a 48.4% increase). Total Student Enrollment increased from 640 in Fall 2013 to 743 in Fall 2017 (a 16.1% increase). Undergraduate Degrees Conferred increased from 121 in 2013/14 to 143 in 2017/18 (a 18.2% increase). And, finally, minors Awarded was down slightly from 22 in 2013/14 to 20 in 2017/18 (a 10.0 % decrease).

Management Program Student Learning Outcomes Report

There are four Student Learning Outcomes (SLOs) in the Management Program. Each of these SLOs are assessed with both a direct measure in one of the required major courses and with an indirect measure on the Senior Exit Survey.

(SLO #1) Students will be able to examine and analyze basic employment-related data.

The direct measure of this SLO is taken in the MGNT 4620 course (Human Resource Management) and is based on an assignment using O*NET (a very large occupational database developed by the US Department of Labor). Our success criterion is that at least 80% of students will meet or exceed expectations. Our average over the past three cycles has been 88%, and we have met the goal in two of the three cycles.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will “Strongly Agree” or “Agree” that the SLO was met. Our average over the past three cycles was 97% and we met the goal in all three cycles.

(SLO #2) Students will be able to explain the role of entrepreneurs in managing businesses.

The direct measure of this SLO is taken in the MGNT 3618 course (Entrepreneurship and Small

Business Management) and is based on a small case study. Our success criterion is that at least 80% of students will meet or exceed expectations. Our average over the past three cycles has been 90%, and we have met the goal in all three cycles.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will “Strongly Agree” or “Agree” that the SLO was met. Our average over the past three cycles was 98% and we met the goal in all three cycles.

(SLO #3) Students will be able to identify basic principles associated with leadership.

The direct measure of this SLO is taken in the MGNT 3605 course (Organizational Behavior) and is based on twelve embedded test questions. Our success criterion is that at least 80% of students will meet or exceed expectations. Our average over the past three cycles has been 75%, and we met the goal in one of the three previous cycles. Students seem to have particular trouble understanding the Blanchard and Hersey Situational Leadership Model. Corrective action is being taken on this learning goal by using more extensive examples and YouTube videos to reinforce the major views of this model.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will “Strongly Agree” or “Agree” that the SLO was met. Our average over the past three cycles was 99% and we met the goal in all three cycles.

(SLO #4) Management majors will demonstrate a comprehensive knowledge of management concepts and principles.

The direct measure of this SLO is taken from the Comprehensive Field Exam administered to all B.B.A. students in our capstone course (MGNT 4660 – Strategic Management). Our success criterion is that at least 80% of management majors will meet or exceed expectations on the ten questions related to the Management discipline. Our average over the past three cycles has been 83%, and we met the goal in two of the three previous cycles.

On the indirect measure, taken from the Senior Exit Surveys, our success criterion is that 80% or more graduating seniors will “Strongly Agree” or “Agree” that the SLO was met. Our average over the past three cycles was 98% and we met the goal in all three cycles.

Section VII: Summary and Implications of Findings

Summary of Comprehensive Program Review

The B.B.A. in Management is a strong, productive, and viable program. The Management Program is the fourth largest undergraduate program at UWG and continues to grow. Over the past five years, the number of Management majors has increased by 14.4% and the number of degrees conferred has increased by 18.2%. While we are pleased with the increase in students, we also want to make certain that we retain a quality program that produces

graduates that have the knowledge, skills, and abilities that potential employers find attractive.

When we recruit new students to the program, we encourage them to not only complete the basic requirements for the B.B.A. in Management, but to also participate in a study abroad program, an internship, or a certification track. In that spirit, we continue to create new opportunities designed to make students more interested in our program and to help make students more attractive in the job market. For example, over the past five years, study abroad trips were offered to Ireland, Dubai (UAE), China, Italy, and South Africa. Additionally, two new certification tracks were offered in Operations Management and Entrepreneurship.

One of the most significant changes over the past review cycle was the increase in the number of hybrid or online courses offered in the Department of Management. Over the past five years, 52.4% of the courses had at least a 50% online component. We anticipate that we will have to continue to increase online offerings to meet student demand. However, there are ongoing discussions among faculty about the advantages and disadvantages of online education. This debate will continue.

Perhaps the primary reason that the Department of Management has been successful is because we have a strong and experienced faculty base. More than 50% are classified as “Scholarly Academic” (meaning they have a terminal degree and a robust research agenda). And turnover within the department is relatively low. However, the next review cycle will present a challenge for our department as at least three of our professors will likely retire. It will be important for us to maintain a culture of productivity and quality instruction as we bring in new faculty members.

Unit Goals for the Next Review Cycle

As discussed in “Section I: Mission Review,” the Department of Management has four unit goals. Below, the performance during the past review cycle and the standard of achievement for the next review cycle are briefly reviewed.

Unit Goal #1: Provide a quality learning environment in which our students can complete course requirements in a timely manner.

There were several approaches used to examine the quality of the program and the timely graduation of our students. We used the Senior Exit Survey to examine “quality” as defined by our students. As noted previously: (1) 99.1% were either “Very Satisfied” or “Satisfied” with their decision to earn a B.B.A. in Management; (2) 96.6% thought the quality of instruction was “Excellent” or “Good”; and (3) 97.1% noted that it was “Very Likely” or “Likely” they would recommend the Management Program to a friend. Our goal over the next review period is for each of these measure to be at least 97.0%.

Timely graduation of students was measured by examining the “Average Time to Degree” and by asking students about difficulties they had with the availability of classes. The “Average

Time to Degree” over the past review cycle was 5.02 years. Over the next review cycle, we would like the average to be no more than 4.8 years. In terms of difficulties experienced by students when they registered for classes, of the 446 management students responding to our survey, 65.7% reported no issues with the availability of classes. Over the next review cycle, we would like to see at least 70% of students reporting no problems.

Unit Goal #2: Effectively partner with our local community and other external stakeholders.

There is no quantitative measure for this unit goal. However, there are many examples where we have partnered with external stakeholders over the past review cycle. First, we partnered with West Georgia Technical College to complete an articulation agreement for BUSA 2106 and CISM 2201. Second, we connected with local organizations (e.g., Southwire) to establish internships for our students. Third, we established relationships with other universities so that we could expose our students to different cultures and perspectives. For example, over the past two years, Dr. Upson has participated in a faculty exchange with the Birla College of Arts, Sciences, and Commerce in Kalyan, India. Finally, we invited many local business leaders to speak to our students during classes or during club meetings. This gave our students an excellent opportunity to hear how the lessons taught in class are applied in organizations and it gave students opportunities to network.

We will continue to explore new opportunities over the next review cycle. For example, Dr. Pridmore is currently cultivating a relationship with the University of Munster in Germany. This is an incredible opportunity for our students to engage in a meaningful work practicum. Additionally, we have been developing a relationship with Treadmaxx Tire Distributors. Their executive team has met with leadership in the RCOB and one of their vice presidents has spoken to classes in the Department of Management. Finally, we continue to connect with service projects in the local community (e.g. Cans for a Cause). We believe that it is important for our students to understand the importance of serving others in giving back to the community and in developing their own leadership skills.

Unit Goal #3: Ensure that the Management and MIS major programs engage in meaningful program assessment.

The Management Program has four Student Learning Outcomes (SLOs) that are assessed on an annual basis. As noted earlier in this report, our success criterion is that at least 80% of students will meet or exceed expectations on both the direct and indirect measures for these SLOs. Each of these four SLOs are discussed, in detail, in “Section VI: Program Outcomes Assessment.”

Unit Goal #4: Create a work environment in which faculty and staff are engaged and satisfied.

The Engage West Survey is used to assess this unit goal. Of particular interest is the “Engagement” score from the survey. Our success criterion is that the department average engagement score is higher than the UWG average engagement score. Over the past four

years that this score was available, the Department of Management's score was higher than the UWG score. The department scores were as follows (UWG average is in parenthesis): 2015 (n=16) - 4.372 (3.924); 2016 (n=14) – 4.230 (3.882); 2017 (n=15) – 4.260 (3.902); 2018 (n=8) – 3.978 (3.967). It is important to note that the department engagement score declined from 2017 to 2018. Interestingly, only 8 of the 17 individuals in the department chose to complete the survey in spring 2018. When questioned, several individuals noted that they were simply tired of completing the survey each year and suggested the response rate would be higher if the Engage West Survey was administered every two years. Faculty will be encouraged to complete the survey in 2019. We want to make certain that we are taking corrective action on issues that are truly a concern to most department members.

Opportunities in the Management Program

As a result of this CPR, the following opportunities/challenges were identified in the Management Program:

- To keep students progressing toward graduation on a steady basis, we must continue to build flexibility into our schedules. In a recent Senior Exit Survey, 85% of our students noted they had a job (most working 20-40 hours per week). Thus, some of our students struggle to balance the work/school demands on their time. We must find ways to make courses more “available” for our students, and hybrid/online courses seem to offer the flexibility that is needed. While our faculty understand the need to offer more online learning, many have also expressed a valid concern that some of our students do not possess the time management skills, the self-motivation, or the ability to learn independently.
- While the Human Resource Certificate has been well-received by students, the Operations and Entrepreneurship Certificate programs have not experienced the growth we anticipated. Our focus over the next couple of years will be on increasing the number of students pursuing the Operations Certificate. We feel that many of our students will eventually accept jobs that are operations-oriented. Thus, our challenge is to find an approach that will help our students understand the benefits of completing this certificate. As a first step, we recently extended an offer to an individual who has extensive experience in operations management positions and in teaching courses related to this discipline. We believe he will be an excellent champion for the Operations Certificate.
- During the next review cycle, we will be taking a critical look at the current “Management Select” courses that are currently offered in the Management Program. There is a concern that some of the courses may no longer reflect the skills that employers want our students to have when they enter the job market. Over the next year, we do have plans to develop courses in leadership and compensation. However, additional courses in areas such as analytics, supply chain management, and staffing will also be considered.
- Over the next year, we want to be actively engaged in the process of designing the new RCOB building. This new building will give us additional space for faculty offices, state-of-the-art classrooms, and additional areas for student teams to interact. Talking to students/parents during Preview Days about the new building will also be a great way to

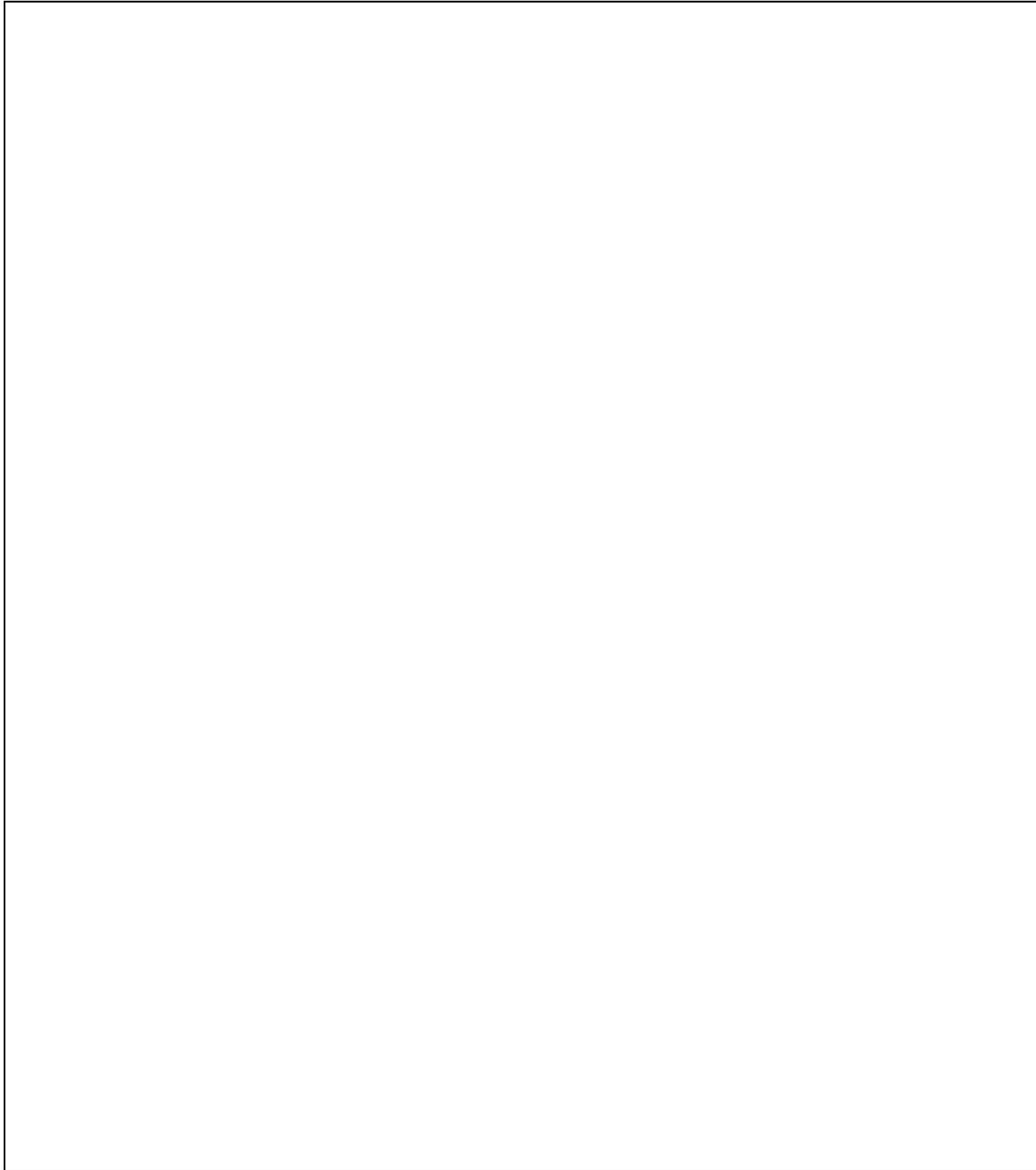
promote the Management Program to potential students.

Evaluation of this Comprehensive Program Review

1. Administrative Review by the College/School Dean: Analysis and evaluative response regarding the quality, viability, and productivity of the program. Also evaluate the quality and depth of the evidence the program has provided to support its case. Finally, discuss your plans to incorporate this review into the unit's strategic and financial plans.

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2. Faculty Review (UPC or GPC): Analysis and evaluative response regarding the quality, viability, and productivity of the academic program, and the quality and depth of the evidence the program has provided to support its case. Include recommendations for the future of the program.

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3. Response to the Faculty and Administrative Review by the Provost's Office

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Appendix (Current Management Program Sheet)

Course & Number	Credit Hours	Term Taken	Grade
CORE CURRICULUM [1]			
AREA A			9 HRS
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
AREA B			5 HRS
Elect. (COMM 1110 or ENGL 2050)*	3		
Elect. (LIBR 1101 or CS 1020)*	2		
AREA C			6 HRS
Fine Arts Elective	3		
Humanities Elective	3		
AREA D			10 HRS
Lab Science	4		
Non-Lab Science	3		
MATH 1413	3		
AREA E			12 HRS
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Elective (PSYC1101 or SOCI 1101)*	3		
[1] Attain a minimum overall GPA of 2.0 for graduation.			
[2] Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. <u>NO MORE than one "D" is permitted in Major Courses</u>			
[3] Select one of the following: MGNT 4625; ECON 4450; FINCE 4521; or MKTG 4866. If MGNT 4625 is not selected, it must be taken as one of the three Major Select courses.			
[4] At least one elective must be taken in the RCOB.			
[5] Select either MGNT 3633 or MKTG 3808. If MKTG 3808 is selected, MGNT 3633 may also be taken as a MGNT Select.			
Revised 1-25-18			

Course & Number	Credit Hours	Term Taken	Grade
Core Area F [2]			18 HRS
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
BUSINESS CORE [2]			27 HRS
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
Int'l Select: MKTG 4866, ECON 4450, FINC 4521 or MGNT 4625 [3]	3		
MAJOR COURSES [2]			24 HRS
MGNT 3605	3		
MGNT 3618	3		
MGNT 4620	3		
MGNT 3633 or MKTG 3808 [5]	3		
Major Select (Choose 3) MGNT 3602, 3603, 3625, 3627, 3630	3		
3633, 3635, 3640, 3645, 4330, 4355, 4610, 4616, 4621, 4625, 4626, 4630,	3		
4640, 4680	3		
MGNT 4660	3		
APPROVED ELECTIVES [4]			9 HRS
Elective 1	3		
Elective 2	3		
Elective 3	3		
Total Program Hours			120