

Draft

Program Review Self-Study
Department of Management
Langdale College of Business Administration
Valdosta State University

I—General Program Information

The Department of Management offers the Bachelor of Business Administration (BBA) degree with a major in management. The management major is designed to give students the basic knowledge, skills, and values that are required for professional careers in management, building on the foundation provided by the University Core Curriculum. The program shares a core 18 hours of upper division course requirements (Senior Core) with the other majors in Langdale College. The major in management is a 60 hour program with 33 hours required of all majors, 9 hours of management electives, 9 hours of business electives, and 9 hours of non-business electives. The management major was first offered in academic year 1965-1966.

The BBA degree including the management major is accredited by AACSB-International, the premier business accrediting agency. While there are no concentrations or tracks within the major, a sufficient number of electives are offered to provide majors the opportunity to take courses pursuant to their personal interests.

The major supports VSU's mission by offering a current, theoretically-based, applications-oriented program of study which is accessible to traditional and non-traditional students with varied career aspirations.

II – Program Productivity

II-A. Enrollment of Upper Division Majors in Upper Division Courses

The Management major enrolled an average of 165 students in the fall semester during the program review period (2000 – 2005). The year 2000 culminated a decade of growth which was straining the resources of the College of Business. In Academic Year (AY) 2001-2002, the college instituted an enrollment management program to better match student enrollment to resources. Enrollment of management majors has decreased since Fall, 2000 by approximately 31 percent. This decrease applies to both full and part time students. While the total college enrollment also dropped, the management enrollment was a smaller percent of the total enrollment (35 percent in 2000 and 26 percent in 2004). Table II-A shows enrollment numbers and percentages. Average class

sizes have also decreased from a high of 41 in 2001 to 30.7 in Spring semester, 2005. Table II-A1 shows average class sizes for upper division classes.

Table II-A1: Fall Enrollment of Upper Division Majors

	2000	2001	2002	2003	2004	Average
Full time	185	184	175	143	138	165
Part time	73	73	70	63	41	65
% of Total Langdale College Enrollment	35	33	33	28	26	

Table II-A2: Average Class Sizes for Upper Division Courses

	2001	2002	2003	2004
Summer	41.1	18.7	16.6*	31.4
Spring	41	34.7	29.8	29.2
Fall	36.8	29.8	33.2	29.5

*Several distance learning sections with small enrollments counted as separate sections

Both the enrollment decrease and class size decrease reflect the success of the College's enrollment management program. Smaller classes were necessary in order to fulfill our mission of providing personalized education,. Increased admission standards were implemented in two stages during the past five years.

RATING: The program is large and enrollment trends are satisfactory in that the decline in majors allows us to better serve our students. AACSB-International standards stress adequate student-faculty contact and prompt feedback. The current number of majors is an appropriate match for the current level of resources.

II-B. Annual Bachelor's Degree Productivity of the Program

Number of degrees conferred per fiscal year has varied considerably (see Table II-B). Both the largest number and smallest number of graduates in the five year period were recorded in the two most recent years. The program averaged 108 graduates per year. The degrees conferred as a percentage of total Langdale College degrees conferred is greater than the department enrollment as a percentage of total Langdale College

enrollment. This suggests that Management department productivity is greater than that of the College as a whole.

Table II-B: Annual Degrees Conferred

	2001	2002	2003	2004	2005	Average
Number	108	116	94	140	82	108
% of Langdale College Total	37	38	31	28	27	

RATING: Productivity of the program is satisfactory.

II-C. Program Completion Efficiency and Graduation Rate

Graduation rate has varied also. The average for the period is 46.9% with a low of 38.3% in 2003 and a high of 67.9% in 2004. Ten students in the 1998 cohort of FTFT Freshmen received a degree in four years. In five years, 17 students graduated, and in six years, the number of graduates was 44. Two hundred and eighty-five were retained and 38 stopped out. Eleven left VSU while three received a double degree

Table II-C: Graduation Rate

	2001	2002	2003	2004	2005	Average
Current FY Graduates / Previous Fall's Upper Division Majors Management Major	41.8%	44.6%	38.3%	67.9%	45.8%	46.9%

RATING: Graduation rate is satisfactory. University graduation rate is 41% but is calculated differently. The department will participate in a University-wide effort to increase graduation rates.

II-D. Efficiency and Clarity of the Program's Course Requirements

Requirements for the BBA degree with a major in Management are shown in Table II-D which is taken from the undergraduate catalog. Upon admission to Langdale College, each major is assigned an academic advisor. The advisor uses a check sheet to advise students on degree requirements and course sequencing. Students are required to meet their advisor before registering and are not able to register without an electronic flag on their record being lifted by the advisor.

Once the student has completed the junior and senior core, they are able to enroll in a number of management courses. The only additional prerequisite sequence is the human resource electives which require the introduction to human resource management course as a prerequisite. These requirements are clearly stated in both the catalog and on the check sheet. Student Advising Center staff is also available to answer questions and clarify requirements. See Appendix A for the catalog description of the major and the Management major check sheet.

RATING: Efficiency and clarity of program's course requirements are very strong.

II E. Frequency and Sequencing of Course Offerings Required for Program Completion

Appendix B shows course offerings in the College of Business for both day and evening. Courses are offered so that a student may complete junior and senior years in two years or three years if they only register for evening courses.

Required Management courses are offered every semester. Of the elective courses, two are offered every semester, three are offered both fall and spring, and the remaining three are offered annually. On rare occasions, students may register for independent study to complete degree requirements.

Majors meet advisors each semester to discuss the upcoming semester's schedule and review courses remaining until graduation. Students also have printed and on-line guidance available. Majors who avail themselves of these resources have no difficulties knowing which courses to take. There are a couple of bottlenecks in the curriculum due to courses required that are offered outside the College of Business. MATH 1261 (Calculus) is difficult to schedule and is frequently taken later in the sequence of courses than desirable. Summer school offerings have suffered in the recent budget crisis and students are electing to work because they cannot schedule the courses they need in the summer.

RATING: Very Strong. Course offerings support stability required by AACSB-International.

II-F. Enrollment in Program's Required Courses

Enrollment in program's required upper and lower division courses are shown in Tables II-F1 and II-F2 below. During the program review period, course enrollment has remained relatively stable. Required courses are scheduled every semester so students have flexibility. But there is some variation from semester to semester because the same number of sections are not always scheduled. The lower division courses are required of all business majors. In the upper division, MGNT 3250 and BUSA 4900 are also required of all majors.

Table II-F1: Enrollment in Required Undergraduate Courses (Lower Division)

	2000	2001	2002	2003	2004	Totals
BUSA 2000	155	182	150	165	167	819
BUSA 2100	161	159	145	140	146	751
BUSA 2106	225	248	225	231	241	1170
CISM 2201	140	141	166	144	116	707
Totals	681	730	686	680	670	

Table II-F2: Enrollment in Required Undergraduate Courses (Upper Division)

	2000	2001	2003	2003	2004	Totals
MGNT 3250	177	201	160	175	159	872
CISM 3450	81	92	96	62	54	385
MGNT 3300	77	102	78	65	38	360
MGNT 4000	82	61	73	68	69	353
MGNT 4640	41	32	75	49	53	250
MGNT 4800	57	67	53	48	75	300
BUSA 4900	107	115	116	125	134	597
Totals	622	670	651	592	582	

RATING: Satisfactory. Enrollments in required lower division courses have decreased 1.6 percent over the program review period while enrollments in the upper division courses have decreased 6 percent. This slight downward trend will be monitored but is considered reasonable given our enrollment management efforts.

II-G. Diversity of the Program's Upper Division Majors and Graduates

Male majors are increasing as a percentage of total majors (58 percent of total in 2000 and 64 percent of total in 2004) with a five-year average of 58 percent (See Table II-G1). Male to female ratios were fairly constant from 2000 to 2003 with a marked change in 2004. Whether this is a trend or an aberration is not discernable at this time. Slightly fewer Management majors are white in 2004 (74 percent) than in 2000 (77 percent). Table II-G2 has a complete breakdown by ethnicity. Hispanic enrollment is steady at 2 percent and Asian enrollment has increased from 0 percent in 2000 to 2 percent in 2004. International enrollment is slightly increasing as a percentage of total enrollment but only totaled 12 in 2004.

Table II-G 1 : Fall Undergraduate Enrollment by Sex

	2000	2001	2002	2003	2004
Female					
Number	130	152	127	107	74
% of Total	42%	45%	42%	44%	36%
Male					
Number	179	189	175	136	129
% of Total	58%	55%	58%	56%	64%
Total					
Langdale College	309	341	302	243	203

Table II-G 2: Fall Undergraduates Enrollment by Ethnicity

	2000	2001	2002	2003	2004
American Indian					
Number	0	1	2	1	2
% of Total	0%	0%	1%	0%	1%
Asian					
Number	1	2	4	3	4
% of Total	0%	1%	1%	1%	2%
Black					
Number	63	79	62	46	42
% of Total	20%	23%	21%	19%	21%
Hispanic					
Number	7	4	7	3	4
% of Total	2%	1%	2%	1%	2%
Multiracial					
Number	0	2	4	3	0
% of Total	0%	1%	1%	1%	0%
White					
Number	238	253	223	187	151
% of Total	77%	74%	74%	77%	74%
Total	309	341	302	243	203

As a percentage of degrees granted, males are 52 percent and females are 48 percent on average. Table II-G3 shows degrees granted by gender and by ethnicity by fiscal year.

Table II-G 3: Management Degrees Conferred by Sex and Ethnicity

	2001	2002	2003	2004	2005	Average
Total for FY	108	116	94	140	82	108
Male	56	73	56	81	51	61
White	44	56	41	59	44	49
Black	12	15	14	9	5	11
Hispanic	0	1	1	2	1	1
Asian	0	1	0	1	1	1
Female	52	43	38	63	31	47
White	43	32	26	42	22	33
Black	9	10	12	22	6	12
Hispanic	0	1	0	2	1	1
Asian	0	0	0	1	1	1
American Indian	0	0	0	1	0	1
Multiracial	0	0	0	1	1	1
	108	116	94	140	82	

In 2001, 11 percent of the total degrees conferred were granted to black males. That percentage rose steadily to 14.9 percent in 2004. It dropped in 2005 to 5.8 percent. In 2001, 8.3 percent of the degrees conferred were granted to black females. That percentage rose to 15.7 in 2004 and dropped sharply to in 2005. Since enrollment of African-Americans has remained steady throughout, these years, these data suggest that African-Americans are less likely to complete their education than their white classmates or are taking longer to do so. The program enrolls black males but is less successful in retaining them. While white females are choosing other majors, and black males are not graduating in proportion to their enrollment, black females are maintaining enrollment and progress toward degree.

RATING: Satisfactory. The college ethnicity percentages are virtually the same as the percentages for the university as a whole. Black males, however, may require special attention in graduation and retention programs.

II-H. Instructional Productivity of FTE Faculty in the Program's Home Department

On the lower division level, management faculty averaged 310.9 credit hours while in the upper division, the average credit hours was 228.48 per FTE faculty. This provides an overall average of 209.27 semester hours per FTE faculty. Table II-H shows credit hour productivity by semester.

Table II-H: Faculty Productivity

	Lower Division								
	2002		2003			2004			
	Fall	Summer	Fall	Spring	Summer	Fall	Spring	Summer	
Credit Hours	1544	356	1511	1490	331	1600	1422	184	
FTE Faculty	4.35	3.13	5.13	6.3	4.13	4.47	4.68	2.13	
Productivity (Hrs/FTE)	354.9	113.7	294.5	236.5	80.14	357.9	303.8	86.38	

	Upper Division								
	2002		2003			2004			
	Fall	Summer	Fall	Spring	Summer	Fall	Spring	Summer	
Credit Hours	1626	456	1713	1450	638	2050	1617	453	
FTE Faculty	5.38	3.38	5.88	5.88	4.38	8.88	7.38	4.38	
Productivity (Hrs/FTE)	302.2	134.9	291.3	246.6	145.6	231.1	219.1	103.42	

It should be noted that the data provided in this table includes only the credit hours generated by faculty **currently employed** in the department. This results in the understating of both credit hours and FTE faculty. This table is presented on the assumption that the ratio is still close to representing the productivity of the faculty.

RATING: Summer courses are not as heavily subscribed as the regular semester and the average is therefore decreased. Nevertheless, the department receives a Strong rating in this area.

II-I This Program’s Contribution to Achieving VSU’s Mission

The Management major contributes to VSU’s mission in a number of ways: The BBA in Management is a professional program which supports the core characteristic of providing a “range of professional programs at the baccalaureate level.” The Department also exemplifies “a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits.” The degree also carries out the mission of “a college-wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides enrichment for all students.”

RATING: Very strong.

II-J. Summary Conclusion of the Program’s Overall Productivity

The BBA in Management makes a significant contribution to the mission of the university and thus to the region. A total of 540 students have received Management degrees in the last five years. These students have received a personalized education that prepares them to function in organizations in a variety of roles. They develop knowledge and skills related to the human side of organizations as well as quantitative methods of decision-making. Course work provides an opportunity to develop cultural sensitivity and have the opportunity to learn about small and family business as well.

The program is clear and coherent with classes scheduled to accommodate student preferences within space constraints.

RATING: Overall this is a strong program making a significant contribution in numbers of people served.

Section III – Program Quality

III-A. Quality of the Program as Defined by Program Guidelines and/or Accreditation Standards in the Discipline.

All programs of the Langdale College of Business Administration, including the management major, are accredited by AACSB—International, the premier business school accrediting body. AACSB-International groups its standards into three categories: strategic planning, faculty qualifications, and assurance of learning. Strategic planning occurs on the college level and the Management Department faculty is fully involved in this process. Faculty qualifications will be discussed in Section III-B. Assurance of learning is the category of standards with the most relevance to program content and learning outcomes. These goals state that BBA students will be:

1. Competent in management specific knowledge areas: accounting, economics, finance, management, marketing, and statistics.
2. Effective oral and written communicators in a business environment.
3. Competent in the use of business technology.
4. Proficient in recognizing and resolving business dilemmas in an ethical manner.
5. Cooperative and productive team players in business decision making.
6. Effective in utilizing analytical skills to solve business problems.
7. Cognizant of the global business environment.

The Assurance of Learning program assesses these goals which are addressed in the Area F and Senior Core courses (33 hours). Management majors can:

1. Demonstrate knowledge of management concepts and processes and their application in organizations.
2. Plan, organize, lead, and control in a variety of organizations and cultures
3. Recognize and resolve managerial issues using quantitative and behavioral methods and interpersonal skills.

These outcomes are assessed at the end of fall and spring semesters. Projects, cases, tests, and presentations from the 4000 level MGNT courses are collected and reviewed by an assessment committee to determine whether students demonstrate the stated outcomes. Alumni members of the Young Alumni Advisory Council are regularly asked to evaluate their learning in the light of their current employment. These assessments indicate that the program is effective overall but has several areas where improvement is needed.

The department is particularly concerned about retention of information – course material has been taught and mastered at one time but subsequent investigation reveals much is forgotten. The faculty is seeking to clarify core learning objectives and plan that the material is either repeated or applied sufficiently to insure retention.

RATING: Strong. Assurance of learning program is in place college-wide in accordance with AACSB-International standards. The department also conducts a major assessment program which results in program changes as needed.

III-B: Quality of the Faculty

The BBA in Management has nine full time faculty members with three additional faculty members who split their time between teaching and administration and one temporary instructor. Table IIIB lists faculty, teaching area, and primary area of academic preparation/business experience.

Table IIIB: Faculty Credentials

<u>Name</u>	<u>Teaching Area(s)</u>	<u>Preparation/Experience</u>
Carl Blencke	Management principles	MBA, Business management*
Donna Cunningham	Legal Environment of Business	J.D.
Bill Fredenberger	Computer Information Systems	Ph. D. Information Systems
Jennifer Gill	Computer applications	MEd/ business experience**
Cheryl Hatcher	Orientation course	M.B.A./administrator**
Phyllis Holland	Strategic Management	Ph. D. Strategic Management
Jack Malehorn	Statistics/Ops Mgnt/Mgnt Sci	M.A. Economics***
Nathan Moates	Organizational Behavior	ABD Organization Behavior
Kent More	Statistics/ Ops Mgnt/ Mgnt Sci	M.Ed. Math, publications in field
Andy Ostapski	Legal Environment of Business	J.D., LL. M.
Mel Schnake	Human Resources, Org Behavior	Ph.D. Organization Behavior
Ed Walker	Statistics/Ops Mgnt/Mgnt Sci	Ph.D. Operations Mgnt
Fred Ware	Management Electives	Ph.D. Management
Bob Williams	Strategic Management	Ph.D. Management

*Temporary instructor; employment will continue no longer than AY2006-2007

**Teaches only lower division courses

***Terminal contract for AY 2006-2007.

Twelve of these faculty serve upper division majors. These faculty meet the AACSB-International standards for faculty qualification. The ratio of students to faculty has averaged 16 to 1.

RATING: Very strong

III-C. Quality of VSU Facilities, Equipment, Learning Support Services, and Practicum Placements Supporting the Program

Classes are taught in Pound Hall, an historic building which was fully renovated in 1992, and is in the process of being gradually renovated again. Each classroom has a computer, presenter, DVD, and video presentation capability. Cable TV is also available. SmartBoards are currently in four classrooms and are being added to the remaining rooms as part of the on-going renovation. There is a wireless mobile lab of 40 laptop computers that is available for classroom use.

The Decision Center in Pound Hall has 35 computer terminals in the open lab as well as 25 terminals in the classroom. At peak times, this facility cannot accommodate all users. Many management faculty use the internet to post assignments so students may work from any location with web access.

Each faculty office is equipped with a computer which is networked to College and University servers. Microsoft Office and other software in common use is available to faculty. Computers and software are regularly upgraded. Training and support is provided by the Decision Center staff and the University IT staff.

Classroom, office space, and the computer center are all operating at or near capacity. University growth is projected for the next five years at four percent annually. Only the reduction in majors from enrollment management has averted a crisis of space. In the near term, Pound Hall renovations will relieve office and computer space problems. In the longer term, a new facility (currently number 22 on the facilities list) will allow growth to resume.

RATING: Satisfactory in the short term. Funding is in place for needed improvements in the coming fiscal year.

III-D. Quality of Research, Scholarship, and Creative Endeavors

Faculty are considered to be academically qualified by AACSB-International standards if they publish two refereed articles and have one other intellectual activity within a five year period. Students are encouraged to complete research projects in several classes. Table III-D shows research record of current faculty.

Table III-D: Faculty Research Productivity

PRJ = Peer Reviewed Journal
 OIC = Other Intellectual Contribution

Faculty member	2004	2003	2002	2001	2000	5-year Total
	PRJ/OIC	PRJ/OIC	PRJ/OIC	PRJ/OIC	PRJ/OIC	PRJ/OIC
Blencke	0/0	0/0	0/0	0/0	0/0	0/0
Cunningham	0/2	0/2	0/1	0/4	0/4	0/13
Fredenberger	2/0	0/1	0/1	1/0	0/1	3/3
Gill	0/0	0/1	0/2	0/0	0/0	0/3
Holland	0/0	0/3	0/0	1/1	0/0	1/4
Malehorn	0/5	0/5	0/3	0/0	0/0	0/13
Moates	employed in 05/06					
Moore	1/0	1/1	1/0	0/1	1/2	4/4
Ostapski	1/4	0/6	1/1	1/2	0/4	3/17
Schnake	2/0	1/2	1/2	1/1	1/1	6/6
Walker	2/0	0/0	0/4	0/5	0/5	2/14
Ware	1/2	1/2	0/0	0/0	0/0	2/4
Williams	2/1	1/1	0/0	1/0	/1	7/3

Financial support for research and faculty development is provided by the University (Faculty Research Grants, Faculty Development Grants) and the College's Steele Endowment. The latter provides \$8,000 summer stipends to faculty on a competitive basis. Steel Endowment funds also support faculty development (travel, conferences, pedagogical aids), purchase of research databases, and other miscellaneous expenses not covered by the annual budget.

New faculty members are mentored by the department chair the first year and then are encouraged to self-select a mentor who shares research and teaching interests. There is significant collaboration on research and publication within the department and across disciplines within the college. All new faculty members from the past two years have at least one co-authored publication or presentation.

RATING: Satisfactory. This has been a focus of the department for improvement and results for 2005 (beyond the scope of this review) indicate the success of these efforts. Planned personnel changes in the upcoming year will further enhance quality in this area.

III-E: Quality of the University's Annual Financial Investment in the Program's Operation and Growth

The Management Department budget for 2006 is \$1,267,991 which is less than the 2003 budget (\$1,324,784). During this time period, there have been significant cuts in the University system, University, and College budgets. Because department

enrollments are stable or slightly decreasing, we have been able to absorb cuts without diminishing the quality of instruction and the Steele Endowment allowed us to maintain research support. The greatest difficulty has come in our attempt to hire outstanding faculty. We find we are not offering market salaries and expect this to continue to be a problem. We are fortunate to have a collegial atmosphere which is attractive to prospective faculty. Our Sun Belt location also enhances our ability to hire but we may be reaching a point at which the “quality of life” discount on salary is too great to attract faculty of the quality of our current group.

As we anticipate the development of an entrepreneurship emphasis we will need significantly more funding than is currently available to us.

RATING: Strong in the short term.

III-F. Quality of Program Advising, Enrollment Management, and Student Services for this Program

Advising for upper division majors who have been admitted to the College of Business is the responsibility of individual faculty members. Advising for freshmen and sophomore declared (but not admitted) majors is the responsibility of the advising center. The Advising Center is staffed at all times and provides walk-up advising. Students must sign up for advising appointments during advising week or see their assigned advisors during regularly scheduled office hours. New faculty members are trained in advising procedures by the Associate Dean and are gradually assigned advisees over their first year.

Annual surveys of graduating seniors rate advising by College. Results are shown in Table II-F. The generally high ratings reflect an emphasis in all college programs on personalized advising.

Table II-F: Seniors’ Ratings of Their Academic Experiences in the Major Field of Study College of Business Administration

	2004-2005		2003-2004		2002/2003	
	Excellent/Good	Fair/ Poor	Excellent/Good	Fair/Poor	Excellent/Good	Fair/Poor
Availability Of Advisor	91%	9%	90%	10%	92%	8%
Helpfulness Of Advisor	90%	10%	87%	13%	91%	9%

Source: VSU Fact Books

Enrollment management has been an essential component in maintaining the quality of the program under budget constraints. By increasing admission standards, the

number of majors has held steady while class sizes have come more in line with our mission and current level of staffing.

RATING: Strong.

III-G: Quality of Diversity and Global Perspective in Curriculum, Faculty and Students of this Program

The University's primary commitment is to serve student from the 41 county area of South Georgia. Our diversity reflects that context and commitment. In Fall, 2004, 21 percent of our undergraduate majors were African American. The high for the five year period of this self study was 23 percent while the low was 19 percent. Table IIG on page ? provides the numbers and percentages of all ethnic groups. African Americans are the major ethnic group in this area. In the future we would expect to serve a larger Hispanic population. The percentage of males relative to females is increasing and the number of international students fluctuated between 12 (in 2002, 2004) and 5 (in 2002, 2003). To increase international awareness, management majors are required to take both language and an international management course. Approximately five students each year are involved in study abroad programs. In an effort to increase study abroad program participation, the college has developed the Steele Study Abroad Grants to be awarded for the first time in the summer of 2006.

Faculty is predominantly white male despite attempts to recruit minorities. The Director of Equal Opportunity Programs has applauded the department for our efforts to evaluate candidates fairly (see Appendix C). Qualified minority applicants in business command top salaries. Of the ten full time faculty members, 80 percent are male and 20 percent are female. The department head is a female. All are US citizens.

Three faculty members have major interests/experience in international issues and all faculty members incorporate international aspects into the courses as appropriate. One of the three regularly leads study abroad tours while the other two have been active in study abroad and other types of international outreach.

RATING: Strong based on activity of students and faculty.

III-H: Quality of Endowments, Scholarships, Gifts, Grants and Sponsors for the Program

The Management Department has been the recipient of a number of scholarship grants, gifts, and other grants, most notably funds from the Langdale College Steele Endowment. These funds allow faculty development, support of outstanding students and program enhancement. The Management Department account in the VSU Foundation provides discretionary funds to enhance recruiting efforts and support faculty research. Eighty percent of the faculty donated to this account for the last two years.

In addition to university-wide scholarships and the Hope scholarship, scholarships available to management majors include:

Steele (\$2,000 annually; competitive, limited to business majors)

Steele Study Abroad Grants (competitive; \$1,000 grant)

RATING: Strong.

III-I: Quality Program Honors and Awards

The program is accredited by AACSB-International.

RATING: Very strong.

III-J: Quality: Exceptional Achievements and Honors of Program's Students, Graduates, and Faculty

Management faculty members were finalists for the College's outstanding teacher award each of the self-study years. Two faculty members were finalists in 2001, two in 2002, three in 2003, and two in 2004. Two members of the management faculty have been recognized as the college's Outstanding Teacher. In 2004, a faculty member was recognized for having an outstanding case at a regional presentation.

Management students are tapped for Beta Gamma Sigma, the business honorary fraternity. Five joined in 2004 and six in 2005. In 2005, the college's outstanding business student was a management major. Also in 2005, six management majors were on the SIFE presentation team. This group took national honors for their program and presentation.

RATING: Strong.

III-K: General Success of Program's Graduates

Results of the Undergraduate Survey about Post-Graduation Plans indicate that Management majors who are looking for employment are relatively successful. Survey data is available for only the most recent of the self-study years. For Spring semester, 2004, 60 percent of the graduates were seeking employment while 40 percent were seeking admission to graduate school. Of the 60 percent, slightly over half were employed on graduation day. This pattern holds for the other semesters for which data is available. Anecdotal feedback from the Management Young Alumni Advisory Council indicates that the program meets graduates' expectations in preparing them for employment.

RATING: Strong

III-L: Quality: Stakeholder Satisfaction

Graduates of the Management Program are invited to join the Management Young Alumni Advisory Council. Feedback is solicited by e-mail from this group about twice a year. Their comments are generally positive with a common theme of “I wish I had paid more attention to X.” See Appendix D for senior survey results.

RATING: Strong.

III-M: Selectivity and Academic Achievement of Students and Graduates of the Program

Students may select the management program upon admission to Langdale College at the end of their sophomore year. Admission requirements are:

1. Earned at least 45 semester hours toward a business degree, completing ACCT 2101 and ECON 2105 or 2106
2. Attained at least a 2.8 Grade Point Average on all coursework. All transfer credits are included in the GPA calculation.
3. Earned a grade of “C” or better in each Area F course completed.
4. Passed both parts of the Regents’ Testing Program. Out-of-state transfers must satisfy requirement within their first semester at VSU.
5. Completed BUSA 2000.

The 2.8 GPA requirement was increased from 2.6 in Fall, 2004. The 2.6 was increased from 2.3 in Fall, 2002.

The majority of entering freshmen select Business Administration as their major rather than a specific program within the College of Business. Therefore numbers of specialized majors are low and Business Administration majors are high. Table II M 1 shows SAT scores for Freshmen entering the fall semester in the self-study years. Table III M 2 shows GPAs for new undergraduates at the end of the fall term. Again student numbers are small in specific majors. Upper level GPAs are show in Table III M 3. Management majors have an average GPA of 2.28 with each year since 2001 showing slight GPA increases. These increases were recorded even before the 2.8 GPA admission requirement took effect in the Fall of 2004.

GPA distribution for program graduates is not currently available.

RATING: Strong

III-N. Quality of the Program’s Responsiveness to Change and Improvement

An on-going assessment program has resulted in the following changes in course and curriculum:

1. Addition of new course to the curriculum: Management 4060 (Career Development).
2. Redesign of Management Skills Development course to Leadership Skills with corresponding emphasis on leadership development.
3. Expansion of course in Compensation Management to more comprehensive and useful Performance Management and Rewards.

Anecdotal feedback concerning the problem of “retaining” learned material has led the faculty to initiate a process to determine what material should be repeated/applied in more than one course to ensure that graduates have not only learned but retained key concepts. This process is not complete.

RATING: Strong

III-O. Overall Quality of the Program

The BBA in Management prepares students for successful careers in organizations, for graduate school, and for business ownership. The program is viewed by its graduates as rigorous and both faculty and students receive recognition for academic accomplishments. The maintenance of AACSB-International accreditation is an indicator of the strength and quality of the program.

RATING: Strong

Section IV – Program Viability

IV. Summary Conclusion of the Program’s Viability at VSU

Since 1964, the management program has grown in size and stature in the South Georgia region. Over the last five years, enrollments have leveled off to an average of 230 upper division majors as the college has become more selective in admissions. These years have represented a period of consolidation of the significant growth in the 1990s. With new facilities, increased funding as the economy improves on the state level, more faculty, and new programs, enrollments will grow again. The coming growth will be within the mission of personalized education, will build on better prepared students, and programs targeted to the needs of the area.

Section V – Program Improvement

V. Program Quality and Productivity Improvement Plan

Areas for improvement include more space, increased funding for faculty salaries, and programs targeted to area needs. Graduation rates, a new program in

entrepreneurship, and a better delineation of the knowledge and skill set of graduates are the areas that need improvement.

Section VI – Program Recommendation

VI. Summary Recommendation

Based on the viability and quality of the program, it should be enhanced or expanded. The program clearly serves a need in the area.

Appendices:

Appendix A

1. Catalog Description of the Major
2. Check Sheet for Management Major

Appendix B

1. Projected Annual Course Offerings
2. Projected Evening Course Offerings

Appendix C

Memo from Ms. Maggie Viverette, Acting Director of Equal Opportunity Programs

Appendix D

1. Senior Survey Results 2003-2004
2. Senior Survey Results 2004-2005

Appendix A 1: Catalog Description of the Management Major

DEPARTMENT OF MANAGEMENT

Dr. Phyllis G. Holland, Head
Room 201, Thaxton Hall

The Department of Management offers the Bachelor of Business Administration degree (BBA) with a major in management. The department also offers courses in the Master of Business Administration (MBA) degree program.

The management major is designed to give students the basic knowledge, skills, and values of management that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in management. Moreover, through a series of sequenced courses, the department prepares the student for more advanced study in management. The department’s programs adhere to a systemic approach which emphasizes the connections between the individual, organization systems, and the environment. The department’s programs stress the importance of critical thinking skills, an appreciation of diverse cultural perspectives, and the application of knowledge to address policy disputes and social issues. The program in management is designed to prepare students for careers in business management.

**BACHELOR OF BUSINESS ADMINISTRATION DEGREE
WITH A MAJOR IN MANAGEMENT**

Selected Educational Outcomes

Management Majors can

1. Demonstrate knowledge of management concepts and processes and their application in organizations
2. Plan, organize, lead, and control in a variety of organizations and cultures
3. Recognize and resolve managerial issues using quantitative and behavioral methods and interpersonal skills

**Requirements for the Bachelor of Business Administration degree
with a major in Management**

Core Areas A-E (See VSU Core Curriculum) 42 hours

Area F Requirements¹ 18 hours

- ECON 2105, ECON 2106 6 hours
- ACCT 2101, ACCT 2102..... 6 hours
- CISM 2201 or CS 1000..... 2-3 hours
- BUSA 2000 1 hour
- BUSA 2106 3 hours

Management Major Curriculum 60 hours

- Required¹ 33 hours
 - BUSA 2100, BUSA 4900, ENGL 3010, FIN 3350,
 - MGNT 3250, MGNT 3300, MGNT 4000,
 - MGNT 4640, MGNT 4800, CISM 3450, MKTG 3050
- Management Electives¹ 9 hours
 - Any 3000- or 4000-level MGNT
 - course not required above or BUSA 3110.
- Business Electives¹
 - Any 3000- or 4000-level ACCT, BUSA, ECON, FIN,
 - MGNT, or MKTG course not required above 9 hours

Non-Business Electives^{2,3,4,5}9 hours

Total hours required for the degree..... 120 semester hours

¹ The grade in each of these courses must be a “C” or better.

² If BUSA 2106 is not taken in Area F, it is required here.

³ If CISM 2201 or CS 1000 is not taken in Area F, it is required here.

⁴ If MATH 1261 is not taken in Area D, it is required here.

⁵ If a foreign language is not taken in Area C, it is required here.

The Department of Management assesses the extent to which the management program requirements create the desired outcomes by using a variety of techniques.

Examples of Outcome Assessments

1. Projects, cases, tests, and presentations will be collected and reviewed by an assessment committee
2. Alumni members of the Young Alumni Advisory Council will be regularly polled to evaluate their learning in light of employer expectations

Appendix A2. Management Major Check Sheet

Appendix B 1: Projected Annual Course Offerings

Appendix B 2: Projected Evening Course Offerings

Appendix C: Memo from Ms. Maggie Viverette, Acting- Director of Equal Opportunity
Programs

Appendix D 1: Senior Survey Results 2003-2004

Appendix D 2: Senior Survey Results 2004-2005