September
2013

ATHENS STATE UNIVERSITY

## College of Business

# Quality Assurance Report

**Prepared for:**
**The Accreditation Council for Business Schools and Programs**

ACBSP

Control Number: 1640-0900

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# Accreditation Council for Business Schools and Programs (ACBSP)
# Quality Assurance (QA) Report
# for
# Baccalaureate/Graduate Degree Programs

Current as of July 2012

**Overview (O) 1. Complete all information requested.**

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

**This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.**

O **2. Institution Name:** Athens State University **Date:** September 15, 2013
**Address:** 300 North Beaty Street Athens, AL 35611

**O 3. Year Accredited/Reaffirmed:** 1998 / 2006 This Report Covers Years: 2009, 2010, 2011, 2012, 2013

**O 4. List All Accredited Programs (as they appear in your catalog):**

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

Bachelor of Science degree with majors in:

| | |
|---|---|
| Accounting | Acquisition & Contract Management |
| Enterprise Systems Management | Human Resource Management |
| Logistics & Supply Chain Management | Management |
| Management of Technology | |

**O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.**

Not applicable. All College of Business programs are accredited by ACBSP.

**O 6. List all campuses that a student can earn a business degree from your institution:**
Athens State University - Main Campus (Athens, AL)

**O 7. Person completing report Name:** Dr. Thomas Pieplow, Interim Dean
**Phone:** 256-216-5366
**E-mail address:** Thomas.Pieplow@athens.edu
**ACBSP Champion name:** Dr. Mike Haghighi
**ACBSP Co-Champion name:** Professor John Berzett

**O 8. Conditions or Notes to be Addressed:**

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report): No. Note was removed through the Quality Assurance Report submitted in September, 2011.

**Remove Note**: N/A

**Remove Condition:** N/A
Do not remove note or condition. Explain the progress made in removing the note or condition:

**O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.**

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

The College of Business draws from a variety of institutional documents and reports in communicating its performance and achievements to the public. In addition, in coordination with the Office of Public Relations, Marketing, and Publications, the College pursues media coverage of outstanding student and/or faculty accomplishments.

1. The College of Business posts an *Annual Performance Summary Report* in its website. In addition to providing data on student achievement and learning outcomes, this report provides information on operational outcomes associated with the college's organizational performance to include selective effectiveness and efficiency metrics related to enrollment, faculty, and management of academic programs. *http://www.athens.edu/college_business/pdfs/CHEA-Annual-Performance-Summary.pdf*

2. The *Quality Assurance Report* is available in electronic format on the Athens State University's College of Business website.
   *www.athens.edu/college_business/*

3. University Communications: (A) *The Campus Newsletter,* Athens State University's monthly email campus newsletter, keeps our Faculty and Staff apprised of what is happening on campus and in the lives of their colleagues. Other members of the Athens State family (alumni, emeriti and friends) may receive this newsletter if they subscribe to it.
   (B) *The Alumni Newsletter,* mailed annually to members of the Athens State University Alumni Association, lists campus events, faculty and staff achievements, and success stories from other alumni members. This newsletter is mailed to approximately 250 recipients.
   (C) *Columns Newsletter,* Athens State University's bi-annual publication to all constituencies of the University – alumni, friends, faculty, staff and the surrounding communities. It highlights Athens State's accomplishments and upcoming goals and projects.
   (D) *Strictly Business,* an annual newsletter published by the College of Business.
   *http://www.athens.edu/college_business/pdfs/COB_Newsletter.pdf*
   (E) *The Athenian,* Athens State University's student newspaper. *www.athens.edu/students/athenian.php* (F) the *Economic Newsletter http://www.athens.edu/about/pdfs/economic_impact.pdf; and* (G) *the Business Research Journal www.athens.edu/business-journal/2013/index.php.*

4. *The Athens State University Annual Report*, prepared by the Office of Public Relations, Marketing and Publications, features accomplishments of the University and its graduates, the contributions made by the University to the community, and financial data for the institution and the Athens State University Foundation. This report is available in electronic format available in the University's website and in printed format distributed to a variety of internal and external constituencies.
   *http://www.athens.edu/pdfs/2012-Annual-Report.pdf*

5. *President's/Dean's List* (also reported in area newspapers). *www.athens.edu/students/honors.php*

## Standard #1 Leadership

### Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

There were no organizational or administrative personnel changes up to the end of AY 2012-2013. Effective September 2013, upon the retirement of the current Dean, Dr. Linda Shonesy, Dr. Tom Pieplow, Associate Professor of Logistics, will serve as Interim Dean. An active search for the new Dean is underway.

Please see Table I under Standard 5 for listing of new faculty.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

No new sites added since the last report of September 2011.

**Standard #2 Strategic Planning** (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

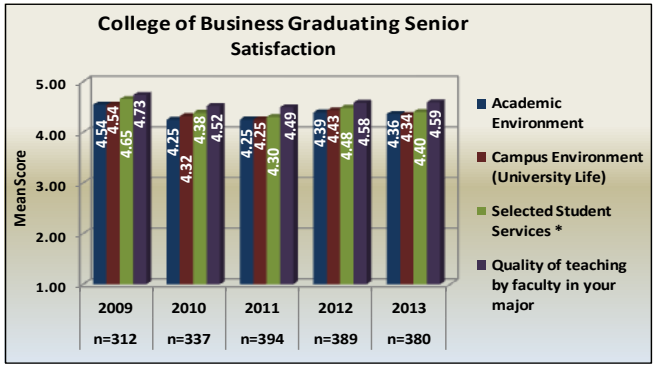
The College of Business maintains a comprehensive and coordinated planning, budgeting, and evaluation system to support the institutional effectiveness process. These integrated functions aim at enhancing the College's ability to identify areas of strength and weakness, prioritize goals, make evidence-based financial decisions, focus on continuous improvement, and enhance its accountability to stakeholders.

The college-level planning process is fully aligned with the institution's strategic planning efforts. Two planning documents, *Vision 2020*, Athens State University's 10-Year Master Plan and the *3-Year Strategic Plan*, provide the foundation for the formulation and assessment of goals and objectives and administrative decisions. Currently, the *2012-2015 Strategic Plan*, conceptualizes and sets a course of action to pursue and achieve institutional goals through 2015. A report assessing the progress of the plan is submitted annually. Please see the *2012-13 College of Business Strategic Plan Progress Report* in Appendix A.

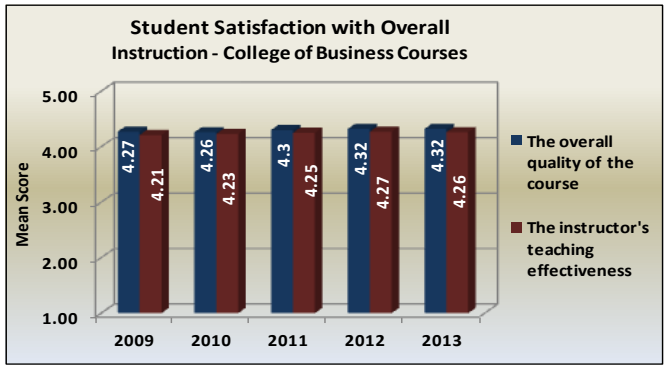
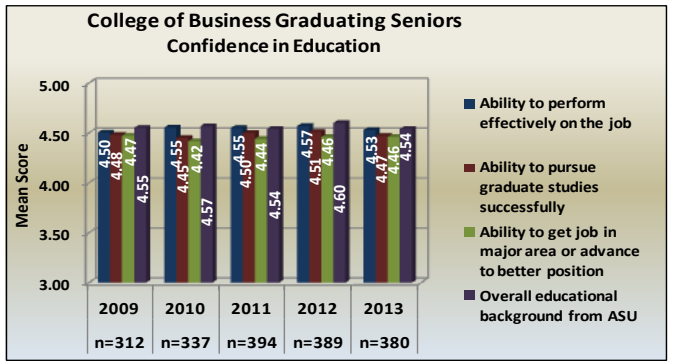
As an academic organization, the College of Business is recognized for its impact on institutional effectiveness and therefore, it is required to identify a set of performance indicators/outcomes, measured through the institutional assessment process. All performance metrics for the College are featured in the Institutional Effectiveness Matrix, linking performance indicators to university goals. Measurable outcomes for the College of Business include (1) Student Learning Outcomes, which reflect students' demonstrated success in achieving the knowledge, skills, and abilities (KSA) or other competencies as a result of having gone through the curriculum; and (2) Program-Operational Outcomes, which reflect the effectiveness of the administrative function of academic programs as executed by department chairs, deans, and the Provost/Vice President for Academic Affairs; and (3) Service Delivery Outcomes, which measure the quality of services provided on two dimensions: (a) the quality/relevance of the service itself (effectiveness), and (b) the efficiency in the delivery of the service. Quality ratings and users' satisfaction with the services are measured at two points in time: (1) at time of service, and at time of graduation.

At the end of the assessment cycle, the College of Business conducts and in-depth analysis of data findings and develops action plans to address weaknesses identified through the process. Corrective actions are categorized through a set of standardized codes that define specific actions taken by programs based on assessment findings. Assessment findings and action plans are submitted to the Office of Institutional Planning, Research, and Assessment (OIPRA) pursuant to University policy and become an official record of the College's performance and continuous improvement efforts.

**Standard #3 Student and Stakeholder Focus**

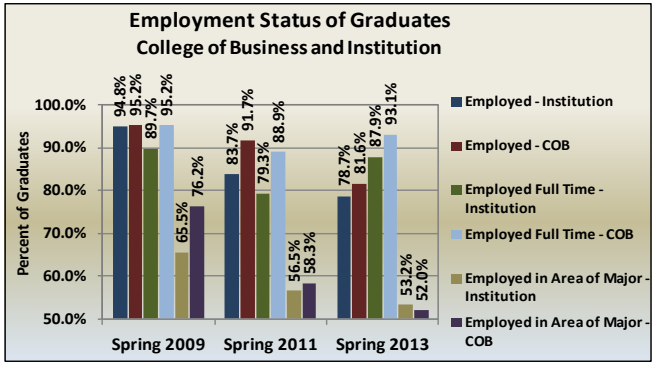
| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **3.A. Student Satisfaction with the Academic Environment, Campus Environment, and Student Support Services will achieve a minimum mean score of 4.0/5.0.** (1=Low; 5=High) | The ***Graduating Senior Exit Survey (GSES),*** applied every term at the time that a student applies for graduation, focuses on all elements that comprise the student's entire experience within the institution to include academics, university life, support services, self assessment of entering and exiting competencies, and confidence in their overall education.<br><br>Type of Assessment: Indirect; Internal; Summative<br><br>Data Timeframe: Academic Year | All elements combined comprising the academic (n=16) and campus (n=8) environments and selected individual student support services (n=7) achieved mean scores higher than 4.0 during the last five assessment cycles, indicating high/somewhat high student satisfaction among business graduating seniors.<br><br>For the last three years, student satisfaction with the quality of teaching by faculty in their major area of study (an element of the academic environment), achieved the highest mean score among all elements of the academic environment. | Although the target outcome was was met, a detailed analysis of the individual components within each environment indicated a lower student satisfaction (3.96, 4.12, and 3.96) in the element of class size during the 2011 to 2013 assessment cycles. However, business seniors' satisfaction with class size exceeded all seniors in the institution by 0.18 during the last three assessment cycles. | The College of Business took steps to reduce class size, including the addition of qualified adjunct faculty. Accordingly, as of Spring 2013, 97% of classes had 30 or fewer students enrolled. The COB has formulated a goal of a maximum of 25 students per class for AY 2014. Please refer to Student Faculty Ratio under Standard 6, Performance Measure 6.D. |  <br>* Selected Student Services Include: Admissions, Transfers and Advising, Enrollment/Registration, Financial Aid, and Website. |

**Standard #3 Student and Stakeholder Focus**

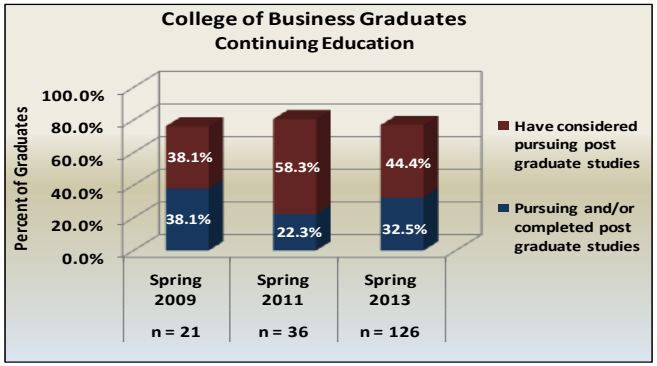
| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **3.B.**<br>**The overall instructional quality (Course Quality and Instructor's Teaching Effectiveness) of all business courses will achieve a minimum mean score of 4.0/5.0.**<br>(Low=1; High=5) | The ***Faculty Course Evaluation (FCE)*** survey, administered in every business course at the end of every semester, captures student input on 18 elements associated with instructional quality that includes instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation in the course, and classroom support resources.<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Academic Year | Over the last five assessment cycles, all business courses exceeded the expected target outcome.<br><br>Students' ratings of the Overall Course Quality of business courses increased by 0.5 from 2009 to 2013 (4.27 to 4.32). COB ratings slightly exceeded, or were the same as that of the institution for 2011, 2012, and 2013.<br><br>Students' rating of the Instructor's Teaching Effectiveness of business faculty showed consistent increase from 2009 to 2012 and a slight decrease in 2013. Mean scores for COB faculty on this metric slightly exceeded the institution as a whole. | Students' quality ratings for business courses remains stable and relatively strong. | Since 2009 business faculty have been developing annual individual improvement plans resulting in an increase in students' ratings of course quality for the five-year period.<br><br>Faculty course evaluations from students are on-going and monitored to identify fluctuations in students' ratings of course and instructors attributes and appropriate actions are taken as needed.<br><br>*Note: Currently, the Faculty Course Evaluation (FCE) is been reviewed and modifications to the questionnaire are expected. Target outcomes will be modified accordingly once the new instrument is approved.* |  |
| **3.C.**<br>**COB graduating seniors' confidence in their education to successfully pursue employment or advanced studies will achieve a minimum mean score of 4.0/5.0**<br>(1=Low; 5=High) | The ***Graduating Senior Exit Survey (GSES),*** applied every term at the time that a student applies for graduation, contains a series of questions capturing student confidence as evidence of perceived value of their business education.<br><br>Type of Assessment::<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Academic Year | All four indicators of student confidence in their ability to pursue future job and/or education plans achieved mean scores higher than 4.0 among business graduating seniors, slightly exceeding the confidence level of all graduating seniors combined.<br><br>The data shows consistent student confidence that future career and/or postgraduate educational plans are within reach, indicating perceived value of the business education received. | Findings from selected questions from the Graduating Senior Exit Survey are used in conjunction with results from the Graduate Follow Up Survey (GFS), which tracks graduates' actual job and postgraduate education as well as effectiveness ratings of various components of their undergraduate education on job performance.<br><br>Data from the 2013 GFS (n=126) indicate that 88.3% of business graduates rated their overall education as effective (high/somewhat high) in assisting them perform their job successfully. | Adjustments are made accordingly should data from the GFS show major discrepancies between respondents' opinions before and after graduation. |  |

**Standard #3 Student and Stakeholder Focus**

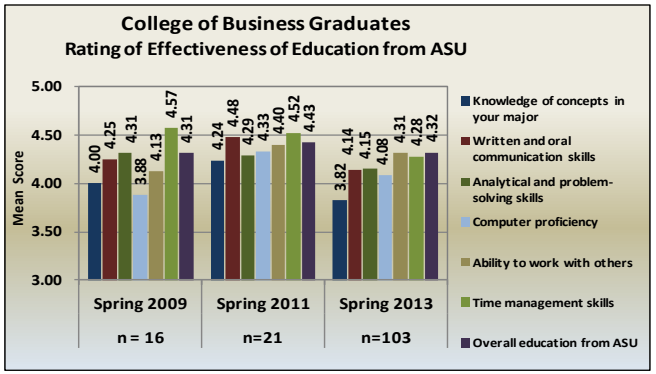
## ANALYSIS OF RESULTS

| Performance Measure | Measurement Instrument or Process | Current Results | Analysis of Results | Action Taken or Improvement Made | Insert Graphs or Tables of Resulting Trends |
|---|---|---|---|---|---|
| **3.D. Employment status and Continuing Education metrics of business graduates will show:**<br><br>**a) at least 80% will be employed in a full time position a year after graduation;**<br><br>**b) at least 60% will be employed in areas related to their major within the same period;**<br><br>**c) at least 25% of graduates will pursue graduate, professional, or advanced studies or certifications.** | The ***Graduate Follow-Up Survey (GFS),*** administered biennially to students within one to two years after graduation, captures among other things graduates' employment status, postgraduate education plans, and effectiveness ratings of selected knowledge, skills and abilities acquired through the curriculum as they relate to their current job performance.<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Biennial (up to two years after graduation) | (a) (b) Over 90% of COB respondents are employed in full time positions one to two years after graduation and over 50% are employed in positions related to their area of major. Comparisons against institutional data show COB graduates outperforming all graduates in regard to full time employment and overall compensation.<br><br>(c) The percentage of business graduates that have completed or are currently pursuing post graduate studies increased by 10.2 percentage points, while consideration of such pursuit decreased by 13.8 percentage points.<br><br>Comparative analysis of 2011 to 2013 data indicates a decrease of 6.3 percentage points in the number of respondents that are employed in positions directly related to their major area of study. | Although it is premature to reach conclusions on the data at this time, the decrease in considering pursuing further studies may be associated with incresing tuition costs and a slight improvement in the unemployment rate.<br><br>Although the decrease in the number of graduates holding positions associated with their major appears to be consistent with local market conditions across the board, the College of Business, in coordination with Career Services and the Office of Institutional Planning, Research and Assessment (OIPRA) will continue monitoring graduates' data trends to identify possible areas of action that can be taken.<br><br>In its commitment to the encouragement of its graduates to pursue further education, the College of Business is engaged in a series of strategic initiatives to expand the educational opportunities of its graduates. | One of several strategic initiatives to encourage students' pursuit of post graduates studies culminated in a signed agreement between the colleges of business at Athens State University and the University of North Alabama (UNA) to offer UNA's MBA program at Athens campus. Graduate courses, taught by UNA faculty, were first offered at Athens State in Spring 2013. The appropriate documentation was submitted to and approved for implementation by the Southern Association of Colleges and Schools (SACS) in December 2012.<br><br>The graduate program is open to all qualified individuals and not just Athens State University graduates. Enrollment for Fall 2012 and Spring 2013 totals 8 and 7 students, respectively. |  |

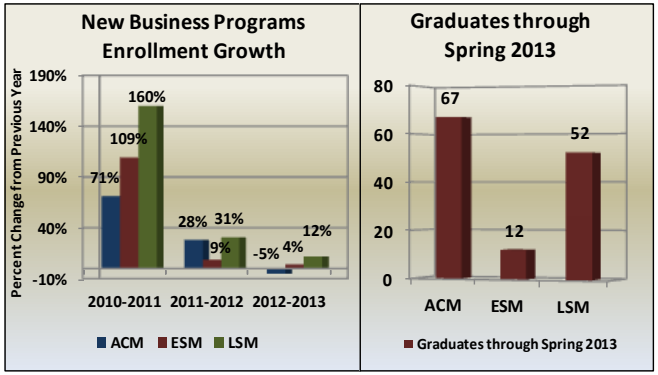
| Graduates - Annual Compensation | Spring 2009 | | Spring 2011 | | Spring 2013 | |
|---|---|---|---|---|---|---|
| | $20K + | $50K + | $20K + | $50K + | $20K + | $50K + |
| | % | % | % | % | % | % |
| Institution | 91% | 24% | 88% | 23% | 86% | 47% |
| College of Business (All Majors) | 100% | 45% | 97% | 45% | 93% | 54% |
| Accounting | 100% | 67% | 90% | 30% | 94% | 50% |
| Acquisitions & Contract Management | N/A | N/A | N/A | N/A | 50% | 0% |
| Enterprise Systems Management | N/A | N/A | N/A | N/A | 100% | 100% |
| Human Resource Management | 100% | 50% | 100% | 67% | 100% | 33% |
| Logistics & Supply Chain Management | N/A | N/A | N/A | N/A | 50% | 50% |
| Management | 100% | 33% | 100% | 25% | 89% | 46% |
| Management of Technology | 100% | 50% | 100% | 100% | 96% | 75% |



**Standard #3 Student and Stakeholder Focus**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **3.E. Graduates' ratings of the effectiveness of ASU education components on job performance will achieve a mean score of at least 4.0/5.0.** (Low=1; High=5) | The ***Graduate Follow-Up Survey (GFS)***, administered biennially to students within one to two years after graduation, captures among other things graduates' employment status, postgraduate education plans and enrollment status, and effectiveness ratings of selected knowledge, skills and abilities acquired through the curriculum as they relate to their current job performance.<br><br>Type of Assessment: Indirect; Internal; Summative<br><br>Data Timeframe: Biennial | All selected education components (KSAs) but one achieved a mean score of 4.0 or above in Spring 2013. Graduates' rating of the effectiveness of acquired knowledge as it relates to their job decreased by 0.42 representing 61.2% of survey respondents that gave high/somewhat high ratings on this metric.<br><br>Further item analysis indicates some inconsistency in the data. While 61.2% of respondents rated "acquired knowledge" as effective or somewhat effective in terms of their job, 88.3% rated their "overall education" as effective (high/somewhat high) in assisting them perform their job successfully. | Further analysis indicated higher ratings for this metric among less recent graduates. Among most recent graduates (2010-2013) the knowledge variable achieved a mean score of 3.67, increasing to 3.97 among 2009 and earlier grads. Among those graduating before 2005, perceived effectiveness of their knowledge as it relates to job performance achieved the highest mean score of all groups (4.02).<br><br>Although further research is needed for conclusive evidence, the data suggests that with increased time after graduation (presumably more experience on the job), respondents' feel more confident about their knowledge to do their job successfully.<br><br>In the interpretation of this metric, there is a possibility that the transition from theoretical to job-specific knowledge, typical of recent graduates (one-to-two years out), may have played a role in respondents' ratings. | Although no specific action is being taken at this time, tracking data on graduates to the extent that is possible continues to be pursued by the COB.<br><br>Evidence-based data on students' knowledge of concepts in both business core and major-specific concepts and applications remains the top assessment priority. |  |

**Standard #3 Student and Stakeholder Focus**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **3.F.**<br>**The College of Business will support the educational needs of local economies with innovative academic programs, training opportunities, and/or certifications suitable to job market characteristics.** | Documents on File: Curriculum Review Committee Approval; Agreements with Auburn University, Defense Acquisition University (DAU), and local companies.<br><br>Type of Assessment: Direct; External.<br><br>***Institutional Research Data Reports- Enrollment and Graduation Statistics***<br><br>Type of Assessment: Direct; Internal; Summative<br><br>Data Timeframe: Academic Year | Enrollment growth and graduation rate remained high for the three new degree programs (ACM, ESM, and LSM) intiated in 2009.<br><br>In support of educational needs suitable to job market demand the College of Business began offering three new degree options (minors): (1) Project Management (Fall 2012); (2) Operations Management (Fall 2012) and (3) Information Assurance (Fall 2013).<br><br>Through the Athens State University Center for Lifelong Learning (CLL), the Department of Management of Technology is leading an effort to offer workforce development-related training programs to local companies seeking to increase employees skills. To date, 137 employees from 7 local companies participated in various training programs including 5 APICS certification courses for CPIM. | To further support the Information Assurance minor, the College of Business partnered with the *Auburn University Cyber Security Center,* a partner with the National Security Administration (NSA) and the US Department of Homeland Security (DHS), to provide internship opportunities for students in the new minor.<br><br>In support of local economic development, the College of Business is sharing the collective expertise of its faculty through two new electronic publications: *COB Business Research Journal* and the *Economic Newsletter* . Both publications cover topics of economic research and report on the area's economy.<br><br>Please refer to Performance Measure 3.D for enrollment in the MBA program from the Universty of North Alabama offered at Athens State University. | A new full time faculty position with cyber security credentials has been approved, and search has identified qualified candidates.<br><br>Since the implementation of the Logistics and Supply Chain Management (LSM) program in 2009, the College of Business has established equivalency with the federal government's Defense Acquisition University (DAU), allowing graduates to obtain level I and II certification necessary in contract and logistics government positions.<br><br>Currently, the College of Business is seeking recognition for the LSM program by the American Council on Education (ACE) to allow its majors to receive course credit at any university that uses ACE criteria. |  |

## Standard #4 Measurement and Analysis of Student Learning and Performance

### a. Program Outcomes

**BS Degree Level:** (1) Accounting; (2) Acquisition and Contract Management; (3) Enterprise Systems Management; (4) Human Resources Management; (5) Logistics and Supply Chain Management; (6) Management; and (7) Management of Technology.

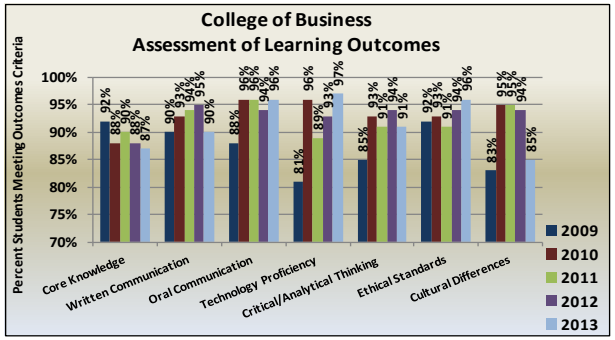
**Program Outcomes:** Graduates of the College of Business will meet specific criteria established by the faculty as it relates to the following learning outcomes:

1. Knowledge of fundamental concepts and practices in core areas of major. (Body of Knowledge)
2. Proficiency in the use of technology as it relates to business.
3. Knowledge and understanding of the global economy to include societal, cultural, and global differences.
4. Knowledge and ability to use effective managerial, leadership, and group interaction techniques.
5. Ability to apply critical-thinking and decision-making techniques.
6. Proficiency in written and oral communication.
7. Understanding and appreciation of ethical issues and standards.

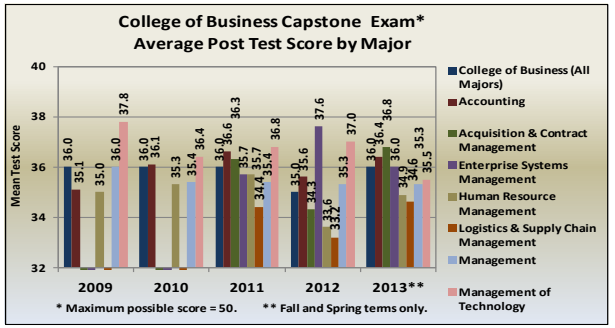
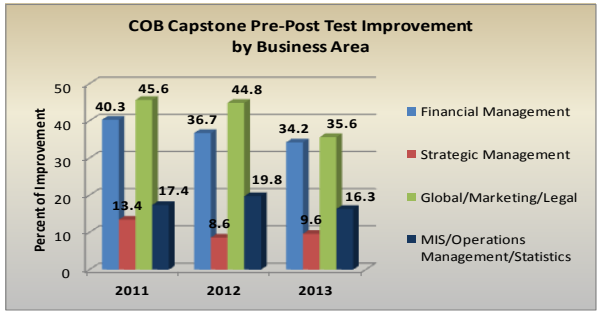
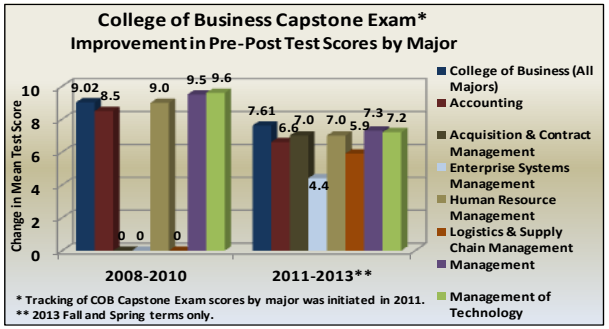
Each outcome is measured quantitatively and qualitatively through a variety of direct and indirect methods of assessment throughout the curriculum involving formative and summative techniques. Corrective plans of action are developed based on assessment findings and further assessed for performance. All College of Business assessment activities are documented through the Annual Assessment Plan (AAP), the Annual Assessment Report (AAR) and the Action Plan (AP) located in the Athens State University Assessment Management Online System (AMOS). Consolidated Assessment Plans for AY 2013 are due September 30, 2013.

| College of Business Program Changes Based on Assessment Findings | | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | 2012 |
| Curricular Change | x | | | | X |
| Course Revision | x | | x | | X |
| Pedagogy | x | | x | | |
| Assessment Methodology Revision | x | x | | X | X |
| Target Outcome Modification | | x | | X | X |
| Program Operations Revision | x | | | | |
| Budget Request (Assessment Activities) | | | | | |
| Faculty Training/Professional Development | x | x | x | X | X |

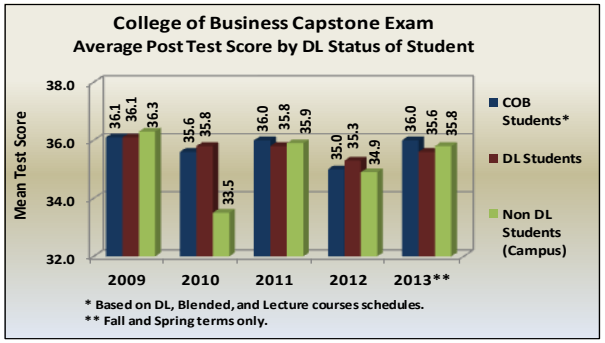
**Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **4.A.**<br>**Business Program Outcomes:**<br><br>**At least 80% of business students will demonstrate acceptable or higher level of proficiency in the 7 Knowledge, Skills, and Abilities (KSA) outcomes established by the College of Business. (Business Program-All Majors)** | ***Data summary from student performance records*** (aggregated assessments throughout the curriculum using common rubrics) and the Business Program Capstone Exit Exam.<br><br>Type of Assessment:<br>Direct; Internal; Comparative; Combination of formative and summative assessments.<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | The percentage of students achieving pre-determined criteria in each KSA ranged from 81% to 97%, exceeding the expected target throughtout the last 5 annual assessment cycles (2009-2013).<br><br>During 2011-2013, the highest increases in the percentage of students meeting the outcome criteria were achieved in the areas of technology proficiency and appreciation of ethical standards (8 and 5 percentage points, respectively). Course revisions and pedagogical changes are credited for the increase. | Although outcomes were met throughout the 2011-2013 cycles, two areas showed the largest decrease in the percentage of students meeting the criteria: understanding of cultural/global differences and written communication, 5 and 10 percentage points, respectively.<br><br>At this time, the reasons behind the decrease in the percent of students meeting the criteria for cultural/global differences is not clear since up until the previous assessment cycle (2012), student performance was high in this arae.<br><br>Given that written communication skills were consistently improving up until 2012, the decrease in the percentage of students meeting the criteria may be attributed to the adoption of a new rubric used to assess this skill in 2013. Additional data obtained through the College Level Writing Rubric is needed before conclusions can be reached. | Results of student performance in all KSA components are shared with the faculty for appropriate action. Reviews of courses and/or assessment instruments will be conducted and modifications will be made as needed. |  |

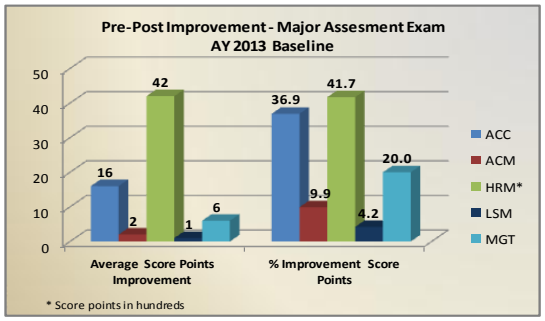
**Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **4.B.**<br>**Business Pre/Post Test (Exit Exam) Scores:**<br><br>**a) Students will demonstrate proficiency in general business core competencies established by the College by scoring at least 30 points (or 70%) on the Business Post test (Capstone exam).**<br><br>**b) Students will show improvement of at least 5 points in scores from the Business Pre Test (given early in the program) to the Business Post Test (given in the Capstone course).**<br><br>**c) Business Post Test results will be comparable across the following groups:**<br>**1) DL and Non-DL students.**<br>**2) students in all major programs.**<br><br>*Note: A DL student is defined as taking over 50% of course credit hours in a distance learning format.* | ***College of Business Exit Exam*** **(**Pre-Post Test protocol: applied as a Pre Test in introductory management courses, MG 320 or GBA 300; and as a Post Test in the Capstone course, MG 420).<br><br>Type of Assessment:<br>Direct; Internal; Formative (Pre Test), Summative (Post Test); Comparative.<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | (a) In the last five academic years, the average score on the business post test for all business students ranged from 33 to 38 points or 66% to 76% test score (max=50 points), respectively.<br><br>Test results by major program also showed the average score exceeding the target outcome of 30 points or 60% (34/68%).<br><br>As expected, pre/post test improvements vary by business areas with Financial Management and Global/Marketing/Legal areas showing the highest improvement during the 3-Yr cycle. The area of strategic management consistently shows the lowest improvement due to consistently higher pre test scores than any other area.<br><br>(b) The improvement in the average test score from the pre to post test for all business students taking the COB Capstone Exam in academic years 2011-2013 was 7.61 points, exceeding the 5-point target outcome.<br><br>At the major level, all but one program showed average improvement in test scores ranging from 5.9 to 7.3, exceeding the target outcome.<br><br>In the interpretation of these results, caution must be exerted when comparing results between assessment cycles 2008-10 and 2011-13 given that the Capstone Exam has been modified (i.e. question items have been changed, added or deleted). Further data is needed to determine whether changes in the exam questions explain the variation in the last three assessment cycles. | (a) Data findings indicate that proficiency in core competencies as determined by the Common Professional Component (CPC) are being met by students at both the college level and within each major program.<br><br>(b) Further analysis aimed at identifying the reasons behind the improvement variation in the ESM program (as compared to all other programs) points to the number of majors in the program. With significantly fewer students been assessed, up/down individual results are more likely to impact the aggregated improvement. Currently, the ESM is the smallest program in the COB. As of Fall 2012, FTE in the ESM was 14.7 compared to FTEs from the other business programs which range from a low of 72.0 to a high of 279.7. | Based on 5-yr data trend showing achievement of the 30-points score in the COB Capstone Exam, the target outcome was revised upward to a minimum of 35 points or 70% on the capstone exit exam starting in Fall 2013.<br><br>Faculty will continue tracking student performance in the Capstone Exam within all majors with a special focus on the ESM program. |  <br>  <br>  |

**Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **4.B. (continued)** | | (c ) Average post test scores for DL and Non-DL business students were comparable. Since 2011, there is practically no difference in the post test scores of DL and Non-DL students. | | Close monitoring of course content and delivery between the DL and Non-DL (face-to-face) format is credited for the similarities in student performance between the two groups achieved in the 2013 assessment cycle. |   |

**Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **4.C.**<br>**Students will demonstrate proficiency in major-specific core competencies established by each program by showing improved scores between each major's pre and post test.**<br><br>*Note: Pre and Post Tests major-specific assessments for all seven programs were initiated in the 2012-13 assessment cycle. Only Accounting (ACC) and Human Resources Management (HRM) had been previously pilot testing the assessment of major-specific learning outcomes.* | ***Major-Specific Exit Exams (ACC, ACM, ESM, HRM, LSM, MGT, MOT)*** using a Pre/Post Test protocol covering fundamental topics within each major discipline, administered in the foundation (pre) and capstone (post) courses within the major (subject code).<br><br>Type of Assessment:<br>Direct; Internal; Formative (Pre Test); Summative (Post Test)<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | The Accounting and Human Resources programs began the assessment of major- specific learning outcomes back in 2010. To date, data shows that 94% and 89% of students in their respective major have shown noticeable improvement in test scores. For the last three assessment cycles (2011-2013), improvement in score points for both programs was 36.9% and 41.7%, respectively.<br><br>All other programs in the COB began the major-specific assessment of learning outcomes in AY 2013. Logistical problems with the application of the ESM post test generated no data for this period.<br><br>During the first year of assessing major-specific learning outcomes, all programs achieved improvement, although at varying levels. | As can be expected, the most recently established programs (ACM and LSM) achieved lower improvement. Although aditional data is needed, a possible factor influencing the lower improvement rate is that fewer students were tested so individual up/down scores can potentially skew the results.<br><br>Data for the Management program shows higher pre test scores than other programs, which may explain lower improvement level than other programs in the COB.<br><br>*Note: Given the recent implementation of the major-specific exams, data validity cannot be fully established. Therefore, major curricular changes will be considered, as needed, once a reliable data pattern has been established.* | During 2011 and 2012, department chairs and their respective faculty began the formulation of major-specific target outcomes, designation of courses for pre and post test implementation, and the development of each test.<br><br>Data from the 2013 initial assessment cycle at the major level have been established as the baseline for future assessments.<br><br>Item analysis is being conducted for the purpose of (1) evaluating the validity of the test questions; (2) identifying student weaknesses in specific functional areas within major-specific areas; and (3) evaluating content in related courses as needed. |  |

**Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results**

| ANALYSIS OF RESULTS | | | | | |
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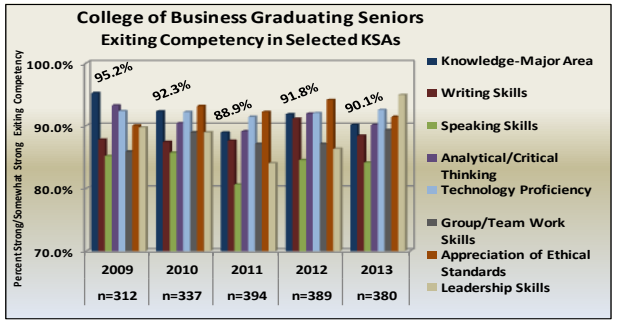
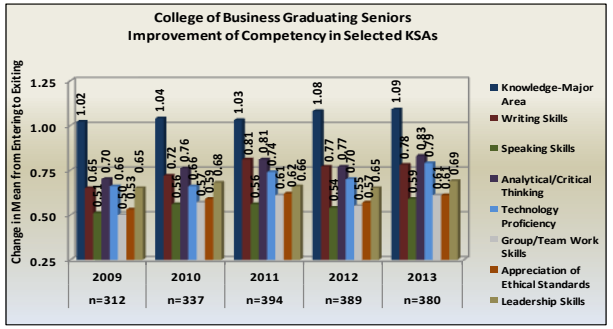
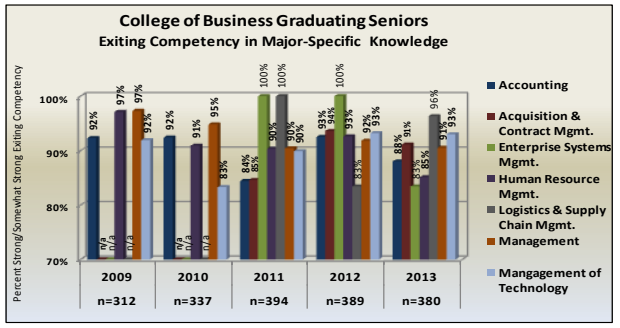
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **4.D.**<br>**At least 80% of graduating business students will report strong or somewhat strong competency in selected knowledge, skills, and abilities (KSAs).**<br><br>*Note: Given the upper-undergraduate level status of Athens State University, all students are admitted as juniors, having completed their first two years of college at other accredited institutions. Therefore, entering competency levels are higher than what could be expected of freshmen and sophomore students. This perspective is important when making interpretations of improvement between entering and exiting* | *The **Graduating Senior Exit Survey (GSES)-Section III**, applied every term at the time that a student applies for graduation, asks students to self-assess their level of competency at the time of admission to the University (entering) and at the time of graduation (exiting) in 18 KSAs .*<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | Over 80% of graduating seniors reported strong or somewhat strong competencies at the completion of their business curriculum in all of the five assessment cycles.<br><br>Even though the outcome was met, speaking skills consistently obtained the lowest percentage of students reporting a strong/somewhat strong level of competency ranging from 85.2% in 2009 to 84.1% in 2013.<br><br>At the program level, over 80% of graduating seniors in each program rated their exiting competency in major-specific knowledge as strong or somewhagt strong, thus meeting the outcome. | Logistics & Supply Chain Management majors showed the highest increase in the percentage of students that rated a strong/somewhat strong competency in this KSA from 83.4% to 96.3% in 2012 and 2013, respectively. All other majors showed a decrease in the percentage of students rating this competency as strong.<br><br>Although not statistically comparable (see note below), students' self assessment of the strength of their exiting competencies tends to be lower that their actual performance measured through evidence-based methods in all but one KSA element (knowledge).<br><br>*Note: The percentage of students rating their level of competency in the KSAs (self-assessment) via the GSES and the percentage of students who actually met the outcomes criteria via evidence-based not methods are not statistically*<br><br>*comparable since GSES results only include graduating seniors.* | Based on assessment results in 2011 regarding oral communication skills, faculty integrated additional oral presentations in selective courses resulting in a higher percentage of students reporting strong/somewhat strong competency, over 84% in 2012 and 2013 from slightly over 80% in 2011.<br><br>Faculty will continue monitoring students self-assessment performance against aggregated data on actual performancce measured through evidence-based methods. Please see Performance Measure 4-A. |  <br>  <br>  |

**Standard #5 Faculty and Staff Focus**

| ANALYSIS OF RESULTS | | | | | |
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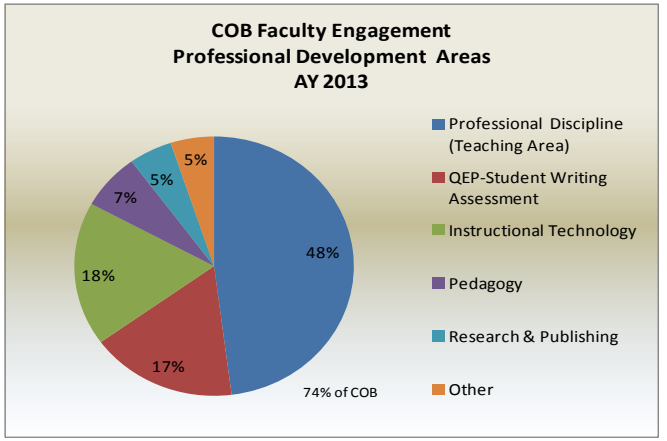
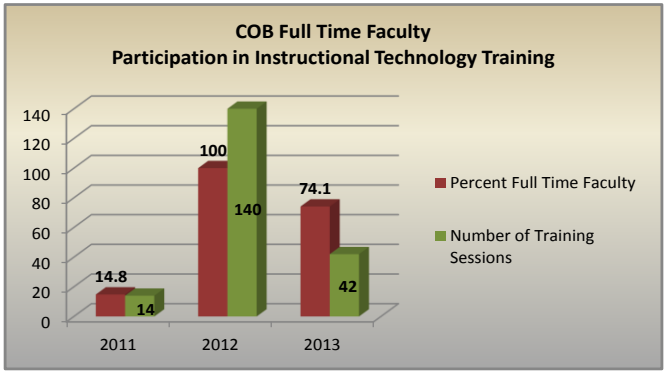
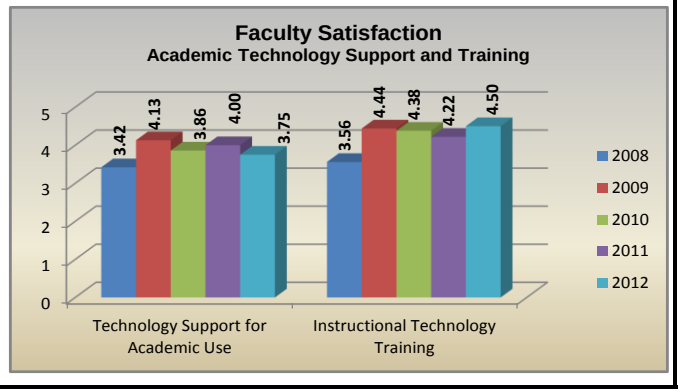
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **5.C Professional development metrics for the College of Business will show 100% faculty participation in at least one-discipline-related activity.** | ***Internal records of faculty professional development activities from the Office of VP-Academic Affairs.***<br><br>Type of Assessment:<br>Direct; Internal<br><br>Data Timeframe:<br>Academic Year | Seventy four percent of the COB full time faculty engaged in at least one professional development activity during AY 2012 and 2013.<br><br>Forty-eight percent of those activities were directly related to their professional discipline or teaching area.<br><br>Instructional technology training and assessment of student writing supporting the institutional QEP also showed a high of acitivity. | The Faculty Mentoring Program for new faculty, aimed at enhancing teaching effectiveness, was implemented during 2012-13. Mentoring duties and processes were established and assessment of the initial phase of the program is currently underway. | The COB maintains the professional development of its faculty as a major organizational priority. Accordingly, two strategic initiatives aimed at improving the teaching, research, and service quality and productivity of its faculty are being pursued.<br><br>In addition to the Faculty Mentoring Program, the COB is conducting a series of workshops and collaborations aimed at increasing the research productivity of its faculty. Please see Performance Measure 5.F. |  |
| **5.D. Instructional technology training and support metrics will show:**<br><br>**a) at least 85% faculty participation in at least one technology-related training activity**<br><br>**b) a mean score of at least 4.0/5.0 in faculty satisfaction with the availability of technology support and technology training**<br>*(1=Low; 5=High)* | ***OASIS Activity and Faculty Participation Log,*** which tracks all instructional technology training and faculty participation.<br><br>Type of Assessment:<br>Direct; Internal<br><br>Data Timeframe:<br>Academic Year<br><br>***The Faculty Instructional Technology Survey (FITS),*** administered annually by the Center for Instructional Technology, captures faculty's usage of technology and support services, and training availability to facilitate teaching and learning.<br><br>Type of Assessment:<br>Indirect; Internal<br><br>Data Timeframe:<br>Academic Year | Over 85% of COB FT faculty participated in at least one technology-training event, meeting the expected outcome. Over 53% took on average 3 or more training sessions on a variety of instructional technology topics.<br><br>Twenty-eight adjunct faculty participated in 66 training sessions.<br><br>Satisfaction with the availability of technology support has gone up since 2008, although it decreased in 2010 and again in 2012.<br><br>Faculty satisfaction with academic technology training has shown consistent growth, with an all time high of 4.5 in a 5-point scale in 2012. | COB's high faculty participation in instructional technology training shows a strong commitment to develop and maintain currency with the latest technologies and pedagogical techniques. The number of training sessions attended annually by FT faculty ranges from 1 to 8 separate sessions on a variety of topics | While technology-related support and training fall outside its authority, the COB has taken a leading role in expanding technology-based instructional capabilities for both faculty and students across the institution.<br><br>*Note: The Office of Academic Support and Instructional Systems (OASIS), established in 2010, has been reorganized as the Office of Academic Technology Services, effective Fall 2013. This office will oversee all elements of instruction delivery quality including the technology training and support for both faculty and students. New goals and outcomes will be identified and assessment instruments will be developed as needed.* |  <br>  |

**Standard #5 Faculty and Staff Focus**

| ANALYSIS OF RESULTS | | | | | |
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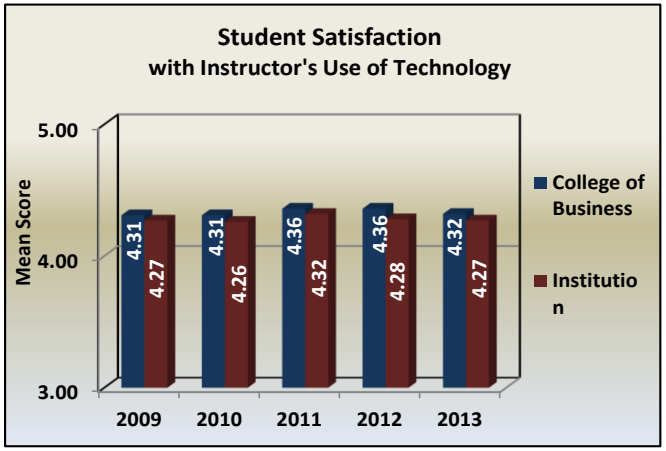
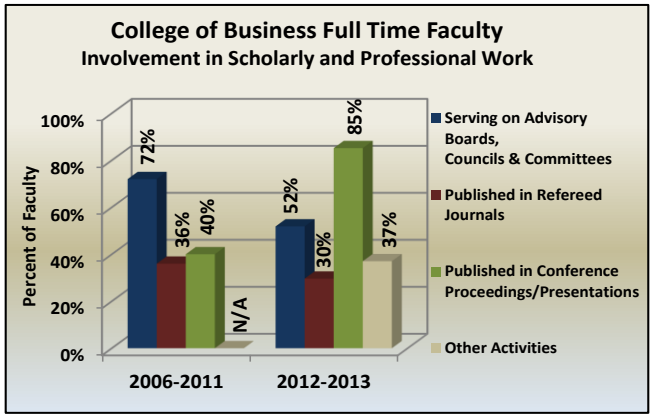
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **5.E.**<br>**Student Satisfaction with Instructor's use of technology will achieve a mean score of at least 4.0/5.0, being equal to or exceeding the institution's mean score**. | The ***Faculty Course Evaluation (FCE)*** survey, administered in every business course at the end of every semester, captures student input on 18 elements associated with instructional quality that includes instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation in the course, and classroom support resources.<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | COB student satisfaction with the instructor's use of technology to support learning surpassed the expected target outcome, and exceeded the satisfaction of all students (institution). | Although student satisfaction with the instructor's use of technology exceeded the expected outcome, there was a slight decrease in satisfaction level (0.04) in 2013. Although this decrease was also reflected at the institutional level, possible actions for improvement will be discussed and acted accordingly by COB faculty if needed. | Given that ratings may change between terms, there is a possibility that no specific action(s) will be taken at this time pending additional data from the Faculty Course Evaluation survey applied during the next three terms reflecting the entire academic year.<br><br>*Note: Currently, the Faculty Course Evaluation (FCE) is been reviewed and modifications to the questionnaire are expected. Target outcomes will be modified accordingly once the new instrument is approved.* |  |

**Standard #5 Faculty and Staff Focus**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **5.F. Scholarly Contributions and Professional Activities metrics from COB faculty will indicate:**<br><br>**a) at least 60% of FT faculty will be serving in advisory boards, councils or committees relevant to their fields**<br><br>**b) at least 50% will have presented papers and publications in conference proceedings**<br><br>**c) at least 40% will have publications in refereed journals** | ***Scholarly Contributions and Professional Activities Report.***<br><br>Type of Assessment:<br>Direct; Internal<br><br>Data Timeframe:<br>Academic Year<br><br>*Note: Scholarly and professional work serve as one of several criteria in faculty annual evaluations by the Dean of the college and carry significant weight in decisions involving promotion as stipulated in Faculty Policies and Regulations.* | The target outcome for COB scholarly and professional work from faculty was partially met for the assessment cycles of 2012 and 2013. Overall, twenty-six (26) faculty members or 96% of COB's FT faculty engaged in one or more scholarly activity and/or professional work outside the classroom during AY 2012 and AY 2013.<br><br>Eight faculty members or 30% of COB FT faculty have produced work of high enough quality to earn acceptance for publication in refereed journals.<br><br>Twenty-three (23) faculty members (85% of FT faculty) have been accepted for presentations and/or published in conference proceedings, a significant improvement in faculty's active particip[ation in this type of activity during the last two years.<br><br>During 2012 and 2013, 14 COB faculty members (52% of COB faculty) were involved in advisory duties through boards, councils, and external committees. This participation not only contributes to the economic and social development of local, regional, and/or state areas but also enhances teaching performance in the classroom through exposure to real-life business situations and problem-solving techniques. | Although there is no graduate business program offered at this time, the COB recognizes an obligation and dedication to the advancement of knowledge. Faculty are strongly encouraged to engage in scholarly and professional work outside the classroom aimed at (1) enhancing teaching, (2) increasing the visibility of the COB and its students, and (3) contributing to the business and economic development of the community. | As part of an institution-wide effort to *"transition the academic culture to encompass research",* the COB is currently evaluating additional strategies to encourage increased research productivity among faculty. Increasing the quality and amount or reserch-based activities among its faculty is one of the goals the COB has set for AY 2014 and beyond.<br><br>A series of activities including research workshops, mentoring by experienced published faculty, and collaboration with Library personnel, are planned for 2014. |  |

**Faculty Qualifications**

**Complete Table 5.2 and 5.3 for <u>new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.</u>**

**Table 5.2 Standard 5 – NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

| NAME (List alphabetically by Last Name) | MAJOR TEACHING FIELD | COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing) | LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field) | DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA<br>• Five Years Work Experience<br>• Teaching Excellence<br>• Professional Certifications | ACBSP QUALIFICATION<br>1. Academically<br>2. Professional<br>3. Exception |
|---|---|---|---|---|---|
| **FULL-TIME** | | | | | |
| Cox, Scott | Management Information Systems and Logistics | ESM/LSM 300 Enterprise Systems and Business Processes<br>LSM 320 Logistics and Distribution<br>LSM 330 Logistics & Supply Chain Management in the Global Environment<br>MG 302 Management Information Systems<br>MG 352 International Business<br>MG 390 Operations Management | Bachelor of Science (Manufacturing Technology), Georgia Southern University<br><br>Bachelor of Science (Information Technology), Macon State College<br><br>Master of Management Information (Management Information Systems), Georgia College & State University<br><br>Master of Business Administration (Logistics and Supply Chain Management), Georgia College & State University | Member of:<br><br>Council of Supply Chain Management Professionals<br><br>International Association for CIS<br><br>Association for Information Systems<br><br>4 years work experience as a Logistics Analyst<br><br>2 years work experience as a Systems Analyst | Professional |

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| Khoury, Samir | Logistics and Management Information Systems | LSM 301 Introduction to Logistics and Supply Chain Management<br>MG 302 Management Information Systems<br>MG 303 Management Decision Support Systems | Associate in Applied Science<br><br>Bachelor in Applied Science (Business Administration), Mount Olive College<br><br>M.S. in Administration (General Administration), Central Michigan University<br><br>Doctor of Philosophy (Specialization in Business, General) Capella University | Professional Certifications:<br><br>A+ Certified Computer Repair Technician<br><br>Network+ Certified Technician<br><br>16 years as a Management Consultant in technology and security field<br><br>12 years U.S. Air Force in Logistics and Quality Management<br><br>15 years teaching experience in CIS and MIS programs | Academically |
| Roberts, Kim | Management of Technology | MG 302 Management Information Systems<br>MG 390 Operations Management<br>MG 418 Management of Technology | B.S. in Chemical Engineering, University of Alabama<br><br>MBA, University of North Alabama | 17 years work experience in corporate manufacturing | Professional |

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| Russell, Jackie | Accounting | GBA 311 Legal Environment of Business<br>AC 312 Law for Accountants<br>AC 321 Intermediate Accounting I<br>AC 322 Intermediate Accounting II | Master of Acct, Birmingham Southern<br><br>Juris Doctorate, Miles Law School | 10+ years work experience in the accounting and financial management field | Academically |
| Tucker, Augustus | Management and Management Information Systems | ESM/LSM 300 Enterprise Systems and Business Processes<br>ISM 402 Decision Systems Management<br>MG 302 Management Information Systems<br>MG 303 Management Decision Support Systems<br>MG 346 Principles of Management<br>MG 416 Entrepreneurship<br>MG 417 Management of Change | Bachelor of Science (Computer Science and Mathematics), Athens State University<br><br>MBA, Alabama A&M University | 13 years work experience as Technical Software Engineer at Lockheed Martin | Professional |

| **PART-TIME** | | | | | |
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| Aquila, Mary | General Business | GBA 300 Business Research Skills<br><br>MG 480 Senior Seminar in Business | B.A., University of Alabama<br><br>M.S.L.S., University of Illinois<br><br>M.A. in Linguistics, University of Illinois at Chicago | 7 years work experience as Reference and Instruction Librarian and Instructor of Bibliography | Professional |
| Clampitt, William | Human Resource Management | MG 349 Human Resource Management | B.S. Commerce and Social Studies, LaSalle Extension University<br><br>MBA, University of Connecticut<br><br>DBA (Business Administration with a minor in Human Resource Management), Nova University | Certified Compensation Professional (CCP) from World*at*Work (formerly the American Compensation Association)<br><br>Retired from International Business Machines (IBM), Program Manager | Academically |
| Cooper, Cassandra | Management | MG 346 Principles of Management | B.S. (Management), Alabama State University<br><br>M.S. in Human Resource Management, Troy University<br><br>Doctorate of Business Administration, Argosy University | 4 years college-level teaching experience | Academically |

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|---|---|---|---|---|---|
| Crow, Glynice | Economics | EC 310 Modern Economics | B.S. (General Business), Auburn University<br><br>MAS (Administrative Science), University of Alabama<br><br>Doctor of Education (Higher Education Administration), University of Alabama<br><br>18 hours graduate coursework in Economics | 18 years work experience as a business instructor for Wallace Community College<br><br>10 years work experience in Human Resource and Marketing | Academically |
| Daniel, Debbie | Logistics | LSM 320 Logistics and Distribution | B.S., Business Administration, Athens State University<br><br>MBA (Logistics Management), Florida Institute of Technology | Defense Acquisition University Level III Certified (Graduate Level) in Acquisitions and Logistics<br><br>Supply Chain Management Certificate, Pennsylvania State University<br><br>Worked in Logistic and Supply Chain Management field for US Army for 8 years | Professional |

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|---|---|---|---|---|---|
| Farish, Loretta | Management | MG 391 Fundamental of Operations | B.S. (Business Administration), Athens State College<br><br>Master of Business Administration (Contract and Acquisition Management), Florida Institute of Technology | 13 years work experience as production planner and scheduler<br><br>APICS CPIM Certification | Professional |
| Hoskins, John | Accounting | AC 300 Fundamentals of Accounting<br>AC 371 Managerial Accounting | B.S. Commerce Business Administration (Accounting), University of Alabama<br><br>MACC Accounting, University of Alabama | 10+ years college teaching experience (accounting) | Professional |
| Lipsey, Linda | Management Information Systems | MG 302 Management Information Systems<br>MG 303 Management Decision Support Systems<br>MG 352 International Business<br>MG 390 Operations Management | B.S. in Business Administration (Minor in Human Resource Management), Athens State University<br><br>MBA (Minor in Technology/HRM), Walden University | 6 years work experience as administrative assistant in adult education with Wallace Community College | Professional |

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|---|---|---|---|---|---|
| Moon, Lauren | Human Resource Management | MG 375 Organizational Behavior and Teambuilding | B.S. (Psychology), Tennessee State University<br><br>B.S.N. (Nursing), University of Alabama-Huntsville<br><br>MBA, Bethel University | Registered Nurse<br><br>2 years work experience as a medical administrator | Professional |
| Peppers, Johnny | Statistics | GBA 305 Statistical Methods of Business I<br>GBA 306 Statistical Methods of Business II | Bachelor of Business Administration (Business Administration with Minor in Economics & Finance), Middle Tennessee State University<br><br>Master of Business Administration, University of Phoenix<br>18+ hours of graduate coursework in statistics, Trident University International | 7 years college teaching experience (statistics)<br><br>14 years work experience in management | Professional |
| Pillsbury, Michael | Acquisition and Contract Management | ACM 398 Government Contract Law | B.A., Political Science and Minor in Business Administration/Legal Studies<br><br>Juris Doctor, Law, Texas Wesleyan University of School of Law | 8 years work experience as an attorney | Academically |

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|---|---|---|---|---|---|
| Ross, Richard | Human Resource Management | MG 351 Labor/Management Relations | B.S./B.A. Industrial Labor Relations, University of Buffalo<br><br>M.A., Industrial Relations, St. Francis University<br><br>Doctor of Public Administration and Master of Public Administration, University of Southern California | Certified as Senior Professional Human Resources (SPHR), Advanced Certification for Human Resource Professionals offered through Society of Human Resource Management<br><br>Retired after 30 years of service from US Department of Labor as Deputy Director | Academically |
| Sherman, Alisha | Accounting | AC 361 Federal Tax Accounting I | B.S., Accounting, Athens State University<br><br>MBA-Accounting, University of North Alabama | Currently an auditor at NASA<br><br>2 years work experience as an auditor for Defense Contract Audit Agency (DCAA)<br><br>3 years work experience as an accountant with Puckett, CPA<br><br>7 years work experience in the banking industry | Professional |

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|---|---|---|---|---|---|
| Southwell, Gail | Human Resource Management | MG 349 Human Resource Management | B.S. (Political Science), Eastern Michigan University<br><br>Master of Arts (Management & Supervision: Personnel Management), Central Michigan University<br><br>Doctor of Philosophy (Depth Psychology), Pacifica Graduate Institute | 30+ years work experience in human resources<br><br>Certified Coach in NLP<br><br>TN rule 31 civil mediator and trained arbitrator<br><br>Board of Directors Books from Birth, Middle TN, member of LERA, TERRA, MTSHRM | Academically |
| Steen, Casie | Accounting | AC 435 Governmental Accounting<br>AC 442 Auditing and Fraud Examination | B.B.A., Accounting, University of North Alabama<br><br>Master of Accountancy, University of Alabama-Huntsville | 10+ years work experience as Accountant/Associate Director at the University of Alabama in Huntsville | Professional |
| Sudeall, Monica | Management | MG 346 Principles of Management | B.S. (Management), Oakwood University<br><br>MBA, Kaplan University | Leadership Certificate, University of Alabama Community College Leadership Academy<br><br>9 years work experience in college administration<br><br>7 years work experience as an administrative assistant | Professional |

## Table 5.3 Standard 5, Criterion 5.8
## Scholarly & Professional Activities

| Faculty Member | Highest Degree Earned | Professional Certification | Scholarly Activities | | | | Professional Activities | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Service | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| **Cox, Scott** | MIS; MBA | | | | | | | | | | |
| 2013 | | | | | | | | | | | 1 |
| **Khoury, Samir** | PhD | CCNA; CCAI; A+; Network+ | | | | | | | | 9 | |
| 2011 | | | D=3<br>A=2<br>B=1 | D=2<br>A=3<br>C=1 | | D=1 | D=1 | | | | 1 |
| 2012 | | | | A=1<br>B=1<br>C=1 | | | | | | | |
| 2013 | | | | D=1 | A=1<br>C=1<br>D=3 | | | | | | |
| **Roberts, Kim** | MBA | | | | | | | | | | |
| 2012-2013 | | | | | | A=1 | | | | | |
| **Russell, Jackie** | JD; MS-Accounting | | | | | | | | | | |
| 2013 | | | | | | | | A=1<br>D=1 | | | |
| **Tucker, Augustus** | MBA | | | | | | | | | | |
| 2011 | | | | D=1 | | | | | | | |

**Codes to Use for Scholarly Activities:** **A = Scholarlship of Teaching** **B=Scholarship of Discovery**
**C = Scholarship of Integration** **D = Scholarship of Application**

## Standard #6 Educational and Business Process Management

### a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

   No substantial revisions have been made since the September 2012 report.

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

   Three new minors/degree options were added:

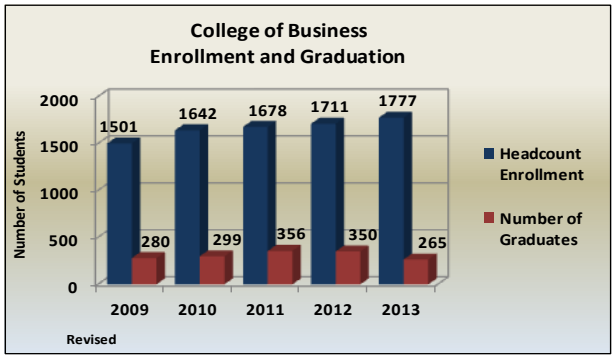
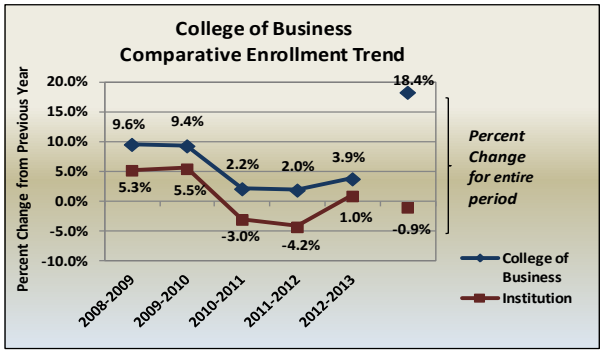
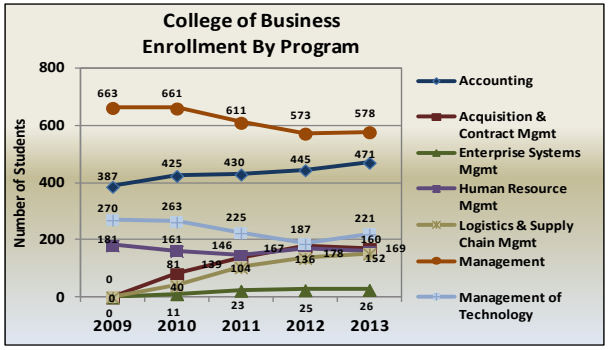
   Operations Management, effective Spring 2012.
   Program Management, effective Spring 2012.
   Assurance Management, effective Fall 2013.

   See copies of degree requirements for all three new minors in **Appendix C**.

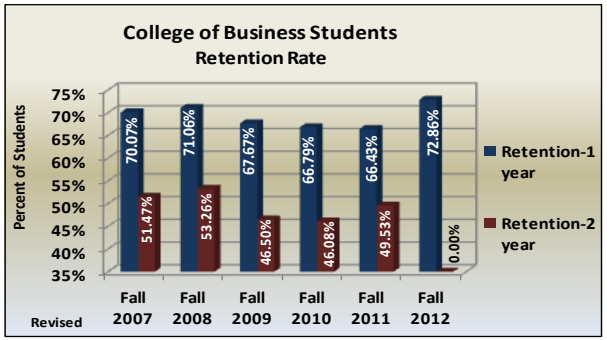
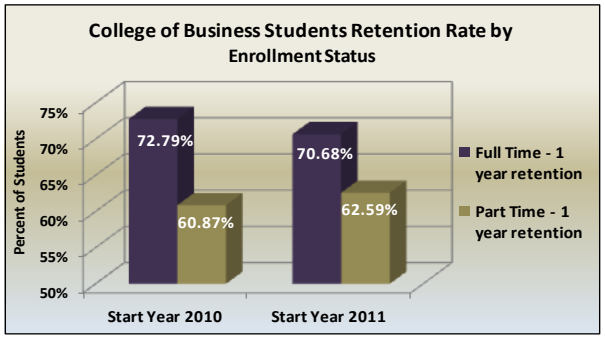
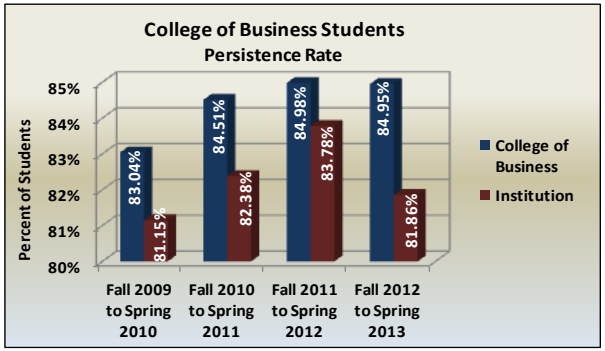
Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level then what is currently accredited, the school must complete a self-study to add the degree.

**3.** List any accredited programs that have been terminated since your last report.

No programs have been terminated.

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.A. Enrollment in business programs will increase 3% per year.** | ***Institutional Research Data Reports-Enrollment Statistics***<br><br>Type of Assessment:<br>Direct; Internal; Summative; Comparative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | The College of Business has experienced sustained growth in enrollment during the last five years.<br><br>Between 2009 and 2013, enrollment grew 18.4%, far exceeding the institution's enrollment growth. With an increase of 3.9% in 2013, the average annual growth during the last three-years was 2.7%.<br><br>COB headcount in 2013 comprised 38.4% of institutional headcount (N=4,625) enrollment, up from 33.7% two years earlier.<br><br>*Please refer to COB retention and graduation outcomes under Performance Measure 6.B.* | Further analysis of enrollment data shows that such growth has been the result of the following factors:<br><br>(1) continuous availability of multiple methods of instructional delivery formats (face-to-face, online, and blended courses),<br><br>(2) varied course scheduling to include day, evening and weekend classes, and<br><br>(3) the implementation of three new programs (ACM, ESM, and LSM) in Spring 2011, highly aligned to the local economy and job market conditions. | The COB is focused on managing growth effectively in order to maintain a stable enrollment environment with a focus on balancing such factors as academic programs development, faculty development, and academic and retention policies and procedures consistent with available fiscal and instructional resources.<br><br>Following an enrollment growth rate of over 28% over a four-year period (2007-2010), the annual growth goal was adjusted downward to 3% per year. This revised goal better reflects available faculty and instructional resources and maintains an adequate Student-to-Faculty ratio. (Please see Performance Measure 6.D.) |  <br>*Data does not include Summer 2013 graduates.*<br><br>  <br><br>  |

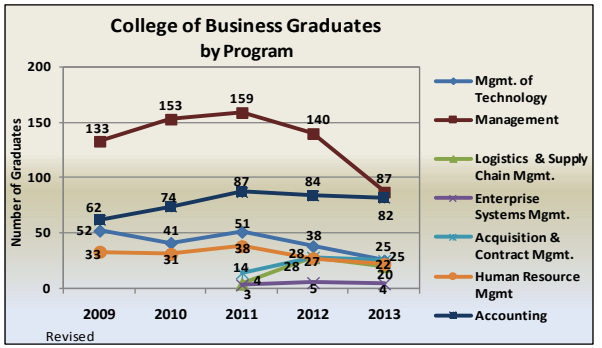
**Standard #6 Organizational Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.B.**<br>**Business programs will achieve:**<br><br>**a) a retention rate (Fall-to-Fall) of 70% or greater one year after admission to the college**<br><br>**b) a persistence rate (Fall-to-Spring) of 80% or greater**<br><br>**c) a graduation rate of 45% by the 3rd year of attendance**<br><br>**d) degree completers totaling at least 30 graduates annually from each one of the seven majors.** | ***Institutional Research Data Records-Retention, Persistence, and Graduation Statistics***<br><br>Type of Assessment:<br>Direct; Internal; Summative; Comparative<br><br>Data Timeframe:<br>Term-Fall-Retention & Graduation Rates; Fall to Spring Persistence Rate; All Terms-Degrees Awarded Headcount) | (a) For degree-seeking business students entering the university in Fall 2012, the one-year retention rate exceeded the 70% goal by 2.9 percentage points, following slightly lower rates during the previous three years which ranged from 66% to 68%).<br><br>The two-year retention rate for Fall 2011 increased 3.5 percentage points from slightly over 46% in the previous two Fall terms.<br><br>As expected, first-year retention rates for full-time students are typically higher than those of part-time students. For students entering the university in Fall 2011, the full-time student retention rate was slightly under 71% compared to the 63% rate for part-time students. | College of Business one-year retention rate is consistent with that of the institution, falling within 0.55 percentage points for Fall 2011.<br><br>Although two-year retention rate at the institutional level was 3.9 percentage points higher than that of the COB (53.45 and 49.53, respectively) for the same period, the rate of increase in the retention rate from Fall 2010 was higher for the COB than for the institution (3.45 and 0.62 percentage points, respectively).<br><br>*Note: The calculated retention rates are likely lower than the actual rates since they are based on Fall enrollment only. To account for students who may take off a semester and then return, the number of students enrolled in an academic year (excluding those that graduated that year) was compared to the number of enrolled students (excluding new students) the following year.* | Following the implementation of the Enrollment Management Plan, significant efforts to improve the student advising function are being pursued, including increased faculty interaction with newly admitted students, earlier attempts to identify at-risk students and reasons behind non-returning students.<br><br>As a facilitating tool, the University has acquired a new software program *Degree Works,* scheduled for implementation in AY 2014.<br><br>Given the unique nature of the University as an upper- level undergraduate institution and the high percentage of students attending school on a part time basis, the use of typical retention formulas mostly based on an entering freshman class may not be the most appropriate mechanism. |  <br>  <br>  |
| *Note: Given the upper-undergraduate level status of Athens State University, all students are admitted as juniors, having completed their first two years of college at other accredited institutions. Over 60% of business students attend school on a part-time basis. This perspective is important when making interpretations of retention and graduation rates.* | | (b) The persistence rate for business students shows a pattern of stability at close to 85% in all of the last 3 years. | The Persistence Rate for the College of Business has consistently exceeded that of the institution during the last four academic years. | Accordingly, the Office of Institutional Planning, Research and Assessment through the Office of the Provost/VP Academic Affairs and the Office of VP for Enrollment and Student Services, in coordination with all three colleges, continue to work on ways to develop and expand an analytical framework suited for this type of institution. | |

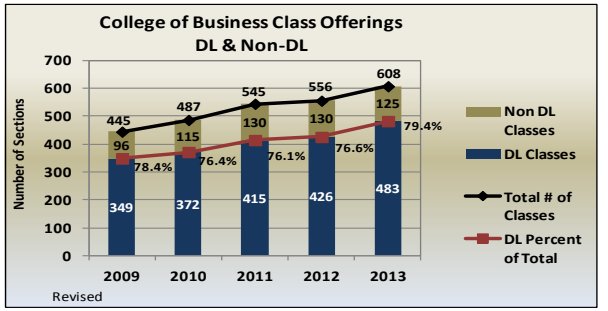
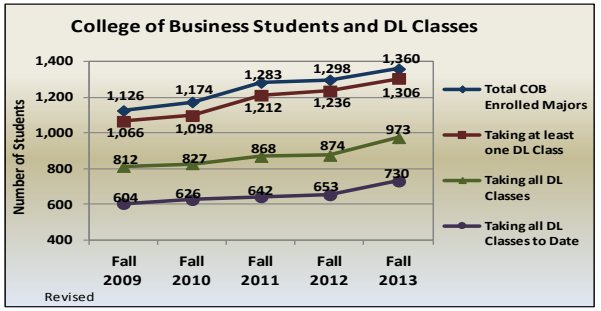
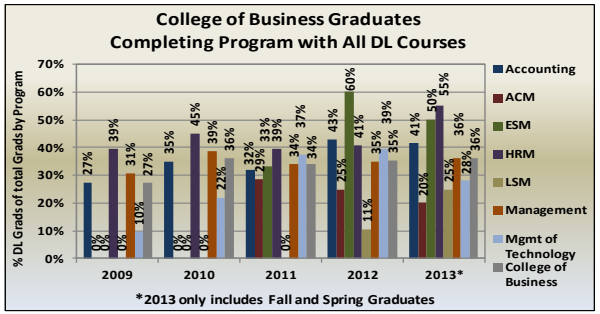
| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.B. (continued)** | | (c ) The three-year (150% rule as applied to the upper undergraduate level) graduation rate for degree-seeking business students entering the university in academic years 2007-2010 (Fall terms) ranged from 41% to 45%, slightly under target.<br><br>From Fall 2009 through Spring 2013 (Summer 2013 graduates not included), the annual number of graduates from four of seven business programs ranged from 33 to 87, meeting the target of at least 30 graduates per year. As expected, only the three programs initiated in Spring 2011 (ACM, ESM, and LSM) showed fewer graduates per year ranging from 4 to 25, although aggregate number of graduates through Spring 2013 shows a strong trend.<br><br>Given the increase in enrollment in these programs since their inception, it is expected that their number of graduates will meet the minimum target outcome of 30 students. | Following a decreasing trend, the three-year grad rates for full-time COB students entering in academic years 2010 (Fall terms) increased by 3.47 percentage points from those entering the previous Fall. Although there is no conclusive data identifying the specific factors behind the decrease in graduation rates during 2008 and 2009, the findings are not unique to the COB or the University, as institutions across the board continue to address declining graduation rates.<br><br>Further analysis is ongoing to validate whether the graduation rate increase of students entering in Fall 2010 will hold and/or whether consecutive tuition increases, combined with the substantial number of business students attending school part-time and enhanced efforts to retain students, are having an impact on graduation rates. | | |

**College of Business Graduation Rates**

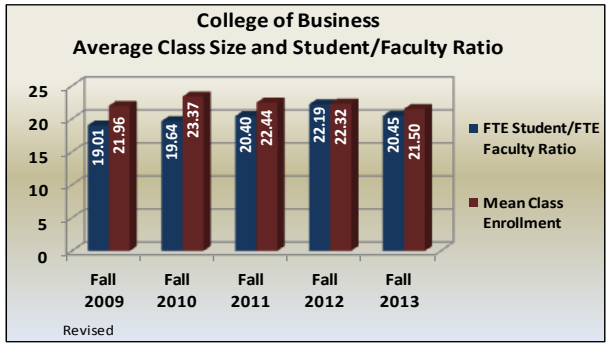
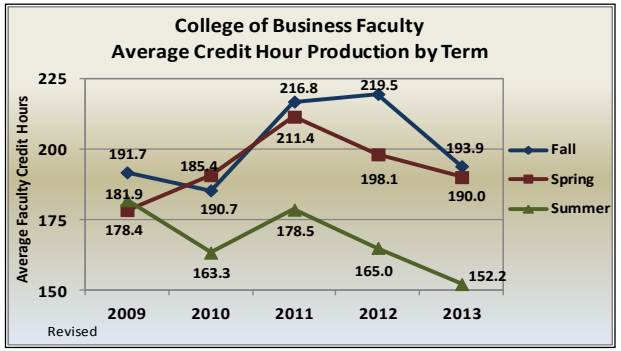
| Start Term | Graduation Rate (%) | | | | | |
|---|---|---|---|---|---|---|
| | 1 Year | 2 Year | 3 Year | 4 Year | 5 Year | 6 Year |
| Fall 2007 | 0.00 | 25.55 | 44.53 | 54.74 | 59.49 | 60.95 |
| Fall 2008 | 0.00 | 21.70 | 42.98 | 51.91 | 57.02 | N/A |
| Fall 2009 | 0.66 | 19.54 | 40.73 | 46.36 | N/A | N/A |
| Fall 2010 | 0.72 | 26.09 | 44.20 | N/A | N/A | N/A |
| Fall 2011 | 0.36 | 23.84 | N/A | N/A | N/A | N/A |
| Fall 2012 | 0.00 | N/A | N/A | N/A | N/A | N/A |



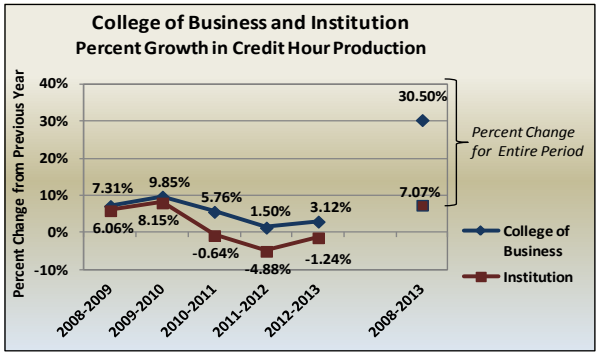
**Standard #6 Organizational Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.C.**<br>**The College of Business will meet students' needs for course schedule flexibility via multiple formats of instructional delivery, particularly distance learning (DL).** | ***Institutional Research Data Reports- Course/Class Schedules***<br><br>Type of Assessment:<br>Direct; Internal; Summative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | Enrollment of business students in online courses has risen consistently throughout the 5-Yr assessment cycles. Accordingly, online offerings have been expanded consistently, comprising 79.4% of total class offering (DL and Non-DL) in 2013. (Distance learning designation includes blended and internet courses.)<br><br>Overall, 96% of business students took at least one online course during Fall 2013, up from 94% in Fall 2011, while 72% took all DL classes during Fall 2013, up from 68% in Fall 2011. | The COB's strategic decision to expand the offering of online courses is consistent with enrollment patterns.<br><br>In the three-year period 2011 to 2013, the number of students taking at least one online course increased by 7.8%, while the number of students taking all courses online increased by 12.1%.<br><br>The number of business students taking all DL classes to date grew 20.9% from Fall 2009 to Fall 2013.<br><br>The number of graduates who took all courses through DL ranged from 20% to 55% depending on major. | Recognizing the importance of meeting student demand for instructional delivery in alternative formats, all seven academic degree programs in the COB offer courses in face-to-face, blended, and fully online formats.<br><br>The COB continues monitoring student demand for online courses and will make appropriate adjustments as needed.<br><br>Careful planning of course schedules to achieve the optimum balance among instructional delivery formats will remain as demand for online courses is expected to stabilize in the next few years. |  <br>  |
| | ***Media Survey,*** a comprehensive survey administered once a year, aimed at identifying media exposure and use, and captures,among other things, factors influencing the decision to attend Athens State.<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Annual during Spring Term | Results from the *Media Survey* indicate that the availability of online courses and the flexibility of class schedules are major factors influencing the decision to attend Athens State University among business students.<br><br>Although slightly lower than in previous years, over two-thirds of business students rate the availability of online courses as high or somewhat high, a decrease of 8.3 percentage points from 2012 importance level. Over three-fourths of those same students give the same rate to the flexibility of class schedules, an increase of 4.2 percentage points over 2012 level. | Throughout the 2009 through 2012 assessment cycles, business students consistently exceeded the institution (all students) in the importance to them of online availability as a determining factor of attendance.<br><br>Further analysis of the survey data suggests that as the DL program enters a maturity stage, together with aggressive marketing communications focusing on the availability of online education, students have come to expect that such course formats will be available. | Given the increasing enrollment in DL courses among business students, no specific action is needed at this time. The COB will continue monitoring data that identifies attendance determinant factors as part of its enrollment growth strategy and the scheduling of courses. |  <br>**Importance of Distance Learning**<br>**Students: College of Business and Institution** / **COB** / **Institution**<br>Availability of Online Courses / 66.7% / 70.4%<br>Flexibility of Class Schedules / 76.9% / 69.8% |

**Standard #6 Organizational Performance Results**

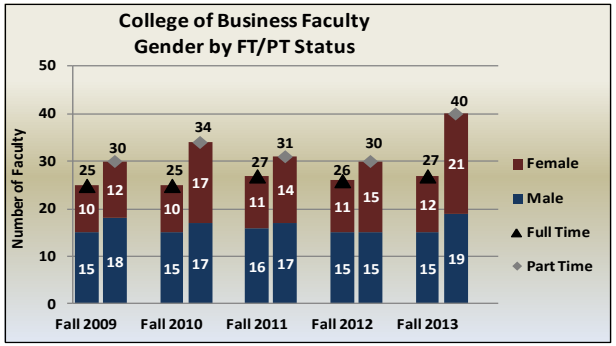
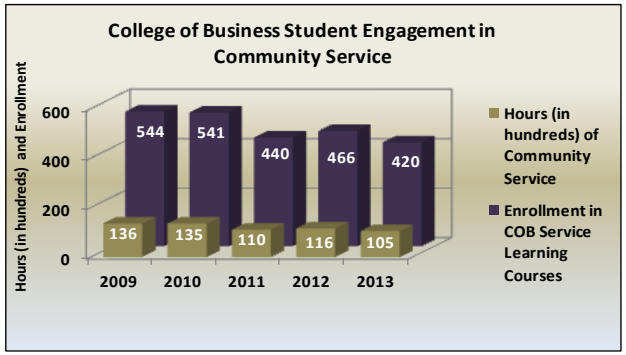
| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.D.**<br>**FTE Student/Faculty Ratio will not exceed the maximum institutional goal of 25 to 1 with an average class size not to exceed 25 students.** | ***Institutional Research Data Reports -Credit Hour Production***<br><br>Type of Assessment:<br>Direct; Internal; Summative<br><br>Data Timeframe:<br>Term | Student/Faculty Ratio by FTE for the COB ranged from 20:1 to 22:1 during the last three academic years with average class size fluctuating from 20 to 22 students.<br><br>Based on the data of the last three assessment cycles, the COB has been able to provide individualized attention to business students, while maintaining cost efficiency standards.<br><br>Average faculty CHP for the last three academic years range from 190 hours to 220 hours during Fall and Spring, respectively, and expected lower CHP during the Summer term. | Further analysis demonstrates that the COB meets institutional guidelines regarding an average individual productivity factor of at least 105 semester credit hours (CHP) and a maximum of 300 for its faculty.<br><br>A combination of the strategic scheduling of classes together with the growth of DL classes appear to be the most important factors in maintaining class size within appropriate parameters. | The COB will continue monitoring faculty productivity measures and class offerings and will make appropriate adjustments as needed.<br><br>Institution-wide, revisions to CHP parameters are currently underway. Expected outcomes will be modified accordingly. |  <br>  |

**Standard #6 Organizational Performance Results**

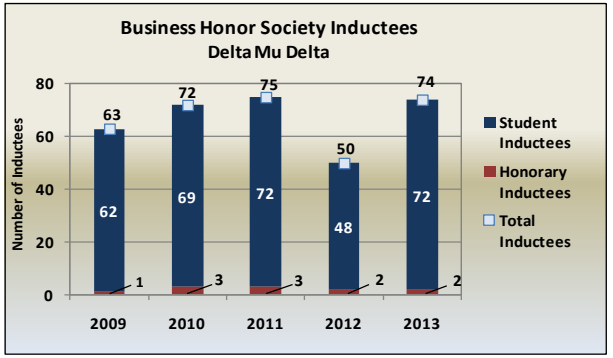
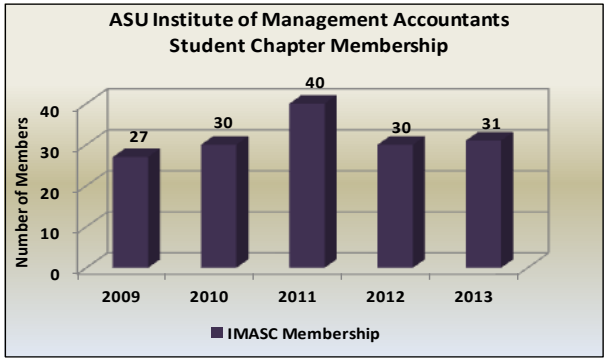
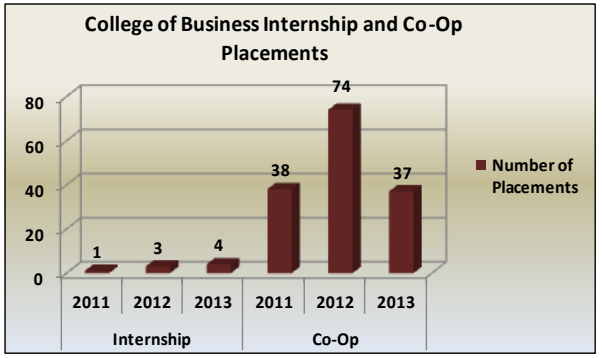
| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.E.**<br>**Growth in the credit hour production of business programs will be comparable to the overall institutional performance.** | ***Institutional Research Data Reports-Credit Hour Production Trend***<br><br>Type of Assessment:<br>Direct; Internal; Summative; Comparative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | COB credit hour production grew an average of 5.5% annualy during the 5-year assessment cycles (2009-2013).<br><br>The percent of growth in credit hour production for the COB for the 5-year period 2009-2013 is 30.5% compared to 7.1% for the institution. | While the institution experienced a decline in credit hour production during the last three years, the COB continued to grow although at a lower rate. Following a decrease of 4.26 percentage points in 2012, credit hour production in the COB grew by 1.62 percentage points in 2013. | No action is required at this time, although the COB continues to monitor its growth to ensure the availability of resources to maintain the academic quality of its programs.<br><br>Please see Performance Measure 6.A. |  |
| **6.F.**<br>**The College of Business seeks to insure that an increasing percentage of faculty hold appropriate terminal degrees.** | ***Institutional Research Data Records-Faculty Qualifications Statistics***<br><br>Type of Assessment:<br>Direct; Internal; Summative<br><br>Data Timeframe:<br>Fall Term (data is reported based on the highest degree obtained by individual faculty as of start of the academic year). | The COB continues its efforts to increase the percentage of faculty with terminal degrees.<br><br>Currently 57% of the COB faculty holds a terminal degree, and 100% of COB faculty are professionally qualified evidenced by their substantive industry and business experience in their teaching field. | As of Spring 2013, five (5) additional faculty members have completed all coursework toward their doctoral degrees achieving ABD status and are at different stages of completion of their respective dissertations. | As a major organizational priority, the College of Business remains fully committed in its support of faculty pursuing terminal degrees.<br><br>As part of an institution-wide effort, criteria for faculty searches have been revised to focus more aggressively on candidates who already hold the Ph. D. degree, are already fully engaged in their respective program (ABD), or are near completion. | **College of Business Faculty by Degree and Rank** |

| College of Business Faculty | Fall 2011 | | Fall 2012 | | Fall 2013 | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| **Highest Degree:** | | | | | | |
| Terminal | 14 | 55% | 15 | 56% | 16 | 57% |
| Master's | 12 | 45% | 12 | 44% | 12 | 43% |
| **Rank:** | | | | | | |
| Professor | 5 | 19% | 5 | 19% | 5 | 18% |
| Associate Professor | 6 | 23% | 8 | 30% | 9 | 32% |
| Assistant Professor | 15 | 58% | 14 | 52% | 14 | 50% |

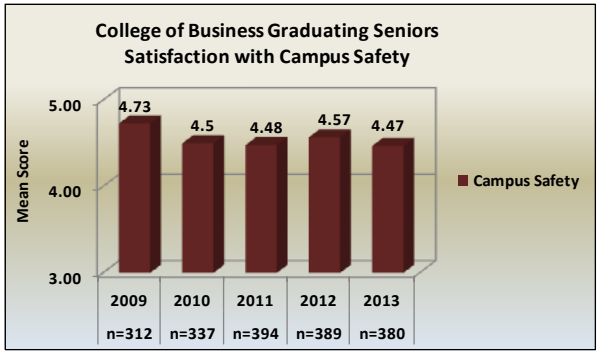
**Standard #6 Organizational Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.G.**<br>**The College of Business strives to ensure a representative and equitable academically-qualified faculty.** | ***Institutional Research Data Reports-Faculty Demographics (Gender)***<br><br>Type of Assessment:<br>Direct; Internal; Summative<br><br>Data Timeframe:<br>Term | The data shows a relatively stable gender-balanced faculty in the College of Business for both full time and adjunct faculty.<br><br>College-wide, female faculty (Full TIme and Part Time combined) comprised 49.3% of all faculty in Fall 2013, an increase of 26.9% over the previous period. | The percentage of women in full time faculty positions ranged from 40% to 44% with a ratio of male to female of 1.25 in 2013, down from 3:2 or 1.5 in 2009.<br><br>Female representation in adjunct faculty positions ranged from 40% to 53% from 2009 to 2013 with a ratio of male to female of 0.9 in 2013, down from a ratio of male to female of 1.5 in 2009. | No action is required at this time, although the COB continues its commitment to a qualified gender-representative faculty. |  |
| **6.H.**<br>**The College of Business will contribute to the well-being of the community by providing service opportunities for students, faculty, and staff.** | ***Institutional Research Data Reports-Enrollment Statistics (MK 331; MK 333;***<br>***MK 431; MK 433)***<br><br>Type of Assessment:<br>Direct; Internal<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | The College of Business fulfills its community/public service functions through (1) the combined efforts of students, faculty, and staff engaged in volunteerism, and (2) curricular service-learning opportunities available through the Marketing program ( 4 courses designated as service-learning).<br><br>Annually, the number of students engaged in these service activities ranged from 544 to 420 generating an average of 12,000 community service hours per year.<br><br>*Note: Figures are based on enrollment in 4 service learning courses and the estimated number of hours spent by each team in a community project ranging from 80-120 hrs/team/term. Average number of hours per student* =25. | Additional community services were provided through student organizations in the COB. These include, among others, tax preparation services for low income individuals provided by the COB Student Chapter of the Institute of Management Accountants, and community outreach activities by the Delta Mu Delta Honor Society. | Efforts are underway to develop a reliable instrument to capture community service activities for the faculty. |  |

**Standard #6 Organizational Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.I.**<br>**The College of Business will provide students with extracurricular opportunities to: recognize academic achievement, enhance leadership and service skills, and enhance classroom learning through internships and cooperative education** | ***Membership records from ASU student chapters of Delta Mu Delta Business Honor Society and the Institute of Management Accountants (IMA)***<br><br>Type of Assessment:<br>Direct; Internal<br><br>Data Timeframe:<br>Academic Year | The number of students demonstrating superior scholastic achievement has gone up during the last three years, evidenced by a 16.1% increase in the number of inductees into the Delta Mu Delta Honor Society between 2009 and 2011. In addition, eleven faculty and staff members have been installed as Honorary Inductees between 2009 and 2013.<br><br>Induction criteria is based on student's completion of half of the coursework required for their degree program, achievement of a GPA of 3.2 or higher, and ranking in the top 20% of the class.<br><br>Student membership in the ASU award-winning student chapter of the Institute of Management Accountants increased by 14.8% during the last five years.<br><br>A student chapter of the Society of Human Resource Management (SHRM) was established in Spring 2012 and has 26 members.<br><br>One-hundred fifty-seven (157) students have been placed in internships or cooperative education aimed at providing networking, experiential learning, and employment opportunities. | The increase in enrollment in online courses, mostly the result of changing demographics, presents a major challenge in getting students to join student organizations and/or participate in extracurricular activities.<br><br>In addition, slightly over 60% of business students attend school on a part-time basis due to work and/or family obligations, limiting their availability for extracurricular activities. | The COB, in coordination with the Office of Student Activities is looking into innovative ways to attract student participation and membership in extracurricular activities and develop better methodology to track these outcomes.<br><br>As previously reported, the Athens State University IMA Student Chapter won the Gold Award for Excellence in three consecutive years from 2009 to 2011 and the Clark Johnson Award in 2010. |  <br>  <br>  |

**Standard #6 Organizational Performance Results**

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|---|---|
| **Performance Measure** | **Measurement Instrument or Process** | **Current Results** | **Analysis of Results** | **Action Taken or Improvement Made** | **Insert Graphs or Tables of Resulting Trends** |
| **6.J.**<br>**COB student satisfaction with campus safety will achieve a mean score of at least 4.0/5.0**<br>*(1=Low; 5=High)* | ***The Graduating Senior Exit Survey (GSES),*** applied every term at the time that a student applies for graduation, focuses on all elements that comprise the student's entire experience within the institution to include academics, university life, and support services, among other things.<br><br>Type of Assessment:<br>Indirect; Internal; Summative<br><br>Data Timeframe:<br>Academic Year (term aggregated data) | Satisfaction with campus safety among COB students remained high during the last five academic years, exceeding the institution as a whole. | | |  |

Complete the following table **only** if you have new programs or substantially changed an accredited program.

## Table 6.3 Standard 6, Criterion 6.1.3

## Summary of Undergraduate Common Professional Component (CPC) Compliance (all majors)

| | A1 MKT | A2 FIN | A3 ACC | A4 MGT | B1 LAW | B2 ECO | B3 ETH | B4 GLO | C1 IS | C2 STAT | D1 Policies | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AC 300 Acct. Fund. | 0 | 5 | 40 | 0 | 0 | 3 | 5 | 2 | 6 | 0 | 0 | 61 |
| EC 310 Modern Econ. | 2 | 5 | 0 | 3 | 0 | 41 | 2 | 2 | 2 | 0 | 2 | 59 |
| GBA 305 Stat. Meth. I | 0 | 0 | 0 | 10 | 0 | 5 | 5 | 0 | 0 | 45 | 0 | 65 |
| GBA 306 Stat Meth. II | 0 | 0 | 0 | 10 | 0 | 5 | 5 | 0 | 0 | 45 | 0 | 65 |
| GBA 311 Legal Environ. | 0 | 0 | 0 | 2 | 45 | 0 | 10 | 10 | 0 | 0 | 0 | 67 |
| AC/MG 302 Mgmt. Info. Sys. | 3 | 0 | 0 | 8 | 2 | 0 | 5 | 2 | 45 | 0 | 0 | 65 |
| MG 320 Org. Communication | 5 | 0 | 0 | 45 | 5 | 0 | 5 | 5 | 2 | 0 | 0 | 67 |
| MG 346 Prin. Mgmt. | 0 | 1 | 0 | 45 | 0 | 2 | 6 | 3 | 2 | 0 | 6 | 65 |
| MG 350 Financial Mgt. | 0 | 40 | 10 | 5 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 63 |
| MG 352 International Business | 2 | 7 | 0 | 4 | 4 | 4 | 1.5 | 45 | 0 | 0 | 0 | 67.5 |
| MG 390 Operations. Mgt | 5 | 0 | 0 | 40 | 0 | 0 | 5 | 5 | 5 | 5 | 2 | 67 |
| MG 420 Business Policy | 3 | 5 | 2 | 20 | 2 | 2 | 4 | 7 | 2 | 0 | 20 | 67 |
| [1]MG 480 Seminar in Business | * | * | * | * | * | * | * | * | * | * | * | |
| MK 311 Marketing | 40 | 2 | 0 | 9 | 0 | 6 | 3 | 3 | 3 | 0 | 0 | 66 |
| TOTALS | 60 | 65 | 52 | 201 | 58 | 72 | 60.5 | 87 | 67 | 95 | 30 | |

[1] *MG 480 is a 2 semester hour course ; all other CPC courses are 3 semester hours.*

*[1]All CPC courses, with the exception of MG 480, are 3-semester-hour courses. MG 480 is a 1-semester hour course, and is a key component in the assessment of business programs and of student achievement in the areas of communication and professionalism. It provides the "post" assessment writing sample for comparison with the "pre" assessment writing sample done in a course taken in the student's first term (MG 320 Organizational Communication). It provides an opportunity for students to demonstrate proficiency in oral and written communication, to better prepare for graduate school and the job search process, and to achieve an acceptable score on the Assessment Exam.*

# APPENDICES

A. College of Business 2012-13 Strategic Plan Progress Report

B. Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement

C. Degree Options/Minors Requirements: Operations Management, Project Management, Information Assurance

# Appendix A

College of Business 2012-13 Strategic Plan Progress Report

# COLLEGE OF BUSINESS

## STRATEGIC PLAN PROGRESS REPORT
## 2012-2013

September 2013

**Goal I. Athens State University will increase its recognition as the institution of choice for students with life experience, transfer students, especially from community colleges, and working students who seek a step into success.**

**Objective I.A: The College of Business will add at least one program of study (minor, concentration or major) based on local and/or regional need and the institutional mission.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Support the expansion of the institution's academic program inventory through the development of 3 new degree options (minors):<br>• **Information Assurance** (data security) degree option (minor)<br>• **Operations Management**<br>• **Project Management** | | X | • Degree options approved by the Provost and Curriculum Committee. A faculty search is currently being conducted. Two faculty members have been hired to start in Fall 2013.<br>• Operations Management and Project Management degree options were initiated in Spring 2012. Information Assurance will be offered starting Fall 2013. | • Increase student awareness and interest in the new degree options aimed at increasing enrollment through faculty advisors and other recruitment activities. |
| • Expand availability of existing programs through alternative formats suitable to adult learners who have some college, work experience but no degree. | | X | • Developed the initial program proposal that resulted in the establishment of the **Adult Degree Program (ADP).** The ADP enables students to demonstrate quality learning through work and living experiences that might be awarded credit using national guidelines for evaluation.<br>• As of Fall 2013, 124 students had been admitted to the program and 62.9% are Management of Technology majors. | • COB Dean will continue advising role for the program and mentoring the Director. |
| • Pursue strategic alliances intended at expanding educational opportunities.<br>• Educational institutions<br>• Military bases and other DOD agencies<br>• Local companies | X | X<br>X<br>X | • Partnered with UNA to offer their MBA on the ASU campus. Program opened in Spring 2013. Enrollment was 8 and 7 students in Spring and Summer 2013, respectively.<br>• Partnered with Auburn University Cyber Security Center (a partner with the National Security Administration and the US Department of Homeland Security) to create internship and scholarship opportunities for students in the upcoming Information Assurance minor.<br>• Secured contracts with military bases and companies in pursuit of internship and coop opportunities for business majors resulting in 8 internship and 149 coop placements. | • Continue the plan of visits to military bases and companies in pursuit of internship and coop opportunities. |

**Objective I.B: The College of Business will establish a premier, nationally recognized program of study.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Identify quality indicators in the curriculum of existing programs in order to obtain state and regional program recognition. | | X<br>X | • **Logistics and Acquisition Management** programs offered by the College of Business have established equivalency with the government's Defense Acquisition University.<br>• Initiated process for seeking recognition by the American Council on Education (ACE).<br>• **Human Resource Management** curriculum has been recognized as a preferred national program by the Society for Human Resource Management. | • Obtain recognition by ACE so that students taking our courses receive credit for them at any university that uses ACE criteria. |

| Goal I. Athens State University will increase its recognition as the institution of choice for students with life experience, transfer students, especially from community colleges, and working students who seek a step into success. | | | | |
|---|---|---|---|---|
| **Objective I.B: The College of Business will establish a premier, nationally recognized program of study. (Continued)** | | | | |
| **Strategic Initiatives** | **Status** | | **Accomplishment(s) 2012-13** | **Next Step(s) (2013-2014)** |
| | **In Progress** | **Completed/ Implemented** | | |
| • Provide for continuous improvement in academic quality through systematic assessment of learning, teaching, and student achievement outcomes. | | X | • Quality Indicators for all business programs identified and outcomes measured.<br>• **Student Learning**: Student achievement of knowledge, skills and abilities (KSAs) reflecting the academic quality of the degree programs.<br>• The percent of students meeting CPC learning outcomes in 7 Knowledge, Skills and Abilities (KSA) ranged from 85% to 97% in AY 2013.<br>• **Teaching Effectiveness**: Administrative decisions aimed at enhancing teaching quality<br>• Class Size and Student/Faculty Ratio: Mean class enrollment = 21.5 students; FTE Student/FTE Faculty Ratio=20:1<br>• Faculty Qualifications/Credentials: 100% of Faculty are Professionally Qualified; 57% of FT faculty hold terminal degrees.<br>• **Student Achievement:** Graduation, Persistence and Retention Rate; Employment Rate; Graduate/Professional studies.<br>• Persistence Rate (Fall 2012 to Spring 2013): 84.95%<br>• 1-Year Retention Rate (Fall 2012 to Fall 2013): 72.86%<br>• 3-Year Graduation Rate (150% Rule): 44.20%<br>• Employment: 93% in FT position; 52% in Major Area<br>• Graduate/Professional Studies: 32.5% completed/pursuing further studies | • Outcomes assessment is ongoing.<br>• 2013-14 assessment cycle initiated with the development of the Annual Assessment Plan (AAP) to be implemented in August 2013.<br>• Continue efforts to increase effectiveness in faculty advising. |
| • Pursue strategic alliances intended at providing access to faculty's expertise and research capabilities in addressing challenges faced by business, industry, and government. | | X | • Department of Management of Technology led effort to offer workforce development-related training program to employees of local companies. To date, 137 employees from 7 companies participated in various training programs including 5 APICS certification courses for CPIM. | • Ongoing |

**Goal I. Athens State University will increase its recognition as the institution of choice for students with life experience, transfer students, especially from community colleges, and working students who seek a step into success.**

**Objective I.C: Increase student membership and participation in professional organizations and extracurricular activities.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Identify level of student engagement in existing professional activities aimed at increasing membership and participation. | | X<br><br>X | • Established a student chapter of the Society of Human Resource Management (SHRM) in 2012 with active membership of 26 students.<br><br>• Membership in existing COB-sponsored professional student organizations increased in 2012-13. To date, there are 31 members in the Athens State student chapter of the Institute of Management Accountants, an increase of 3.3% over the previous year, and 72 student inductees in the Delta Mu Delta Honor Society, an increase of 50% over the previous year. | • Ongoing |

**Objective I.D: Distance learning programs and courses will have the same academic quality standards as traditional education.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Identify best practices and formulate quality indicators for Distance Learning. | | X | • Institution-wide distance learning guidelines, developed in Spring 2012, were implemented in Fall 2012.<br>• Comparative assessment data on learning outcomes of business students indicate similar performance (achievement) between DL and Non-DL students. Other measures of student achievement and engagement show similar results. | • Ongoing |

**Objective I.E: Develop faculty quality indicators to enhance teaching, research, and service.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Increase percent of full time faculty with doctorates<br><br>• Increase professional development opportunities for faculty in the areas of teaching effectiveness, research, and scholarly activities.<br><br>• Establish a Faculty Mentoring Program | X | | • COB adopted new criteria for faculty searches. Currently, there are 28 full time faculty in the COB, with 57% holding the terminal degree, an increase of 14.3% from Fall 2011. Five faculty members are in ABD status at various levels of completion.<br><br>• Faculty involvement in Scholarly/Professional Work: 52% served in Advisory Boards/Committees; 30% published in peer-reviewed journals; 85% presented/published in conferences/proceedings; and 41% participated in other professional activities.<br><br>• The Faculty Mentoring Program was established in August 2012. Mentoring duties, expected outcomes, and reporting processes have been established. | • A series of workshops on publishing will be scheduled for the year. |

**Objective I.F: Improve business students writing skills through the institutional QEP efforts.**

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Integrate student writing within the COB curriculum following QEP parameters. | | X | • The *College Level Writing Rubric,* a standardized assessment tool developed by faculty throughout the institution, was implemented in business foundation and capstone courses in Fall 2012. Outcomes data for the 2013 assessment cycle indicates that 90% of business majors met established criteria for writing performance as measured through the rubric. | • Ongoing |

## Goal II. ASU will enhance its fiscal strength and effective planning process.

### Objective II-A: Enrollment in the College of Business will grow 4 percent annually.

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Develop an Enrollment Plan. | | X | • Enrollment Plan developed and implemented using the following strategies: increased recruitment efforts from faculty; partnerships with government and industry; and workforce development programs. | • Ongoing |
| | | X | • COB enrollment in Fall 2013 increased 3.9% from Fall 2012 level to 1,777 students. Five-year enrollment data indicates an increase of 18.4% for the entire period. | |

### Objective II-B: Persistence and graduation rate of business students will increase by 1% annually with an overall increase of 3% by 2015.

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Conduct reviews of registration patterns consistent with the unique characteristics of the student body (i.e. mostly older, female, and working). | X | | • During 2011-12, the institution established a definition of student persistence (Fall to Spring-All Students)) and student retention (Fall to Fall-New Degree-seeking Students).<br>• COB Fall to Spring Persistence Rate for AY 2012 and 2013 were 85% for each year.<br>• COB Fall to Fall Retention Rate of new degree-seeking students was 66.4% and 49.5% after 1Yr and 2Yrs, respectively, for the Fall 2011 entering class. | Ongoing process. |

### Objective II-C: Increase credit hour production by 3% in support of institutional operational goals.

| Strategic Initiatives | Status: In Progress | Status: Completed/ Implemented | Accomplishment(s) 2012-13 | Next Step(s) (2013-2014) |
|---|---|---|---|---|
| • Maintain a balanced course schedule that includes face-to-face, distance learning (DL), and blended instructional delivery formats. | | X | • COB credit hour production increased by 3.12% during AY 2012-13. Five-year data indicates an increase of 30.50% in COB credit hour production or an average annual growth of 5.5%.<br>• 70.4% of COB course offering is DL/Blended.<br>• 96% of COB students took at least one DL class, up from 94% in Fall 2011.<br>• 72% of COB students took all DL classes, up from 68% in Fall 2011. | |

| Goal III. Athens State University will continue to strengthen its governance, partnerships and work with communities. | | | | |
|---|---|---|---|---|
| **Objective III-D: The College of Business will partner with government, business, and industry to develop/implement initiatives focused on the economic development of the local area.** | | | | |
| **Strategic Initiatives** | **Status** | | **Accomplishment(s) 2012-13** | **Next Step(s) (2013-2014)** |
| | **In Progress** | **Completed/ Implemented** | | |
| • Develop action plan to establish partnership agreements utilizing faculty, students, and institutional resources. | X | | • Initiated discussions with the Women's Business Center of North Alabama (WBCNA), an associate of the Decatur Entrepreneurial Center, to train and mentor small businesses.<br><br>• Created a *Business Research Journal* featuring student and faculty articles on economic development, business research, and general business topics. First issue was published in Spring 2013.<br><br>• Began publication of the *Economic Newsletter,* an electronic newsletter published bi-annually and distributed via e-mail to registered recipients. | • Expand editorial content by extending publishing invitations to company executives and business and government leaders in the area. |

# Appendix B

Institutional Effectiveness:  Use of Assessment Findings for Continuous Improvement

# APPENDIX B

## Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement

The College of Business has realized documented improvement in the area of outcomes assessment and the use of data findings to exert program changes. Pursuant to the formulation of the *Institutional Outcomes Assessment Policy 1600-0900*, in effect since January 2007, the COB has implemented a systematic and comprehensive process for assessing student learning and organizational performance, reporting results, and documenting corrective actions to address identified weaknesses.

Following the thorough analysis of assessment data conducive to the identification of weak areas, business programs plan and implement strategies to improve student learning (learning outcomes) and related administrative processes supporting organizational performance of the College of Business. Pursuant to the *Athens State University Outcomes Assessment System*, program changes based on assessment findings are assigned to one of nine categories as shown on the table[1] below:

| ACADEMIC PROGRAMS | | | ADMINISTRATIVE & STUDENT SUPPORT ORGANIZATIONAL UNITS | | |
|---|---|---|---|---|---|
| CODE | | DESCRIPTION | CODE | | DESCRIPTION |
| 1 | Curricular Change | Modification to the curriculum of a degree program such as adding/deleting a course(s), adding/eliminating a requirement(s), or changing course(s) sequence. | A | Revised Service | Revision of service delivery components that resulted in changes/modifications to the way and frequency the service is offered. |
| 2 | Course Revision | Revision of an existing course(s) that resulted in modifications such as adding/eliminating or changing an assignment(s), modifing course(s) content, and changing textbook and materials. | B | Revised Administrative Process | Revision of administrative processes that resulted in modification of reporting requirements and documentation. |
| 3 | Pedagogy | Modification of course delivery methodology such as lecture time, student participation and involvement, and integrated technology. | C | Implemented New Process | Development and implementation of a new process(es) to improve functional effectiveness and efficiency |
| 4 | Assessment Methodology Revision | Revision of assessment methodology that resulted in modification or substitution of assessment methods, tools, instruments, and data analysis. | D | Changed Assessment Methodology | Revision of assessment methodology that resulted in modification or substitution of assessment methods, tools, instruments, and data analysis. |
| 5 | Target Outcome Modification | Modification to operational definition and metrics of expected performance (criteria for success) . | E | Changed Target Outcome | Modification to operational definition and metrics of expected performance (criteria for success) . |
| 6 | Program Operations Revision | Revision of educational management processes such as hiring new and adjunct faculty, assigning faculty loads, changing entrance requirements, changing timelines for faculty evaluations | F | Implemented New Policy | Development and implementation of new policy to improve functional effectiveness and efficiency |
| 7 | Budget Request (Additional) | Requested additional fiscal resources. | G | Requested Additional Budget | Requested additional fiscal resources. |
| 8 | Training/Professional Development | Implemented faculty development or training. | H | Developed Training | Implemented staff development or training. |
| 9 | Other | Other uses of assessment results not described above. | I | Other | Other uses of assessment results not described above. |

[1] Adapted with permission: Marry Harrington, Director of Institutional Research and Assessment, 2008, *Compiling a Comprehensive, Clear, and Convincing Body of Evidence for Institutional Effectiveness (CS 3.3.1), University of Mississippi, SACS/COC Annual Meeting.*

Since 2007, based on findings of the outcomes assessment process, the COB has implemented corrective actions aimed at addressing identified weaknesses in student performance. With some data variations among annual assessment cycles, the following is a selected list of program changes and resulting improvement for the 5-year period of 2008 through 2013.

- **Curricular changes** involving the addition/deletion and/or replacements of courses to better reflect necessary knowledge, skills and abilities and increase student exposure to contemporary business issues and job market demands.

    - Added MG 480 *Seminar in Business* (Capstone) to the curriculum to strengthen written/oral communication and interviewing skills and increased course credits to 2 semester hours to accommodate added course requirements.
        - **Documented Improvement**:
            - Student achievement regarding proficiency in written and oral communication[2], measured through evidence-based methods of assessment, increased by 5 percentage points from 90% in 2009 to 95% in 2012 (90% in 2013[3]) and 8 percentage points from 88% in 2009 to 96% in 2013, for written and oral communication, respectively;
            - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting speaking and writing skills remained strong at 85% and 88%, respectively, between 2008 and 2013.
            - Mean score of graduates' effectiveness ratings of their written and oral communication skills related to job performance increased from 4.25 in 2009 to 4.48 in 2011.

    - Added AC 442 *Advanced Auditing & Fraud*; GBA 312 *Law for Accountants*[4]; GBA 314 *Business Ethics* to increase student opportunities to reflect on the importance of maintaining ethical standards in business and society in general.
        - **Documented Improvement:**
            - Student achievement regarding appreciation and understanding of ethical standards, measured through evidence-based methods of assessment increased by four percentage points from 92% in 2009 to 96% in 2013;
            - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting competency regarding appreciation and understanding of ethical standards increased from 88.1% in 2008 to 91.4% in 2013.

    - Added MG 370 *Performance Management* to the Human Resources curriculum consistent with guidelines from the Society for Human Resource Management (SHRM).
        - **Documented Improvement:**
            - HRM program gained recognition as a preferred national program by the SHRM.

[2] Improving written and oral communication skills has been a major focus of the learning outcomes in the institution (QEP) and the COB. Accordingly, improvements in students' writing and oral presentation skills are most likely the result of combined revisions in many courses throughout the curricula and not the direct result of a sole course of action.
[3] A new assessment instrument, the *College Level Writing Rubric* was used in 2013.
[4] GBA 312 was changed to AC 312 in April, 2009.

- Over 88% of HRM majors showed improved scores in the Post Test HRM Assessment Exam an average of 269 points (max score=2250).

- **Course revisions** which strengthened and/or expanded coverage of specific business topics and/or skills in existing courses
  - Integrated computer simulation and course projects to improve on students' use of technology in business applications in the following courses: MG 302 *Management Information Systems*[5], MG 303 *Management Decision Support Systems*[6], MG 350 *Financial Management*, AC 325 *Accounting Information Systems*[7], and MG 420 *Business Policy (Capstone)*.
    - **Documented Improvement**:
      - Student achievement regarding proficiency in the use of technology, measured through evidence-based methods of assessment, increased by 16 percentage points from 81% to 97% of students meeting the outcomes criteria in 2009 to 2013, respectively;
      - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting competency in technology proficiency increased from 87.5% in 2008 to 92.5% in 2013;
      - Mean score of graduates' effectiveness ratings of their computer proficiency related to job performance increased from 3.8 in 2009 to 4.1 in 2013.

  - A major paper focused on the complexities of global issues related to business and the economy was added to GBA/MG 352 *International Business* and EC 321 *Money and Banking*
    - **Documented Improvement**:
      - Student achievement regarding understanding of global issues as they relate to business, measured through evidence-based methods of assessment, increased from 83% in 2009 to 85% in 2013;
      - Close to 73% of students showed improvement in exit exam scores on topics related to global issues[8];
      - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting competency in their understanding of societal, cultural, and global differences increased from 83% in 2008 to 87.2% in 2013.

  - Increased the number of written assignments and oral presentations in all Common Professional Core (CPC) courses to improve written and oral communication skills.
    - **Documented Improvement**:
      - Student achievement regarding proficiency in written and oral communication, measured through evidence-based methods of assessment, increased by 5 percentage points from 90% in 2009 to 95% in 2012 (90% in 2013[2] ) and 8 percentage points from 88% in 2009 to 96% in 2013, for written and oral communication, respectively;
      - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting speaking and writing skills remained strong at 85% and 88%, respectively, between 2008 and 2013.

[5] MG 302 was cross-listed with AC 302 in August, 2008.
[6] MG 303 is cross-listed with AC 303.
[7] AC 325 was dropped as a required course in the accounting major and replaced with AC/MG 302 Management Information Systems in August, 2008.
[8] Based on the revised COB Assessment Exam featuring additional question items related to global issues implemented in Spring 2013.

- **Pedagogical modifications** which improved instruction delivery through expanded use and better integration of technological resources to enhance both the teaching and learning experience.
  - Effective Fall 2008, the COB integrated *LiveText*® in all Common Professional Core (CPC) courses improving the efficiency of student and faculty interaction regarding the submission and grading of course material and assignments.
    - **Documented Improvement:**
      - The electronic submission of course work and materials and the assessment capability of *LiveText*® has resulted in better and timely feedback between students and instructors.

  - Added a group work module to MG 420 *Business Policy (Capstone)* requiring students to "run a company" in groups of 3-4 people using a new software program called *CAPSIM*® and integrated *Wimba*®, *Tegrity*®, and other tools to facilitate and/or increase opportunities to work together and improve teamwork skills.
    - **Documented Improvement**:
      - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting team work skills increased by slightly under 2 percentage points from 87.4% in 2008 to 89.3% in 2013;
      - Mean score of graduates' effectiveness ratings of their ability to work with others related to job performance increased from 4.13 in 2009 to 4.31 in 2013.

  - Reinforced the use of case analysis and simulations as pedagogical tools to develop critical thinking and decision-making skills in the following courses: EC 321, MG 346, MG 350, MG 353, MG 390, MG 420 (Capstone), and MK 331.
    - **Documented Improvement:**
      - Student achievement regarding critical and analytical thinking skills, measured through evidence-based methods of assessment, increased by 6 percentage points from 85% in 2009 to 91% in 2013;
      - The percent of graduating seniors reporting "strong" or "somewhat strong" exiting critical/analytical skills increased slightly from 89% in 2008 to 90.1% in 2013;
      - Mean score of graduates' effectiveness ratings of their critical thinking and problem-solving skills related to job performance remained high, although it showed a slight decrease from 4.31 in 2009 to 4.15 in 2013.

- **Reviews of assessment methodology** that resulted in better measurement instruments and tools and more efficient data collection and analysis processes
  - The integration of *LiveText*® and the development of new rubrics in all CPC courses improved considerably the efficiency in the assessment data collection, analysis, and reporting processes.
    - **Documented Improvement:**
      - Enhanced ability to evaluate student work from a variety of analytical frameworks ranging from individual performance to group comparisons, timeframes, and instructional delivery formats.

  - Developed and implemented protocols for the Pre and Post COB Exit Exam, given in MG 320 *Organizational Communication* (Pre) and in the capstone course MG 420 *Business Policy* (Post) that resulted in better tracking and understanding of entering and exiting student proficiency in specific business topics.
    - **Documented Improvement**: The benefits gained by the systematic application of pre-post tests have resulted in

- Increased ability to match business programs and institutional objectives,
- Increased ability for faculty to formulate specific performance criteria in relation to the business curriculum;
- Increased efficiency in comparing tests results against results obtained from other assessment methods,
- Assist timely decision-making regarding potential changes to programs/courses based on findings from the pre tests.

- **Changes in the formulation of target outcomes** which expanded the scope of the assessment process to include both CPC and major-specific outcomes.
  - Formulated major-specific learning outcomes for each program.
    - **Documented Improvement**: A baseline of major-specific learning outcomes was established at the end of the 2013 assessment cycle.

  - Revised performance standard to 80% achievement in all learning outcomes.
    - **Documented Improvement**:
      - The revision of the performance standard to 80% (down from 90%) resulted from a comprehensive analysis of outcomes data from previous periods and ample deliberations by faculty who concluded that the 90% expectation across the board was somewhat unrealistic in the short term. Upward adjustments are to be revisited as program changes continue to be implemented and assessed.

  - Increased performance criteria for the COB Assessment Exam (CPC) to 35 points (70%) starting in 2014 following a 5-yr trend of successfully meeting the 30-point score target outcome.

- **Revision of program operations** which improved the effectiveness and efficiency of the administrative process related to faculty hiring, teaching loads, performance evaluations, professional development, academic advising, and course scheduling.
  - Integrated open discussions related to academic advising in faculty meetings aimed at identifying problems and finding ways to increase student satisfaction with faculty advising.
    - **Documented Improvement**:
      - Student satisfaction with the guidance provided by their faculty advisor increased by 6.7 percentage points from 71.9% in 2010 to 78.6% in 2013.

  - Instituted the Faculty Improvement Plan based on findings from the Faculty Course Evaluation regarding course quality and instructor's teaching effectiveness.
    - **Documented Improvement**:
      - Mean score of students' course quality ratings increased from 4.26 in 2010 to 4.36 in 2013 with 81% of respondents giving "high" or "somewhat high" ratings;
      - Mean scores of students' ratings of the instructor's teaching effectiveness showed a slight increase from 4.23 in 2010 to 4.30 in 2013 with 79% of respondents giving "high" or "somewhat high" ratings;
      - Over eighty-one percent (81.7%) of students indicated a "high" or "somewhat high" satisfaction with their instructors.

# Appendix C

Degree Option/Minor Requirements:

- Operations Management
- Project Management
- Information Assurance

## Information Assurance Management Minor

This minor is open to Management of Technology majors only. Please consult course descriptions for possible prerequisites.

| | Course | Hours |
|---|---|---|
| | ISM 400 Information Management | **3** |
| | ISM 403 Data Communications Management | **3** |
| | ISM 404 Managing Information Resources | **3** |
| | IAM 409 Management of Information Assurance | **3** |
| | IAM 410 Information Assurance Administration and Operations Management | **3** |
| | IAM 411 Information Assurance Strategic Management | **3** |
| | | |
| | **Total Required Hours for Information Assurance Management Minor:** | **18** |

## Operations Management Minor

This minor is open to Management of Technology majors only. Please consult course descriptions for possible prerequisites.

| | Course | Hours |
|---|---|---|
| | MG 391 Fundamentals of Operations | **3** |
| | MG 393 Basics of Supply Chain | **3** |
| | MG 395 Master Planning of Resources | **3** |
| | MG 400 Detailed Scheduling & Planning | **3** |
| | MG 407 Execution & Control of Operations | **3** |
| | MG 409 Strategic Resources Planning | **3** |
| | | |
| | **Total Required Hours for Operations Management Minor:** | **18** |

## Project Management Minor

This minor is open to Management of Technology majors only. Please consult course descriptions for possible prerequisites.

| | Course | Hours |
|---|---|---|
| | MG 353 Project Management | **3** |
| | MG 357 Project Detailed Scheduling & Planning | **3** |
| | MG 405 Project Cost Control & Earned Value Mgmt. | **3** |
| | MG 430 Project Management Practicum | **3** |
| | **Select 2 courses from the following:**<br>MG 358 Project Initiation & Scope Mgmt.<br>MG 397 Program & Project Risk Mgmt.<br>MG 413 Project Communication, Mgmt. & Leadership<br>MG 414 PMP Certification Review | **6** |
| | | |
| | **Total Required Hours for Project Management Minor:** | **18** |