

SACS COMPLIANCE REPORT
UNDERGRADUATE (B.S.B.A.) PROGRAM

Majors and Concentrations

Accounting
Business Management
 General Management
 Human Resource Management
 Production/Operations Management
 Management Information Systems
Economics
Finance
Marketing
World Cultures and business

Program Outcomes

Goal #1: Expand academic program initiatives.

Assessment:

Development of new areas of study and increasing the number of international opportunities.

Assessment Analysis and Results:

A proposal has been developed for converting the MIS concentration into a major. There has been an increase in the number of students in the Magellan International Exchange Program, and we provided short-term study abroad courses in Brazil and Hong Kong/Singapore over the past two years.

Goal #2: Increase undergraduate enrollment through recruitment, marketing, and retention.

Assessment:

Data on new freshman enrollment and retention levels. Data on scholarships provided.

Assessment Analysis and Results:

Increased contact with high schools and community colleges resulted in a 20% increase in new freshman enrollment for Fall, 2004. Ambassador programs and Jobe Hall residence focused on raising retention levels. Undergraduate scholarships of \$125,000 are provided annually.

Goal #3: Provide strong faculty units to meet the academic mission.

Assessment:

Hire replacement faculty/staff as needed. Increase faculty/staff diversity. Implement compensation plan to improve faculty salaries.

Assessment Analysis and Results:

New faculty were hired in marketing and economics. The marketing faculty member is a native of Turkey. Salary improvement plans for faculty were approved by TBR and implemented in January, 2005.

Learning Outcomes

Goal #1: Students will develop an analytical approach to sound business decisions through a knowledge of general business concepts.

Assessment:

1. ETS Major Field Achievement Test
2. Student Surveys

Assessment Analysis and Results:

1. The ETS exam is given to every undergraduate student prior to graduation. Examination of the data for the past five (5) years revealed the following average scores for our graduates (out of a potential 200 points) for those taking the exam in the fall semester:

2000: 155.4
2001: 154.5
2002: 153.5
2003: 153.7
2004: 149.6

In discussing the examination process and the results the following changes have or are being implemented:

- a. Effective fall semester 2004, an expanded range of upper-division Economics courses were approved by the university curriculum committee to supplement the existing requirement of Economics 3320 – Money and Banking. This change was instituted response to the lower than expected scores on the economics component of the ETS exam by our students. It was felt that while Money and Banking is a useful course for most business majors expanding the list, to include Economics 3810 and 3820 – Intermediate Micro and Macro respectively, would allow students to choose the course that is most appropriate for their specific major. These courses would typically be taken somewhat later in their program and closer to the time at which they take the ETS exam.

It is hoped that this will improve their understanding of economics and their performance of the exam.

b. Finance majors will designate themselves as a separate group. Previously, they have been included with the Economics majors and the World Cultures and Business majors, thus not allowing any specific analysis for their course coverage.

c. Tutoring sessions (one to two hours in length) will be developed by MBA students to provide a review of the various subjects covered by the ETS exam. The data revealed that the “Quantitative Business Analysis” score was the highest average among the eight (8) ETS indicators. It was felt that a contributing factor to this situation is that most of the students take the quant course in the same semester in which they are taking the ETS while some core subject areas may have been taken a year or even two years prior to the ETS examination. The tutoring sessions will be provided early in the fall and spring semesters so that the students will have reviewed each of the topic areas before taking the ETS.

d. The lack of an incentive (either positive or negative) seems to result in students not really putting forth a concerted effort to do well in the ETS national-based test. Examples were provided of lack of interest by students as well as lower scores of individuals than expected when looking at their GPA. Consequently, a change is planned in the undergraduate curriculum to make the ETS exam a prerequisite for the capstone strategy course taken by all students. An incentive system will be developed to provide a greater motivation to do well in the exam than has existed over the past years.

2. A survey of graduating seniors in 2005 included the following two items:

a. “The courses that you have taken in the College of Business curriculum have prepared you to use analytical techniques in making sound business decisions.”

b. “The courses that you have taken in the College of Business curriculum have prepared you to provide the knowledge base for professional competence.”

Students were asked to respond on a four-point scale from (1) Strongly Disagree to (4) Strongly Agree. Of the 87 students taking the survey, 94.3% indicated that they either Agreed or Strongly Agreed with the statement. The average response on the four-point scale was 3.25. For the second item above, 89.7% indicated that they either Agreed or Strongly Agreed with the statement. The average response on the four-point scale was also 3.25.

The very strong positive results do give evidence that our students believe they have been provided with a good knowledge of business concepts and the analytical skills to use this knowledge in solving business problems. The same survey will be given annually in the spring semester to develop a longitudinal measure of our students’ perceptions about discipline-based learning and the analytical skills they are developing.

Goal #2: Students will develop professional skills and exhibit professional competencies.

Assessment:

1. Student surveys
2. Feedback from advisory board of business professionals

Assessment Analysis and Results:

1. Survey given to graduating seniors in spring, 2004, indicated that one of the main needs perceived by our students was to provide additional career preparation and professional skill development to augment the academic coursework.
2. The advisory board of business professionals meets annually in various committees. Many of these individuals are executives with companies that routinely hire our graduates. At the 2004 meeting of the board, its Curriculum Advisory Committee suggested that our graduates were strong academically and had an excellent work ethic, but lacked the maturity, international perspective, and “polish” of graduates of other business schools. The committee was concerned that we were not providing the non-academic skills that would allow our graduates to compete as effectively immediately at graduation.

Consequently, our undergraduate Student Success Center developed a comprehensive four-year non-credit “Student to Career Program” designed to move our students from entering freshmen to “business professional” when they graduate. The four-year professional development and training program consists of three separate components scheduled throughout the four academic years. Each component has a specific set of objectives and certificates are awarded for each component completed. Our goal is to have at least 75% of our students completing these modules. The three components are as follows:

- **Business Foundations** (focus on 1st and 2nd year students to make them aware of various majors and the potential existing in each; topics also include study abroad opportunities, co-op and internships, graduate education, and career counseling).
- **Business Affiliates** (focus on 3rd year students, getting them ready for the job search; topics include interviewing, resume preparation, etiquette and dress, career and company research, debt management).
- **Business Professionals** (focus on 4th year students as they move towards their first career job; topics include the “Polished Performer” corporate training by Zig Ziglar Associates, business ethics, and working in a culturally diverse work force). Additionally, all faculty and seniors receive a free copy of *Business Week* and information sessions are provided to our seniors on how to effectively use this resource as they prepare to transition to the business world.

Goal #3: Students will develop an understanding and appreciation of business in its international context.

Assessment:

1. Student surveys
2. Number of students and faculty annually in international exchanges or study abroad courses.
3. Course content

Assessment Analysis and Results:

1. A survey of graduating seniors in 2005 included the following item:

“The courses that you have taken in the College of Business curriculum have prepared you to understand and appreciate the global context of business.”

Students were asked to respond on a four-point scale from (1) Strongly Disagree to (4) Strongly Agree. Of the 87 students taking the survey, 82.8% indicated that they either Agreed to Strongly Disagreed with the statement. The average response on the four-point scale was 3.08.

The strong positive results do give evidence that our students believe they have been prepared to work in global business environment. The same survey will be given annually in the spring semester to develop a longitudinal measure of our students’ perceptions about the impact of their coursework.

2. The university is a member of the Magellan Exchange Program, a consortium of about twenty U. S. and European universities that provides opportunities for student and faculty exchanges during the academic year. In 2002, the university initiated a \$4/semester fee from all students that would create funds for supporting the travel costs for students participating in international programs. This fee has helped our college increase the number of students involved in exchanges with both the Magellan program and other international exchange relationships.

One additional aspect of increasing global awareness among our students has been to encourage them to take short session study abroad trips. In 2004/05, three faculty members accompanied 19 students to Brazil during the winter break. One student’s comment was, “Traveling to Brazil afforded me an incredible opportunity to experience, first hand, the diverse business, social, and cultural environments of South America . . . certainly a highlight of my [university] experience.” For the 2005/06 winter break, two faculty members took 18 students on a study abroad course trip to both Hong Kong and Singapore. The result of the emphasis on exchanges and study abroad programs is as follows (business students only):

	2003/04	2004/05	2005/06
Exchange students (U.S. & Intl)	45	49	63
Study-abroad students	0	19	18

Additionally, faculty have recently been encouraged to teach in international universities as a part of the faculty development process. Accounting professor Dan Fesler went on a Magellan faculty exchange program in the spring of 2004 to the Limberg School of Business in the Netherlands, where he worked with their faculty, graduate students, and practicing controllers. During 2005/06, faculty member Bonita Barger is a Fulbright Scholar to Lithuania, working with the students and faculty at the ISM University of Management and Economics.

Undergraduate students Matthew Burrows, Reanna Gillen, Michele Panzeri, and Barbara Tomaszek competed in the Network of International Business Schools (NIBS) 2006 Case Competition. Following the preliminary round in October 2005, the team was one of eight schools selected to compete in the finals in February 2006 in Oslo, Norway (other finalists include Bishop's University (Canada), Concordia University (Canada), the Dublin Institute of Technology (Ireland), the Helsinki School of Economics (Finland), Katholieke Hogeschool Leuven (Belgium), the Memorial University of Newfoundland (Canada) and the BI Norwegian School of Management (Norway). Over sixty member schools from Europe, Asia, Africa and the United States and Canada are involved in the NIBS competition. U.S. member schools include Clemson University, Cleveland State University, East Carolina University, Ohio University, Texas A&M University, The State University of New Jersey, Rutgers and the University of Memphis. Faculty advisors are Dr. Bob Wood, Professor of Finance and Dr. Mark Stephens, Professor of Economics.

3. Faculty have been encouraged to include global issues in their courses where possible, and we are currently developing a matrix that will provide information annually on where various international aspects are covered throughout our programs.

Through private funds, the college is now providing all faculty, all seniors, and all MBA students free copies of *Business Week*, and encouraging the faculty to incorporate in their courses current examples of international business found in the various *Business Week* issues.

Goal #4: *Students will be equipped to respond to the demands of business in a changing technological environment.*

Assessment:

1. Student surveys
2. Improvement in college's technological infrastructure
3. Course content

Assessment Analysis and Results:

1. A survey of graduating seniors in 2005 included the following item:

“The courses that you have taken in the College of Business have prepared you to respond to the demands of business in a changing technological environment.”

Students were asked to respond on a four-point scale from (1) Strongly Disagree to (4) Strongly Agree. Of the 87 students taking the survey, 92.0% indicated that they either Agreed or Strongly Agreed with the statement. The average response on the four-point scale was 3.39, the highest response rating of the seven perceived value statements in the survey.

The very strong positive results do give evidence that our students believe they have been provided with a good knowledge of technological issues in business decision-making. The same survey will be given annually in the Spring semester to develop a longitudinal measure of our students' perceptions about their ability to respond to changing technological environments.

2. In order to insure that our students be knowledgeable of and experienced with the latest technological advances in business, both private funds and operating funds have been used annually to improve this aspect of our instructional environment. The latest in computing hardware and software have been made available to our students in both our laboratories and classrooms. All courses in the College of Business are taught in classrooms with wireless access. A current renovation effort is underway to create state-of-the-art classrooms with student tables that have both electrical power access and sufficient workspace to use laptops/notebooks during our courses. To date, three such classroom conversions have been completed, and another will be finished by August, 2006. A cart with 36 notebooks is available to faculty for use in these rooms for those students who do not have their own laptops/notebooks. Expenditures for student classroom and faculty technological hardware/software (not including funds expended for renovation efforts) over the past four years is as follows:

2001/02:	\$218,959
2002/03:	\$175,188
2003/04:	\$333,738
2004/05:	\$189,148

While these efforts are not a direct measure of insuring that our students are "equipped to respond to the demands of business in a changing technological environment," they do suggest that the college is attempting to provide the appropriate infrastructure to facilitate this learning.

3. Faculty have been encouraged to include in their courses, where possible, examples of technological changes and their impact on business. We are currently developing a matrix that will provide information annually on where technological issues are covered throughout our programs.