

Comprehensive Program Review (CPR)
Follow-Up Report
Bachelor of Business Administration (B.B.A.)
Management Major
Fall 2007

1. Evidence of Quality Enhancement of the Program since 2003:

a. We have hired seven outstanding tenure-track faculty since Spring 2003. Most importantly, these seven hires include three newly-minted Ph.D.s in the Human Resource Management/Organizational Behavior (HRM/OB) area. These additions are critical to the quality of our degree since HRM/OB is the most demanded concentration area in our degree program. The four other new tenure-track hires include two experienced junior professors with Ph.D.s from highly ranked programs in Strategic Management and Operations Management, an expert in Family Business (a unique competence at the Coles College), and a Regents Professor in Entrepreneurship. With these additions, we significantly upgraded the quality of the departmental faculty, in both teaching and scholarship, and the breadth and depth of our course offerings.

b. Since 2003, the Coles College of Business has introduced an online system which allows students to evaluate faculty teaching performance and provide feedback on their courses. The faculty of the Department of Management and Entrepreneurship has consistently had the highest performance levels in Coles with overall scores between 4.3 and 4.4 on a 5-point scale. This demonstrates the high quality teaching offered by the faculty in this degree program.

c. Departmental faculty have had over fifty peer-reviewed journal articles published since 2003. This clearly demonstrates the high quality of scholarship of the faculty in this department, further indicating the increased quality of the Management program. Our students are receiving the latest theories and applications in the field.

d. Due to significant demand for Summer Semester courses, the Department of Management and Entrepreneurship has been able to generate revenues that more than double its travel budget. The available funds have allowed for a large number of the department faculty to participate in a much broader array of regional, national and international academic conferences.

e. The department has significantly increased its number of online course offerings to improve customer service to our students. For instance, in Fall Semester 2007, the department offered a total fifteen sections of nine different courses online.

f. Two full-time faculty members act as mentors to part-time/adjunct faculty members to insure that all part-time faculty are fully prepared when teaching courses. In addition, for all core Management courses and any other Management courses typically taught by more than one faculty member (including part-time faculty), a full-time faculty

member has been assigned as course coordinator to insure quality and consistency across all sections.

g. Departmental faculty have become highly involved in their disciplines' most renowned professional organizations (e.g., Academy of Management, Decision Sciences Institute) and review articles for the premier journals in their fields.

2. Provide Evidence of Productivity Enhancement of the program since 2003.

a. The number of Management majors have increased from 741 in Fall Semester 2002 to 1051 in Fall Semester 2007 (over 40% increase in Management Majors).

b. In FY 2007, 220 B.B.A. degrees in Management were conferred as compared to 155 such degrees conferred in FY 2003 (over 40% increase in degrees conferred). The B.B.A. in Management was the second most conferred degree at KSU in FY 2007 (trailing only Early Childhood Education).

c. The Department of Management and Entrepreneurship has consistently ranked in the Top Ten in credit hour generation at KSU (#7 in 2004-2007). However, the six departments that have higher credit hour generation generate a majority of their hours through Lower Division courses. The Department of Management and Entrepreneurship generated over 33,000 credit hours in FY 2007 with over 27,500 of those credit hours coming from Upper Division undergraduate courses. The Department of Management and Entrepreneurship has by far the most Upper Division credit hours generated at KSU. There are only three other departments at KSU that generate at least 17,000 Upper Division credit hours. In FY 2003, the department generated approximately 24,000 credit hours. Therefore, the increase to over 33,000 credit hours in FY 2007 represents a greater than 37% increase over FY 2003.

d. A significant amount of the growth identified in (a)-(c) above can also be attributed to the use of less expensive resources to generate credit hours. Due to increasing student demand and limited funds for tenure-track faculty, the department has maintained two temporary lecturers the last two years and has maintained a large stable of part-time/adjunct faculty. During FY 2007, the department utilized twenty different part-time faculty who taught thirty-six sections, generating almost four thousand credit hours.

e. We have done a much better job of meeting student demand by providing a larger number of sections of various courses at the times demanded by our students. For instance, in Fall 2003, we offered a total of 36 sections of undergraduate courses. In Fall 2007, we offered a total of 80 sections of undergraduate courses. Courses required for the Coles College core (MGT 3100, 3200, and 4199) have between 9 and 13 sections offered each. Required Management courses (MGT 4120, 4160, 4170, and 4190) each have 5 or 6 sections offered each. The mix of day, night, weekend, and online courses provide convenient times for most every student.

3. Identify the Action Plans and Priorities from the 2003 Follow-Up Report that Have Been Accomplished.

a. Attendance and travel to conferences, workshops, and meetings have increased substantially despite a level amount of state funding for faculty travel. The significant increase in travel expenditures have been funded by revenues generated by Summer Semester course offerings. (Quality #1)

b. Implementation of a thorough Assurance of Learning (AOL) program for our core courses has substantially increased student assessment. The implementation of a Coles College online course feedback/evaluation program and the continuation of our departmental peer review process have strengthened our faculty assessment. (Quality #2)

c. A number of initiatives are in place to improve both teaching and research performance. The hiring of seven new tenure-track faculty has helped in bringing new ideas to the department. We also brought in a “master teacher” to conduct a teaching workshop for all of Coles College. Also, Coles’ Brown Bag Lunches and Working Paper Series have helped stimulate upgraded research capability. (Quality #3)

d. Technology upgrades have been achieved by providing all full-time faculty with laptop computers to assist in delivering online courses. These laptops, acquired over the past four years, were funded primarily through revenues from Summer Semester course offerings. (Quality #4)

e. Active management of adjunct (support) faculty has been achieved through the assignment of two full-time faculty as mentors and the development of a course coordinator program for all courses taught by multiple faculty to insure consistent, high quality classes. (Quality #5)

f. The Management Department has added additional sections for the Freshman Experience (BUSA 1000), but we are still limited in our Lower Division offerings. (Productivity #3).

g. We have significantly increased our number of online offerings to provide increased student access to our courses. In Fall 2003, we offered two online sections. In Fall 2007, we offered fifteen sections of nine different online courses. (Productivity #4).

h. We are continuously improving our program by monitoring numerous data sources. (Productivity #5)

i. In Fall 2003, we offered 36 undergraduate MGT sections. In Fall 2007, we offered 80 such sections across day, evening, weekend, and online offerings. (Productivity #6)

j. In the last two years, we conducted a Six Sigma study to create schedules that best meet customer demand. This study was recognized by the Chancellor and Board of Regents for Outstanding Customer Service. (Productivity #7)

k. Rather than reducing electives, we have added new ones, and all of our electives are doing well in terms of enrollment figures. We monitor the demand for each course and identify the best times for the courses to be offered. (Productivity #8)

l. We have used a variety of media to publicize our program and new course offerings (Productivity #9 and #10).

m. We shared the study highlighted in (j) above with the Undergraduate Advisement Office, which has led to optimal scheduling throughout the Coles College. (Productivity #11)

n. We limited the number of faculty on the research track so that we had more sections available to be taught by our full-time faculty. (Productivity #12)

o. As noted earlier in this report, we have used temporary lecturers and part-time, adjunct faculty to deal with the increasing demand for our courses. (Productivity #13)

4. Identify the Action Plans and Priorities from the 2003 Follow-Up Report that Still Need to be Addressed and Indicate a Timeline for their Completion. If Specific Action Plans and Priorities Have Changed since 2003, Please Explain.

a. Expanded support for faculty involvement in nonacademic professional associations has been partially addressed through continued involvement in the Society for Human Resource Managers. However, over the next year, we will look for additional opportunities for faculty involvement in other nonacademic professional associations. (Quality #6)

b. This department is often the resource for administrative duties or assignments in Coles College and around KSU. In the coming year, we hope to address how these assignments affect the teaching output of the department. (Productivity #1)

c. Similar to (b) above, over the next year, we will study if it is necessary to reassign non-teaching endowed chairs or administrators outside of department payroll obligations. (Productivity #2)

5. Address the Current Status of the Program's Viability. If Viable, Justify whether the Program Should Be Sustained, Reconfigured, or Enhanced.

This program is clearly viable. This program conferred the second-most degrees at KSU in FY 2007. The number of degrees conferred has grown over 40% in the last

four years. The number of Management majors has also grown by over 40% over the last four years. Therefore, the program should be sustained. However, for the program to be sustained, additionally faculty lines are required.

a. Indicate how the Program Advances Specific Goals and Action Steps of KSU's Strategic Plan.

Goal 1: "To enhance and expand programs and delivery."

The evidence of quality and productivity enhancement of this program presented above in this report clearly indicates that this program is being enhanced and expanded. Additionally, our significant growth in online offerings clearly addresses expanded delivery (see Action Step #10 of Goal #1).

Goal 2: "To improve retention, progression and graduation rates while maintaining quality."

The growth of the number of Management degrees conferred indicates improvement in RPG. Additionally, we have recently implemented Action Step #4 of Goal #2 so that students can better plan their courses of study.

Goal 4: To enhance student life activities and prepare students to be leaders.

This program is definitely advancing this Goal through Actions Steps #2 and #4. The Department of Management and Entrepreneurship has the largest co-op and internship (experiential education) participation at KSU. In addition, we have recently added a number of study abroad programs for Summer 2008.

Goal 5: To improve service, strengthen accountability, and establish a stronger sense of community.

We have clearly advanced this Goal through Action Step #1. Our department has one of the most advanced Assurance of Learning programs, not only for the department, but we also support AOL for the entire Coles College. Our accreditation body (AACSB) is recognizing our AOL program by featuring the program in AACSB's magazine in the coming months.

b. Identify Resources Needed to Strengthen the Program's Ability to Meet the Goals of KSU's Quality Enhancement Plan.

Currently, we are using existing departmental and Coles College resources to meet the goals of KSU's QEP, including providing, promoting, and tracking global learning opportunities. The Department of Management and Entrepreneurship is currently contributing significant time of two full-time faculty to help run the College's International Center and to support the College's study abroad programs. Therefore, by using these resources to support the QEP, they are taken away from their instructional duties. Therefore, our department requires the equivalent of one to two full-time faculty members to replace the instructional capacity we have diverted to support the QEP.

c. If the Program Is Delivered Off-Campus, Please Provide a Cost Analysis of the Off-Site Delivery.

Not applicable. Program is not delivered off-site.

d. Indicate the Resources Needed to Sustain, Reconfigure, or Enhance the Program's Quality and Productivity.

In order to sustain the program's quality and productivity, additional faculty lines are required. The significant growth of this program over the past four years has caused us to rely too much on adjunct/part-time faculty to meet student demand. However, the significant use of such faculty is reaching levels dangerously close to the maximums we are allowed by accreditation bodies. Therefore, as the program continues to grow, we will need additional full-time faculty lines (both lecturers and tenure-track faculty) to meet student demand. In the next four years, we will need a minimum of three lecturers and three tenure-track faculty to accommodate the expected growth.