

Dalton State College

Comprehensive Program Review

Program/Subject Area: Bachelor of Business Administration -- Management
Review Period: 2009-2010 through 2013-2014

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program Goal Statement:

Management students will acquire general business knowledge and be prepared for employment in the field of management.

Program Outcomes:

1. Each student will understand the theory and role of human resources in today's organizations.
2. Each student will understand both the management and control of quality in organizations.
3. Each student will understand project management and managerial economics as it relates to effective management practices.
4. Each student will understand the theory and practice of leadership in formal organizations.
5. Each student will understand the components of a formal, written business plan and its importance to new venture creation.
6. Each student will understand methods and application of integrated materials and supply chain management.
7. Each student will understand the context of individual behavior and its impact on organizational outcomes.

Program Specific Student Learning Outcomes:

1. Implement human resource methods in today's organizations
2. Implement quality control processes in organizations
3. Ability to implement effective project management practices
4. Demonstrate knowledge of theory and practice of leadership in formal organizations
5. Prepare a formal, written business plan
6. Ability to implement application in integrated materials and supply chain management
7. Use individual behavior to impact organizational outcomes
8. High job placement rate in Management and related fields.
9. High employer satisfaction with Management graduates.
10. High graduates' satisfaction with Management program.

Dalton State College Comprehensive Program Review

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Headcount	268	258	296	297	322	20.1%
FTE	240	248.1	271.3	268.1	298	24.2%
Full-time	161	178	183	178	196	21.7%
Part-time	107	80	113	119	126	17.8%

Analysis and Comments:

Since its adoption from The University of West Georgia, the Bachelor of Business Administration degree in Management has had strong enrollments and this trend has continued. The last five years show increases of more than 20% in all categories but part-time. This is consistent with the School of Business trend toward more traditional students.

(b) Five-year enrollment summary by gender & race/ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Gender						
Female	104	103	121	135	129	24.0
Male	164	155	175	162	193	17.7
Race/Ethnicity						
American Indian	0	2	0	0	0	0.0
Asian	10	6	5	6	6	-40.0
African-American	5	13	17	14	13	160.0
Hispanic	32	27	27	50	62	93.8
Multi-racial	1	2	4	5	4	300.0
Undeclared	28	36	44	22	24	-14.3
White	192	172	199	200	213	10.9

Analysis and Comments:

Although male students still outnumber female, the growth rate in female students is substantially higher. In addition, there has been impressive growth in the number of Hispanic and multi-racial students. The only category showing a substantial drop in the number of students is Undeclared. Asian students showed a substantial percentage decline, down 40%, a result of the relatively small change, 4 students, in a small initial population, of 10 students.

Dalton State College Comprehensive Program Review

(c) Average class size, GPA, faculty/student ratios, and credit hours

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Average class size	23.2	28.1	20.2	19.6	18.4	-21.7
Student credit hours	627	591	508	526	606	-3.3
Credit hours/FTE faculty	15	15	15	15	15	0.0

Analysis and Comments:

Over the Fall 2009 to Fall 2013 period, there was a slight decline, 3.3%, in the number of student credit hours generated. The result of changes in the Management degree that required students to take more non-MNGT classes in their program of study. This is part of the explanation for the decline in average class size along with the addition of more specialty courses made possible with more faculty teaching MNGT classes. In addition, a heavier emphasis on internships for business students, which are classes with very low enrollments, lowered the average class size.

Dalton State College Comprehensive Program Review

(d) Faculty teaching in program

	2009-2010	2010-2011	2011-2012	2012-2013 ¹	2013-2014	% Change
Total Faculty						
Full-time Faculty	3	3	3	3	7	133.3
Part-time Faculty	0	0	0	0	0	0.0
Gender						
Male	1	1	1	1	5	400.0
Female	2	2	2	2	2	0.0
Race/Ethnicity						
American Indian/Pacific						0.0
Asian						0.0
African-American					1	NA
Hispanic					1	NA
White	3	3	3	3	5	66.7
Multiracial						0.0
Tenure Status						
Tenured	1	1	1	1	3	200.0
On-tenure track	2	2	2	2	4	100.0
Non-tenure track						0.0
Rank						
Professor	1	1	1	1	1	0.0
Associate Professor					1	NA
Assistant Professor	2	2	2	2	1	150.0
Instructor/Lecturer					1	NA
Highest Degree						
Doctorate	3	3	3	3	5	100.0
Specialist						0.0
Master's					2	NA
Bachelor's						0.0
Associate's/Other						0.0

Analysis and Comments:

The diversity in faculty teaching in the program increased substantially on almost all measures. More male faculty were added to a field that was majority female and an African American faculty member began teaching MNGT courses along with a Hispanic American. The diversity in academic preparation and tenure status increased with the addition of a faculty member from the Technical School who is an Associate Professor with tenure.

¹ Operations Management became a concentration in the Management major in Fall 2012

Dalton State College Comprehensive Program Review

(e) Percent of classes taught by full-time faculty

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Change
100.0	100.0	100.0	90.0	100.0	0.0

Analysis and Comments:

The Management degree is still very reliant on full-time faculty. The small change in 2012-2013 is a reflection of Operations Management becoming a part of the Management major and OPMT 4503 Quality Management Systems is often taught by adjuncts. OPMT 4503 was only course not taught by full-time faculty in this period.

(f) Number of degrees conferred

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Change
44	31	22	32	30	-31.8

Analysis and Comments:

Although the change for the whole period is a bit discouraging, the result is due to an exceptional number of graduates in the 2009-20110 academic year; however, the average number of graduates has been very consistent over the entire period at almost 32 per year.

(g) Placement rates: Five-year summary of job placement rates, if applicable

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Change
97%	81%	81%	78%	73%	-24.7

Analysis and Comments:

While the percentage change based on the endpoints of the period provide a disappointing result, the overall placement rate is an acceptable 82%.

(h) Cost per Full-time Faculty (Average Faculty Salary)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Average Salary	\$97,310	\$97,310	\$97,310	\$87,595	\$87,595

Analysis and Comments:

In addition to adding more level faculty, the combining of Operations Management as a concentration within the Management program in Fall 2012 resulted in the reassigning of two lower paid faculty to the Management program.

Dalton State College Comprehensive Program Review

(i) Summary and evidence of achievement of Program Outcomes

<u>Describe the extent to which students have achieved current Program Outcomes</u>		
The table below details the program Outcomes, Measures and Targets, and Evidence/Results of Assessments for the Management degree in the 2013-2014 period.		
Program Outcome	Measure and Target	Evidence/Results of Assessment
Each student will understand the theory and role of human resources in today's organizations.	<p>Measure: MNGT 4053 grade distribution MNGT 4053. Human Resource Management. Presents theory and policy to perform the human resource function in modern organizations. Topics include EEO law and regulations, selection, recruitment, performance appraisal, compensation, training, and labor relations.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught by Harold Jones in spring 2014. A total of 45 students enrolled, and 42 (93%) passed. One student received a D, another an F, and the last student withdrew.</p>
Each student will understand both the management and control of quality in organizations.	<p>Measure: OPMT 4503 grade distribution OPMT 4503. Quality Management Systems. Examines the continuous quality management and improvement philosophy. Topics include strategic management, quality assessment, teams, the role of leadership, lean manufacturing, tools for improving quality processes, techniques for charting attribute and variable data, Statistical Process Control, Six-Sigma, and lean manufacturing.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught by DK Kim in spring 2014. A total of 22 students enrolled, and 17 (77%) passed. Three students received a D and two an F.</p>
Each student will understand project management and managerial economics as it relates to effective management practices.	<p>Measure: MGIS 4380 grade distribution MGIS 4380. Project Management covers a variety of project management techniques that can be applied in an IT or non-IT project context. Managing scope, time, cost, and quality are explored. Students are exposed to project management tools and associated software that can assist in better planning and managing projects. Examples are drawn from IT and non-IT areas.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: One section was taught by Sung-hee Park in fall 2013. A total of 9 students enrolled, and all 9 (100%) passed.</p>

Dalton State College
Comprehensive Program Review

<p>Each student will understand the theory and practice of leadership in formal organizations.</p>	<p>Measure: MNGT 4602. Leadership. Focuses on managerial leadership through a broad survey of theory, research and practice of leadership in formal organizations. The topic of leadership effectiveness is at the core of this class.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught by Raina Ruttli in spring 2014: one in a traditional format and the other in a hybrid format. A total of 64 students enrolled, and 59 (92%) passed. One student from each section (a total of two students) received an I. Two students and one student, all from the hybrid section, received a D and an F, respectively.</p>
<p>Each student will understand the components of a formal, written business plan and its importance to new venture creation.</p>	<p>Measure: MNGT 4501. Entrepreneurship explores the increasing importance of entrepreneurial activity and the steps necessary in starting a new business venture. Topics include the entrepreneurial personality; recognizing and testing business opportunities; developing the business concept; analyzing risk; and financing the new venture. Students design and present a business plan for a new venture.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: One section was taught by Richard Hennier in fall 2013. A total of 18 students enrolled, and all 18 (100%) passed.</p>
<p>Each student will understand methods and application of integrated materials and supply chain management.</p>	<p>Measure: OPMT 4253. Integrated Mat/Supply Chain examines the technology, tools, and practices of modern integrated materials sourcing and logistics. Topics include distribution requirements planning, continuous replenishment, just-in-time, and efficient replenishment.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: One section was taught by DK Kim in spring 2014. A total of 9 students enrolled and 7 (77.8%) passed.</p>
<p>Each student will understand the context of individual behavior and its impact on organizational outcomes.</p>	<p>Measure: MNGT 4605. Organizational Effectiveness. 3-0-3 Units. Investigates formal organizations as social instruments and the means by which such organizations can become more effective. Topics include organization structure, the effects of structure, organizational growth, and the effects of environment and technology on organizational processes.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught by Harold Jones in fall 2013. A total of 34 students enrolled, and 32 (94%) passed. Two students, one from each section, withdrew.</p>

Dalton State College Comprehensive Program Review

(j) Summary and evidence of achievement of Student Learning Outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As the following tables show, students successfully achieved specified outcomes in the upper-division (3000-4000 level) courses that comprise the management program. Faculty created action plans for all student learning outcomes and entered these in WEAVE according to our schedule of assessment.

MNGT 3051 Student Learning Outcomes Summary, Taught Fall 2013 and Spring 2014

	Student Learning Outcome	Target	Actual Result
1.	Develop a general understanding of the basic evolution of management thinking.	At least 70% of students score 70 or higher.	93% of the class achieved the target.
2.	Be able to recognize the different environmental influences (internal and external) on an organization.	At least 70% of students score 70 or higher	87% of the class achieved the target.
3.	Develop an understanding of planning, developing goals and the decision making process.	At least 70% of students score 70 or higher	90% of the class achieved the target.
4.	Gain an understanding of organizational structure and design concepts.	At least 70% of students score 70 or higher	79% of the class achieved the target.
5.	Develop a general understanding of the nature of leadership, team management, human resource management, and motivation.	At least 70% of students score 70 or higher	Target: met.
6.	Be able to recognize different types of managerial control and quality systems.	At least 70% of students score 70 or higher	97% of the class achieved the target.

**Dalton State College
Comprehensive Program Review**

MNGT 4053 Student Learning Outcomes Summary, Spring 2014			
	Student Learning Outcome	Target	Actual Result
1.	Explain equal opportunity and the laws that influence employee practices	70% of the students score 75% or higher on this exam.	40 of the 43 students in the class scored 80% or higher on this exams. The goal was met.
2.	Describe recruitment and selection practices.	75% of the students score 75% or higher.	Every student in the class scored more than 70% on this exam.
3.	Understand the process and application of performance appraisal.	70% of the students will score 70% or higher on this exam.	Goal exceeded.
4.	Understand the concept and methods of training and development.	75% of the student score 70% or higher.	Every student in the class scored 70% or higher.
5.	Describe compensation practices and job evaluation methods.	70% of the students will score 70% or higher.	All of the students scored 70% or higher.
6.	Understand the history of the labor movement and the unionization process.	70% of the students will score 80% or higher.	37 of the 43 students in this class scored 80% or higher on exam one.

**Dalton State College
Comprehensive Program Review**

MNGT 4351 Student Learning Outcomes Summary, Fall 2013			
	Student Learning Outcome	Target	Actual Result
1.	Gain a greater understanding of business and management practices in different countries.	100% of students will get C or better.	All students achieved the target with about 80% earning a B or better.
2.	Be able to distinguish between different cultural frameworks as well as apply these frameworks and relevant dimensions to real-world examples.	90% of students will gain a C or better.	Target was met with 60% earning a C and 40% a B and better.
3.	Develop cross-cultural skills to be more effective when dealing with and managing people from various cultures.	80% of students will get 70% or better.	Target exceeded. All students earning a B or better.
4.	Recognize cross-cultural communication differences as well as challenges in cross-cultural negotiations.	100% of students will get 70% or better.	Target was met with 85% earning an A and 15% B.
5.	Understand what it's like to work successfully as an expatriate and manage them.	80% of students will 70% or better.	Target exceeded. All students earning a B or better.

**Dalton State College
Comprehensive Program Review**

MNGT 4501 Student Learning Outcomes Summary, Taught Fall 2013

	Student Learning Outcome	Target	Actual Result
1.	Develop a general understanding of the differences between types of entrepreneurial ventures.	UNIT 1 Chapter 2 Eighty percent of students get a score of 80 % or higher on Unit tests.	88% of students scored 80% or better.
2.	Be able to recognize the unique nature of the entrepreneurial personality.	UNIT 1 Chapter 1 Eighty percent of students get a score of 80 % or higher on Unit tests.	88% of students scored 80% or better.
3.	Be able to recognize opportunities and threats involved in entrepreneurial ventures.	UNIT 1 Chapter 2 Eighty percent of students get a score of 80 % or higher on Unit tests.	88% of students scored 80% or better.
4.	Understand the differences in legal/political restrictions when dealing with entrepreneurial ventures.	UNIT 4 Chapter 11 Eighty percent of students get a score of 80 % or higher on Unit tests.	83% of students scored 80% or better.
5.	Gain an understanding of the means of researching an entrepreneurial venture's feasibility.	UNIT 1 Chapter 2 Eighty percent of students get a score of 80 % or higher on Unit tests.	88% of students scored 80% or better.
6.	Gain an understanding of the planning process involved in starting a new venture both within and outside national boundaries.	UNIT 1 Chapter 2 Eighty percent of students get a score of 80 % or higher on Unit tests.	88% of students scored 80% or better.

Dalton State College Comprehensive Program Review

MNGT 4602 Student Learning Outcomes Summary, Taught Spring 2014

	Student Learning Outcome	Target	Actual Result
1.	Research perspectives on leadership.	Average Score higher than 70%.	Class average 79%.
2.	Leadership roles and behaviors.	Average class score of 70% or higher.	Class average 73%.
3.	Leadership styles found in organizations.	Class average 70%.	Class average was 81%.
4.	Individual leadership orientation and philosophy.	Class average 70%.	Class average 85%.

MNGT 4605 Student Learning Outcomes Summary, Taught Fall 2013

	Student Learning Outcome	Target	Actual Result
1.	Identify social, technological, psychological, and cultural aspects of the workplace.	Eighty percent of the students get a score of 75% or higher.	All grades were above 68%. Ninety percent of the grades were above 75%.
2.	Demonstrate the ability to apply organization theory to real-world-situations.	Eighty percent of the students score 75% or higher.	All students scored above 75%.
3.	Understand organization planning and strategy formulation.	Eighty percent of students score 75% or better.	85% of students scored 75% or better.
4.	Describe the ways in which a particular organization might be made more effective.	Eighty percent of students score 75% or better.	81% of students scored 75% or better.

**Dalton State College
Comprehensive Program Review**

MNGT 4609 Student Learning Outcomes Summary, Taught Fall 2013			
	Student Learning Outcome	Target	Actual Result
1.	Explain the difference between law and ethics.	Eighty percent of students score 75% or higher.	All students scored 80% or higher.
2.	Demonstrate the impact of character ethics on the elements of leadership responsibility.	Eighty percent of students score 75% or higher.	80% of students scored 75% or above.
3.	Show how the leader's behavior shapes corporate culture.	80% of students score 75% or above.	All students scored above 75%.

Dalton State College Comprehensive Program Review

MNGT 4610 Student Learning Outcomes Summary, Taught Fall 2013

	Student Learning Outcome	Target	Actual Result
1.	Describe the changing composition of the American work force.	85% of the students will participate in class discussions and group exercises on composition of the workforce.	92% met the goal.
2.	Understand the wide range of issues that arise when people classify themselves or are classified by others as members of different groups, on whatever basis.	85% of the students will participate in class discussions and group exercises on Classification of different groups.	100% of the students participated in class discussions and group exercises on classification of different groups.
3.	Recognize and address organizational problems that can obstruct the full participation of many diverse employees.	85% of the students will participate in class discussions and group exercises on organizational problems with diverse employees.	96% met the goal.
4.	Increase the understanding of how to deal with diversity issues in a manner that preserves the integrity and takes advantage of the contributions of all members of the workforce, regardless of their personal characteristics and group memberships.	85% of the students will participate in class discussions and group exercises on diversity issues and contributions.	100% of the students participated in class discussions and group exercises on diversity issues and contributions.
5.	Improve and increase effective communications between diverse groups in the work place.	85% of the students will participate in class discussions and group exercises on communication between diverse groups.	87% of the students participated in class discussions and group exercises on communication between diverse groups.

Dalton State College Comprehensive Program Review

MNGT 4701 Student Learning Outcomes Summary, Taught Fall 2013 and Spring 2014			
	Student Learning Outcome	Target	Actual Result
1.	Analytical skills in the analysis of complex and comprehensive cases to be able to identify central issues/problems in these cases and present well-supported recommendations for future actions.	At least 80% of students will achieve a B or higher on case quiz average.	79.5% met the goal so slightly below target.
2.	Conceptual skills in the integration of previously learned aspects of business organizations.	70% of students will score 75% or better (performance out of 200 points) on the internationally normed ETS - major field test in business - given to all business seniors.	79.5% met target.
3.	A detailed understanding of concepts, research and theories relating specifically to the field of strategic management.	80% of students will score 80% or better on homework assignments for textbook chapters.	Average score in both sections 84.9%.
4.	A strong understanding of the impact of environmental influences on business organizations.	80% of students will score an 80% score on the Chapter 3 homework covering the external environment.	87.2% met target.
5.	A comprehensive understanding of secondary research methods in gathering and interpreting key environmental data.	At least 80% of students will average 80% on the team presentation.	For Spring 2014 the measure was met as 94.0% of the teams scored 80% or higher.
6.	Strong written and oral communications skills.	At least 80% of students will average 80% on the team presentation.	94.0% met target.
7.	The ability to put theory into practice.	At least 80% of students will average 80% on the final case exam.	100% met target.
8.	The ability to work effectively and efficiently with groups toward a common organizational goal.	At least 80% of students will average 80% on the team presentation.	The measure was met at 94.0%.

Dalton State College Comprehensive Program Review

(k) Evidence of Program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Consistent increases in student numbers, diversity, and full-time equivalents, along with similar observation for the growth in the Management faculty, all describe a vibrant and flourishing program. Demonstrated performance on the ETS Major Field Test for Business as well as internal assurance of learning measures show the students are academically prepared for professional careers and graduate school.

The on-going stream of graduates with a demonstrated record of securing quality placements confirm the Management program is making a significant contribution to the economic vitality of the Northwest Georgia region.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last Program Review or assessment?

Although the Management program has not been the subject of a Comprehensive Review, there have been changes and improvements in the program and the School of Business over the last five years that represent significant improvements, many of them designed to improve the students' professional preparation.

An internship program was put in place with a substantial proportion of the participants coming from the Management program. The Senior Seminar class was changed to Junior Seminar, now called Professional Seminar, to provide professional polishing before the students begin seeking internships and to prepare for interviews.

The number of faculty increased by more than 100% as did its diversity.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the Program, its curriculum, or its Student Learning Outcomes since the last Program Review or assessment?

The Management degree was redesigned with three concentrations (Organization Behavior, Entrepreneurship, and Operations Management) giving the students a more focused career objective. Courses were added, (MNGT 4346 Entrepreneurship in America, MNGT 4609 Character, Ethics & Leadership, and MNGT 4610 Managing a Diverse Workforce) to support the new concentrations. In addition, the MNGT core was designed to provide more quantitative preparation by requiring ECON 3109 Managerial Economics, a response to weaknesses shown in the ETS exam performance.

Dalton State College Comprehensive Program Review

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

As indicated earlier, the MNGT program is among the largest bachelor degrees at Dalton State with a solid history of enrollment growth supported by a strong faculty and good placement results. This is because, in large part, there is a great deal of flexibility in the MNGT degree through the three concentrations and a variety of upper-division electives. This makes the degree appealing to a wide cross section of students and to many businesses in the region who have career opportunities for graduates who possess the training the MNGT program provides.

Weaknesses and Concerns:

Staffing is increasingly an issue. Historically, most School of Business programs have been supported with classes for both day, (tradition), and night, (mostly working), students. Night courses were particularly important for graduates of Dalton College, or even Dalton Junior College, who had earned an Associate degree and were employed full time. As these students have been taught out, new, more traditional, aged students have joined the program, increasing the need for more morning and afternoon classes. The result is overly full day classes while the night sections are often no more than half full. If additional faculty cannot be hired, the obvious response to this is to offer fewer night courses which will lengthen the time to graduation for students who work full time.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issues/Concerns:

A common career path for students taking a management degree is human resource management. Although there is one required HR course (MNGT 4053 Human Resource Management), there is need for more depth in the field. A formal concentration in Human Resource Management would be immensely beneficial. More local involvement with the Society of Human Resources Management and a student chapter of SHRM is being proposed by Dr. Jones.

Scores on the International Business section of the ETS exam have been dropping.

Specific Action(s):

Currently, Harold Jones is working with the local chapter of the Society for Human Resources Management (SHRM) in an effort to determine what HR skills local business think graduates should have.

Over the last three or four years there have been actions to increase in the number of ways for students to fulfill the international business requirement. In addition to BUSA 3351 International Business, there is now MNGT 4351 International Management, ECON 3107 International Economics, and students are able to meet the requirement through other experiences, such as courses taken overseas. The School of Business, led by the MNGT faculty, investigated the causes of the decline in the ETS scores and are proposing the International Business course be added to the management core and to serve as a prerequisite to all other international courses so students will have a common set of International Business vocabulary and theories.

Dalton State College Comprehensive Program Review

Expected Outcomes:

Once there is a clear description of what the local business requires of graduates seeking a career in Human Resources Management, there will be a proposal to add the concentration, associated classes, and the faculty to support the new concentration.

The International Business course added to the business core courses for all students without substitutions, should bring the ETS International Business scores back to prior levels.

Time-frame:

Developing a clear description of the HR needs for the local businesses will take a year. Curriculum changes and implementation a year after that.

A proposal for course and program changes is at the curriculum committee with consideration at the March 2015 School of Business faculty meeting.

Person(s) Responsible:

Harold Jones is taking the lead on the revisions to support an HR concentration in the MNGT program.

Harold Jones, Marilyn Helms, and Raina Rütli are responsible for proposing changes to the International Business course requirements.


Resources Needed:

Support of an HR concentration as well as the demands of the growing program will require at least another full-time MNGT faculty member.

With the current assortment of courses used to meet the international requirement, any proposal to limit students to BUSA 3351 alone will put additional stress on the MNGT faculty (who are now charged with teaching the course). A positive effect of this possible result is the freeing of the Business Communications faculty member to teach more sections of BUSA 3301 Business Communications—which is under pressure from growing enrollments in the School of Business.

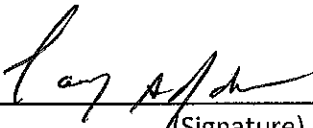
Dalton State College
Comprehensive Program Review

Prepared by:




Associate Dean (Signature) of Business
Date 3/16/15

Reviewed by:



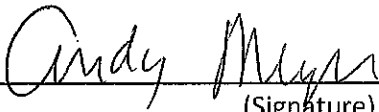
Dean - School of Business (Signature)
Date 3/16/15

Reviewed by Chair of Program Review Subcommittee:



Dr. Mark M. Helms (Signature)
Date 3/19/2015

Reviewed/Approved by Vice President for Academic Affairs:



Andy Meyer (Signature)
Date 3/10/15