

**Department of Management and MIS**  
**School of Business**  
**Chair: Paul L. Stepanovich, Ph.D.**  
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**Department & Programs.** The Department consists of eleven full-time faculty and about seventeen adjuncts. The Department provides courses in business law, management & organizations, organizational behavior, management information systems/operations management, and policy and strategy. These courses are part of a business core required of all business majors. In addition, we provide concentrations in management and MIS, offering a variety of courses in these areas. The School of Business graduates about 195 students, up from about 160 four years ago. Over five years, management graduation numbers have grown from about 63 to 90. The average GPA for all management students is 2.61. We have been running at about a 50% adjunct rate (percent of sections taught) for the past five years.

Several of the plans in this review will tie to a recent resurgence of interest in AACSB accreditation, the main accrediting body in business. The administration has stated an interest in pursuing it. The School formed a committee of volunteers in December to begin the process of exploring the implications – mission, curriculum, assessment, faculty qualifications, etc. Interim Dean Hein is leading the effort. The AACSB standards are very much in line with the standards for this program review.

**Self-Study Process.** I became Chair in September of 2009 and was informed that the self-study was due in early 2010. I was unaware of – and unable to find – any materials related to the self-study, so the Department formed two committees: Curriculum (Drs. Frank, Cottrill and Brady) and Assessment (Drs. Hopkins, Mullen, and Yang). The materials in this document are largely the work of these committees. I conducted the analyses for enrollments, adjunct rates, and GPA. The plans presented have been formulated by the committees and approved by the department. We are formalizing committees and procedures to support continued efforts on the self-study. This presentation is mine entirely and I take full responsibility for any errors.

## 1. Mission Statement

Department Mission: The Department of Management/MIS is dedicated to preparing students for successful careers in modern organizations. We integrate management theory and practice so our students have a solid foundation of practical leadership skills and abilities needed to meet the challenges of rapidly changing technological and global environments.

Our departmental mission supports the University's mission in the provision of exemplary undergraduate education in professional disciplines.

SCSU Mission: *Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.*

## **2. Goals & Objectives**

### **Goals**

1. To provide opportunities in the classroom where students can explore how these skills interact in real-world management cases and simulations to develop higher-level "systems thinking" and professional integrity, including a capstone strategy course experience.
2. To provide world-class teaching by highly qualified faculty.
3. To pursue state-of-the-art research in managerial science in a variety of formats (from empirical to case), and share those findings with our students to enrich the teaching and classroom experience.
4. To develop and continuously improve academic programs and business centers to better serve our major stakeholders - our state, our community, our university, our faculty, and our students.

### **Objectives**

1. To develop students' leadership skills, so they can learn how to effectively network and influence others, build productive teams, and understand how the social side of business helps shape organizational dynamics.
2. To develop students' interpersonal and communication skills, so they can appreciate diversity, work well in teams, and present themselves professionally, whether in oral, written or electronic formats.
3. To develop students' analytical skills - the quantitative and systems side of business - so they can adapt to industry trends and effectively diagnose, trouble-shoot and resolve complex managerial challenges as internal change agents in their organizations.
4. To develop students' technologic skills, so they can take full advantage of the computer world, including management information systems, business software and hardware applications, and electronic business opportunities.

### 3. Student Outcomes and Measurements

Outcomes:

1. **Analysis:** Students will be able to approach management problems from a structured, disciplined approach, using quantitative and qualitative methods.
2. **Communication:** Students will be able to communicate effectively in both written and oral forms. Their communication will be clear, well organized, and concise.
3. **Critical Thinking:** Students will be able to evaluate and critique management issues. They will critically assess information and provide inputs to management problems based on sound reasoning.
4. **Technology:** Students will be able to use common software programs to facilitate analysis and decision-making.

Outcome	Direct Measures	Indirect Measures
Analysis	Cases, Research Papers, Data Analyses, Statistical Tests, Performance Reporting, Projects. Exams. Examples: Case Studies of existing organizations (most courses use case studies in management); Analysis of accounting statements (MGT 450); Forecasting (MIS 361); Statistical Test of Intervention effectiveness (MGT 450); Research paper on “Who Moved my Cheese” (MGT 305); Service Learning (MGT 415)	Alumni & Student Surveys
Communication	Papers, Oral Presentations, PowerPoint Presentations, essay exams. Examples: PowerPoint with video and audio (MGT 414); Oral Presentations on self analysis (MGT 305); Oral Case presentations (MGT 450); Written analysis of simulation experience (MGT 450)	Alumni & Student Surveys
Critical Thinking	Cases, Reflection Papers, Discussions, Debates, exams. Examples: Reflection of Service Learning Projects (MGT 415); Vista discussion weekly assignments (MGT 305); Debates on social issues (MGT 400)	Alumni & Student Surveys
Technology	Use of spreadsheets, word-processing, presentation software, database management, statistical packages. Examples: Control Charts (MIS 361); Set up Database (MIS 370)	Alumni & Student Surveys

The Department Assessment Committee (Drs. Hopkins, Yang, and Brady) reviewed the course syllabi to determine what competencies were being covered (see Management Competencies Matrix). They distributed the matrix to the department faculty for review at the October 8, 2009 department meeting. The department decided by a unanimous vote to select the four outcomes described above.

At the same department meeting, the faculty agreed unanimously to pilot an assessment program in MGT 450 – the business capstone course – for Spring 2010. Professors Nodoushani, Stepanovich, and Brady met to develop an Assessment Plan and a Course Outline (provided in

this section). While the specific direct measures are to be determined, we plan to have a panel review a sample of student work in each of the two outcomes, analysis and communication. The evaluation and rubrics will be implemented in the spring 2010 semester.

The experiences with the MGT 450 pilot will be documented and presented at a Department meeting in April of 2010. Department faculty will then use this experience as a guide, preparing similar assessment materials for the following core courses (required of all Business Administration majors): MGT 240, MGT 300, and MGT 305.

Regarding indirect measures, four hundred and sixty-five surveys were sent to alumni. The survey contained the four learning outcomes. Nineteen were returned as undeliverable; twenty-two were returned for a response rate of 4.9%. The surveys are in analysis, but we are concerned about a 95% non-response rate. We will be exploring alternative means to access alumni, such as focus groups. Movement toward AACSB is likely to build connections to alumni – e.g., celebrations to build attachment to the program, electronic updates and contacts. This should provide a better method of tapping alumni for assessment.

In addition to the above, AACSB includes entry requirements as assessment. Therefore, the Assessment Committee will consider a GPA requirement for Management. The GPA Evaluation pages in this section provide initial data. The first page provides summary data for the business program. Of the 1135 students, the average GPA is 2.69 and the average number of credits is 80.4 (both roughly normally distributed). Business students have transferred in 36.8 credits, on average (uniform distribution). Management students represent about 40% of business students. The next page of analysis shows the impact of a GPA requirement for the total business program and for each program. The top table shows the number of students remaining for various GPA limits. For example, if we would use a 2.5 cut-off, 64% of business students and 58% of management students would remain. The last page of analysis is simply more details for management students.

The Assessment Committee will be studying this data and working with the school curriculum committee to evaluate a requirement. Pros for such a requirement include graduating students that will improve the local reputation of the program. Cons include the potential reduction in resources based purely on numbers (fewer students). The Assessment Committee will bring a recommendation to the department in the April department meeting.

**MANAGEMENT COMPETENCIES MATRIX\***

	Analysis	Comm	Teams	Multicultural/ Diversity	Critical Thinking	Integrative Thinking	Technology	Self- Competency
105 Com	X	X	X		X	X	X	X
240 Legal								
300 Mgt	X	X			X	X	X	X
301 Entr	X	X			X	X	X	
305 OB	X	X	X	X	X	X	X	x
335 Bus Law								
345 RE Law								
385 HR	X	X	X	X	X	X	X	X
400 Values	X	X	X		X			
403 Women's Entr	X	X			X			
405 E Law								
412 Diagnosing	X	X			X		X	
414 Creativity		X				X	X	X
415 Teams	X	X	X	X		X	X	X
430 Multinational								
450 Bus. Policy	X	X			X	X		
460 International								
490 Seminar								

\* The Department Assessment Committee (Drs. Hopkins, Yang, and Brady) reviewed the course syllabi on file to determine competencies covered.

## **MGT 450 ASSESSMENT PLAN\***

### **Common Objectives:**

1. Students will know and be aware of basic methods, concepts, and theories related to organizational strategy.
2. Students will be able to identify, define, and analyze multifunctional problems from a top management and cross-disciplinary perspective.
3. Students will be able to effectively communicate the findings of their analysis.

Other outcomes may be added at the instructor's discretion...

### **Learning Outcomes Covered**

Two of the four Department Outcomes, Analysis and Communication, must be covered in the MGT 450 course. Others may be added at the discretion of the instructor. The Outcomes are covered in the Common Objectives as items 2 (Analysis) and 3 (Communication).

### **Minimum Content Coverage**

1. Environmental Analysis: SWOT, Competitive Forces, Industrial Forces
2. Governance, Mission, Values, Leadership
3. Business-Level Strategies, Goal Setting, and Tactics
4. Implementation (Organization; Including Departmentalization, Staffing, Controls)

### **Business Program Feedback**

We will work with the Department Assessment Committee and the School's AACSB Committee to evaluate possible approaches to program assessment. Nothing will be added to the syllabi at this time.

\* Developed by Drs. Stepanovich, Nodoushani, and Brady in December of 2009.

**COURSE OUTLINE**  
**MGT 450 Policy and Strategy Seminar\***

**COURSE DESCRIPTION:** Capstone course for business major, integrating concepts learned in previous business courses. Readings and case studies **or simulations** deal with formulation, implementation and evaluation of managerial strategies and plans for ongoing organizational survival and success. Appreciation for general management perspectives **is** stressed. [delete: “in written and oral analyses”]

**REQUIRED MATERIALS:** Regardless of the pedagogical approach (simulation or cases), students should be assigned a text or readings that covers the Minimum Topics Covered identified below.

**COURSE OBJECTIVES:** The shared objectives are listed below. Instructors are encouraged to add to the list to meet their specific course objectives.

Objective (what they are to learn and be able to do)	Assessment (how it’s measured)
1. Students will know and be aware of basic methods, concepts, and theories related to organizational strategy	TBD
2. Students will be able to identify, define, and analyze multifunctional problems from a top management and cross-disciplinary perspective	TBD
3. Students will be able to effectively communicate the findings of their analysis	TBD

**DEPT. LEARNING GOALS:** Two of the four Department learning goals are required and are incorporated into the Course Objectives (Analysis #2 and Communication #3). Other learning goals may be added at the discretion of the instructor.

**MINIMUM TOPICS COVERED:**

- Environmental Analysis: SWOT, Competitive Forces, Industrial Forces
- Governance, Mission, Values, Leadership
- Business-Level Strategies, Goal Setting, and Tactics
- Implementation (Organization; Including Departmentalization, Staffing, Controls)

**SHARED OUTCOME ASSESSMENT:** The shared outcomes will be evaluated by two full-time professors who are teaching 450 (or who have taught it within the past two years). A random sample of students will be selected and the panel will blind review the work using a rubric designed specifically for the assessment.

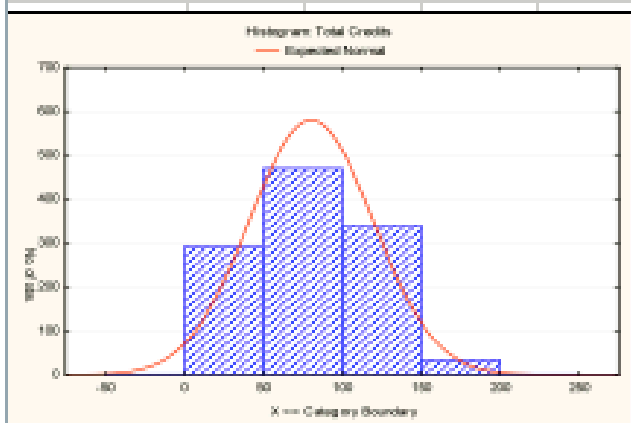
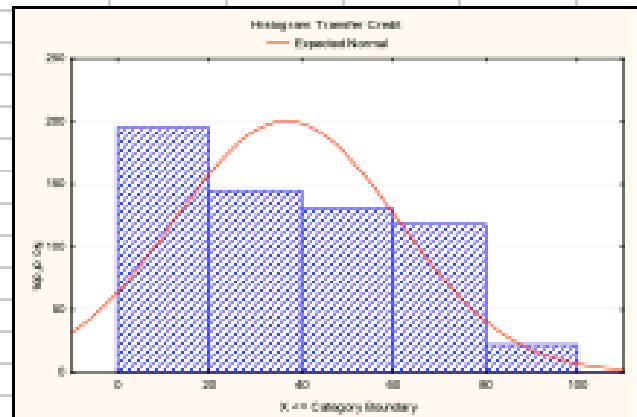
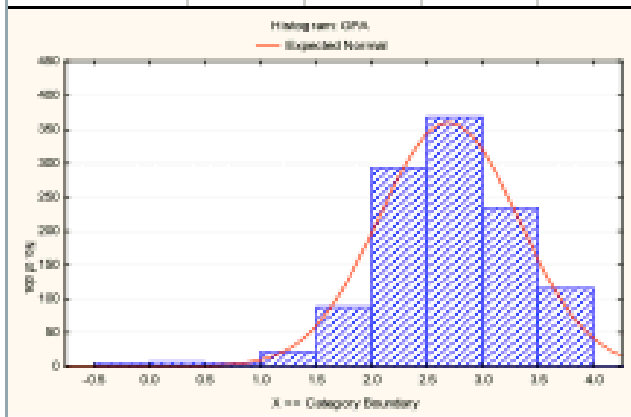
**RUBRICS:** TBD

**GENERAL POLICIES:** Should include statements on academic integrity and disabilities.

**COURSE SCHEDULE:** List dates when topics covered and assignments due.

\* Developed by Drs. Stepanovich, Nodoushani, and Brady in December of 2009.

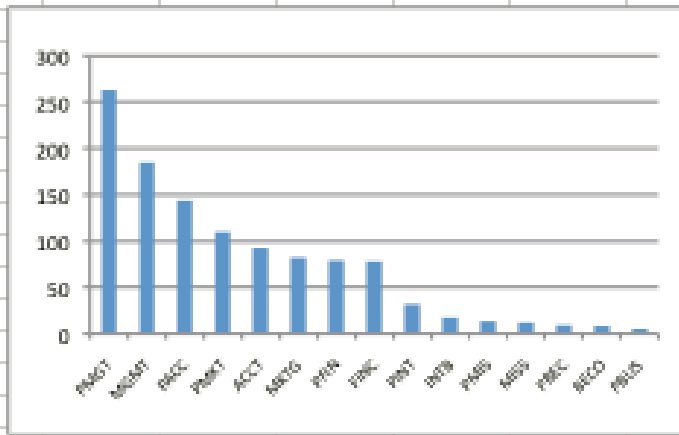
SCHOOL OF BUSINESS					
	Valid N	Mean	Minimum	Maximum	Std. Dev.
GPA	1135	2.89	0.00	4.00	0.83
Total Credits	1135	80.40	0.00	205.00	39.08
Transfer Credit	610	36.75	2.00	90.00	24.28



	Count	Percent
FR	217	19.1
SO	261	23.0
JR	297	26.2
SR	360	31.7



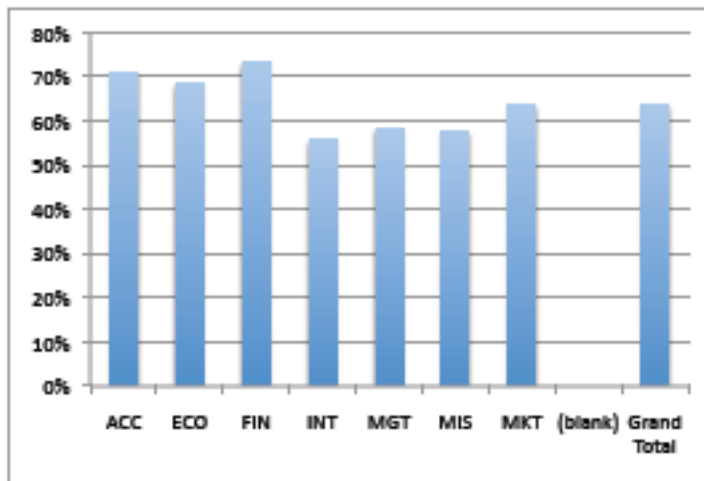
	Count	Percent	Pre-
PMGT	263	23.2	263
MGMT	185	16.3	
PACC	144	12.7	144
PMKT	110	9.7	110
ACCT	93	8.2	
MKTG	82	7.2	
PFIN	79	7.0	79
FINC	78	6.9	
PINT	32	2.8	32
INTB	18	1.6	
PMIS	14	1.2	14
MISS	12	1.1	
PBEC	9	0.8	9
BECO	8	0.7	
PBUS	5	0.4	5
Total	1132		656 58%



## Impact of 2.5 GPA Restriction

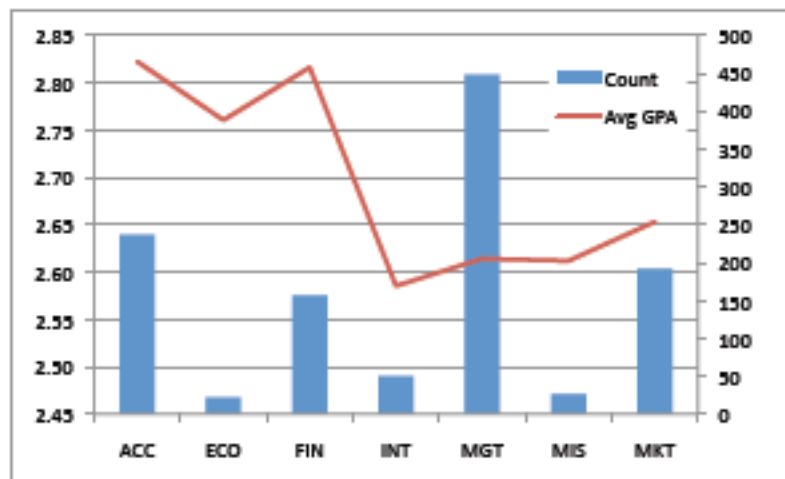
Count of Last N	Concen								Grand Total
	ACC	ECO	FIN	INT	MGT	MIS	MKT	(blank)	
a 0-1.99	24	2	6	8	58	2	16	1	117
b 2.0-2.09	5	2	6		23	3	9		48
c 2.1-2.19	12	2	7	3	23	1	11		59
d 2.2-2.29	7		9	5	25	2	13		61
e 2.3-2.39	12	1	6	5	27	2	12		65
f 2.4-2.49	9		8	1	32	1	9		60
g 2.5+	168	15	115	28	260	15	122	2	725
Grand Total	237	22	157	50	448	26	192	3	1135

2.5+ % Retained    71%    68%    73%    56%    58%    58%    64%    64%



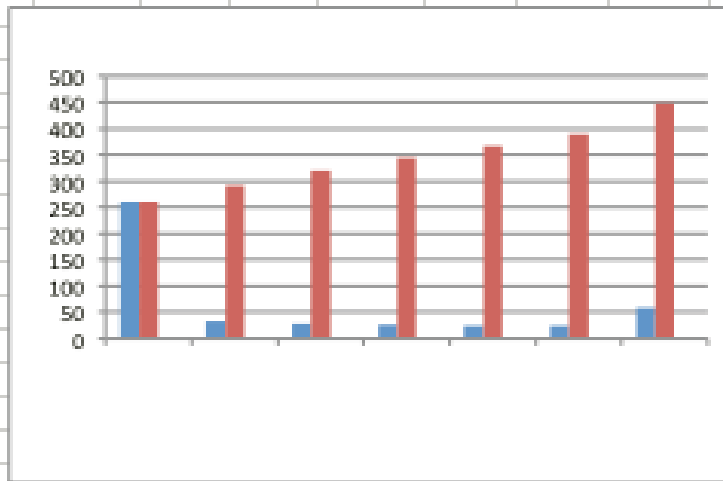
## GPA

	ACC	ECO	FIN	INT	MGT	MIS	MKT
Count	237	22	157	50	448	26	192
Avg GPA	2.82	2.76	2.82	2.59	2.61	2.61	2.65

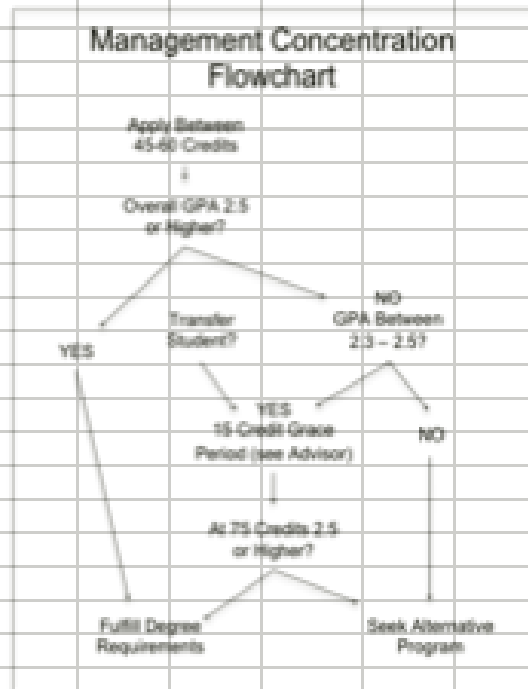


Note: Spring 2009 data. Pre-concentrations added to concentrations.

MANAGEMENT & PRE-MANAGEMENT									
GPA	N	Mean	Stdev						
MGMT	185	2.78	0.53						
PMGT	263	2.50	0.63						
GPA Cut	MGMT			PMGT			TOTAL		
	Count	Cuml	%	Count	Cuml	%	Count	Cuml	%
g 2.5+	125	125	68%	135	135	51%	260	260	58%
f 2.4-2.49	12	137	74%	20	155	59%	32	292	65%
e 2.3-2.39	11	148	80%	16	171	65%	27	319	71%
d 2.2-2.29	12	160	86%	13	184	70%	25	344	77%
c 2.1-2.19	8	168	91%	15	199	76%	23	367	82%
b 2.0-2.09	6	174	94%	17	216	82%	23	390	87%
a 0-1.99	11	185	100%	47	263	100%	58	448	100%



Transfer >=65 credits			
GPA Cut	No	Yes	Total
g 2.5+	223	37	260
f 2.4-2.49	28	4	32
e 2.3-2.39	26	1	27
d 2.2-2.29	24	1	25
c 2.1-2.19	21	2	23
b 2.0-2.09	23	0	23
a 0-1.99	54	4	58
All Grps	399	49	448



#### **4. Use of Data to Improve Programs**

An ad hoc Assessment Committee was formed in September 2009. The department will formalize, in its bylaws, a standing committee on assessment charged with:

1. Working with faculty to improve course-level assessment
2. Coordinating and collecting data from faculty, students, and alumni
3. Analyzing assessment data and reporting results back to the department
4. Sponsoring an annual meeting dedicated to assessment and feedback into the program

This will provide a formal structure to feedback assessment data for program improvement. The MGT 450 course that is being piloted in the spring will, again, serve as the guide for this process. After the cross-section evaluation is completed, those working on the pilot will meet to review possible changes. They will then meet with the Assessment Committee.

While the pilot provides a course assessment, the committee will also review program-wide assessment. They will recommend to the department how the outcomes integrate across courses to ensure that all courses cover some outcomes and that all outcomes are covered and reinforced. The Committee will also guide the rollout of the process to the other three courses.

The Committee will share its work with the department during a scheduled time in each meeting. It will also hold a special department meeting to review assessment information and to provide recommendations on program improvement. This meeting will be scheduled for April of 2011 and will be held each year thereafter in April.

In addition, work on the Program Review to-date has prompted the following activities in the fall of 2009, all aimed at program improvement:

1. The Curriculum Committee reviewed course prerequisites and sequence and recommended changes that were approved by the department
2. The Department Chair used an analysis of historic course offerings to set spring and fall 2010 schedules
3. The Assessment Committee reviewed competencies based on syllabi
4. Began evaluation of a GPA requirement
5. Strategy faculty prepared a course outline and assessment plan for MGT 450
6. The Department Selection Committee blind-reviewed adjunct qualifications and made recommendations to the Department Chair

## 5. Evidence of Quality Instruction and Teaching Effectiveness

### a. Quality Instruction

1. Matrix relating class assignments to learning outcomes with examples of assignments, tests, rubrics, and student results.

We do not have the materials for this section. As indicated, we will pilot MGT 450 to provide this data. The plan is as follows:

Fall 2009	Spr 2010	Fall 2010	Spr 2011
Pilot one course: Course Outline with shared obj and Outcomes with measures	Pilot course measurements Pilot Feedback	Core courses measurement Common courses Feedback	Remaining course Feedback
	For 3 core courses: Course Outlines with shared obj and Outcomes with measures	Remaining course outlines with obj and Outcomes with measures	

The page in this section on “MGT 450 Assessment/Outcome” is extracted from a syllabus for the spring 2010 illustrating how the outcomes will be incorporated and assessed. A panel of faculty who teach in strategy will evaluate a sample of work for objectives two and three.

2. At least five syllabi from different courses demonstrating objectives and measureable outcomes.

The following syllabi are included in the binder:

MGT 300  
MGT 305  
MGT 414  
MGT 450  
MIS 361

3. Provide and discuss course evaluation (student evals) forms.

Data from Fall 2003 - Fall 2008

N = about 5,800 valid responses for Management and 1,100 for MIS

Question	Categories	MGT % N=5,800	MIS % N=1,100
1. Outline provided	Yes	98	100
2. Attend policy explained	Yes	96	99
3. Title & desc consistent with catalog	Yes	94	98
4. Grading explained	Yes	95	99
5. Classes begin and end on time	Always & Generally	97	99
6. Were classes cancelled	Never & Rarely	98	99
7. Time spent worthwhile	Strongly Agree & Agree	92	94
8. Instruction helped understanding	Strongly Agree & Agree	91	95
9. Major points clear	Strongly Agree & Agree	93	98
10. Instructor available	Strongly Agree & Agree	92	94
11. Possible to ask questions	Strongly Agree & Agree	95	98
12. Meetings intellectual stimulating	Strongly Agree & Agree	90	91
13. Readings helped understanding	Strongly Agree & Agree	91	95
14. Exams helped understanding	Strongly Agree & Agree	91	96
15. Work graded fairly	Strongly Agree & Agree	94	99
16. Evaluations sufficient to eval progress	Strongly Agree & Agree	91	98
17. Makes me want to learn more	Strongly Agree & Agree	89	90
<b>18. Quality of instruction high</b>	<b>Strongly Agree &amp; Agree</b>	<b>91</b>	<b>96</b>
<b>19. Overall quality of course high</b>	<b>Strongly Agree &amp; Agree</b>	<b>91</b>	<b>95</b>
20. Professor promotes respect	Strongly Agree & Agree	97	99

We are generally satisfied with the student evaluations (no average below 89%). It would be important to look at this data over time to get a sense of natural variation and possible trends. We will inquire about breaking this data out over time.

**b. Teaching Effectiveness**

We do not have data at this time.

MGT 450 ASSESSMENT/OUTCOME

COURSE OBJECTIVES: At the end of the course, students will...

Objective	Evaluation
1. Know and be aware of basic methods, concepts, and theories related to organizational strategy	Exams, Strategy Memo, Simulation, Reports
2. Be able to identify, define, and analyze multi-functional problems from a top management and cross-disciplinary perspective	Simulation, Reports
3. Be able to effectively communicate the findings of their analysis	Simulation, Reports
4. Be able to apply team skills	Simulation, Reports, Team Charter
5. Question and critically evaluate accepted practice	Case discussion, Reflection Paper

COURSE EVALUATION:

Element	Points
1. Exams (3)	300
2. Team Charter	-
3. Strategy Memo	-
4. Interim Report	200
5. Final Report	200
6. Team Position	100
7. Nurse Betty Case	100
8. Critical Thinking Refl	100
Total Points	1000

1. Exams: Three exams, worth 100 points each, will evaluate your understanding of basic principles in strategy. They will be online and objective (multiple choice, True/False). The exams are open book but timed for 60 minutes.

2. Team Charter: Each team should complete a charter – a contract for how the group will function (guide available in Vista). The charter outlines team expectations and consequences for not meeting the expectations. If a team member is not performing, you may eject a member. This member will complete a sixty-page research paper on a topic I assign. I am not involved in the decision to evaluate and eject a member except as a judge to ensure that team members are treated fairly. The team must show documentation and they must give the team member at least one written warning (copying me). Evaluation: Failure to complete a Charter will result in five points being deducted from your team score and you may not eject a member.

3. Strategy Memo: Each team should complete a one-page Strategy Memo (guide available in Vista). You are to select one of the six strategies recommended in Capsim. You will put this in your own words. This will guide your decisions in Capsim. You are not locked into this strategy and can change it at any time. Evaluation: Failure to complete a Strategy Memo will result in five points being deducted from your team score.

4. Interim Product Line Report: Half way through the simulation you will submit a report on the game demonstrating your ability to integrate the functional decision areas. A guide is provided in Vista. Three (3) pages maximum; double-spaced; 1-inch margins; 12 point Times New Roman font; no cover page; your name & company in upper left. If you are to bring the reflection to class, then no binders or folders, just staple in upper left. If submitting online, email the assignment in Vista attaching the reflection as a Word file (docx is accepted). Formatting is strictly enforced.

If you score higher than a 50% on the interim reflection then the following rule will apply. If your final reflection is higher than your interim reflection, then the final score will replace your interim score. For example, if you score a 75% on the interim and a 90% on the final, then you will receive 90% of the points for the interim also. If you do not submit an interim reflection or you receive a 50% or lower, then the interim score holds and the final reflection score will not replace the interim score.

5. Final Product Line Report: This is a repeat of the Interim Report (see guide in Vista). Three (3) pages maximum; 1-inch margins; 12 point Times New Roman font. If you are to bring the reflection to class, then no binders or folders, just staple in upper left. If submitting online, then email the assignment in Vista attaching the reflection as a Word file (docx is accepted). Formatting is strictly enforced.

6. Team Position: At the end of the simulation, each organization (team) will be ranked according to performance (weighted average of ROS, ROA, ROE for the last three rounds). The winning team will receive 100 points, the second place team 93 points, the third 87, and the fourth and subsequent teams 80. I reserve the right to assign lower individual scores to students who, based on the reflection papers, have obviously not participated in the simulation.

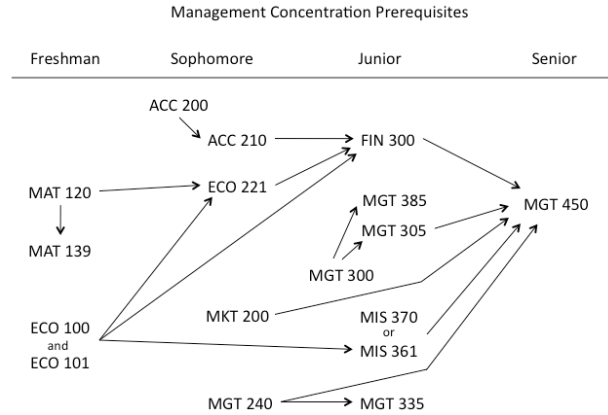
7. Nurse Betty Case: You will be assigned to a discussion group in Vista. You are to read the assigned case and post a 300 word (minimum) reflection. At the end of the reflection, you are to include a question that you want your other group members to answer. This is to be done by 10 PM Monday of the week indicated. You are then to read each of your other group member's postings and respond to each question by Tuesday at 10 PM. You will be evaluated on whether you actively participate.

8. Critical Thinking Reflection: To help develop critical thinking, you will be exposed to ideas that challenge traditional management. You will reflect on the in-class exercises in an "Assessment" in Vista.

## 6. Evidence of Coherent and Current Curriculum

### Is there a rational progression through the courses?

Yes, progression through the program is structured according to this chart. The reasoning for this structure is that students of business need a foundation in four general areas: economics, accounting, quantitative analysis, and law. Students are encouraged to take these courses in their freshmen and sophomore years. The only prerequisite is that economics, accounting, and statistics (ECO 221)



must be taken before Finance. All the foundation courses must be taken before MGT 450 Policy & Strategy Seminar, which is the capstone course for the Business Administration degree.

Within the Management concentration, MGT 300 Management of Organizations is required for both MGT 305 Organizational Behavior and MGT 385 Human Resource Management. MGT 305 is required for the capstone MGT 450. Students are required to take a second law class, Business Law (MGT 335), which requires the law course in the business core, MGT 240.

### How is current thinking in the field reflected in courses? How are they reconsidered and updated?

Textbooks by major publishers are provided for nearly all of the management courses. These texts are usually updated biannually, if not annually. Current thinking is reflected in these texts. Recent examples (past ten years) include teamwork and team projects, business ethics, and global environments. More recently, we are seeing sustainability and supply chain management integrated into the texts.

In addition to texts, faculty presentations and attendance at conferences provides valuable input for courses.

### Curricular Matrix of Content (Knowledge)

The Department Curriculum Committee developed a content matrix to ensure that the general topics in the field were covered in the courses. Full-time faculty who teach regularly in the courses were asked to evaluate coverage. The matrix follows (multiple numbers represent different faculty ratings):

Area	Business Core Courses				Mgt Concentration	
	240	300	305	450	335	385
Legal	3	1		2 1	3	2 3
Planning		3 3	1	2 3		2
Leadership		3 3	3 3	2 2		2
Organization		3 2	2 3	2 3		2
Control		3 2	2	2 3		2
Staffing	1	2	1	2 2		3 3
Workflow		2	1	2 2		2
Motivation		3 3	3 3	2 2		3 1
Teams		3 2	3 3	2 1		3 2
Hiring	1	2	1	2 1		3 3
Performance Evaluation	1	2	2	2 1		3 3
Ethics	1	3 2	2 2	2 3	1	2 2
Global Management	1	2 1	2	2 3	1	2 1
Diversity	2	2 1	2 2	2 1		3 2

Key: 3 High emphasis, 2 Medium, 1 Low

MGT 240 and 335 are law classes with specialized content. MGT 300 (Organization and Management) and MGT 305 (Organization Behavior) are management foundations required of all business majors. MGT 450 is the business capstone course, integrating all the functional areas of business. MGT 335 and 385 are required for management concentrations students. MGT 335 is Business Law and MGT 385 is Human Resource Management.

While the matrix addresses coverage, a more current topic is curricular mapping. A management faculty member, Dr. Page, recently received reassign time to investigate this for the school of business. His presentation is included in this section. The Curriculum Committee will be evaluating 1) the core requirements do our students need, 2) the reinforcement of requirements over time.

### **Relationship to Graduate (MBA) Program**

The MBA curriculum requires similar courses: Management, Organizational Behavior, Law, and Strategy are core requirements in both the MBA and undergraduate programs. In almost all cases, the texts required are more challenging in the MBA program. The MBA courses require more research and assignments are geared toward adults who have significant business experience.

We have the responsibility for twelve graduate courses. About eight courses are offered each semester. In rough terms, two of our eleven faculty members teach predominantly in the MBA and two teach equally in the MBA and undergraduate program. Two or three others teach occasionally in the MBA. The undergraduate program runs at about a 50% adjunct rate while the MBA has been running about a 30% rate.

## Curricular Core

Robert A. Page  
February 2009

## Curricular Coherence

	Core Learning Goals	Peripheral Learning Goals	Personal Learning Goals
FYE	Students learn about the 4 core goals at each and every stage – the goal is repetition and immersion	Require exposure, but not immersion. One or two courses is sufficient.	Prerequisite knowledge and skills learned on personal time
Beginning Coursework			
Intermediate Coursework			
Advanced Coursework			
Senior Capstone			

Curricular coherence lays out an academic roadmap so students understand the progression and sequence of coursework necessary for them to develop professional level expertise by the time they graduate.

The current 4 core learning goals are Communication, Quantitative, Critical Thinking and Business in Society. The curriculum should systematically develop expertise in these areas, school-wide.

## Core Competencies: Functional

The next two slides capture the business administration universe. Coverage varies by topic, and by concentration. Excluded topics require justification. This model was discussed and approved in a school-wide meeting in 2001.

	Industry	Organizational	Personal
Accounting	Generally Accepted Standards	Organizational Systems	Software and Techniques
Marketing	Market Trends	Corporate Strategies	Image Management
Finance	Global & International	Corporate	Personal
Economics	Macroeconomics	Microeconomics	Forecasting
MIS/IT	Technology/Networks	Info. Systems	Computer Literacy
Operations	Distribution & Supply Chains	Statistical Process Controls	Efficiency & Time Mgt.
HRM/OB	Leadership & Strategic HRM	Org. Alignment & OVL	Career Development

## Core Competencies: Cross-functional

	Industry	Organizational	Personal
Planning	Strategic Planning	Decision Making	Critical Thinking
Analysis	Industry/Economics	Org. Systems & Structures	Basic Skills: Quantitative
Initiative	Entrepreneurship	COI/Innovation	Creativity
Communication	PR/Networking	Dialogue Skills	Oral/Writing
Cooperation & Negotiation	Partnerships & Alliances	Systems Thinking	Organizational Citizenship
Development & Change	Industry & Product Class Lifecycle	Organizational Development	Intentional Learning
Ethics	Societal & Legal Trends	Social Responsibility	Integrity & Tolerance
International	Global Markets & Multi-national	Industry & Org. Best Practices	Cross-cultural Awareness
Customer Service	Multi-stakeholder Analysis	Customer Relations Mgt.	Customer Focus

## Sequenced Clustering/ Spiraling/Orienteering

Students choose courses within each cluster, all of which offer targeted knowledge and skill sets. Each cluster builds on the previous cluster.

**Freshman Year Experience:** an introduction to college level thought.

**Beginning Clusters:** offer course options that teach basic knowledge and skill sets.

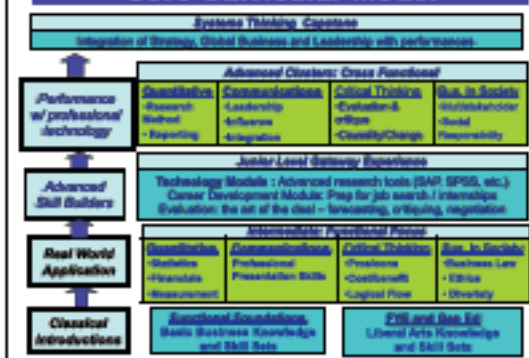
**Intermediate Clusters:** offer course options that teach advanced knowledge and skill sets, such as evaluation, rational analysis and scientific method – knowledge/skills in action.

**Junior Year Gateway:** provides a skill set for advanced undergraduate training, including career development.

**Advanced Clusters:** offer course options that teach systems thinking, professional reflection, ethical judgment and other “wisdom skills.”

**Senior Year Capstone:** focuses on multi-disciplinary and global application, with an emphasis on professional caliber performance.

## Core Curricular Model



## Best Practices in Teaching

Reach Many Learning Styles

Reach Few Learning Styles

Active Learning  
Applied / Real World Context  
Group-based Activities  
Reinforced Key Learning Points  
Multi-disciplinary  
Systems Thinking Goals

Passive Learning  
Pure Theory  
Individual Activities  
Single Exposure  
Single Discipline  
Memorization Goals

## Best Practices Pedagogy

**Beginning Clusters-Knowledge Ready:** should appeal to a variety of learning styles and provide remediation for the under-prepared. Differentiated instruction; particularly group work is suggested.

**Intermediate Clusters-Application Ready:** should apply theory and concept to real life, to increase student interest and retention. Case studies, experiential exercises, etc. recommended.

**Advanced Clusters: Performance Ready:** should focus on student practice and performance, in the field or equivalent contexts. Simulations, service learning, field research, etc. suggested.

## MGT Curricular Mapping: Quantitative Knowledge & Skills

General Education Core	Business School Core	Concentration Core
Mathematics Requirement	Statistics, Finance, Economics and Accounting	Research Methods Course (TBA)
	Strategy Capstone	

## Curricular Assessment: Quantitative Knowledge & Skills

Cluster	Objective	Mockery Measure
Capstone	-Measurement and Analysis of Complex Business Challenges	Professional business plan or strategic initiative, or forecasting/brand analysis
Advanced	-Conduct Research -Performance Reporting -Build Validity and Reliability	Hypothesis testing, Statistical Process Controls, Multi-measure/multi-method
Intermediate	-Business Statistics -Financial Statements	Interpretation of financials Calculation of ratios
Introductory	-Algebra -Statistics	Calculate probabilities Basic significance testing Basic math skills

## MGT Curricular Mapping: Business in Society

General Education Core	Business School Core	Concentration Core
Humanities	Business Ethics	Social Responsibility
	Strategy Capstone	

## Curricular Assessment: Business in Society Skills

Cluster	Objective	Mockery Measure
Capstone	-Analyze multi-stakeholder positions, clusters and trends -Analyze cost/benefit tradeoffs	-Build a conditional change strategy and map -Build a Balanced Scorecard
Advanced	-Analyze competing values -Balance competing goals -Build External validation	Hypothesis testing Ethical Audit Multi-measure / multi-method
Intermediate	-Business law -Professional Standards	Application of societal and/or professional roles to business situations
Introductory	-Standards of rationality -Social morals and values -Individual ethics	Evaluation and critique of social philosophy/engagement

**MGT Curricular Mapping:  
Communication Knowledge & Skills**

General Education Core	Business School	Concentration Core
Composition Courses (ENG 111 & 112) (100 level COM)		Communication MGT 195 ↓ 3 Writing (W) Courses ↓ Presentation Course (TBA)
	Performance Capstone (450)	

**Curricular Assessment:  
Communication Knowledge & Skills**

Cluster	Objective	Mastery Measure
Capstone	Professional quality presentation of analysis and summary of a complex issue	Executive level report, executive summary and action plan
Advanced	Incorporating evaluation, cost/benefit, and tradeoff analysis in presentations	Presenting professional reports to effectively inform, critique and persuade
Intermediate	Presentation of technical data and analysis in a variety of commonly used formats	Reports / Presentations of real world business issues
Introductory	Basic oral, reading and writing skills	Understandable self-expression

**MGT Curricular Mapping:  
Critical Thinking Skills**

General Education Core	Business School Core	Concentration Core
Philosophy Social Sciences	Intro Management (300) Discipline Intros (MGT 305, ACC 210, MKT 200, FIN 300, etc.)	Electives in Major Global Business
	Integration Strategy Capstone	

**Curricular Assessment:  
Critical Thinking Skills**

Cluster	Objective	Mastery Measure
Capstone	- Systems Thinking - Non-linear Thinking	Professional multi-stakeholder analysis
Advanced	- Evaluation & critique - Causality/Change	Professional assessment
Intermediate	- Problems - Cost/benefit	Real world evaluation
Introductory	- Logical Flow - Structured Argument	Accurate, concise and coherent diverse perspectives

## **7. Appropriate Faculty, Students, Staff**

### **Faculty**

All eleven full-time faculty have terminal degrees (see Faculty List). Four of the sixteen adjuncts have doctoral degrees. Course assignments for full-time faculty are based on their area of expertise. The AACSB (business accreditation) guide is used as to Academically Qualified and Professionally Qualified. Expertise is determined either through degrees, scholarship, or industry experience. For adjuncts, we generally require a degree in the area of the course taught as well as significant industry experience in the area. CV's for full-time faculty are included at the end of this section in the binder.

### **Students**

The department does not actively recruit students beyond attending the Open House and Majors Expo. We have offered an Introduction to Business course for freshmen in order to introduce students to the business field. This course is being reevaluated by the Curriculum Committee in light of the Gen Ed changes.

There are no GPA requirements beyond the University's 2.0 requirement to graduate. We require a C or better grade in all of the concentration courses (18 credits). As part of the Assessment initiative, the Assessment Committee will be evaluating a 2.5 requirement for the program.

There are no retention programs beyond normal academic advising. The graduation rate (see the table in this section) is misleading since few students seem to come to Southern to concentrate in Management (not unusual).

Demographics reveal that about 65% of students are white and 35-40% are women (see Demographics page in this section).

### **Support Staff**

We have a department secretary and are usually assigned one student worker. There are no graduate assistants. We have been fortunate in that we have excellent support staff.

### **Implications**

See Key Trends in this section. In 2005 our adjunct rate went from about 30% to 50% and it has stayed at this level. This was the result of a decision to cap classes at 25 in order to improve the learning experience for students. During the same period (2005 on) the number of students taking management classes, and graduating, has increased. During this time the number of full-time faculty has stayed about the same at 11-12, although we had two retirements in the Summer of 2009. We have a one-year temporary position, Dr. Brady, and were just informed that we will be able to get another one-year emergency position.

The Assessment Committee has been charged with looking at the adjunct rate. They will bring a recommendation to the department in the spring of 2010. For anyone interested, there is a simulation model available online to tinker with the adjunct rate at:

The model demonstrates the interrelationships among class size, number of full-time faculty, and GPA requirements.

### Management Adjunct Rate

Testing Strategies...

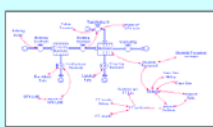
This is a simulation model that can be used to better understand our processes and to anticipate the results of actions aimed at reducing the adjunct rate. Click on the names at right to go to appropriate screens. You can return here at any time by clicking on the 'home' button in the lower right of any screen.

1. Simulation

2. Unfolding the Model

3. Assumptions

4. QUIT



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#### Adjunct Rate Simulation

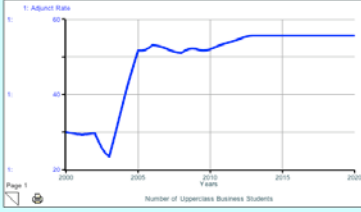
AACSB does not allow a program to exceed a 25% adjunct rate. In this flight simulator, you control the major factors driving adjunct rates. Note that the first 10 years of the simulation are HISTORY. I've used existing data to provide a baseline. Click Run to get an "as is" scenario. Then move the slider, alone or in combination, to test strategies. Click the "U" on the slider to reset it or click the reset button to reset all. Note that there are several pages to the graph. You flip through them by clicking on the triangle in the lower left of the graph. When finished, click the "home" button, lower right, to explore the model further.

Class Size

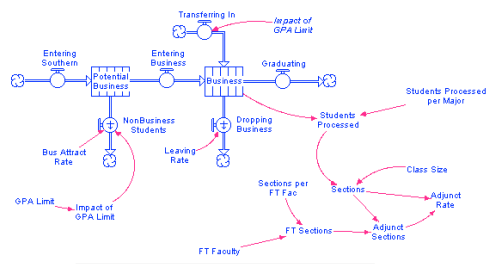
FT Faculty

GPA Limit

Run | Pause | Stop | Reset



Page 1: Mgt Adjunct Rate Page 2: Graduating Bus Students  
Page 3: 3/16 Bus Students Page 4: Mgt Sections



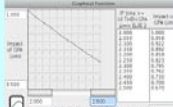
That's it! You can return to the prior screen by clicking on the arrow in the upper left...

Then you should return to the homepage to review Assumptions.

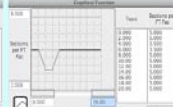
#### Assumptions

Here are some of the critical relationships driving the model. Click on the graphs for a more detailed explanation.

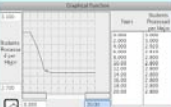
**Impact of GPA:** To what degree will a GPA limit restrict students?



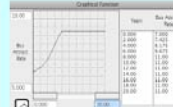
**Sections per FT Faculty Member:** Avg sections taught.



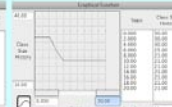
**Students Processed per Major:** Takes the total number of students in a year divided by the number of upperclass majors.



**Business Attraction Rate:** What proportion of lower level students move into business?



**Class Size:** The average class size of management classes.



23

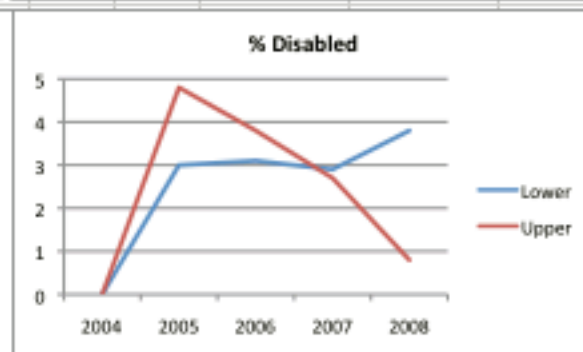
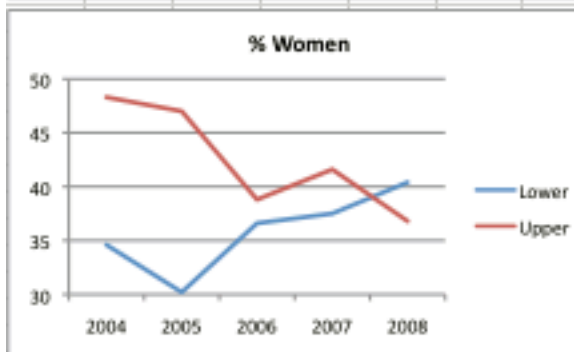
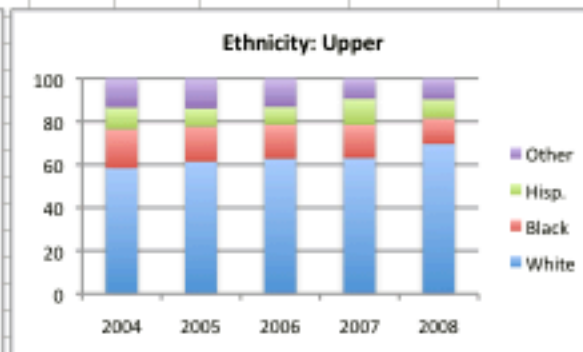
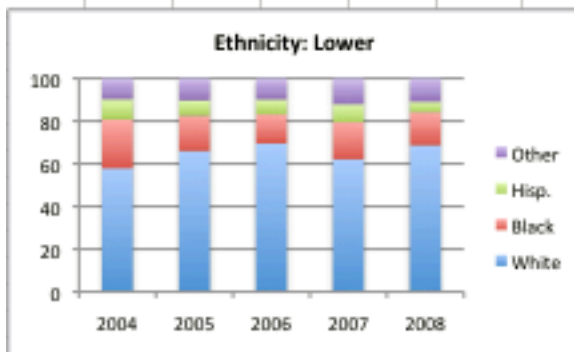
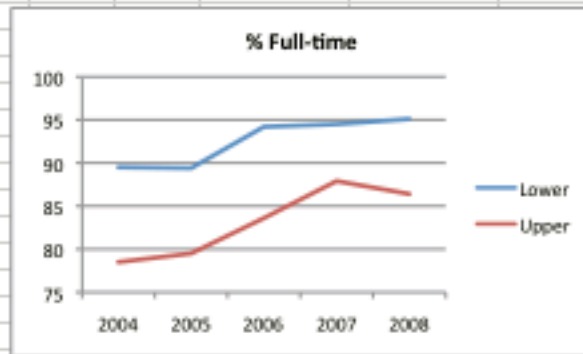
Name	Education	Year of Appt	Current Rank	Tenure	Courses Taught	Specialty Area	% in Program	% in MBA*
Brady, Gene	Ph.D., Business Admin., Univ. of Oregon; MBA, Wayne State Univ.	2009	Associate	N	430, 460, 450	Strategy, International	100	
Cottrill, Melville	J.D./Ph.D., Univ of Connecticut	1990	Professor	Y	240, 301	Law, Entrepreneurship	100	
Frank, Ellen	Ph.D., Ind/Organizational Psychology, 1973, Purdue Univ; M.S. I/O Psychology, Purdue	1983	Professor	Y	300, 430, 460, 305, 385	Org Psych, Statistics	100	
Hopkins, Pamela	Ph.D., Org Devel., 1989, Temple Univ.; MBA, Clarion Univ. of Pa.	2002	Professor	Y	305, 414, 415	Org Behavior, Org Development	91	9
Mullen, Robert	Sc.D., Management Systems, Univ. of New Haven; MBA, Univ. of Iowa	1992	Professor	Y	MIS 361, 370,	MIS	95	5
Nodoushani, Omid	Ph.D. Univ of Pennsylvania	2000	Professor	Y	450	Strategy	8	92
Oppedisano, Jeannette	Ph.D., Rensselaer Polytechnic Institute; MS, BA State Univ. of New York at Albany	2000	Professor	Y	105, 305, 385	Human Res, Org Behavior	100	
Page, Robert	Ph.D., Bus. Admin./Org Theory, 1993, Univ. of California, Irvine; M.S. Org Behavior, Brigham Young Univ.	1999	Professor	Y		Org Behavior, Org Theory, Labor Relations	64	36
Prasad, Durga	J.S.D., Law, 1982, Yale; LL.M, Yale	1982	Professor	Y	335, 400	Law, Ethics, Social Justice	33	67
Stepanovich, Paul	Ph.D., Healthcare Systems Science, 1995, Medical Univ of South Carolina; MBA, Clarion Univ of Pa	2002	Professor	Y	361, 450	Strategy, Systems	95	5
Yang, Chulguen	Ph.D., Industrial/Organizational Psychology, 2006, Central Michigan Univ;	2007	Assistant	N	305, 385	Org Behavior, Human Res	75	25
Adjuncts:								
Citron, Craig	ScD, MBA				300			
Clancy, Colleen	MBA				385			
Clark, Melanie	MPA				305			
DeFilippo, Rosemary	JD				335, 345			
Ferraro, Linda	MBA				301			
Forman, Cathy	Mphil, MPPM				MIS 361			
Gill, Veronica	JD				240			
Goralski, Joseph	MS Info Systems				MIS 361, 370			
Goralski, Margaret	MA				300, 403			
Henderson, Cheryl	Ph.D. Psych				105			
Just, Renee	MA I/O Psych				300, 400			
Lueder, Sandy	Ph.D. Marketing, MBA				100			
Mabesoone, Dan	MBA				301			
Stewart, Carol	Ph.D. Comm, MBA				105, 300			
Terry, Pat	JD				240, 405			
Watson, Tom	BS Mgmt				MIS 365			

## Graduation Rates

Banner Program	Banner Concentration No Concentration or Generic	Fall 2002, New, Full- Time, Freshmen Cohort	GRAD AFTER 4 YRS	% GRAD AFTER 4 YRS	GRAD BT 4 AND 6 YRS	TOTAL GRAD AFTER 6 YRS	% GRAD AFTER 6 YRS
BS-BUS	Bus.	21	3	14.3%	2	5	23.8%
BS-BUS	Accounting	27	5	18.5%	10	15	55.6%
BS-BUS	Economics	4	0	0.0%	2	2	50.0%
BS-BUS	Finance	10	1	10.0%	3	4	40.0%
BS-BUS	Management Management of Information	29	2	6.9%	6	8	27.6%
BS-BUS	Sys	3	0	0.0%	0	0	0.0%
BS-BUS	Marketing	14	0	0.0%	2	2	14.3%
BS-BUS	Business- International	1	0	0.0%	0	0	0.0%

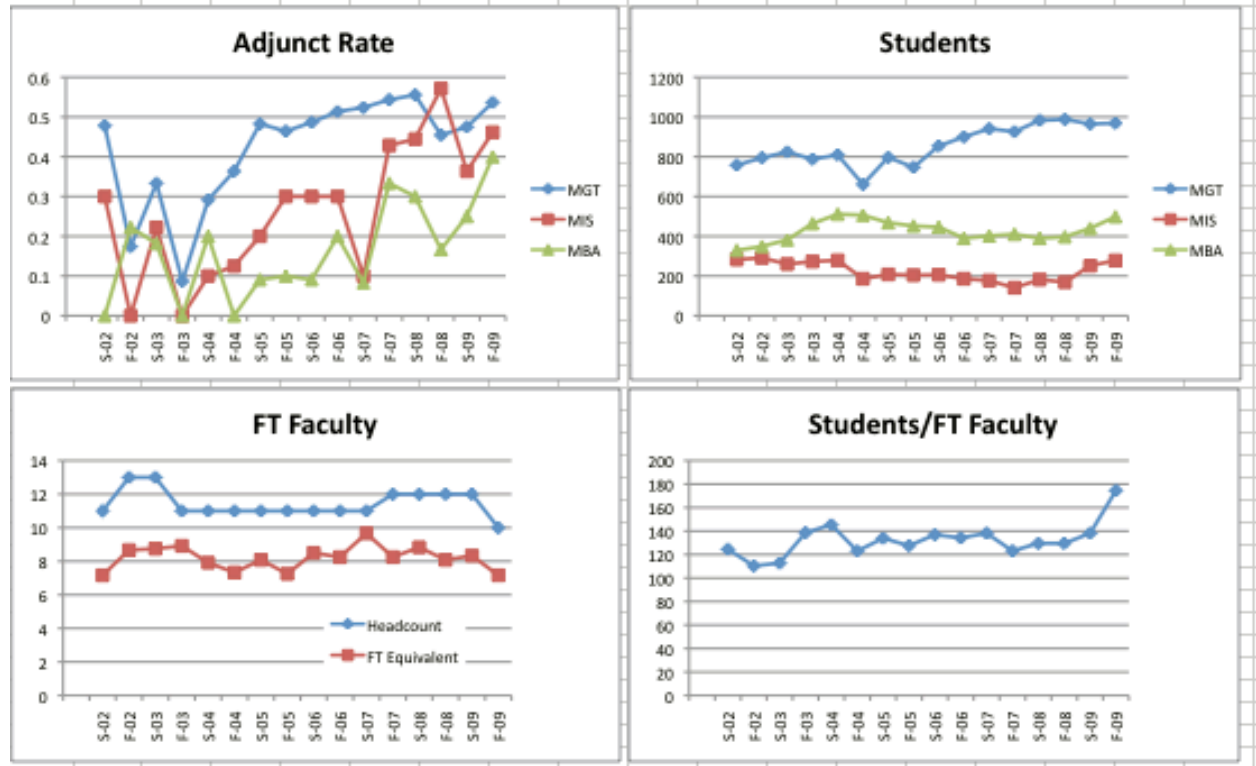
### Demographics: Management

	2004	2005	2006	2007	2008
<b>Count</b>					
Lower	228	235	295	272	265
Upper	149	166	183	149	125
<b>% Full-time</b>					
Lower	89.5	89.4	94.2	94.5	95.1
Upper	78.5	79.5	83.6	87.9	86.4
<b>Ethnicity</b>					
<b>Lower</b>					
White	57.9	66.0	69.5	62.1	68.7
Black	22.8	16.6	13.6	17.3	15.5
Hisp.	9.6	7.2	7.1	8.5	4.9
Other	9.7	10.2	9.8	12.1	10.9
<b>Upper</b>					
White	58.4	61.4	62.8	63.1	69.6
Black	18.1	16.3	15.8	15.4	12.0
Hisp.	10.1	8.4	8.2	12.1	8.8
Other	13.4	13.9	13.2	9.4	9.6
<b>Gender: % Women</b>					
Lower	34.6	30.2	36.6	37.5	40.4
Upper	48.3	47.0	38.8	41.6	36.8
<b>Disabled: % Yes</b>					
Lower	0.0	3.0	3.1	2.9	3.8
Upper	0.0	4.8	3.8	2.7	0.8



# Key Trends

		S-02	F-02	S-03	F-03	S-04	F-04	S-05	F-05	S-06	F-06	S-07	F-07	S-08	F-08	S-09	F-09
<b>Classes</b>																	
MGT	FT	12	19	16	21	17	14	15	15	19	18	20	21	20	24	21	19
	Adj	11	4	8	2	7	8	14	13	18	19	22	25	25	20	19	22
	Total	23	23	24	23	24	22	29	28	37	37	42	46	45	44	40	41
MIS	FT	7	9	7	9	9	7	8	7	7	7	9	4	5	3	7	7
	Adj	3	0	2	0	1	1	2	3	3	3	1	3	4	4	4	6
	Total	10	9	9	9	10	8	10	10	10	10	10	7	9	7	11	13
MBA	FT	9	7	9	8	8	10	10	9	10	8	11	6	7	10	9	6
	Adj	0	2	2	0	2	0	1	1	1	2	1	3	3	2	3	4
	Total	9	9	11	8	10	10	11	10	11	10	12	9	10	12	12	10
<b>Adjunct Rate</b>																	
MGT		47.8%	17.4%	33.3%	8.7%	29.2%	36.4%	48.3%	46.4%	48.6%	51.4%	52.4%	54.3%	55.6%	45.5%	47.5%	53.7%
MIS		30.0%	0.0%	22.2%	0.0%	10.0%	12.5%	20.0%	30.0%	30.0%	30.0%	10.0%	42.9%	44.4%	57.1%	36.4%	46.2%
MBA		0.0%	22.2%	18.2%	0.0%	20.0%	0.0%	9.1%	10.0%	9.1%	20.0%	8.3%	33.3%	30.0%	16.7%	25.0%	40.0%
<b>FT Faculty</b>																	
	Headcount	11	13	13	11	11	11	11	11	11	11	11	12	12	12	12	10
	FT Equivalent	7.2	8.7	8.7	8.9	7.9	7.3	8.1	7.2	8.5	8.2	9.7	8.2	8.8	8.1	8.3	7.2
<b>Students</b>																	
MGT		758	795	824	788	809	661	797	747	854	900	941	926	983	988	965	969
MIS		283	291	260	273	279	186	208	204	206	186	177	141	182	169	252	278
MBA		329	349	382	464	511	506	468	452	446	390	402	410	390	397	440	498
	Total	1370	1435	1466	1525	1599	1353	1473	1403	1506	1476	1520	1477	1555	1554	1657	1745
	Stud/Headcnt	124.5	110.4	112.8	138.6	145.4	123	133.9	127.5	136.9	134.2	138.2	123.1	129.6	129.5	138.1	174.5



## 8. Advising

Evidence of accurate and timely advising. The Department Secretary posts time sheets on each faculty members' door about three weeks before registration. Students are emailed and told that they are to sign up for available times on their advisor's door. The faculty member then meets with their advisees in roughly 15-minute intervals. Students are told to bring their Degree Evaluation Forms to the meeting. Full-time faculty members meet with students, review the Degree Evaluation Form, and make recommendations regarding the schedule. Students cannot receive their PIN unless they see their advisor. Opportunities for independent study and internships are discussed during advising as appropriate (e.g., independent studies require a 3.0 or higher GPA).

How are students assigned advisors? The Department Secretary assigns advisors when the student fills out the Selection of Degree form. MIS students are assigned to Dr. Mullen and students concentrating in International are assigned to Dr. Frank. Beyond that, assignments are allocated evenly across faculty.

Faculty advising and their loads. The advisees by faculty follow (as of Dec 17, 2009):

Brady	38	Oppedisano	15
Cottrill	52	Page	44
Frank	43	Prasad	56
Hopkins	49	Stepanovich	63
Mullen	40	Yang	62
Nodoushani	54		
		Total	433

Office Hours are scheduled during the day, predominantly, but some faculty who teach weekends and evenings will schedule their hours accordingly, so that part-time students who work during the day have access.

Students are also encouraged to refer to the catalog, which clearly lays out the sequence and requirements (see next page). Tracking is handled in the advising meetings by reviewing the Degree Evaluation Form. There are no formal policies and procedures dealing with retention. Students who are struggling are directed to tutors, the writing center, or career services.

The department has maintained a Registration Checklist for several years. It is given to each student when he or she completes the Selection of Degree Form and is assigned an advisor. A copy is provided in this section (font reduced to save space in this report).

The Department Chair is responsible for scheduling, information requests, approving transfer credits, etc.

## Recommended Sequence of Courses

<b>FRESHMAN YEAR</b>		<b>31 Credits</b>
Communication.....	3	
Composition II.....	3	
Exercise Science.....	1	
Fine Arts.....	3	
Foreign Language.....	3	
Mathematics–College Algebra.....	3	
Natural Sciences, Group B.....	3	
College Algebra.....	3	
Philosophy.....	3	
Principles of Macroeconomics.....	3	
Principles of Microeconomics.....	3	
Elective.....	3	
<b>SOPHOMORE YEAR</b>		<b>31 Credits</b>
Literature.....	3	
Social Sciences B.....	3	
Principles of Financial Accounting.....	4	
Managerial Accounting.....	3	
Personal Computer Applications.....	3	
MAT 139 or MAT 150.....	3	
Economics and Social Statistics.....	3	
Legal Environment of Business.....	3	
Major Course.....	3	
Electives.....	6	
<b>JUNIOR YEAR</b>		<b>30 Credits</b>
Health.....	1	
History of World Civilizations.....	3	
Corporation Finance.....	3	
Management & Organization.....	3	
Business Analysis and Applications.....	3	
Production-Operations Management or Business Information Systems.....	3	
Principles of Marketing.....	3	
Major Courses.....	3-6	
Electives.....	2-5	
<b>SENIOR YEAR</b>		<b>29-30 Credits</b>
American Political Foundations.....	3	
Natural Sciences, Group A.....	3	
International/Global Business Course.....	3	
Business Policy and Strategy Seminar.....	3	
Business Free Elective.....	3	
Major Courses.....	12-15	
Electives.....	3-6	

from 2009-2011 Undergraduate Catalog, pp. 146-147.

# REGISTRATION CHECKLIST

COMPLETE THIS CHECKLIST BEFORE SEEKING ADVISEMENT.

BRING IT WITH YOU WHEN YOU COME FOR ADVISEMENT.

- Declare your major in the School of Business.** Drop by the department office associated with your major to pick up the form to fill out and to be assigned a faculty advisor who will counsel you and sign the form. Return the signed form to the department office.
  - Accounting – SE-216, 392-5691
  - Economics & Finance – SE-204, 392-5629
  - Management/MIS – SE-209, 392-5850
  - Marketing – SE-106, 392-5875

Please note – School of Business majors cannot select a minor in the School of Business only minors outside of the School of Business. (For example, a Management major can minor in an Arts & Sciences program such as Spanish, but not in a School of Business program such as Finance.)

- Apply to the Business School.** This normally happens by the end of your sophomore year. Before you apply, make sure (1) you have taken at least 15 class credits in the School of Business, and (2) your cumulative G.P.A. is over 2.0. To be admitted to the School of Business, you must fill out an application form available from any department secretary.
- Print out your CAAP form BEFORE** you see your faculty advisor. If you have already declared your School of Business major, print out a current copy of the form. If you have not yet declared your School of Business major, do a “what if” analysis to select that major. If you do not know how to access your CAAP form, for detailed instructions see (D) at the end.
- Complete your Math requirement.** If you have not, take the Math placement exam (see the Southern website to register), and take one class a semester to work toward that requirement. For more information on the math requirement, see (A).
- Complete English 112** (Composition II). If you have not, take the English placement exams (see the Southern website to register), and take one class a semester to work toward that requirement. For more information on writing requirements, see (B).
- Complete 3 Required W Courses (transfer students may have 1 or 2 waived depending on the number of credits transferred).** Once you pass English 112 (Composition II) you are eligible to take W-courses. The W designation indicates the course is writing intensive, and you need to pass three W-courses to graduate. The longer you wait to take your W-courses, the harder it is to find openings. Do not take more than one W course a semester because they involve *lots and lots and lots and lots* of writing. For more information on writing requirements, see (B).
- If you speak a foreign language,** take the placement exam to see if your proficiency is sufficiently advanced to waive this requirement. If not, enroll in an introductory class.
- Freshmen & sophomores** (under 60 credits) should complete all 100 and 200 level courses. These are prerequisites for higher level courses so do not attempt to skip over them.
- Sophomore Accounting Majors should** begin attending Accounting Society meetings to learn more about your career choices and continue throughout your academic career.
- Juniors** ( 60-90 credits) should complete 300 level courses. If you have not fulfilled your W-course requirements, now is a good time to focus on them.
- Juniors – Do you have an idea in what kind of job you are interested? If you do,** use elective classes, core class projects, and papers to focus on that kind of job in applicable industries. This industry knowledge will make you more attractive to recruiters. **If you still do not know where you want to land after graduation, see (C).**
- Seniors** (over 90 credits) should complete 400 level courses
- Seniors – Apply for graduation** two semesters before your planned graduation date. If you want to graduate at the end of the spring semester, apply for graduation in the beginning of the preceding fall semester. The graduation audit will identify any remaining courses that need to be completed and serves as an official contract between you and the university.

1. **Seniors** should consider taking an internship course such as MGT 497 (usually 3 credits). This involves finding an organization willing to take you on as a paid or unpaid intern to do a mutually beneficial management project. Internships look great on your resume, and some organizations treat them as an extended job interview, hiring interns they like for permanent positions. Contact a faculty member with whom you would like to work in the field you want to work for more information.  
\*\*Internship credits will not be approved for current job responsibilities.\*\*
2. **Seniors with a cumulative G.P.A. over 3.0** may also consider an independent study course, such as MGT 499 (usually 3 credits) on the topic of their choice. Studying best practices in the industry you would like to work helps you develop the knowledge and insight needed to impress recruiters. Qualified students may also take MGT 499 as an W course. Contact a faculty member with whom you would like to work in the field you want to work for more information.

- Check the calendar or SCSU website for **deadlines** (registration, course add/drop, class withdrawal, financial aid, insurance, application for graduation, etc.) and adhere to them.
- If you are a **transfer student**, examine your CAAP form to ensure that your transfer credits apply to All University General Education Requirements and/or Requirements for your Major. All other credits will be considered elective credits. If you feel that a course you took is similar to an SCSU all university or major required course, gather information on the course you took (such as the course catalog from the college/university that the course in question was taken and a syllabus), and contact the SCSU department offering the course for which you want credit. You have six months from the time you transferred into SCSU to obtain a waiver if the department decides to give you one. If it does, get the waiver in writing and make copies.

**A. All School of Business students must complete calculus-level math courses** (either Math 139 or Math 150). The math placement test will tell you where you need to start in a sequence of preparation courses helping students gain the math skills they will need to take calculus courses.

Math 95 is the basic preparation class, then Math 100, then Math 120 or 122. If you receive C- or better in Math 120 you can take Math 139. If you receive a C- or better in Math 122, you can take either Math 139 or 150. Most students need some preparation before they are ready to take calculus classes.

**Why should you master calculus?** Calculus is the basis for most optimization calculations in business from maximizing profits to minimizing waiting times. In a *Business Week* cover story, “More Math Geeks Are Calling the Shots in Business. Is Your Industry Next?” Stephen Baker concludes, “Calculus remains the gateway discipline for all of engineering and science, plus finance. *B-school grads with strong calculus find far more opportunities.* To sidestep calculus is to slam shut doors to growing realms in the 21<sup>st</sup> century job market, including many of the most lucrative” (2006, January 6, p. 60).

**B. All School of Business students must complete Composition II** (English 112). The English department has a sequence of preparation courses helping students gain the skills they need to take intensive writing courses. Foreign students begin with English 99. Americans begin with English 100 which may be coupled with a lab class, English 97. Passing grades in the basic preparation courses qualify students for advanced preparation in English 111 (Composition I). If your work is outstanding in English 99 or 100, the instructor has the option to recommend that you skip over English 111 and take 112 instead, but that is unusual. Your placement test will tell you where you need to start in this sequence if you do not qualify for English 112 immediately.

In addition, all students must complete **3 Writing courses (W-courses)** in order to graduate. To receive an W-course designation, a course (regardless of the topic or department which offers it) must involve critical analysis, must assign at least 20 pages of writing, and must involve multiple assignments where rough drafts are handed in for feedback, and then final drafts are handed in for even more feedback. This revise and resubmit policy means *lots and lots and lots* of writing.

**Why should you master writing?** Recruiters consistently complain that only about 25% of graduates from business schools write well. Writing well means that skill alone makes you more attractive to recruiters than 3 out of every 4 new graduates. J.M. Murdock states, “Concise, clear and accurate writing is vital to the success of your career and to your company’s productivity. ... Good writing skills will sell you and your ideas. CEO John Miller notes, ‘Employees notice who can write and communicate well and will trust those who can with important jobs’” (2000, Spring/Summer, *Exchange*, p.15). Bosses hate to take valuable time to edit mistakes in important documents you have prepared. That is why *Business Week* reported that *those with superior writing ability earn, on average, more than 3 times more income than those with poor writing skills* (Fisher, Anne. (1998, December) “The high cost of living and not writing well,” *Business Week*, pp. 39-45). Experts agree that, in business, you will

have less than a minute to prove your ideas are worth paying attention to (in both written and verbal communication). Poor writing virtually guarantees that many of your great ideas will be ignored. If you can't even spell, how good could you be? This definition of professionalism may seem harsh and unfair. Tough. Deal with it. Since when is life fair?

**C. Now is the time to find out where you want to land after graduation.** You can use class assignments and elective courses to focus on an area of specialization and/or a specific industry if you know where you are going. One recruiter for a pharmaceutical company related the following story. The first interview involved a new graduate whom said he was interested in just about anything. He did not care in what industry he worked, or what he would be doing on the job. He just wanted to make good money. The next interview involved a new graduate who said she wanted a career in the pharmaceutical industry, had interned with a medical equipment supplier, and had focused her coursework, including an independent study, on trends and best practices in pharmaceutical marketing. She discussed her findings, gave details upon request, and asked intelligent questions about how the organization planned to respond to emerging industry trends. Guess who got the job? That poor guy didn't stand a chance.

**How can you improve your employment prospects?** Figure out where you want to start in terms of an industry and a specialization.

1. Go to the Career Services Center (Schwartz Hall 102), take the aptitude tests, and discover programs they offer to see what vocation matches your personality, skills, and interests.
2. Talk to people who love you and understand you. Ask them where they think you, with your skills and strengths, would best fit in the business world. Make sure they are advising you on how to live your dreams rather than on how you should live their dreams for them.
3. Talk to someone who knows you and has counseling experience such as a favorite religious leader or professor, and ask them for advice.
4. When you get suggestions, investigate the jobs and their industries. Find out as much information as you can online at jobsites and in the library.
5. Contact a person currently working in the kind of job you have identified, and take them out to lunch for a heart-to-heart discussion. Better yet, see if they will agree to allow you to shadow them for a day or two so you can really get a "feel" for the position.
6. Attend local conferences and job expositions in the field you have chosen. This lets you investigate jobs, make contacts with whom you can keep in touch with, and generate potential job leads later after you graduate.
7. Do not settle for the first job that comes along, or what appears to be convenient. Spending most of your life doing something that does not interest you is not only a waste; it is recipe for poor health, mental illness or drug abuse. Eliminate any job that does not allow you to do something you really enjoy at least part of the time. Furthermore, you will never excel at a job about which you do not care when you are competing against people who actually love their work.

Sociologists note that to move up from one socio-economic class to another, you need to be among the top 10 to 15 percent of the performers in your type of job. Fortunately, there are millions of different types of jobs calling for millions of different sorts of skills – there are no recipes for success. In short, you can find your "niche" in the business world where your own personal set of aptitudes, strengths, and abilities puts you in the top 10 percent, if you work hard at it. Whether you call this harmonizing with your inner reality (New Age), finding your personal destiny (Eudemonism), or following your calling in life (Judeo-Christian), rest assured that you have a unique genius and personal excellence to offer to this world if you have the courage to be true to yourself, to find it, and to develop it. Do not settle for anything less because if you are not true to yourself, you can not be true to anything or anyone else.

# Supplemental Registration Information

## D. CAAP Form Instructions

These instruction sets have been copied and adapted from tutorials on the Southern website. (SCSU, "Quick guide to CAPP degree evaluation." Retrieved February 23, 2006 from

<<[www.southernct.edu/faculty/banner/tutorials/index.php?file=Quick%20Guide%20to%20Degree%20Evaluation.html](http://www.southernct.edu/faculty/banner/tutorials/index.php?file=Quick%20Guide%20to%20Degree%20Evaluation.html)>>.

1. Log in to your MYSCSU account on [www.southernct.edu](http://www.southernct.edu)
2. If you forgot your password, call the help desk at 392-5123 and it will be reset.
3. Click Student Services
4. Click Student Records
5. Click Degree Evaluation
6. You will be prompted for the term (if you have not already selected). Click Submit.
7. Check your major. If it is correct, click on "Generate New Evaluation." If the major listed is not correct, click on "What-if Analysis."

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### GENERATE NEW EVALUATION

#### To Process a Degree Evaluation based on your current curriculum

1. Click the Program Radio Button. (This is a step most people miss.)
2. Select Evaluation Term (latest term for which you have registered) If you have already registered for the next term, use that term so that any courses for which you are registered will be included in the evaluation.
3. Click Generate Request. Only click "Generate Request" once. (It may take a few seconds to process.)
4. Select Detail Requirements. (Do not select "printer friendly version" until you want to print.)

---

### WHAT-IF ANALYSIS

#### To Process a Degree Evaluation for an alternate Program/Major/Concentration

1. Select Entry Term (your catalog term, the term in which you matriculated to the university). Click Continue.
2. Select a program from the Drop Down List (BS-Business). Click Continue.
3. Select major from drop down menu. (Business Administration)
4. Click "Add More". Select Concentration (Ex. Management). Click Submit.
5. Select Evaluation Term: latest term for which you are registered.
6. Click Generate Request. Only click once. It may take a few seconds to process.
7. Select Detail Requirements. (Do not select "printer friendly version" until you are ready to print.)

## 9. Appropriate Number of Courses

The primary tool for determining the number of courses is the Course Offerings table below. This lists the offerings of the past several semesters as well as intersession offerings. It notes evening and weekend classes (for part-time students) as well as “W” and online courses.

MGMT Course	Spr 10 Closed	Total	Evn/Sat	W	Online	Adjunct	Spring				Fall			Winter & Summer				
							07	08	09	10	07	08	09	07	08	09	10	
240	1/4	3	1			1	4	5	5	4	5	5	5					
300	3/4	5	2	1	2	4	5	6	5	4	7	8	5	2	2	2	2	2
305	4/5	5	1		2	1	5	5	5	5	5	5	5	1	2	1	2	2
450	4/5	4	1			1	4	5	4	5	5	3	3	1	2	3	3	3
	12	17	5	1	4	7	18	21	19	18	22	21	18	4	6	6	7	7
335	2/2	2	1			1	1	2	2	2	2	2	2	1				
385	2/2	2	1	1			3	3	2	2	2	2	3					1
	4	4	2	1	0	1	4	5	4	4	4	4	5	1	0	0	1	1
105	2/2	2	1	1		1		1	1	2		2	2		1			
301	2/3	3	2			2	4	3	4	3	3	3	3					
345	1/1	1	1			1	1	1	1	1	2	1	2					
400	0/1	2				1	2	2	1	1	2	2	1					1
403	1/1	1		1			1			1	1	1	1					
405		1				1			1			1	1					
412	0/1	1		1			1	1	1	1								
414	1/2	2					2	1	2	2	1	1	2	1	1	1		
430	2/2	2					2	2	2	2	2	2	2					1
460	1/1	1					2	1	1	1	2	1	1					
	10	16	4	3	0	6	15	12	14	14	13	14	15	1	2	1	2	2
398		0					1											
415		0					2	2	2		2	2	2					
490		0					1	1	1									
498		0						1			1							
		0					4	4	3	0	3	2	2	0	0	0	0	0
Total Electives		16					19	16	17	14	16	16	17	1	2	1	2	2
Total		37	11	5	4	14	41	42	40	36	42	41	40	6	8	7	10	10
						38%												

In addition, we monitor student requests to see if sections need to be added. For example, for spring 2010, we originally scheduled three sections of the capstone MGT 450. Within three hours the three sections filled. We added another section offered on a Saturday. It filled within three days. We kept a waiting list in the Department Office until twelve students indicated a need for the course. We added a fourth section at 7:30 on a Tuesday.

### Challenges

The Key Trends and Graduation Numbers figures below point to some of the challenges we face. The number of management students in the last half of the decade has increased 22% over the first half, increasing from an average of 795 to 966. Management graduated about 65

students a year from 2003 to 2007. It increased to 84 and 97 over the past two years. Given the increase in student numbers, this increase is expected to hold, if not increase.

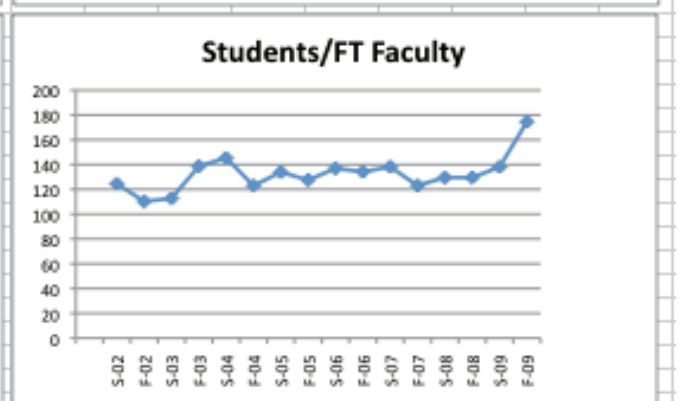
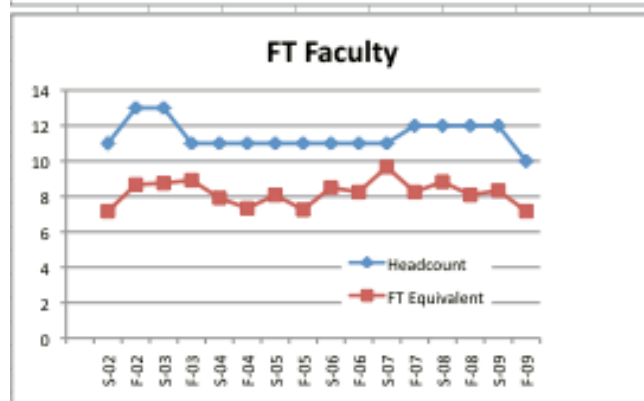
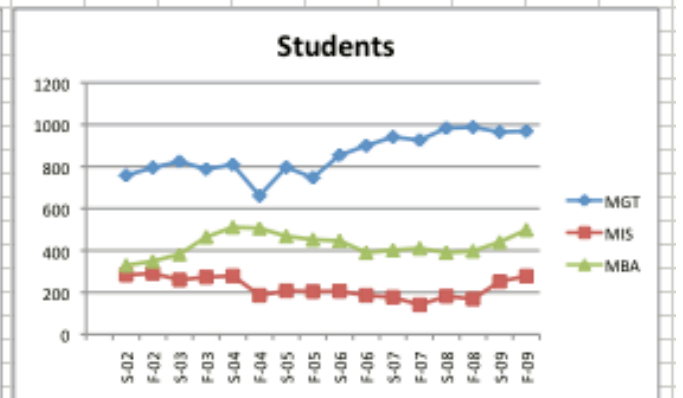
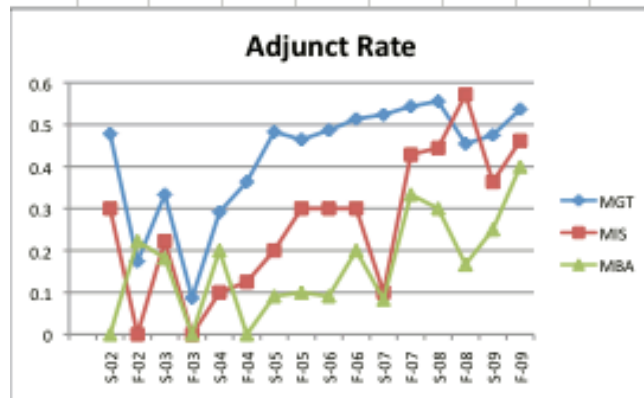
During this time of increasing students, full-time faculty went from an average of 11.8 to 11.6 for the comparable periods. In fact, we lost two faculty members to retirement last summer (2009) and funding was not approved for replacements.

The management adjunct rate has been running at an average of 50.4% since the spring of 2005. For MIS, the rate has averaged 35%, then increased to about 45%, and is now at about 67% (70% scheduled for fall 2010). We had two consecutive temporary emergency hires in MIS, but requests for full-time hires and temporary emergency hires have not been approved. And after last summer's retirements, we are left with only one full-time faculty member in MIS. This is disconcerting given the powerful and increasing role information systems play in organizations (imagine SCSU without a Chief Information Officer, computers, or system support).

AACSB, the principle business accrediting body allows, at most, a 40% adjunct rate for an individual discipline, they do not accept more than 30% for the entire program. If the University is seriously considering AACSB, then it must address these high adjunct rates.

## Key Trends

		S-02	F-02	S-03	F-03	S-04	F-04	S-05	F-05	S-06	F-06	S-07	F-07	S-08	F-08	S-09	F-09
<b>Classes</b>																	
MGT	FT	12	19	16	21	17	14	15	15	19	18	20	21	20	24	21	19
	Adj	11	4	8	2	7	8	14	13	18	19	22	25	25	20	19	22
	Total	23	23	24	23	24	22	29	28	37	37	42	46	45	44	40	41
MIS	FT	7	9	7	9	9	7	8	7	7	7	9	4	5	3	7	7
	Adj	3	0	2	0	1	1	2	3	3	3	1	3	4	4	4	6
	Total	10	9	9	9	10	8	10	10	10	10	10	7	9	7	11	13
MBA	FT	9	7	9	8	8	10	10	9	10	8	11	6	7	10	9	6
	Adj	0	2	2	0	2	0	1	1	1	2	1	3	3	2	3	4
	Total	9	9	11	8	10	10	11	10	11	10	12	9	10	12	12	10
<b>Adjunct Rate</b>																	
MGT		47.8%	17.4%	33.3%	8.7%	29.2%	36.4%	48.3%	46.4%	48.6%	51.4%	52.4%	54.3%	55.6%	45.5%	47.5%	53.7%
MIS		30.0%	0.0%	22.2%	0.0%	10.0%	12.5%	20.0%	30.0%	30.0%	30.0%	10.0%	42.9%	44.4%	57.1%	36.4%	46.2%
MBA		0.0%	22.2%	18.2%	0.0%	20.0%	0.0%	9.1%	10.0%	9.1%	20.0%	8.3%	33.3%	30.0%	16.7%	25.0%	40.0%
<b>FT Faculty</b>																	
Headcount		11	13	13	11	11	11	11	11	11	11	11	12	12	12	12	10
FT Equivalent		7.2	8.7	8.7	8.9	7.9	7.3	8.1	7.2	8.5	8.2	9.7	8.2	8.8	8.1	8.3	7.2
<b>Students</b>																	
MGT		758	795	824	788	809	661	797	747	854	900	941	926	983	988	965	969
MIS		283	291	260	273	279	186	208	204	206	186	177	141	182	169	252	278
MBA		329	349	382	464	511	506	468	452	446	390	402	410	390	397	440	498
Total		1370	1435	1466	1525	1599	1353	1473	1403	1506	1476	1520	1477	1555	1554	1657	1745
Stud/Headcnt		124.5	110.4	112.8	138.6	145.4	123	133.9	127.5	136.9	134.2	138.2	123.1	129.6	129.5	138.1	174.5

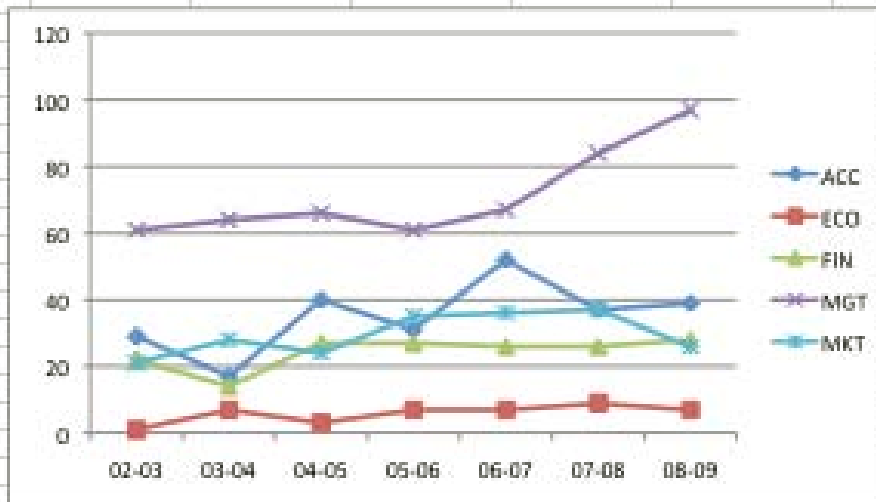
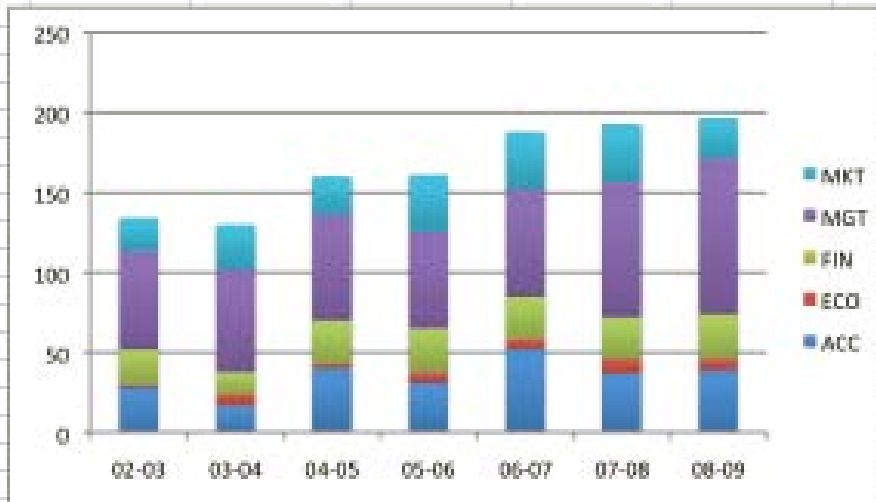


## Graduation Numbers

Graduation Numbers						
	Business	Arts & Sci	Com & Lib	Education	Hth & HS	TOTAL
02-03	134	682	180	166	139	1281
03-04	130	625	156	133	153	1197
04-05	160	603	156	114	147	1180
05-06	161	659	139	144	184	1287
06-07	188	703	153	135	177	1356
07-08	193	751	137	158	187	1426
08-09	197	704	132	172	217	1422

Graduated						
	ACC	ECO	FIN	MGT	MKT	Business
02-03	29	1	22	61	21	134
03-04	17	7	14	64	28	130
04-05	40	3	27	66	24	160
05-06	31	7	27	61	35	161
06-07	52	7	26	67	36	188
07-08	37	9	26	84	37	193
08-09	39	7	28	97	26	197



## 10. Climate of Curiosity

Faculty scholarship is summarized in Standard 11. There are no formal departmental efforts to support scholarship beyond the school's award of release time (competitive and awarded by a school-wide committee), the AAUP travel funds, and a nominal budget for professional fees, journals, books, or software. Student involvement in research occurs at the MBA level but rarely at the undergraduate level. There is no structure in place to support such collaboration.

There are no clubs or student organizations associated with management. Attempts to encourage such organizations meet with the fact that about 80% of our students are working and those working average 29 hours a week (see last item of MGT 450 Survey shown below). Interestingly, there is little GPA penalty for working as shown in the graphs of the survey report; gender explains much more variation in GPA.

In 2007-2008, Dr. Hopkins modeled her course in team development, MGT 415, on the show "The Apprentice." Her creative approach was highlighted in the CSU system news publication. She had students applying their team skills to providing program support, such as an internship program, senior celebrations, and building alumni contacts. One student team proposed using internships to run an internship program, contacting businesses and maintain a system for selecting and evaluating interns. The winning team made a formal proposal to the department. The proposal was not supported. Other teams planned and ran a year-end celebration at a local club (students were responsible for meeting all the University requirements such as signed release forms). Students chose the location, the time, the food, and the entertainment. After two celebrations, support was removed. After this, Dr. Hopkins turned her students away from University-related projects to service learning projects. The environment has not been conducive to program improvements. With interest by the Administration in AACSB accreditation, however, we hope that will change.

### Plans

AACSB accreditation will bring a Business Advisory Board, a group of local business leaders who will meet to review and support the business program. A commitment to serve on the board will logically encourage, if not require, placing student interns in their organizations. Placing interns, under faculty guidance, will encourage both faculty and faculty-student research projects. The research will strengthen the relationships among the faculty, advisory board, students, and eventually, alumni. Advisory boards, internship programs, and practitioner research are staples of business programs in teaching institutions. The combination forms a reinforcing feedback loop for continued growth and development for a climate of curiosity. Our plans are to use the interest in AACSB to establish an Advisory Board and internship program.

In addition, the department is experimenting with Facebook as a communication tool. We hope that Facebook will be more successful. We will post announcements, faculty office hours, advising tips, etc. Jen Ruggiero, the department secretary, suggested the page and has taken the initiative to set up the page.

## Fall 2006 MGT 450 Survey Paul Stepanovich

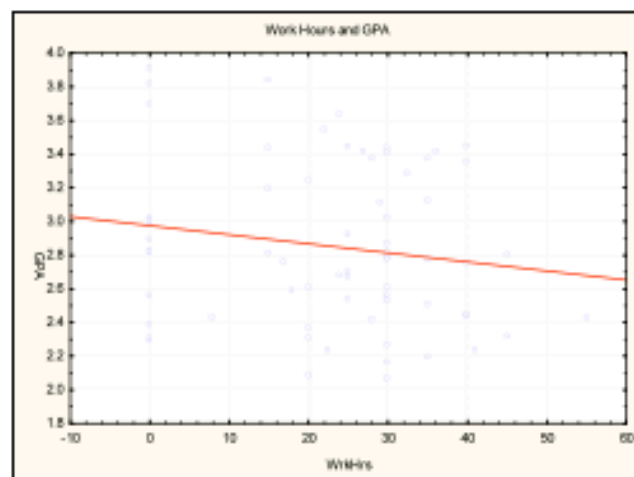
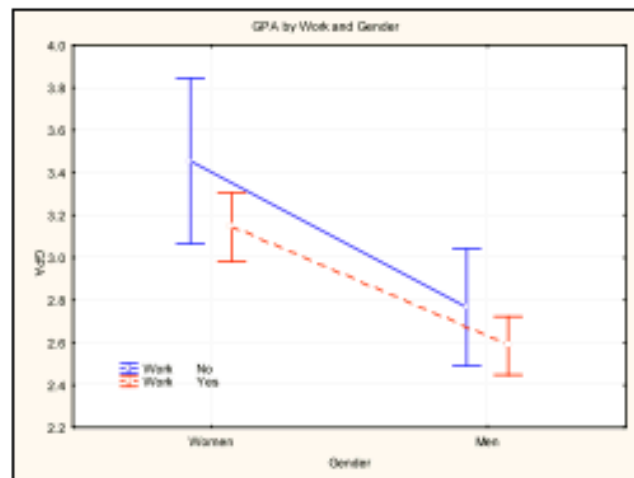
All students in the fall 2006 sections of MGT 450 completed a survey indicating whether they transferred into Southern, their concentration, if they work while attending Southern (and if so, how many hours a week), and their age and gender. This was matched to their GPA obtained from Banner. In total, 70 out of 71 students completed the survey. The 70 students represent 45% of the 155 (five year average) taking MGT 450 in a year and 47% of the 148 (six year average) of students who graduate with a Business Administration major. Therefore, this should be a reasonable representation of business majors. While it is possible that students taking 450 in the fall are different from those taking it in the spring, it is unlikely that there would be substantial differences.

**Overall** : The average age of our students is 23.9 years (sd 3.6) but is skewed upward. Eighty-three percent of students are between 20 and 25 years of age. Forty-one percent of students are women and 40% have transferred to Southern – 74% of these in the sophomore or junior years and 22 % in their freshman year. Eighty-two percent of our students work and these students average 28.7 hours per week (sd 9.0). [This is self-reported and may be inflated.] The distribution across concentrations mirrored the graduations in 2005 with accounting and management having the highest at about 40 each, marketing at about 30, finance about 20, MIS 13 and international 9. See the section on concentrations for more details.

**GPA** : The average GPA was 2.84 (sd .48) with a range of 2.06 to 3.91. I found no relationship between transfer students (2.92 for transfers v 2.78) and, surprisingly, the number of hours worked per week had little effect on GPA. Gender and whether the student worked affected GPA the most. Women averaged 3.15 while men averaged 2.62; those who worked averaged 2.82 while those who did not work averaged 3.00. There was no interaction effect. These two variables explained about a third of the variance in GPA ( $R^2 = .36$ , Std. Error of Est. is .39).

As shown in the figure at right, men who are working would expect a 2.6 GPA and women who do not work a 3.4 GPA. The other figure demonstrates the weak relationship between hours worked per week and GPA.

Students indicating an accounting, finance, or international concentration had higher GPAs at about 3.0 compared to management and marketing at 2.7 and MIS at 2.5. There are too few students to control for gender and work (e.g., accounting has the highest concentration of women and women have higher GPAs).



**Concentration :**

The table and graph at right provide six years of history for graduations (from alumni database) along with the annualized rate from the survey. The number of accounting graduates increased to over 40 in 2005 and this would continue according to the survey. Management also graduates about 40 and marketing about 30. Finance graduates between 15 and 25. MIS doubled its graduates in 2003 and 2004, but has returned to the prior level of about 10 in both 2005 and in the survey projection.

I do not have data correlating incoming freshmen declarations. It is not clear if the recent jump in business declarations will hold for increased graduation numbers.]

The table below provides survey results by concentration. I will not comment on Finance, MIS, or International since the numbers are so small (n<10). Accounting stands out as having the highest proportion of women (53%) and older students (26% over age 25). Forty-two percent of their students have transferred to Southern and 83% work, averaging 27.6 hours per week. About 40% of management students are women and only 11% are over 25 years of age. Fifty-six percent have transferred to Southern.

While only 72% work, they average 31.3 hours per week. A third of marketing students are women with only 14% over 25. Only 21% have transferred to Southern but nearly all work (92%), averaging 32.5 hours per week.

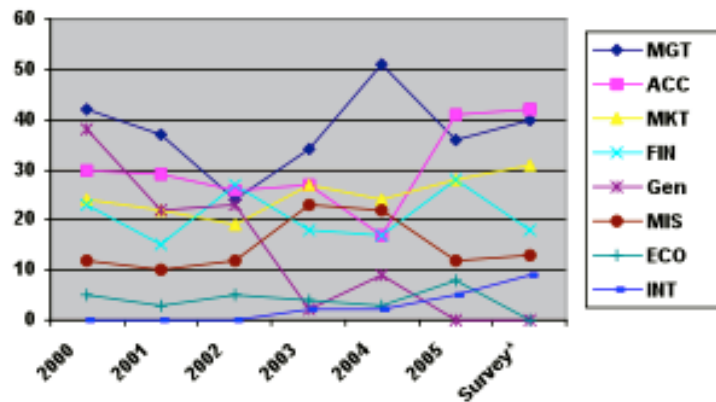
**Transfer Students :** Again, 40% of business students have transferred to Southern and these students have a slightly higher GPA. These students tend to be older (29% over 25 v 7%). They are also less likely to work (only 67% work compared to 92%) but they work more hours per week (31.9 v 27.2).

**Gender :** Forty-one percent are women. There are no meaningful gender differences by age (14% over 25 v 17%), transfers (45% women transferred v 37%), work (85% v 80%), or hours worked per week (28.0 for women v 29.2). The largest difference, as noted earlier, is GPA. Women average 3.15 compared to men at 2.62, despite women as likely to work as much as men and working as many hours.

**Work :** Eighty-two percent of students work and they work an average of 28.7 hours a week. Those who work have a lower GPA (2.81 v 3.0) and they tend to be younger (13% over 25 v 33%).

Conc.	2000	2001	2002	2003	2004	2005	Survey*
MGT	42	37	24	34	51	36	40
ACC	30	29	26	27	17	41	42
MKT	24	22	19	27	24	28	31
FIN	23	15	27	18	17	28	18
Gen	38	22	23	2	9	0	0
MIS	12	10	12	23	22	12	13
ECO	5	3	5	4	3	8	0
INT	0	0	0	2	2	5	9
Total	174	138	136	137	145	158	153

\* Annualized rate (n divided by .45)



Conc.	N	% Student	% Work	Hrs/Week	% Xfer	% Women	% >25 yrs	GPA
ACC	19	28%	83%	27.6	42%	53%	26%	3.03
MGT	18	26%	72%	31.3	56%	39%	11%	2.72
MKT	14	20%	92%	32.5	21%	36%	14%	2.75
FIN	8	12%	75%	23.5	25%	37%	12%	3.07
MIS	6	9%	100%	29.2	17%	16%	17%	2.54
INT	4	6%	75%	19.2	75%	50%	0%	2.92
Total	69	100%	82%	28.7	40%	41%	16%	2.84

## 11. Scholarship

Activity over the past five Years:

Faculty	Journal Pub	Proceedings Pub	Presentation Only	Conferences Attended	Other
Brady				3	Book 1, Book Chs 2
Cottrill	4				
Frank		2	1	3	Posters 2
Hopkins	2	3	1	5	
Mullen		6		6	
Nodoushani*					
Oppedisano	3	2			Book Chapter 1
Page	25				
Prasad	1			1	
Stepanovich	4	6	2	7	
Yang	4	6		6	

\* Dr. Nodoushani did not submit a vita, but I know that he has, at least, several recent publications.

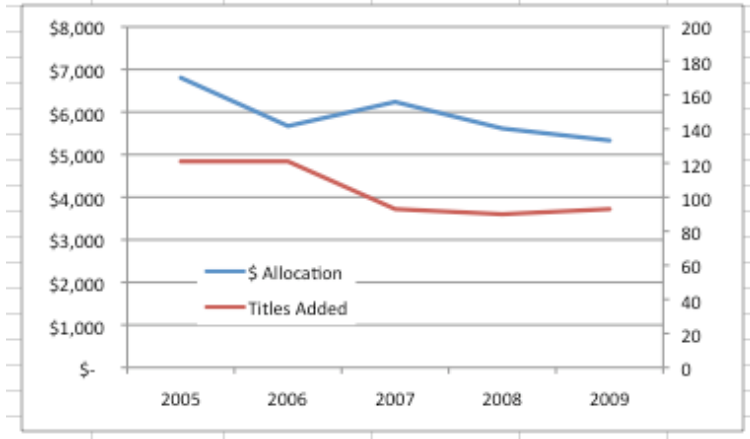
Note: Some publications were co-authored by department members and these are duplicated in the table.

All full-time faculty have been active in scholarship over the past five years. The table data were taken from the faculty CV's (copies in the binder under Standard 7). The FAAR reports are included in this section in the binder.

## 12. Library Resources

The library has been spending about \$6,000 a year in Management attaining about 100 titles a year. Both the books and databases appear to be adequate for both faculty and student research. The Collection Overview is included in the binder.

	\$ Allocation	Titles Added			
2005	\$ 6,804	121			
2006	\$ 5,670	121			
2007	\$ 6,237	93			
2008	\$ 5,613	90			
2009	\$ 5,332	93			



### **13. Adequate Facilities**

While it appears easy to blame problems on Seabury Hall and its abhorrent physical conditions (water runs down my office wall when it rains), the effects are real. President Norton stated in a department meeting a few years ago that she would not support the search for a new dean for the school until we had a new building. The lack of a building and a permanent dean, among other things, have delayed efforts to apply for AACSB accreditation. Failure to push for AACSB has delayed efforts in advisory boards, internship programs, alumni programs, and full-time faculty hiring (to reduce adjunct rates). In addition, the building is not conducive to faculty interaction (most spend as little time in the building as possible), to faculty-student interaction (few students walking the halls), or to collegiality. It's depressing to come to work, so most work at home. In addition, we lack space for meeting rooms, adjunct offices, and internship or alumni programs. Of course, this was part of Dr. Norton's reasoning for waiting until we had better facilities.

Beyond being housed in Seabury, the facilities appear to be adequate. Our curriculum does not require specialized facilities. Of course, classrooms could be better (windows, consistent technology, etc.).

#### **Plan**

The plans for the school of business are in place. If the bond money is released, work on renovating the old student center would commence fairly rapidly.

## **14. Periodic Review and Evaluation**

### **a. Alumni & Employers**

The Alumni survey (included at the end of this section) has been conducted. Four hundred and sixty-five were mailed, nineteen were undeliverable, and twenty-two were returned – a 4.9% response rate. It has been sent for coding and analysis. The survey included the four learning outcomes identified by the department. The results will be fed to both the Assessment and Curriculum Committees for evaluation. Reports will also be shared with the department as a whole. An employer survey will be considered after the alumni returns are evaluated (mainly for names of employers).

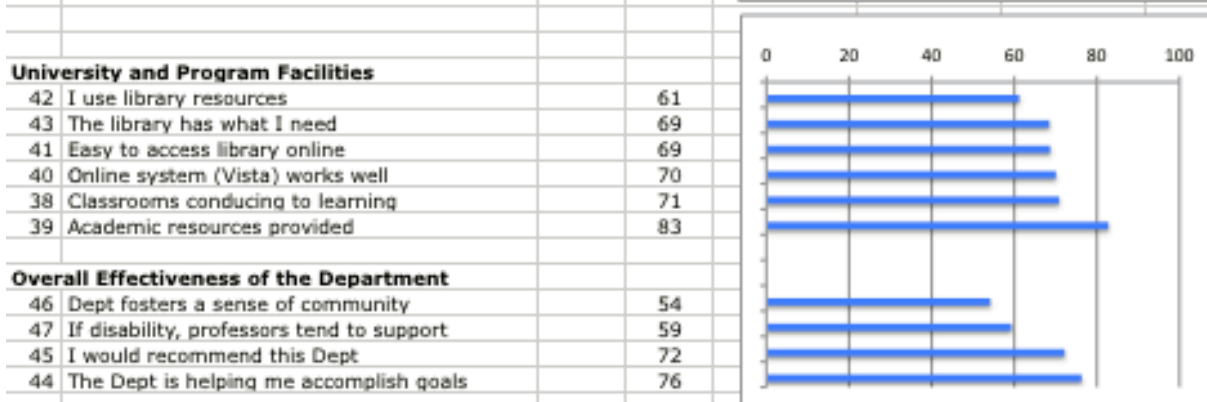
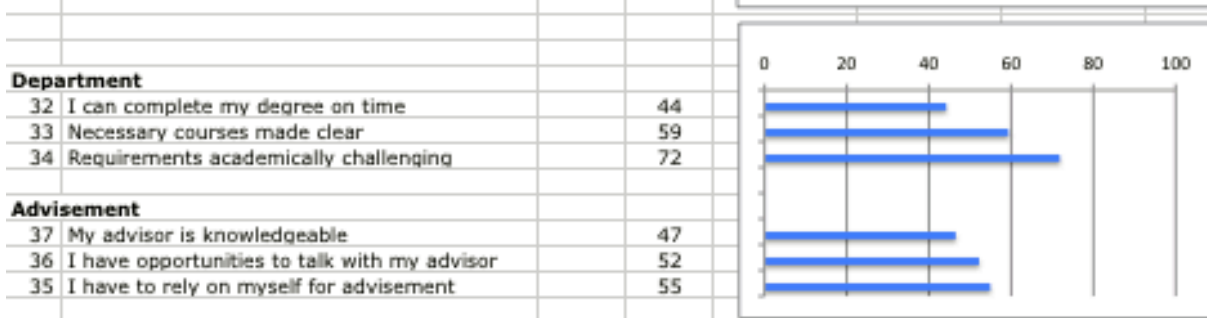
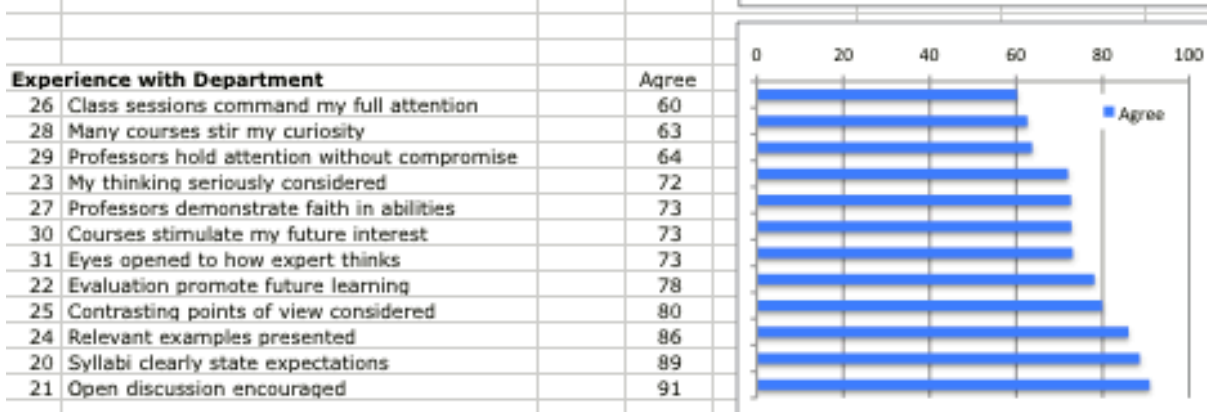
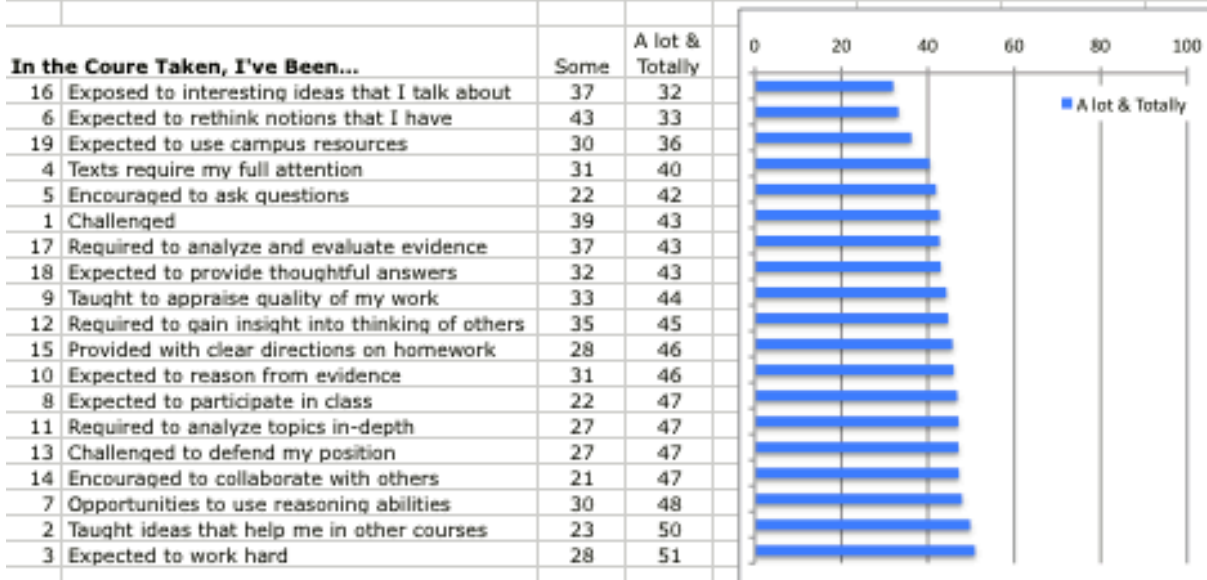
The School of Business has begun consideration of AACSB accreditation. A committee has been formed and has met once (Dec 2009). The committee has been promised funding for travel to seminars and workshops and for a consultant to guide the process. If the interest in AACSB continues, this will ensure external reviews, benchmarking, and advisory boards.

### **b. Students & Faculty**

There is a summary of the latest student survey on the next page (full report in the binder). The Assessment and Curriculum Committees will be evaluating the results. Most of the lower ratings, however, must be considered relative to the fact that 80% of students work, averaging 29 hours a week. This makes it difficult, for example, to finish the degree on time, talk to advisors, pay full attention in class, and foster a sense of community.

The faculty completed an online survey this fall. The results have not been made available as of this writing.

**Current Student Survey: Management/MIS June 2009**



## **15. Community Service and Outreach**

There are no formal alliances, partnerships, or collaborations with agencies in the community. Some faculty may (and do) interact with local businesses as part of their research but there is no structure or support in this regard.

Similarly, there is no support for internships. It is offered as a course but students are expected to initiate the contact with the business and to find a faculty member willing to oversee the internship. For example, one faculty member, Dr. Hopkins, has placed nine students at UBS in New Haven, three have been hired full-time. Other interns have been placed with Enterprise and AT&T. As another example, Dr. Hopkins requires service-learning projects as part of MGT 415. Again, these efforts occur on the faculty member's initiative; there is no formal support.

If the University commits to AACSB accreditation, there will be more support in these areas. Again, as mentioned in Standard 10, the move toward AACSB will require an Advisory Board, an internship program, and better alumni support. This will provide a dramatic increase in community activity.

## 16. Analysis of Strengths and Weaknesses

<b>Strengths:</b> What do you do well? What unique resources can you draw on? What do others see as your strengths?	<b>Weaknesses:</b> What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
1. Provide sound preparation for students entering the business world – solid curriculum 2. Engage students in exercises and experiences beyond lectures 3. Diversity of the students – students interact and work with students from a variety of backgrounds 4. Diversity of the faculty – brings a wealth of experiences and background to the class 5. Low-cost education	1. Lack assessment program 2. Poor faculty facilities – hinders collaboration and collegiality 3. No formalized internship program 4. High adjunct rates (we could not achieve AACSB accreditation with these rates) 5. High number of advisees
<b>Opportunities:</b> What good opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	<b>Threats:</b> What trends could harm you? What is your competition doing? What threats do your weaknesses expose you to?
1. Student numbers seem to be growing 2. Students not aware of the quality of the program (because it's low cost) 3. AACSB accreditation	1. State financial situation 2. Lack of market adjustment in finding new faculty 3. Lack of AACSB 4. Decline in enrollments due to AACSB

Notes:

1. Not all faculty agree with the items regarding AACSB accreditation. There is no guarantee that it is a threat to enrollments. Some argue that students are not concerned that the School is accredited, only the University. There is no empirical evidence that schools with accreditation are 'better' than those without. Similarly, some faculty are not concerned about the high adjunct rates.
2. I have developed the strengths and weaknesses based on writing this review. It will be reviewed by the faculty as part of the next faculty meeting.

## 17. Vision and Action Plan

**Vision in Five Years:** A formalized structure is in place to provide on-going support for curriculum and assessment. We have a school-wide advisory board and internship program. A much higher percentage of students will be placed in internships (we will know what percentage of students are in internships!). Faculty will be more active in local organizations, guiding interns, conducting research, and consulting.

### Action Plan

2010	
1	Curriculum committee reviews courses and prerequisites, considers GPA requirement, and makes recommendations to Department
2	Assessment Committee reviews core courses, evaluates the MGT 450 recommendations, considers program evaluation formats, and makes recommendations to the Department
3	MGT 450 professors Stepanovich, Nodoushani, and Brady agree on joint evaluation content and process
4	Bylaws changed to formalize Assessment as standing committee
5	Bylaws changed to create smaller Curriculum committee
6	Department holds special meeting to review work on MGT 450; vote on GPA requirement
7*	Several department faculty active in the AACSB efforts, working with consultants regarding advisory boards and internships
2011	
1	Curriculum committee reviews business core and makes recommendations to the Department and, possibly, School Curriculum Committee.
2	Faculty who teach in core courses meet to agree on common objectives and evaluation content and process
3	Assessment committee begins work on program assessment
4	Department holds special meeting to review work assessment
5	Department reviews curricular recommendations as part of regular meetings
6*	Continued support for AACSB efforts
2012	
1	Reevaluate structures and processes for possible adjustment
2	Expand assessment to remaining multi-section courses
3*	Continued support for AACSB efforts

\* The department will continuously monitor the support for AACSB. If the effort stalls, we will explore department efforts in advisory boards and internship and alumni programs. Of course, this will be dependent on resources.