



Academic Program Review: June 1, 2005–May 31, 2006

Unit: Department of Management, Marketing and International Business

Part III Academic Program Review

Instructions:

In the right-hand column, describe efforts to comply with the Program Review Committee recommendations for the undergraduate and/or graduate programs listed below and any improvements that have resulted from changes to the program as of May 31, 2006.

Undergraduate Program: Marketing

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
1. Develop and implement a formal process for periodically evaluating the undergraduate marketing curriculum and documenting any changes to improve the curriculum. (6b)	We have implemented a process for the marketing faculty to evaluate the curriculum on an annual basis and take the suggested changes to the MMIB faculty before submitting the changes to the university curriculum committee
2. Evaluate the orientation process for marketing majors and document how the results of the evaluations contribute to the recruitment and/or retention efforts of the Undergraduate Marketing Program. (11c)	There is no formal process underway as yet, however, all suggestions from evaluations are brought to the marketing faculty to determine possible adjustments.
3. Develop provisions for the training and assignment of advisers in the Undergraduate Marketing Program. (12a)	Since review, the College has formal advisers for undergraduate students as part of the University wide advisement and retention initiative. Two persons are housed in the College of Business.
4. Systematically evaluate the advisement process for the Undergraduate Marketing Program and document how the results of the evaluations are used to improve the process. (12b)	The advisers assigned to the college are evaluated as part of their annual employment process. These persons bring all suggestions for improvements to each of the departments specifically and to the college as a whole. There is not a formal evaluation process in place at the departmental level.
5. Officially document the academic qualifications and/or professional experience of any faculty member in the Undergraduate Marketing Program who does not meet SACS requirements for teaching credentials. (20c)	All faculty teaching in the marketing department has documented academic qualifications on file and all faculty meet SACS requirements.
6. Create a process by which teaching assistants are supervised and	Teaching assistants are assigned to specific faculty who supervise and

Annual Assessment Report, June 1, 2004–May 31, 2005

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
the results of their evaluations are used to improve their teaching effectiveness. (24)	evaluate the TA. The evaluations are made through the doctoral program director
7. To support strategic planning efforts by the department, develop a unique mission statement specific to the Undergraduate Marketing Program or address the mission of the undergraduate program within the context of the current mission statement for the department. (39a)	The MMIB department has developed a mission statement that supports the mission of the College and the University, but not specific to the undergraduate marketing program.
8. Develop goals specific to the Undergraduate Marketing Program. (39b)	No specific goals have been developed with regard to the undergraduate marketing program
9. Systematically assess and document the progress of the Undergraduate Marketing Program in achieving its goals. (41)	No progress
10. Address in its strategic plan some or all of the developments envisioned by the Undergraduate Marketing Program in the next five years. (42i)	There has been an increase in curriculum course offerings, making presentations more visually oriented, increased online/reduced seat offerings, additional faculty hired, and departmental strategic goals stated.
11. Systematically document how the results of evaluations of instruction in the Undergraduate Marketing Program are used to improve teaching effectiveness. (43c)	Students evaluations are an integral part of the faculty annual review process with a focus on improved teaching effectiveness. Recommendations are made for improvement and the faculty is evaluated the next year based on the recommendations and follow through.
12. Develop and implement a mechanism for systematically measuring the performance of graduating and former students to determine the strengths and weaknesses of the Undergraduate Marketing Program. (45)	No progress specific to undergraduate marketing students, however, the ETS standardized exam is administered each year to all students to evaluated learning strengths and weaknesses.



Academic Program Review: June 1, 2005–May 31, 2006

Unit: Department of Management, Marketing and International Business

Part III Academic Program Review

Instructions:

In the right-hand column, describe efforts to comply with the Program Review Committee recommendations for the undergraduate and/or graduate programs listed below and any improvements that have resulted from changes to the program as of May 31, 2006.

Undergraduate Program: Management

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
1. Ensure that the information provided for the Undergraduate Management Program in the <i>Undergraduate Catalog</i> is current and complete. (2)	Current catalog is complete with information available at print deadline. Future catalogs will be on-line and updated information will be instantaneous.
2. Develop and implement a formal process for periodically evaluating the undergraduate management curriculum and documenting any changes to improve the curriculum. (6b)	Exit examinations are used to gauge the effectiveness of the program curriculum.
3. Develop, implement and evaluate regularly an orientation program for management majors and minors that will contribute to the recruitment and/or retention efforts of the Undergraduate Management Program. (11c)	An orientation program for all majors in the COBA has been implemented and contributes to recruitment/retention efforts
4. Develop provisions for the training and assignment of advisers for the Undergraduate Management Program. (12a)	Each college now has full time advisors who work with faculty assigned to advise management majors.
5. Systematically evaluate the advisement process for the Undergraduate Management Program and document how the results of the evaluations are used to improve the process. (12b)	The advisement process is now mandatory. Prerequisites and other academic regulations are rigidly enforced to ensure student progress and advising system fidelity.
6. Officially document the academic qualifications and/or professional experience of any faculty member in the Undergraduate Management Program who does not meet SACS requirements for teaching credentials. (20c)	All full time and part time faculty credentials are evaluated and verified before employment. All faculty meet SACS requirements.
7. To support strategic planning efforts by the department, develop a	The department's mission is embedded in the mission of COBA and is being

Annual Assessment Report, June 1, 2004–May 31, 2005

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
unique mission statement specific to the Undergraduate Management Program or address the mission of the undergraduate program within the context of the current mission statement for the department. (39a)	systematically pursued.
8. Develop goals specific to the Undergraduate Management Program. (39b)	Specific goals regarding retention and graduation rates have been developed.
9. Systematically assess and document the progress of the Undergraduate Management Program in achieving its goals. (41)	This process has been implemented and assessment of progress is ongoing.
10. Address in its strategic plan some or all of the developments envisioned by the Undergraduate Management Program in the next five years. (42i)	This process is underway and ongoing and is monitored annually.
11. Develop and implement a mechanism for systematically measuring the performance of graduating and former students to determine the strengths and weaknesses of the Undergraduate Management Program. (45)	Exist assessment is accomplished by utilizing ETS exit assessment examinations. Results are used to improve the program.