

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Spears School of Business B.S. in Business Administration, with a major in Management

Introduction: The B.S. in Business Administration, with a major in Management is designed to provide an innovative undergraduate curriculum and programs that provide students with disciplinary and interdisciplinary perspectives on the complex problems faced by business and government organizations, enhancement of the quality of the undergraduate experience, enhancement of entry-level placement of undergraduate students, enhancement of programs for attracting and retaining high potential students, and development of programs for recruiting and retaining high potential minority students

Review Process: The management department has adopted a “continuous improvement” philosophy in regards to our undergraduate major. Our departmental curriculum committee began the process over a year ago by examining our degree requirements. After a thorough review, changes were recommended to the department as a whole, which then voted to approve the changes to the Management Major and our Human Resources Option. It also approved two new options – Entrepreneurship and Business Development, and Sports Management. These options have been submitted to the appropriate University committee for their approval. Department faculty, students, and department have actively been involved in this review process.

Program Objectives: One of the objectives of the Management Major is provide students with a broad perspective of the discipline as well as specific knowledge of theory, concepts, and technical knowledge critical to work in the field. Another is to provide a high quality education that develops the students’ analytical, quantitative, and interpersonal skills, which prepare students for quality jobs or graduate programs.

Student Outcomes Assessment: We do not have detailed outcome assessment information for the management major or the Management Department, as we are just beginning the process of establishing our learning outcomes. Five objectives have been used in our assessment process and these are: 1) memorizing facts, 2) analyze theory, 3) synthesize ideas, 4) make judgments, and 5) apply concepts.

Based on recent assessments, students indicate general satisfaction with our efforts on these objectives. Work needs to be done on improving student satisfaction with synthesize ideas and make judgments.

Alumni satisfaction surveys indicate that our graduates are generally pleased with the education they received here and with their experiences with the Management Department. Scores were positive but not quite as positive as the previous assessment survey. While the reduction in scores may be due to the more difficult economic times faced by our graduates, next year’s assessment will be closely watched to make sure the numbers are not trending downward.

Program Recommendations:

1. Improve communication among important departmental constituents – faculty, students, employers, and alumni. Better communication will allow us to better mold our degree program to the needs of our students and employers.
2. Continue to work with the administration in an effort to secure more tenure-track faculty positions. Too many of our classes are taught by temporary faculty, which prevents students from learning from the experts in the field. A lack of personnel also limits our growth opportunities.
3. Continue to review and revise management curriculum.
4. Begin out-reach activities with our alumni and employers. Such efforts to date have been inconsistent and informal.

The strategies chosen to attain these objectives were developed for the latest Strategic Plan:

They include actions to:

1. Increase Scholarly Activity and Faculty Recognition
2. Increase Department's Contribution to College's Teaching Mission
3. Increase and Better Leverage Resources Available to the Department
4. Recruit, Retain, and Better Reward Key Departmental Faculty

Dean


(Signature)

Date

3/1/05

OVERVIEW

A. Description of the Departmental/Program Review Process

The management department has adopted a “continuous improvement” philosophy in regards to our undergraduate major. Our departmental curriculum committee began the process over a year ago by examining our degree requirements. After a thorough review, changes were recommended to the department as a whole, which then voted to approve the changes to the Management Major and our Human Resources Option. It also approved two new options – Entrepreneurship and Business Development, and Sports Management. These options have been submitted to the appropriate University committee for their approval. Department faculty, students, and department have actively been involved in this review process.

B. Recommendations from Previous Reviews

1. *The Department of Management has initiated a thorough review of its undergraduate curriculum. This review should be conducted in such a way so as to prepare for the self-study component of the upcoming AACSB accreditation.* The curriculum was examined and changes were made in time for the self-study and accreditation review in 2000.
2. *The Department of Management must seek to obtain and maintain the latest in information age technology for its faculty and its students. It must continue to attract qualified students on campus and in the state. This will involve the aggressive recruitment of students and the placement of graduates with the top national and international companies.* Several computer upgrades have been conducted in the student labs since the last review. Faculty continue to use the latest technology in managing their classes and their course work. Several department faculty have participated in activities with high school students and made presentations to student groups. This is an area, however, where more work needs to be done. The business school has expanded our career services operations, which has led to improved placement services for students.
3. *The Department of Management must be proactive in anticipating changes in disciplinary orientation, problems relevant to the profession, student needs, research opportunities, and business partnerships.* Our department just finished another review of our degree program, which consisted of examining other management programs, discussions with recruiters, and examination of business trends. We have made changes to our curriculum and proposed two new options – entrepreneurship and business development, and sports management. These changes were made to better meet the needs of our students, employers, and our other constituents.
4. *We must be innovative in creating changes in our programs, research, instruction, and service to maintain our position at the leading edge of the profession.* Program issues are covered above in the response to #3. We have a group of faculty who are active in their professional organizations, making numerous research presentations. These presentations keep them at the forefront of their discipline and allow them to interact with other research leaders. Since the last review, we have more faculty members involved with service to their profession and to the community at large.

CRITERION I
Program Centrality

A. Goals & Objectives of Degree Programs

Degree Program:	The Department of Management offers a major in Management with an option in Human Resources Management.
Program Clientele:	Our students are primarily full-time, traditional college-age students in Stillwater. At OSU-Tulsa, 116 management majors took management classes there in 2004.
Program Objectives:	Objectives include to provide an innovative undergraduate curriculum and programs that provide students with disciplinary and interdisciplinary perspectives on the complex problems faced by business and government organizations, enhancement of the quality of the undergraduate experience, enhancement of entry-level placement of undergraduate students, enhancement of programs for attracting and retaining high potential students, and development of programs for recruiting and retaining high potential minority students.
Expected Student Outcomes:	One of the objectives of the Management Major is provide students with a broad perspective of the discipline as well as specific knowledge of theory, concepts, and technical knowledge critical to work in the field. Another is to provide a high quality education that develops the students' analytical, quantitative, and interpersonal skills, which prepare students for quality jobs or graduate programs.

B. Linkage of the Program to Institution's Mission

The mission of Oklahoma State University is, *Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities.*

A critical factor in the success of any organization is the quality of its leadership team. Through the management major, we endeavor to prepare students for the rigors of organizational life. In our classes, we strive to educate students on how organizations function and what they will need to do to be successful in these organizations. Likewise, we also want to provide organizations with employees who are fully capable of adding value once they are hired. The classes in the management major are designed to provide students with "organizational survival" skills, which include leadership, decision-making, and communication. We believe these classes advance the knowledge and enrich the lives of our students. Preparing them for their futures also enhances economic development because we are providing businesses with employees who will make a positive contribution to their bottom line.

Our faculty (11 of our 14 faculty have won such awards) have won numerous, university and college teaching awards, which is tangible evidence of our commitment to excellence in undergraduate education. In addition, our faculty are active researchers who are able to bring “cutting edge” results into their classrooms. Many faculty members are also engaged in outreach activities, which help keep them connected to the challenges faced by state and national businesses. We believe that our department is working diligently to help OSU achieve its mission.

As further evidence of our centrality to the University’s mission, our classes are taken by students in other programs – both within and outside of the School of Business. Two of our classes – MGMT 3123 (Managing Behavior and Organizations) and BADM 4513 (Strategy and Integration in Organizations) are in the business core, meaning all School of Business students take these two classes. Additionally, many majors within the School of Business require students to take our business communication classes (BCOM 3113 & 3223). Finally, management is a popular minor or double major for many students in the School.

In addition, we offer MGMT 3013 (Fundamentals of Management) as a service class to majors in other colleges. Last year over 400 students enrolled in MGMT 3013 from such colleges as Human Environmental Sciences, Agriculture, Arts & Sciences, and Engineering. So in addition to servicing over 300 of our own majors, our classes touch the lives of many students on this campus and at OSU-Tulsa.

CRITERION II

Program Curriculum and Structure

A. Program Structure

See attached copies of the degree sheets for the Management Major and the Management Major – Human Resources option.

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

BUSINESS ADMINISTRATION

For students matriculating:

BACHELOR OF

SCIENCE IN BUSINESS ADMINISTRATION

Academic Year 2004-2005

DEGREE

MANAGEMENT

MAJOR

Total hours 120

Minimum overall grade-point average 2.50

Other GPA requirements, see below.

General Education Requirements <u>34</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 (See Academic Regulation 3.5 in Catalog.)
American History and Government	6	HIST 1103 POLS 1113
Analytical and Quantitative Thought (A)	3	MATH 1483 or 1513
Humanities (H)	6	Any courses designated (H).
Natural Sciences (N)	7	One course designated (L, N). One course designated (N).
Social and Behavioral Sciences (S)	6	Any courses designated (S).
International Dimension (I)	-	Any course designated (I).
Scientific Investigation (L)	-	Any course designated (L). Students are encouraged to meet the requirement in their selection of (N) course work.
School/Departmental Requirements <u>7</u> Hours		
Orientation	1	BADM 1111
Analytical and Quantitative	3	MATH 2103 or 2144
Oral Communication	3	SPCH 2713

Major Requirements <u>72</u> Hours		
Common Body <u>36</u> Hours		Management Major Requirements <u>36</u> Hours
ACCT	2103	ACCT 3433 or any upper-division FIN
ACCT	2203	MGMT 3313
ECON	2103	MSIS 3303 or 4013 or 4263
ECON	2203	<u>9 hours from:</u> BADM 4113 MGMT 3133 4213 4313 4413 4533 4813 STAT 3013
MSIS	2103	
STAT	2023	
BADM	3513	
FIN	3113	<u>6 hours from:</u> BCOM 3113 or ENGL 3323 BCOM 3223 or SPCH 3723
LSB	3213	
MGMT	3123	
MKTG	3213	<u>3 hours from:</u> BADM 3713 ECON 3613 FIN 4213 LSB 4633 MGMT 4613 MKTG 4553
MSIS	3223	
Select a concentration of an additional <u>9</u> hours of upper-division courses. (See adviser for specific course recommendations.)		
(A GPA of 2.50 is required in these 36 hours.)		
A GPA of 2.50 is required in these 72 hours.		

Electives 7 Hours

May be selected from any upper- or lower-division area except activity courses in LEIS and PE and lower-division AERO and MLSC. Twelve credit hours earned in advanced AERO and MLSC, exclusive of credit earned for summer camp, may be included in the 120 hours.

Other Requirements:

- No more than 50 percent of the 120 total hours may be earned in College of Business Administration courses. However, MSIS 2103 and up to 9 hours of ECON may be counted as outside the CBA.
- A minimum of 50 percent of the business hours required for a degree as well as the last 30 hours must be in residence at OSU.
- Forty-five hours of junior/senior level courses (3000 or above) are required.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) and any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

DEAN

BA-9

DEPARTMENT HEAD

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF BUSINESS ADMINISTRATION
 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
DEGREE
MANAGEMENT
MAJOR
(HUMAN RESOURCE MANAGEMENT)
OPTION

For students matriculating:
 Academic Year 2004-2005

Total hours 120

Minimum overall grade-point average 2.50
 Other GPA requirements, see below.

General Education Requirements <u>34</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 (See Academic Regulation 3.5 in Catalog.)
American History and Government	6	HIST 1103 POLS 1113
Analytical and Quantitative Thought (A)	3	MATH 1483 or 1513
Humanities (H)	6	Any courses designated (H).
Natural Sciences (N)	7	One course designated (L, N). One course designated (N).
Social and Behavioral Sciences (S)	6	Any courses designated (S).
International Dimension (I)	-	Any course designated (I).
Scientific Investigation (L)	-	Any course designated (L). Students are encouraged to meet the requirement in their selection of (N) course work.
College/Departmental Requirements <u>7</u> Hours		
Orientation	1	BADM 1111
Analytical and Quantitative	3	MATH 2103
Oral Communication	3	SPCH 2713

Major Requirements <u>75</u> Hours			
Common Body <u>36</u> Hours		Human Resource Management Requirements <u>39</u> Hours	
ACCT	2103	LSB	3423
ACCT	2203	MGMT	3313
ECON	2103		4133
ECON	2203	STAT	3013 or
MSIS	2103	PSYC	3214
STAT	2023	<u>6 hours from:</u>	
BADM	3513	BCOM 3113 or ENGL 3323 BCOM 3223 or SPCH 3723	
FIN	3113	<u>21 hours from:</u>	
LSB	3213	ECON	3513
MGMT	3123	FPST	3013
MKTG	3213	HRAE	4023
MSIS	3223	MGMT	3133
			4123
			4213
			4313
			4413
			4533
			4613
			4713
			4813
		MSIS	3303 or
			4013 or
			4263
		PSYC	4813
(A GPA of 2.50 is required in these 39 hours.)			
A GPA of 2.50 is required in these 75 hours.			

Electives 4 Hours

May be selected from any upper- or lower-division area except activity courses in LEIS and PE and lower-division AERO and MLSC. Twelve credit hours earned in advanced AERO and MLSC, exclusive of credit earned for summer camp, may be included in the 120 hours.

- Other Requirements:**
1. No more than 50 percent of the 120 total hours may be earned in College of Business Administration courses. However, MSIS 2103 and up to 9 hours of ECON may be counted as outside the CBA.
 2. A minimum of 50 percent of the business hours required for a degree as well as the last 30 hours must be in residence at OSU.
 3. Forty-five hours of junior/senior level courses (3000 or above) are required.

NOTE: A student must have a 2.40 GPA in the most recent 56 semester hours of work or consent of the head of the Department of Management before the student is accepted in this major.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) and any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

 DEAN BA-10 DEPARTMENT HEAD

B. Distance Education

Through Correspondence and Independent Study we offer MGMT 3013, MGMT 3123, MGMT 3313, BCOM 3113, and BCOM 3223 via distance education. In addition, we offer such classes as MGMT 5113 and MGMT 5553 via electronic distance delivery for graduate students.

C. Articulation Agreement

State Regents' policy guarantees that an associate degree will satisfy all freshman and sophomore general education requirements for students transferring to a four-year university with an associate in arts or associate in science degree (two-year degrees). If a student transfers to another college before completing an associate degree, the student will receive general education credit for courses that match those at the college he/she is attending.

All undergraduate degrees, except for the associate in applied science, require that a student take a minimum of 37 hours of required courses in English, literature, math, science, history and the arts.

The Oklahoma State Regents for Higher Education distributes transfer matrices that outline like-type courses that will transfer among Oklahoma's public colleges and universities. In addition, each bachelor's degree-granting university lists the requirements for each of its bachelor's degree programs and publicizes those requirements for use by all other colleges and universities. Additional information is available from the Spears School of Business Student Services advisors.

D. Multidisciplinary Programs

As noted in the linkages section above, our classes are used by a variety of majors both within and outside the School of Business. We do not, however, have any formal, multidisciplinary undergraduate programs. At the masters level, however, we are involved in a number of multidisciplinary programs including MBA, MSTM, MIS, MSETM, and MS in Health Care. Our classes are an integral part of each of these programs.

CRITERION III Program Resources

A. New facilities and major equipment

The SSB has a computer lab in the basement of the business building, which is open to all students. New computers are installed in the lab in a three-year cycle.

B. Academic and administrative efficiencies

Five years ago the Management Department was the largest department in the School of Business. Our size was unwieldy and our mission too diffused. In July 2002, to allow for a more effective administrative structure, the Department of Management Science and Information Systems (MSIS) was formed by related faculty members splitting off from the Department of Management. Since our department split into two departments, the Management Department has seen a growth in the number of majors and student credit hours taught. This growth has occurred as the size of our department has decreased, resulting in our student-faculty ration increasing from 6.3 in 2000 to 13.9 in 2004. In addition, management faculty members have assumed administrative positions (Raj Basu to OSU-Tulsa, Robert Dooley to the MBA program, and Vance Fried to the Center for Entrepreneurship and Economic Development), which has further reduced the faculty we have available to teach classes. As a result, we have had to heavily rely on adjunct instructors to cover the increasing demand for our classes.

C. External funding

Records from the SSB funding office indicate that from 2000-2004, the Management Department received \$30,505.

CRITERION IV Productivity

Note: The Management Department's five-year academic report card is attached and the information contained in this ledger will be used for our responses in this section.

A. Number of majors (headcount), student credit hours, and average time to graduation.

As the report card indicates, since 2000, we have increased the number of our majors by 123 or a 58.9% increase. The number of management majors "bottomed out" in 2001 and we now have 74.7% more majors than in that year. The number of minority students majoring in management has increased by 80.8% since 2000 and 118.6% since 2001!

Student credit hours show a 27.1% decrease from 2001 to 2004 but it should be noted that the 2001 figure includes classes taught by MSIS faculty, since we were one department then. A more accurate comparison would be to use the 2002 numbers, since this is the year we split into two departments. The Management Department's student credit hour production increased by 1,388 (20.7%) from 2002 to 2004. This figure indicates a very healthy growth in students taking our classes.

In terms of the average time to graduation, the number of full-time semesters our students need to graduate has remained virtually unchanged. This figure was 8.6 in 2001 (the earliest the data is available) and 8.7 in 2004. Given that more students are choosing to be management majors and the decline in the number of faculty we have, we have had to use more temporary faculty to meet the increased demand for our classes.

B. Faculty ratio and class size.

Our student/faculty ratio went from 6.3 in 2000 to 13.9 in 2004. Again, since our department split in 2002, it is probably more informative to use the data that includes only management faculty members. In 2002 our student/faculty ratio was 11.1 and in 2004 it was 13.9. It has risen slightly, but not as dramatically as indicated by using the data including MSIS faculty.

The Management Department's average undergraduate class size was 41.4 in 2004, which is down from 48.6 in 2000. The number of undergraduate classes we offer, however, has increased from 47 in 2000 to 74 in 2004. By using adjunct faculty, we are able to keep our average class size down below what we could handle with just tenure-track faculty. This fact is further substantiated by data that indicates that only 26% for our undergraduate classes are taught by tenure-track faculty. Last year's figure is 21% lower (47% of classes covered by tenure-track faculty) than what it was in 2000.

C. 5 year average number of degrees conferred and majors.

The following table lists the Department's five-year average number of degrees conferred and majors and compares them to the OSRHE standards.

Degree	Number of Degrees Conferred		Majors (Headcount) – Fall Semester	
	OSRHE standard	5-year average	OSRHE standard	5-year average
Certificate				
Baccalaureate	5	79	12.5	332
Masters	3	N/A	6.0	N/A

As this table indicates, the Management Department is well above the OSRHE standards for the number of degrees conferred and the headcount of majors. Our degree program is very healthy and getting stronger.

CRITERION V
Quality

A. Program faculty qualifications

Name	Faculty Status	Faculty FTE in program	Field	Highest Degree Earned	Year of Hire
K. K. Eastman	Regular	1.00	Organizational Behavior	Ph.D.	1989
R. Basu (OSU-T)	Regular	1.00	Organizational Behavior	Ph.D.	1991
T.G. DeGroot	Regular	1.00	HR MGMT/Org Behavior	Ph.D.	2002
R.S. Dooley	Regular	1.00	Strategic Management	Ph.D.	1996
V.H. Fried	Regular	1.00	Business Policy & Entrepreneurship	J.D.	1987
M.B. Gavin	Regular	1.00	Organizational Behavior	Ph.D.	1996
M.K. Gilley	Regular	1.00	Strategic Management	Ph.D.	1999
C.E. Labig	Regular	1.00	Management	Ph.D.	1973

Name	Faculty Status	Faculty FTE in program	Field	Highest Degree Earned	Year of Hire
D.L. Mott	Regular	1.00	Business Education	Ed.D.	1974
D.L. Nelson	Regular	1.00	Organizational Behavior	Ph.D.	1985
J. Pappas	Regular	1.00	Strategic Management	Ph.D.	2001
T.O. Peterson (OSU-T)	Regular	1.00	Organizational Behavior	Ph.D.	2001
Z.K. Quible	Regular	1.00	Business Education	Ph.D.	1981
T.H. Stone	Regular	1.00	Ind./Org. Psychology	Ph.D.	1989
M.A. White	Regular	1.00	Management	Ph.D.	1986
E. Dobkins (OSU-T)	Adjunct	0.50	English	M.A.	2002
F. Griffin	Adjunct	1.00	English	M.A.	1998
D. Kern (OSU-T)	Adjunct	1.00	Strategic Management	M.A.	2003
J. Leonardi	Adjunct	0.75	English	M.A.	2001
P. Luitwieler (OSU-T)	Adjunct	0.25	Business	MBA	2004
K. Reyes (OSU-T)	Adjunct	0.50	TESL	M.A.	2004
A. Vohra (OSU-T)	Adjunct	0.50	Management Information Systems	M.S.	2001
J. Wiese	Adjunct	1.00	Entrepreneurship	MBA	2003

B. Evidence of regional/national reputation and rankings

Our student chapter of the Society for Human Resource Management (SHRM) was awarded a Top Ten Chapter (based upon the Merit Award program for student chapters) for 1999-2000 and 2000-2001. The chapter was awarded superior merit awards (they range from none to merit to superior merit) for 1999-2000, 2000-2001, 2001-2002, 2002-2003, and 2003-2004. In addition, one of our students, Keith Cook, won the SHRM Leonard R. Brice, Jr. Undergraduate Leadership award in 1998. This is the most prestigious award SHRM gives.

A number of our faculty members (e.g. Mark Gavin, Debra Nelson, and Vance Fried) have been invited to present programs to national and international audiences. In addition, several of our faculty members have conducted classes in international MBA programs (Robert Dooley, CIEBS in China and Ken Eastman, Zayed University, UAE).

C. Scholarly activity

NAME	Learning & Pedagogical Scholarship		Contributions to Practice		Discipline-Based Scholarship	
	PRJ	OIC	PRJ	OIC	PRJ	OIC
Timothy DeGroot	0	0	0	0	12	43
Robert S. Dooley	0	0	0	0	9	8
Kenneth K. Eastman	0	2	0	36	8	5
Vance H. Fried	0	4	1	3	5	25
Mark B. Gavin	0	0	0	0	4	43
K. Matt Gilley	0	1	0	0	10	27
Chalmer E. Labig	1	0	0	2	0	4
Dennis L. Mott	0	0	0	5	0	50
Debra L. Nelson	0	0	0	0	12	96
James Pappas	0	0	0	0	20	17
Tim O. Peterson	4	39	0	6	4	29
Zane Quible	7	32	0	0	0	0
Thomas H. Stone	1	2	0	0	17	25
Margaret A. White	9	18	1	49	0	16
Department Totals	22	98	2	101	101	388

D. Assessment of student achievement of expected learning outcomes for each degree program

We do not have detailed outcome assessment information for the management major or the Management Department, as we are just beginning the process of establishing our learning outcomes. The information presented below is taken from the most recent assessment report for the college.

Key Expected Outcome	Method Used to Assess this Outcome	Years this Assessment Conducted	No. of Majors/Number Assessed
Memorize Facts	Assessment Survey	2001	N/A
		2002	94/29
		2003	108/23
		2004	247/42
Analyze Theory	Assessment Survey	2001	N/A
		2002	94/29
		2003	108/23
		2004	247/42

Key Expected Outcome	Method Used to Assess this Outcome	Years this Assessment Conducted	No. of Majors/Number Assessed
Synthesize Ideas	Assessment Survey	2001	N/A
		2002	94/29
		2003	108/23
		2004	247/42
Make Judgments	Assessment Survey	2001	N/A
		2002	94/29
		2003	108/23
		2004	247/42
Apply Concepts	Assessment Survey	2001	N/A
		2002	94/29
		2003	108/23
		2004	247/42

E. Overview of results from program outcomes assessment

Key Expected Outcome	College Mean	Department Mean
Memorize Facts	3.12	3.12
Analyze Theory	3.06	3.12
Synthesize Ideas	2.59	2.57
Make Judgments	2.52	2.33
Apply Concepts	2.88	2.90

As the above table indicates, the averages for the management majors who responded to these questions, track very closely to the College averages. Our majors were most positive about having to memorize facts and ideas, and analyzing ideas and theories. Our students gave relatively low marks to having to make judgments about the value of information, arguments, or methods. Since “4” was the highest, positive response, our students were generally satisfied with these above dimensions. The results do indicate, however, that we need to do more to require students to synthesize information and make judgments about information. We will keep these results in mind as we continue to review our management curriculum. In addition, our majors rated their overall CBA experience as “good” (3.00 average) and would probably choose management again as their major (3.24). The CBA averages for these questions were 3.05 and 3.27, respectively. Overall, we believe that our majors are satisfied with the education they receive from our department but that there is room for improvement on several dimensions.

F. Feedback from program alumni/documentated achievements of program graduates

The following information was taken from the 2004 CBA Assessment Report. Management. The survey targeted 168 alumni of undergraduate management program who received their baccalaureate degree in 1998 (84 graduates) or 2002 (84 graduates). The overall response rate was 29.8% (25% and 34.5% for 1998 and 2002, respectively). Most of the alumni seem

to be “very” satisfied with the overall educational experience at OSU in both years. However, the percentage of “very” satisfaction has declined from 71% in 1998 to 69% in 2002, as alumni seem to be “satisfied” rather than “very” satisfied in 2002. The results from common and specific CBA questions are described as follows.

In general, most of the 1998 and 2002 management alumni trend to work at large corporations (50% and 46% for 1998 and 2002, respectively) and not pursue a graduate degree (62% and 83%). They seem to be “very” satisfied with the quality of instruction they received in the major (76% and 62%). However, most of the 1998 and 2002 seem to be “somewhat” satisfied with the academic advising they received in their major and feel that their undergraduate studies prepare them “adequately” for their current position (47% and 50%). The 2002 alumni feel that their current work is “moderately” related to their OSU major (lower than that of 1998: “highly related”) and receive the approximate total annual salary between \$26,000 and \$35,000 (lower than that of 1998: between \$36,000 and \$45,000).

For some specific CBA questions, we conclude that most of the 1998 and 2002 management alumni seem to be satisfied with the overall teaching effectiveness received from CBA graduate teaching associates and feel that their personal qualities are “very” important. The 2002 alumni seem to be satisfied with the amount of useful knowledge transmitted by the CBA (lower than that of 1998: “very satisfied”), the overall teaching effectiveness of CBA professors (lower than that of 1998: “very satisfied”), and the reputation of CBA as seen by others (lower than that of 1998: “very satisfied”). The 2002 alumni feel that the reputation of their major department is important (higher than that of 1998: “neutral”) and the services received from CBA Career Services are important (similar to that of 1998: “important”).

The overall numbers are still quite good but not quite as good as they were in 1998. I would attribute this to the fact that the economy was not as strong in 2002 and that many graduates were not placed in as positions as desirable as the 1998 graduates (reflected in the lower salary reported in 2002). We will continue to monitor alumni reactions and take actions as appropriate.

Several examples of our graduates excelling are Rebekah Padgett, who is a Senior Vice-President with Frito-Lay Company and Linda Livingstone, who is the Dean of the College of Business at Pepperdine University.

G. Other program evaluations

N/A

CRITERION VI Program Demand/Need

A. Occupation Manpower Demand

N/A

B. Societal Needs for the Program

Management programs make a special contribution to society in terms of personal growth, profession enhancement, and economic development. Management majors are challenged to learn more about themselves and their values. The classes in the major give students ample opportunities for self-examination, with the goal to help students solidify their value-systems. More self-aware individuals are more likely to work more effectively together and for the common good. Our program stresses interpersonal skills, leadership, and decision-making, among other important skills. These talents are essential for individual career success. In fact, numerous studies have found that poor interpersonal skills are the biggest reason why professions' careers fail to advance. By enabling our graduates to function more effectively in organizations, we improve the survival of these organizations. Having more successful businesses leads to more jobs and enhanced economic opportunities for the state and region. We are very proud of our land-grant mission and believe that we are actively work towards bringing this mission to our students.

C. Graduate student applications and enrollment changes

N/A

CRITERION VII Program Duplication

A. Identify other degree programs with similar titles or functions

We are not aware of any other programs that are similar to the management major.

B. For similar programs, describe how each degree program fulfills unique student needs

N/A

Summary and Recommendations

A. Strengths

- A number of excellent teaching faculty. Management department members have won more college and university teaching awards than any other department in the College.
- A number of excellent researchers. We have one of the most prolific researching faculty (on a per capita basis) in the College. Our faculty have targeted the top journals in their field and they have been successful in publishing in these journals.
- A positive orientation to students. Management faculty have served as advisors to a number of student organizations.
- A culture of collegiality. Management faculty are supportive of each other and many faculty often work together on research projects. No debilitating political maneuvering is found here.

- We have traditionally been very involved in service activities. Management faculty have held a number of administrative posts in the College (Associate dean and program director positions) and have actively served and chaired many College and University committees.
- We have been very active contributors to business extension programs. Our faculty have presented in and directed most of the College's flagship programs. We have built a very strong reputation for providing excellent executive education programs.
- Rewarding excellence. We have a solid history of rewarding faculty for excellent performance.
- Established doctoral program with a history of good placement. We have placed management PhD. graduates at good regional universities. One of our graduates is now the dean at the college of business at Pepperdine University.
- Reputation of our human resources option. This degree option, under the management major, is recognized by HR professionals across the state as the best program in the state and the nation.
- Stable faculty. We have had very little turnover in faculty in the past 10 years. This speaks well of our culture and our ability to retain quality faculty.
- We do a lot with a little. We are very efficient but being so lean limits our effectiveness in many of the things we do.

B. Areas for Improvement

- No clear departmental identity. Since splitting from the MSIS faculty, we have yet to forge our own, unique mission and purpose.
- Too many teaching demands on our faculty. We serve too many students (both majors and service sections) with too few faculty. We have two classes in the CBA core curriculum and these requirements hinder our ability to offer sufficient electives in our major and the MBA program. As a result, we must have doctoral students teach many sections, which hinders their scholarly development.
- Lack of rewards. The dire budget situation has prevented us from adequately rewarding faculty. We have significant pay compression and inversion problems in our department. Our salaries are among the lowest in the Big XII conference.
- Inadequate support for doctoral students. While recent improvements have been made, stipends remain low and limited and our students do not get as much research experience as they need.
- Lack of professorships and faculty chairs. Our department has the fewest number of each of these in the College.
- Research support is limited. Limited money exists to help faculty increase their research productivity. This limitation runs from a lack of PhD. student help to being able to pay for survey or archival research.
- Not enough focus on research. We have no formal forums for faculty to discuss research ideas and we do not bring in nationally recognized scholars to discuss their work.
- Lack of variety in course offerings. Since we are heavily involved in teaching core classes in the undergraduate and MBA programs, we are unable to offer many electives. Topics such as decision making, entrepreneurship, leadership, and social responsibility get scant attention in course offerings.

- Lack of PR efforts. We have no mechanism to stay connected with our alums and other interested constituents.
- Our strong sense of collegiality sometimes leads to the suppressing of opinions. We are at times hesitant to express dissenting or contrary opinions because we don't want to disrupt our internal harmony.
- Too few faculty. The classes we teach are some of the largest in the college. We have done this so that we can meet our other demands but quality of work is always a concern. We also need faculty (especially in OB in Strategy) in residence in Tulsa to meet our growing demands there.
- Student satisfaction. Today's graduates are tomorrow's donors. We have not focused sufficient attention on the experiences and needs of our majors and this may cause us future problems.
- Lack of diversity. We have no minority faculty members and too few female faculty members in our department.

C. Recommendations for Action

1. Improve communication among important departmental constituents – faculty, students, employers, and alumni. Better communication will allow us to better mold our degree program to the needs of our students and employers.
2. Continue to work with the administration in an effort to secure more tenure-track faculty positions. Too many of our classes are taught by temporary faculty, which prevents students from learning from the experts in the field. A lack of personnel also limits our growth opportunities.
3. Continue to review and revise management curriculum.
4. Begin out-reach activities with our alumni and employers. Such efforts to date have been inconsistent and informal.

D. Five-Year Goals for the Program

Goal 1 Increase Scholarly Activity and Faculty Recognition

Scholarly activity is what signifies OSU as a comprehensive university and is central to our identity. Thus, it is critical that this be a primary initiative. Scholarly activity takes many forms and includes, but is not limited to, research activity/publishing, training of doctoral students, and service to the profession. Such activities also have the effect of enhancing the national reputation of the faculty involved in them and, by extension, the reputation of the department, college, and university.

Critical Success Factors (measures of the degree of success over the next 5 years):

- Number of publications annually in peer reviewed journals per faculty member (1 to 2)
- Number of publications annually by departmental faculty in journals found on the Dean's research excellence award list (2 per year for the department)
- Number of conference presentations annually per faculty member (1 to 2)
- Number of invited presentations at universities, businesses, and civic organizations annually (2 to 4 per year for the department)

- Percentage of faculty serving on committees and in leadership positions (including journal editorships) for national, international, and highly regarded regional professional organizations (10-15%)
- Percentage of faculty serving on editorial boards and as ad hoc reviewers for leading management publications (50% of faculty)
- Doctoral student authored/coauthored publications and presentations (50% of doctoral students having national presentation annually and one peer reviewed publication per student at graduation)
- Doctoral student placements at AACSB accredited comprehensive universities (50% of graduates)
- Ratio of research-active faculty to PhD students (maximum ratio of 2 students per faculty member)
- Number of outreach programs produced each year (3 to 5 for department)

Goal 2 Increase Department's Contribution to College's Teaching Mission

Teaching is a cornerstone activity for our department. We are committed to disseminating knowledge to our students in an informative and useful manner. As scholars, our role as teachers is to translate the knowledge generated by our discipline into useable content for current and future businesspeople. Our research activities enhance the expertise we bring to our classes and enable us to provide our students with the most up-to-date information. We strive to produce students who are exceptionally prepared for organizational and professional activities.

Critical Success Factors (measures of the degree of success over the next 5 years):

- Number of courses offered to masters students (8 to 10, distributed roughly equally between Stillwater and Tulsa campuses)
- Number of classes offered at OSU-Tulsa (12-15)
- Number of tenured or tenure-track management faculty in Stillwater and OSU-Tulsa
- Number of undergraduate management majors (5 to 10% growth per year)
- Placement rate of undergraduate majors (70% at time of graduation)
- Teaching evaluations of departmental faculty, doctoral students, and adjuncts (continue to exceed College of Business Administration norms)

Goal 3 Increase and Better Leverage Resources Available to the Department

The department's existing resources are barely adequate to support its existing level of activities. In order to meet our goals, significant new resources are necessary. To some extent these resource needs can be reduced by properly leveraging department activities. However, significant new funding needs to be provided by the university, particularly in light of the department's strong commitment to further the university's initiative in entrepreneurship and economic development. In addition, the department must also play a role by aggressively pursuing outside funding opportunities.

Critical Success Factors (measures of the degree of success over the next 5 years):

- Funds secured from outside sources (\$20,000 per year in addition to chairs and professorships noted below)
- Collaborations among management department faculty, doctoral students, and individuals outside the department (minimum of 50% of research projects coauthored)
- Number of professorships and chairs in the department (one new of each in next 5 years)
- Number of scholarships available to majors (20% growth per year)
- Funded research (minimum of two grant requests written per year and \$30,000 per year received)

Goal 4 Recruit, Retain, and Better Reward Key Departmental Faculty

To achieve our goals, it is critical that we recruit, reward, and retain key faculty members. We are at a high risk of losing our most productive people because their wages have not kept up with the market. Significant turnover would greatly affect our ability to move forward. Clearly, compensation is not the only thing that leads to faculty satisfaction and retention. Collegiality and a positive departmental climate are critical in this regard. The department has historically been characterized as having a high level of collegiality, and steps should be taken to continue this. In addition, we have recently lost faculty due to death and moves to administration, and these lines have not been replaced, seriously affecting our research productivity and teaching quality. Too few of our sections are currently being covered by tenured or tenure-track faculty, suggesting that additional lines are necessary.

Critical Success Factors (measures of the degree of success over the next 5 years):

- High levels of organizational commitment as evidenced by no greater than 10% turnover per year
- Equitable compensation
- Equitable research and professional development funding for activities consistent with the department's goals
- Number of new faculty lines secured (1.5 per year including both Stillwater and Tulsa campuses)