

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of February 2011

Overview O1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Albany State University Date: September 30, 2011
Address: 504 College Drive; Albany, Georgia 31705

O3. Year Accredited/Reaffirmed: 1994/2004 This Report Covers Years: 2009 -2011

O4. List All Accredited Programs (as they appear in your catalog):

- Bachelor of Science (BS) – Accounting (52.030100)
- Bachelor of Science (BS) - Business Information Systems (52.120113)
- Bachelor of Science (BS) – Marketing (52.140119)
- Bachelor of Science (BS) – Business Management (52.020118) and Health Care Management Concentration
- Master of Business Administration (MBA) - (52.020128)

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Response: The BS Degree in Supply Chain and Logistics Management (SCLM) is not yet accredited by ACBSP, as the degree has been in effect for two years as of spring 2011. The USG Board of Regents approved the degree and it was later accredited by SACS, with student enrollment beginning

fall 2009. The current ASU Catalog does not list the BS degree in SCLM. The required ACBSP report for purposes of accreditation review is included under Standard #6, Educational and Business Process Management, 6.b.2 in this submission. The BAS Degree in Technology Management is, however, listed in the ASU Catalog. This degree was submitted for ACBSP accreditation review in our QA report submitted on September 30, 2009. Thus, a question remains as to whether the Council has, in fact, accredited the BAS Degree in Technology Management. We, nevertheless, are now requesting accreditation for this BAS Degree program, as well as for the BS Degree in Supply Chain and Logistics Management. (Please see our presentation under Standard #6 Educational and Business Process Management, 6.b.2.)

O6. List all campuses that a student can earn a business degree from your institution:

- Campus: Albany, Georgia, USA

O7. Person completing report Name: Michael D. Rogers

- Phone: 229-430-274
- E-mail address: Michael.Rogers@asurams.edu
- ACBSP Champion name: Dr. Michael Rogers, Interim Dean
- ACBSP Co-Champion name: Sheila Harris, Administrative Assistant

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):

Remove Note: N/A

Remove Condition: N/A

Do not remove note or condition. Explain the progress made in removing the note or condition:

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement. (Response provided in Standard #6, below.)

Standard #1 Leadership Organization

A. List any organizational or administrative personnel changes within the business unit since your last report.

Response: Dr. Jonathan Jefferson, Dean, during 2009-2010, resigned from ASU on June 30, 2010.

Dr. Kathaleena Monds was appointed as Interim Dean for the academic year fall 2010 – spring 2011.
 Dr. Michael Rogers was appointed Interim Dean effective August 1, 2011 until a new dean is employed, target date of January 1, 2012.

(See **Appendix A** for current organization chart, the structure of which has remained unchanged since the last report, 2007-2009.)

- B. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

Response: The BS Degree in Business Information Systems is now also offered as a formal online degree program, and the new BS Degree in Supply Chain and Logistics Management is offered online. The BS in Management (Business Administration) COB Degree can also be completed online, as all Area F, G, and H courses are offered both online and in the traditional classroom environment. (Albany, GA is the home site for the online degrees.)

Standard #2 Strategic Planning

This standard not typically addressed in the QA report. This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 1: Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
Performance	Description of	Areas of Success	Analysis and	Results of Action	Insert Graphs or

Measure (Competency)	Measurement Instrument	(results)	Action Taken (improvement)	Taken (occurs in the following year)	Tables of Resulting Trends for 3-5 Years
Over half of the Graduating Seniors view COB faculty as a major strength of the college.	2010 – 2011 Graduating Senior E-portfolios	Students responding to an open-ended question, consider professionalism and “quality faculty” as major COB strengths. Other strengths mentioned are: professor-student relationship and “support” provided to students. Weaknesses included insufficient faculty to teach multiple sections; and the advisement process.	Continue emphasis on professionalism and improve teaching consistency across all faculties. Advertise for new dean, other faculty, and increase online courses. “DegreeWorks” implemented to enhance advisement.	Increased online courses and more tutoring provided. Class sizes increased. “DegreeWorks” utilized more in COB than in any other college.	Appendix B
Over 80% of COB Students are satisfied with advisement.	COB Advisement Satisfaction Survey, Fall 2009, tracks student satisfaction with their advisors and with the advisement process.	94% of those surveyed reported that their advisers were “helpful” in planning and reviewing their progress toward graduation. 88% agreed or strongly agreed their advisers provided help in areas beyond the curriculum.	Nearly 10% of those surveyed stated they did not follow through on advisor suggestions. Nearly 90% responded they would very likely recommend their advisor to their classmates.	COB will maintain advisement policies/procedures that strengthen the advisee – advisor relationship. Implementation of DegreeWorks for all advisees is high priority.	Appendix C
Majority of COB Students rate instruction quality, advisement and preparedness above 3.5; and ratings improve over time	ACT Student Opinion Survey	Major instruction rating increased from 3.39 to 3.51; availability of advisor from 3.2 to 3.56; and “prepared for job” from 3.42 to 3.65	Ratings on key aspects of college environment increased over survey period, and ratings exceeded 3.5.	Continue to provide training on “classroom instruction” and improve online course efficacy. Track graduates to first employer, survey both. Utilize social media, LinkedIn and Facebook, to remain connected to graduates.	Appendix D
Our students rate the overall quality of COB Face-to-Face instruction as “very good or excellent” to an extent equal to or greater than overall students similarly rate ASU instruction	ASU Face to Face Course Evaluations Report Spring 2011	ABM: 62% rate instruction very good or excellent BA: 52% rate instruction very good or excellent MBA: 89% rate instruction very good or excellent COB: 58% rate instruction very good or excellent ASU: 66% rate instruction very good or excellent	DBA Faculty score low Faculty teaching MBA score among highest	Professional Development in area of teaching quality is essential especially within DBA. Two new faculty employed within DBA who are skilled teachers.	Appendix E
Our students rate the	ASU Evaluation of Courses	ABM: 45% rate instruction	ABM online faculty	COB offers more undergraduate	Appendix F

overall quality of COB Online instruction as “very good or excellent” to an extent equal to or greater than overall students similarly rate ASU online instruction	taught Online Q27. How would you rate the overall quality of instruction received in this course?	very good or excellent BA: 67% rate instruction very good or excellent MBA: NA COB: 57% rate instruction very good or excellent ASU: 65% rate instruction very good or excellent	score low (nearly 50% of those surveyed rated online ABM courses as “very poor or fair”) BA faculty are rated higher than ASU-wide faculty on online courses	online courses than any other college. Online course content/quality not sufficiently reviewed or monitored. ASU to employ Online Degree Program Director.	
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Standard #4 Measurement and Analysis of Student Learning and Performance

A. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

Learning Goals and Objectives for the Business Administration Program at the Master’s (MBA) Level (Unchanged from previous QA Report)

Goal 1: Each graduate will demonstrate an understanding of business knowledge (principles, concepts, theories, perspectives) and skills (procedures, methods, strategies, approaches) for each core business discipline, and of the interrelationships among these disciplines.

Objective 1: Graduates know the content knowledge and skills from each required MBA course: Accounting; Finance; Economics; Organizational Behavior; Quantitative Methods; Marketing Management; and Strategic Management (Business Policy).

Objective 2: Graduates demonstrate the formulation and implementation of strategies for sound proposals to improve integrated business processes/operations.

Goal 2: Each graduate demonstrates the capacity to apply the knowledge and skills learned to business situations and problems in domestic and international settings.

Objective 1: Strategic Perspective. Demonstrate the capacity to assess business environments, strengths, opportunities, and threats, and to align business activities/projects in developing and implementing organizational strategy and change in complex and highly competitive conditions.

Objective 2: Critical Thinking. Demonstrate the capacity to identify problems, define objectives, gather and analyze information, evaluate risks and alternatives, make decisions that are ethical and principled-centered.

Objective 3: Communicate Effectively. Presenting and defending mission, vision, values, and one’s analysis, recommendations or plans both orally and in writing.

Objective 4: Resource Management. Demonstrate the capacity to acquire and manage organizations’ financial, physical, and human capital as well as information, technology and other assets.

Goal 3: Each graduate demonstrates the capacity to work collaboratively and communicate effectively with others both as a colleague, manager/leader and/or follower.

Objective 1: Teamwork and Communication. Demonstrates effective leadership skills in working effectively with others, groups, multicultural teams, including interpersonal oral and written communication.

Objective 2: Group and Organization Effectiveness. Demonstrates the capacity to manage, influence, and lead others, and facilitates their development.

Objective 3: Interpersonal and Cultural Perception. Perceives commonalities and differences in others' values, styles, and perspectives.

Learning Goals and Objectives for the Business Program at the Bachelor of Science Level (Modified since previous QA Report)

Graduates of the College of Business will be:

Goal 1: Effective Communicators

Objective 1: *Oral Communication.* Our students will *prepare* and *deliver* professional and effective quality presentations, incorporating appropriate technologies, on business topics.

Objective 2: *Written Communication.* Our students will *prepare* professional quality business documents and/or memos summarizing their analysis of a business issue.

Goal 2: Ethical and Analytical Business Problem Solvers

Objective 1: Our students will systematically *apply* decision making models to identify business problems, *generate* and *evaluate* solutions, and *propose* a feasible solution.

Objective 2: Our students will *understand* the nature of business ethics.

Objective 3: Our students will *apply* relevant principles of ethical behaviors to identify ethical problems and *propose* appropriate solutions.

Goal 3: Technology Competent

Objective 1: Our students will be *proficient* with word processing, spreadsheet, database, data communication, internet, financial calculations and presentation software

Goal 4: Business Professionals

Objective 1: Our students will *exhibit* appropriate professional behaviors in an actual work environment, including: appropriate dress, punctuality, and demeanor.

Objective 2: Our students will be *prepared* to interview for professional jobs with a quality resume' and application letter.

Objective 3: Our students will *demonstrate* effective team behaviors.

Goal 5: Globally and Environmentally Aware

Objective 1: Our students will *understand* global business frameworks, models, core concepts and best practices in a global environment.

Objective 2: Our students will *analyze* global potential through country analyses, including: political, cultural, economic, legal, and strategic approaches

Objective 3: Our students will *practice* environmental conservation and awareness.

B. Performance Results

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 2: Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition
1. Student Learning Results (Required for each accredited program)	<p>A student-learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, and licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Analysis of Results					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years
BS (Technological Proficiency) 70% of students will be proficient in using EXCEL	Method: (Internal , Formative) Course embedded EXCEL assignments Metric: Student percentage score on faculty approved score sheet/rubric Course: MGMT 4205 MIS	75% of students rated competent to use referenced cells in 2007 and increased to 95% in 2009 but dropped back to 83% in 2010	Improvements resulted from increased experiential activities in the computer lab and coordination with faculty teaching related foundational course, BISE 2010	COB students are increasingly adept at using EXCEL as one particular area of technological proficiency.	Appendix G
BS (Effective communicators – Objective 2) 70% of our students will <i>prepare</i> professional quality business documents and/or correspondence summarizing their analysis of a business issue.	Method: (Direct, Internal, Formative) Course embedded case studies requiring students to submit a portfolio of letters and memos Metric: Student percentage score on faculty approved score sheet/rubric Courses: MGMT 4125	80% of the students showed ability to discuss the relevant issues within the chosen HR topic, while 90% of the students were proficient in language, grammar and originality. 23% of the class was “excellent” in delivering high-quality presentations.	Students in this course had taken BISE 2040, which may have contributed to the successes. Quality Enhancement Program (QEP) utilized to support student writing. Areas of weakness noted and students were provided feedback	Incorporate additional courses into the QEP, with access to writing specialists on key assignments	
Mean student scores on Major Field Test (MFT) increase over time, reaching the 50 th or higher percentile nationally in all disciplines.	Method: (Direct, External, and Summative) Major Field Test (MFT)	Student scores in Information Systems consistently score above 50 th percentile nationally and near the national mean. Overall mean scores low, trending downward	Students take MFT in MGMT 4199, graduating senior semester. Score counts 10% of grade. Many students not motivated to perform well on MFT. Recommendation to count MFT 15 to 20%, and reduce points for low scores.	Scores continue to be relatively low, and trending downward. Appendix L for scores by discipline over time.	Appendix H

			All students take BISE 2010 and MGMT 4205 related to information systems, under “above average” teachers.		
BS (Business Professionals) <i>70% of students will exhibit appropriate behaviors in the actual work environment...</i>	Method: (Indirect, External, Formative) Supervisory evaluations of internship experiences Course: MGHC 4211	77% of students receiving supervisory evaluations over the past two years, received ratings of “good” or “excellent” re professionalism	Students in this class have traditionally performed well, especially in behaving professionally in the actual work environment.	Attendance issues detract from scores and feedback from students reveal transportation/work obstacles. Recessionary economic conditions impose hardships on many students.	Appendix I
MBA (Goal 2, Obj. 1) Expectation: 80% or higher earn passing score on comprehensive MBA final exam.	Metric (Direct, Internal, Summative): Performance as defined by rubric and numerical value. Course: MGMT 6199 Business Policy	90% of MBA students who took the comprehensive examination received satisfactory grades (Knowledge of Business Policies and Strategies)	Using a comprehensive case analysis as the final exam may not be best measure for determining integration of knowledge from all MBA courses.	MBA faculty partnering to contribute exam questions from their respective disciplines to develop new comprehensive exam format	

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table3: Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p>
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Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
		Areas of Success	Analysis and Action Taken		
All COB faculty and staff engage in some type of Professional Activity	Faculty and Staff Portfolio/Performance Evaluations Table showing scholarly and professional productivity for past two years.	100% of faculty and staff attended conferences and/ or participated in some form of professional activity during each of the past two years.	Faculty and staff provided funds and other incentives to participate in ASU, regional and national professional development programs. Performance seen as being linked to development.	Staff customer service improving each year. Scholarship by faculty improving annually.	Appendix J
All COB faculty produce quality research leading to peer-reviewed publication	Faculty portfolio Table showing scholarly and professional productivity for past two years	95% of faculty have published articles or made other form of intellectual contribution sufficient to earn AQ.	Scholarship is rewarded annually in performance evaluations and directly linked to AQ status.	Scholarship by faculty improving annually—all but one is considered AQ and he published during summer 11. Teaching quality may suffer with focus on scholarship.	Appendix J
All Faculty remain highly productive in advisement, committee work, and administrative duties	Annual faculty portfolio and performance evaluations	Faculty average 40-50 advisees per semester; all serve on at least two COB committees and one ASU Committee; and two served as both interim dean and department chair, simultaneously.	Service to COB and ASU is positively incentivized through performance evaluations and promotion/retention decisions. Most faculties reluctant to take on administrative duties. New dean search concludes Fall 2011.	Students receive high quality service and a positive learning environment. Advisement, graduation and retention are positive and continuous improvement of paramount interest	
Number of criminal offenses reduced in year 2010 when compared with year 2009	ASU Safety Statistics ASU Crime Statistics	Theft is only major criminal activity with peak of 90 in 2007; most other crimes number zero or below 5.	Campus police continues implementing proactive security measures to ensure campus security. All major crimes were reduced from 2010 to 2011 except for auto theft.	ASU is known as one of the safest college campus in the USG, and across the nation.	Appendix K

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 4: Standard 5 – New Full-time and Part-time Faculty Qualifications

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
Jordan, Melissa	Health Care Management	Quality Management in Healthcare Chronic Diseases Ethics and Legal Issues in Healthcare Economics in Healthcare, Chronic Diseases in Healthcare Organizational Behavior Medical Terminology Research in Healthcare Biostatistics Quality Management in Healthcare Health Information Systems	Ph.D. (Health Science) (Nova Southeastern University) MSED (Valdosta State university) MSM (Troy State university) BSED (Valdosta State University) AAS Del Mar Community College	6 Years of teaching 20 Years of professional experience Registered Respiratory Therapist (RRT) Instructor Basic Life Support (BLS)	Doctorate
Marshall, Clifford	Accounting	Accounting for Non-Business Majors Accounting Principles I Accounting Principles	Ph.D. (Acct) (University of North Texas) MBA (Clark Atlanta	36 Years of teaching 6 Years of professional experience	Doctorate

		II Intermediate Accounting I Intermediate Accounting II Accounting/Financial Management Concepts Accounting Analysis for Decision Making	University) B.S. Business Administration (University of Arkansas/Pine Bluff	Licensed Real Estate Salesman	
Nondo, Chali	Economics	Principles of Macroeconomics, Principles of Microeconomics, Statistics for Business and Economics, Quantitative Methods for Managers	Ph.D. (Natural Resource Economics) (West Virginia University) MBA (California University of PA) B.S. Industrial Technology (California University	International Training of Trainers Certificate 8 Years of teaching 16 Years of professional experience	Doctorate
Thompson, Forrest	Accounting	Accounting Principles I, Accounting Principles II, Intermediate Accounting III, Auditing I, Cost Accounting I, and Tax Accounting I	Ph.D. (Accounting) Texas A&M University MSA (Accounting) University of Illinois B.S. (Accounting) Florida A&M University	38 Years of teaching 20 Years of professional experience CPA- -Certified Public Accountant CMA- -Certified Management Accountant CIA- -Certified Internal Auditor CFM- -Certified in Financial Management CGFM -Certified Government Financial Manager	Doctorate
Bunch, Kathy	HRM	MGMT 4125	MA (Organizational Leadership) BA	Directly related professional work experience	Professional
Johnson, Victoria	Management	MGMT 3105	JD, BA	Directly related professional work experience	Professional
Florence, Annette	HRM	MGMT 4125	PhD (Org Ldr) MSA (Acct), MBA, BS	Directly related professional work experience	Doctorate

Table 5: Standard 5, Criterion 5.8 - Scholarly and Professional Activities (New Faculty Only)

Codes to Use for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Jordan, M.	Ph.D.		D = 1	D = 1	D = 3	D = 1	2	5	1	5	
Marshall, C.	Ph.D.		D = 4		D = 2	D = 2		4	4	2	
Nondo, C.	Ph.D.		D=4	D=3	D=4	D=2	3	3	3	2	
Thompson, F.	Ph.D.	CPA, CMA, CIA, CFM, CGFM	A = 1 B = 3 C = 3	B = 1			2		4	7	
New Part-Time Faculty:											
Bunch,	M.A.						3	4	2	1	
Florence, A.	Ph.D.			1			2	3	3	1	
Johnson, V.	J.D.						1	2	1	1	

Standard #6 Educational and Business Process Management

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

A. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

N/A

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

Bachelor of Applied Science (BAS) - Technology Management (52.029901)

The above BAS degree program was included in the 2008-2012 undergraduate catalog as being accredited by both SACS and ACBSP. The QA Report submitted September 2009, included graduation and enrollment data on the new “Technology Management Degree (**new WebBAS**)” in **Appendix 9** of that report. The College was notified by phone during Spring 2011 that this degree was not accredited and inappropriately listed in the ASU Catalog. In accordance with the requirements of “New Degree Programs” in ACBSP’s Maintaining Accreditation booklet, revised January 2011, p. 12, the College of Business did notify ACBSP of this new online degree program, which is currently listed as the BAS Degree in Technology Management offered both online and face-to-face. Below are the historical enrollment and graduation data and other pertinent information.

- **Student Enrollment**
 - Fall 06 (2); Fall 07 (5); Fall 08 (8); Fall 09 (5); Fall 10 (9)
- **Students Graduating**
 - AY 08 (3) ; AY 09 (1); AY 10 (1)
- **Program Objectives**
 - The degree was intended to create opportunities for students with appropriate terminal two-year degrees to continue their education to a Bachelor’s degree. The overall purpose of the degree is to produce graduates recognized by employers as having a current and comprehensive background in applied technology management, and to pursue lifelong learning. The degree program was also intended to encourage broad participation of women, minorities and non-traditional students in pursuing a degree past the associate level.
- **Instructional Resources, Facilities and Equipment**
 - Faculty resources include all currently approved academically qualified faculty of the College of Business. Library services include GALILEO available on WebCt, and other resources include technical assistance and online resources on Learning House’s Moodle system. The same classroom facilities used for other degree programs are also available for students taking this degree in the traditional classroom mode. Computer and network requirements were specified for all students enrolled in the program. Administration of the program is under the Chair, Department of Business Administration. The core courses for this degree are the

same core courses that all majors in the college take, and thus the CPC requirements for the degree are the same, and presented below:

Core Professional Components

	Hour Class Sessions by CPC Topic											
Core Courses	A1 MKT	A2 FIN	A3 ACC	A4 MGT	B1 LAW	B2 ECO	B3 ETH	B4 GLO	C1 IS	C2 STAT	D POL/COMP	Total
ACCT2101	0	3	48	2	3	2	4	0	0	0	5	67
ACCT2102	0	4	48	3	3	3	3	0	0	3	3	70
BISE2010	3	0	3	4	0	0	2	3	50	0	0	65
BISE2040	5	0	0	5	3	3	10	10	10	0	20	66
ECON2105	0	0	2	3	3	48	3	3	0	1	2	65
ECON2106	0	2	3	3	3	48	4	1	0	1	3	68
BUSA4105	9	3	2	9	3	3	3	30	0	0	5	67
ECON3205	0	0	0	0	0	10	6	0	0	48	0	64
FINC3105	0	48	9	0	0	6	0	1	0	3	3	70
MGMT3105	0	0	0	6	48	0	9	3	0	0	3	69
MGMT3106	0	0	0	48	0	0	6	7	0	3	0	64
MGMT4110	0	0	0	48	6	0	6	3	0	0	4	67
MGMT4125	0	0	0	48	6	0	9	4	0	0	3	70
MGMT4205	0	0	0	23	0	0	9	3	26	5	0	66
MGMT4199	3	3	0	48	3	3	3	6	0	0	1	70
MKTG3120	48	0	0	6	1	0	6	6	0	0	1	68
Total	68	63	115	256	88	126	83	80	86	64	56	

Outcomes Assessment Process

The courses taken by students enrolled in the BAS in Technology Management take the same courses as those in the BS degree in Management, minus the credit hours that are provided to technical school graduates in technology. The Learning Goals of the college, and the learning assurance program in effect for all COB students is also in effect for Technology Management students.

The College of Business is officially requesting that the BAS Degree in Technology Management (SCLM) be accredited.

New Degree (BS Supply Chain and Logistics Management)

A new degree not reported in the September 2009 QA Report is the Bachelor of Science (BS) – Supply Chain and Logistics Management (52.0203) which was approved by the Board of Regents, University System of Georgia, in April 2008, and by SACS effective, January 2009. Students first enrolled in the program during Fall 2009, continuing through Spring 2011, and this current Fall 2011 semester. Thus, the program has existed for two years with the following enrollment and student graduations:

Student Enrollment*: Fall 2009 (27); Spring 2010 (20); Fall 2010 (20); and spring 2011(8)

Graduating Students: Spring 2011 (1)

Additional required information for an ACBSP accreditation review is provided below:

Program Objectives

- Provide real-world knowledge of managing a Supply Chain in a competitive global environment.
- Ensure students understand the functions and roles of supply chains both internal and external to the organization.
- Describe the challenges associated with the present-day global business environment such as security, trade issues, foreign business practices and conflict management.
- Provide knowledge of information systems, quality control tools, and decision-making models necessary to manage all aspects of distribution and supply chain management.

Instructional Resources, Facilities and Equipment

Faculty resources include those currently approved as academically qualified within the College of Business, including those faculties with doctoral and master level degrees in Marketing. Administration of the program resides with the Chair, Department of Accounting, BIS and Marketing. COB faculty to be employed would be approved by the department chair. Library services include GALILEO available on WebCt, and Moodle and comparable on-line degree resources available via Learning House's Moodle. Classroom facilities in Peace Hall (35,000 square feet) with technology-enhanced classrooms are available for all face-to-face SCLM courses. Computer and network requirements were specified for all students enrolled in the program. The core courses for this degree are the same core courses that all majors in the college take, and thus the CPC requirements for the degree are the same as those presented above under the BAS Degree in Technology Management.

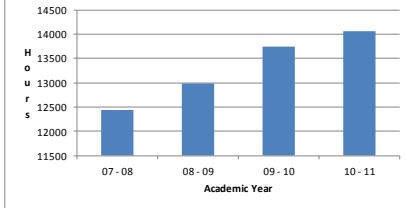
Additional New Degree Proposals for AY 2011-2012

For informational purposes only, the College of Business submitted a new BAS Degree proposal in Fire Services Administration to the Board of Regents for approval, and implementation in either spring or Fall 2012. The College also just submitted a formal proposal to change the Healthcare Concentration to a BS Degree in Healthcare Management (52.020118). This proposal is in the initial review process of the ASU Curriculum and New Programs Committee. Plans are to gain approval, submit to the ASU Faculty Senate and, if approved, forwarding the degree program proposal to the Board of Regents by December 2011. Once the programs are in effect for two years, with enrollment and perhaps graduates, the college will make a formal request for ACBSP accreditation.

3. List any accredited programs that have been terminated since your last report.
N/A

Complete the following tables. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 7: Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results		Budgetary, financial, and market performance results. Examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. <i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i>													
Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
ASU Annual Instructional Productivity and Cost Ratios	Delaware Study of Faculty Cost; External; comparative	Since ASU is a teaching institution, COB has allocated more than 90% of its resources to teaching.	Continue to look for full time faculty that supports ASU mission	Announce positions that need to be replaced or added early in the academic year.	Appendix L										
COB Student Credit Hour Production	Institutional Research; internal	Student credit hours maintain an increasing trend.			<div><p>Student Credit Hours</p><table><tr><th>Academic Year</th><th>Hours</th></tr><tr><td>07-08</td><td>12500</td></tr><tr><td>08-09</td><td>13000</td></tr><tr><td>09-10</td><td>13750</td></tr><tr><td>10-11</td><td>14000</td></tr></table></div> <p>Appendix M</p>	Academic Year	Hours	07-08	12500	08-09	13000	09-10	13750	10-11	14000
Academic Year	Hours														
07-08	12500														
08-09	13000														
09-10	13750														
10-11	14000														

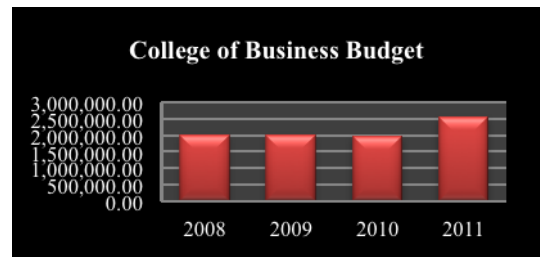
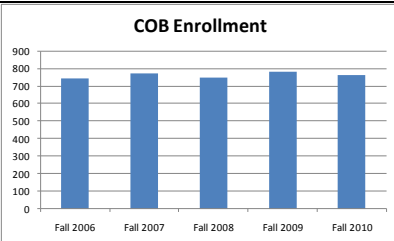
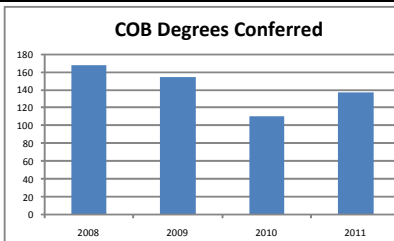
ASU Budget, Financial and Market sufficiency	Fiscal Year Educational and General Unrestricted Expenditure Report; system wide	Budget shows increase in the last fiscal year. (Data provided by ASU Office of Fiscal Affairs)			 <p>Appendix N</p>
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Table 8: Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>			
Analysis of Results					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years
Graduation Rates increasing over time and remain relatively higher than the USG graduation rates for comparable universities.	Institution Specific Six Year Graduation Rates by Cohort Year (first-time, full-time freshmen)	ASU graduation rates maintain an ascendant trend and last two years increased from 41.9% to 44.85%	Peak ASU graduation rate of 50.21% occurred in 2002. Enhanced Freshmen Orientation; Learning Communities; Advisement focus; dorm requirements.	Maintaining relative gains over USG rates.	<div><div><div>Graduation Rates</div><div><div>100</div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div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Retention rates increasing over time and remain relatively higher than the USG retention rates for comparable universities.	Institution Specific One Year Retention Rate by Cohort Year (first-time, full-time freshmen)	ASU retention rates maintain ascendant trend over long term and relatively higher than USG overall	Peak ASU retention rate of 81.91% in 2002. One of best retention rates in USG. Enhanced Freshmen Orientation, first year experience program, learning communities, dorm requirements.	Maintaining relative gains in comparison to USG universities.	<table><tr><th>2007</th><th>2008</th><th>2009</th></tr><tr><td>76.55</td><td>76.84</td><td>71.54</td></tr><tr><td>74.43</td><td>73.28</td><td>72.7</td></tr><tr><td>72.97</td><td>72.72</td><td>71.01</td></tr></table>	2007	2008	2009	76.55	76.84	71.54	74.43	73.28	72.7	72.97	72.72	71.01
2007	2008	2009															
76.55	76.84	71.54															
74.43	73.28	72.7															
72.97	72.72	71.01															
Increase COB student enrollment by 5% per year.	Enrollment data officially maintained by ASU Institutional Research Unit	College overall enrollment has been relatively stable over past 5 years. MBA and Business Information Systems show an increasing trend in enrollment.	COB enrollment not keeping pace with ASU increases in enrollment. BIS degree offered 100% online. MBA Program focusing on numbers.	Enrollment steady. BIS enrollment increased. MBA student GMAT scores low or not taken.	Appendix O 												
COB Degrees Conferred Increase in proportion to increases in enrollment	“Degrees conferred” data from ASU’s Institutional Research Unit	Graduation numbers for the college declined for year 2010 and increased again for year 2011. Absolute numbers of graduates remain highest of all colleges within ASU.	Advising and mentoring have been at the core of improving graduation rates.	Continue supporting University advisement plan. Implement a tutorial program using Delta Mu Delta students to help those students in need.	Appendix P  Appendix Q												

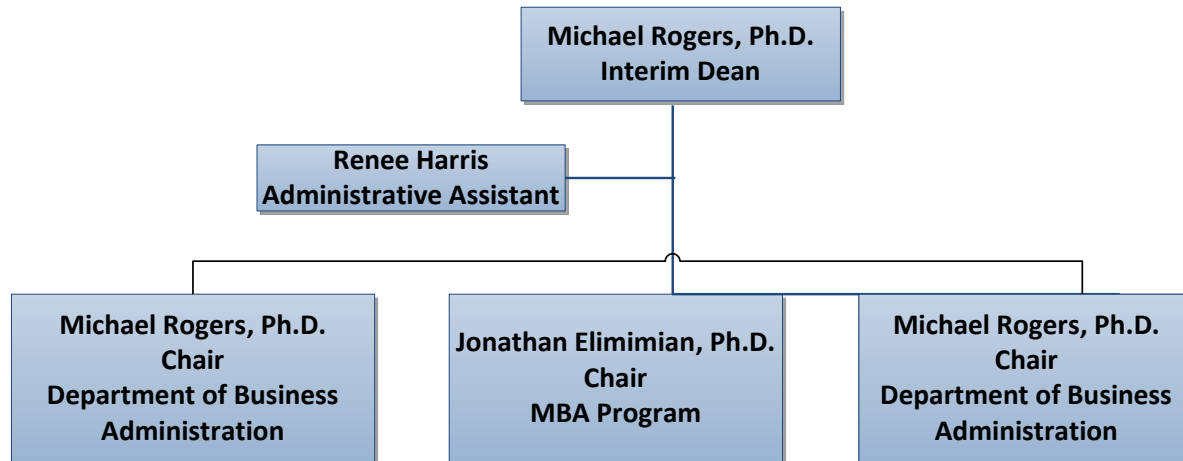
Standard 6, Criterion 6.1.3
Summary of CPC Compliance (All Traditional Majors)
2009-2011

Table 9: Standard, Criterion 6.1.3 – Summary of CPC Compliance (All Traditional Majors) 2009-2011*

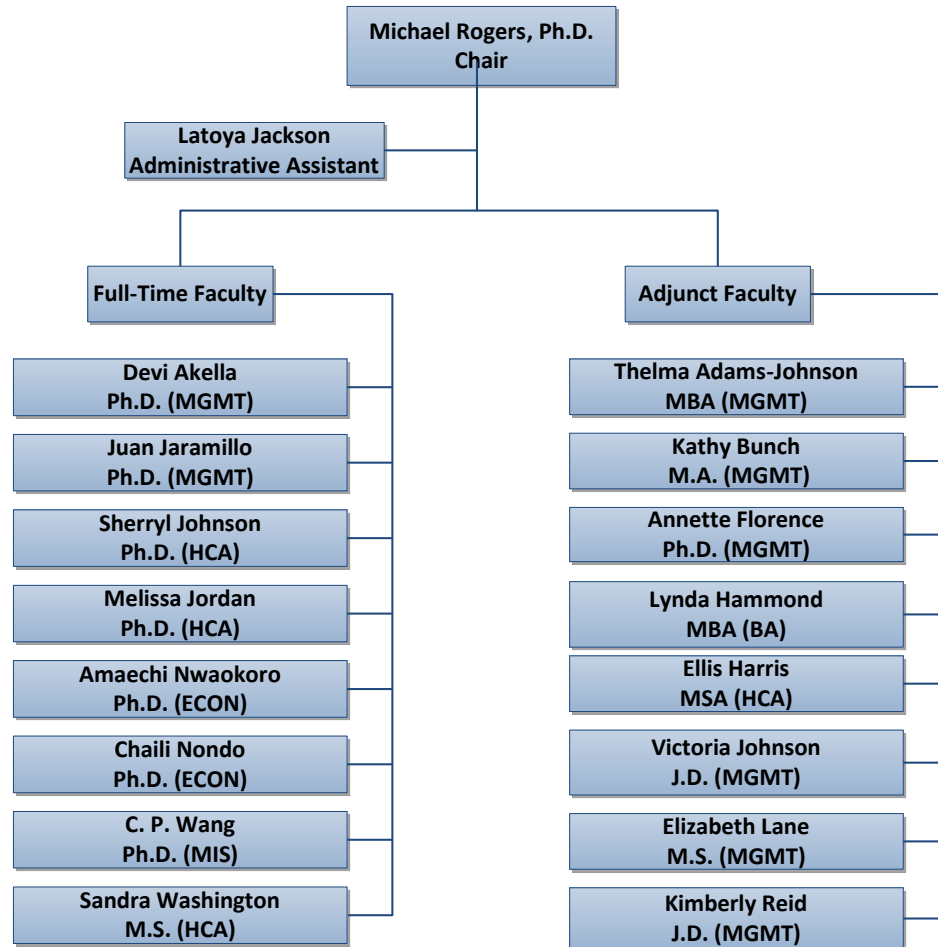
Core Courses	Hour Class Sessions by CPC Topic											
	A1 MKT	A2 FIN	A3 ACC	A4 MGT	B1 LAW	B2 ECO	B3 ETH	B4 GLO	C1 IS	C2 STAT	D POL/COM	Total
ACCT2101	0	3	48	2	3	2	4	0	0	0	5	67
ACCT2102	0	4	48	3	3	3	3	0	0	3	3	70
BISE2010	3	1	3	5	0	0	2	3	48	0	0	68
BISE2040	5	0	0	5	3	3	10	10	10	0	20	66
ECON2105	0	0	2	3	3	48	3	3	0	1	2	65
ECON2106	0	2	3	3	3	48	4	1	0	1	3	68
BUSA4105	9	3	2	9	3	3	3	30	0	0	5	67
ECON3205	0	0	0	0	0	10	6	0	0	48	0	66
FINC3105	0	48	9	0	0	6	0	1	0	3	3	70
MGMT3105	0	0	0	6	48	0	9	3	0	0	3	69
MGMT3106	0	0	0	48	0	0	6	7	0	3	0	64
MGMT4110	0	0	0	48	6	0	6	3	0	0	4	67
MGMT4125	0	0	0	48	6	0	9	4	0	0	3	70
MGMT4205	0	0	0	23	0	0	9	3	26	5	0	66
MGMT4199	3	3	0	48	3	3	3	6	0	0	1	70
MKTG3120	48	0	0	6	1	0	6	6	0	0	1	68
Total	68	63	115	256	88	126	83	80	86	64	56	

- *ASU semesters last 16 weeks X 3 hours = 48 contact hours + 24.0 = 72.0 max hours total for each course.*

**Appendix A
Albany State University
College of Business
Organizational Chart**



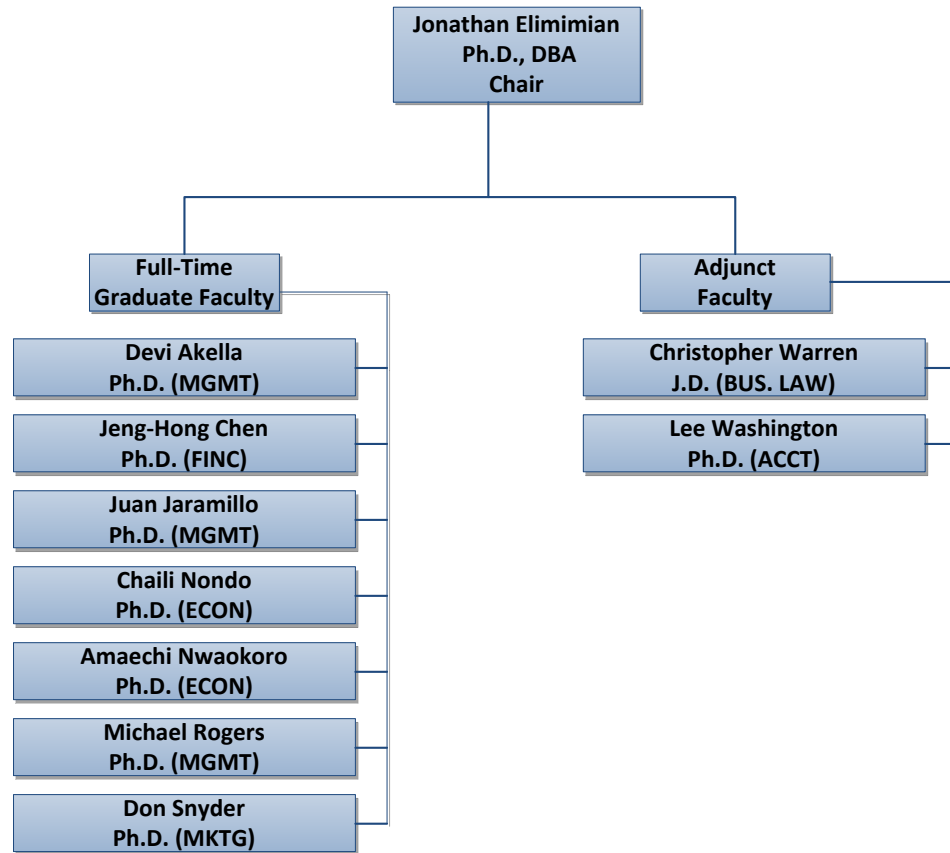
**Albany State University
Department of Business Administration
Organizational Chart**



September 2011

2011-2012

**Albany State University
Graduate Program
Organizational Chart**



September 2011

2011-2012

Appendix B

COLLEGE OF BUSINESS Graduating Senior E-Portfolio Survey 2010 - 2011

STRENGTHS*		
Issue	# of Responses	%
Emphasis on Professionalism	24	22.86
Quality of Faculty	15	14.29
Quality of Curriculum	14	13.33
Professor Student Relationship	12	11.43
Support to Students	13	12.38
Extracurricular Activities	11	10.48
Quality of Staff	8	7.62
Advisement Process	4	3.81
Small Class Sizes	4	3.81
Total Students Responding	105	100

WEAKNESSES*		
Issue	# of Responses	%
Not enough Full Time Faculty	15	20.0
Lack of Advisement Satisfaction	10	13.3
Not enough Class Sessions	9	12.0
Lack of Technology Usage	7	9.3
Lack of Curriculum Quality	7	9.3
Communication Problems	7	9.3
Not Enough Online Classes	5	6.7
Lack of Tutors	5	6.7
Not enough Evening Classes	4	5.3
Lack of Qualified Faculty	3	4.0
Not enough Electives	1	1.3
Lack of Stable Dean	1	1.3
Not Enough Programs	1	1.3
Total Students Responding	75	100

*Open-ended question: What are the major strengths and weaknesses of the college of business?

Appendix C

College of Business Fall 2009 Advisement Assessment

	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1. When I have sought help on areas beyond the curriculum, my advisor provided it or referred me the correct location.	1.3	1.3	10.0	27.5	60.0
2. My advisor is knowledgeable about my major and concentration requirements and knows where to get the necessary information	1.3		2.5	27.5	68.8
3. My advisor is knowledgeable about university requirements such as when to take Regents' Tests and when to take Regents' courses	1.3		2.5	30.4	65.8
4. My advisor provides me with information about services available to me such as the Writing Center, Learning Center, Tutoring Services, and relevant workshops/seminars	2.5	2.5	18.8	31.3	45.0

5. My advisor is helpful in planning and reviewing graduation progress	1.3	1.3	3.8	29.1	64.6
6. My advisor is available when it is important and will make appointments in a timely manner	1.3		11.3	25.0	62.5
7. My advisor helps me to complete the necessary university forms- such as Repeat Forms, Override Forms, Overload Forms, Transient Forms, etc.	1.3		16.7	21.8	60.3
8. I am well prepared when I visit my advisor for academic advisement. (Pencil, paper, transcript, etc.)	1.3		5.0	28.8	65.0
9. I follow through on suggestions and procedures recommended by my advisor.	8.9			29.1	62.0

10. How likely would you recommend your COB advisor to your classmates (0 is not likely and 10 is extremely likely)? Average = 9.08

1	2	3	4	5	6	7	8	9	10
0.0%	0.0%	1.3%	0.0%	1.3%	2.5%	7.5%	11.3%	22.5%	53.8%

Appendix D

Student Opinion Survey
 “Means” for College of Business
 Spring 2010 and Spring 2011

Group Statistics

	Semester/Year Administered	N	Mean	Std. Deviation	Std. Error Mean
testing	Spr 10	88	3.30	.646	.069
	Spr 11	78	3.17	.746	.084
major course content	Spr 10	89	3.16	.672	.071
	Spr 11	75	3.37	.882	.102
major instruction	Spr 10	88	3.39	.808	.086
	Spr 11	76	3.51	1.026	.118
out of class instructors	Spr 10	86	3.49	.878	.095
	Spr 11	78	3.41	.829	.094
attitude of faculty	Spr 10	89	3.46	.893	.095
	Spr 11	75	3.49	.891	.103
variety of courses	Spr 10	88	3.47	.857	.091
	Spr 11	78	3.53	.990	.112
class size	Spr 10	89	3.08	.695	.074
	Spr 11	78	2.88	.624	.071
flexibility of program	Spr 10	82	3.54	.892	.098
	Spr 11	72	3.40	.899	.106
availability of advisor	Spr 10	88	3.20	.912	.097
	Spr 11	78	3.56	1.064	.120

Appendix E

ASU Face to Face							
Course Evaluation Report by Question Number, Spring 2011							
SA - Strongly Agree							
A - Agree							
D - Disagree							
SD - Strongly Disagree							
	Ques#	SA	A	D	SD		
Accounting, BIS, Marketing and Logistics Management	Q20	40.6%	51.8%	4.3%	3.3%		
Business Administration	Q20	37.2%	54.2%	7.0%	1.7%		
Master of Business Administration	Q20	67.9%	24.5%	3.8%	3.8%		
College of Business	Q20	40.6%	51.2%	5.7%	2.5%		
ASU	Q20	51.2%	42.1%	4.5%	2.2%		
	Ques#	Excellent	VeryGood	Good	Fair	Poor	VeryPoor
Accounting, BIS, Marketing and Logistics Management	Q22	32.5%	29.3%	21.0%	13.1%	3.2%	1.0%
Business Administration	Q22	22.6%	29.5%	25.3%	16.8%	4.0%	1.8%
Master of Business Administration	Q22	63.0%	25.9%	5.6%	5.6%	0.0%	0.0%
College of Business	Q22	29.1%	29.2%	22.3%	14.6%	3.4%	1.3%
ASU	Q22	46.0%	26.4%	15.5%	8.7%	2.3%	1.1%

Appendix F

ASU Online							
Course Evaluation Report by Question Number, Spring 2011							
SA - Strongly Agree							
A - Agree							
D - Disagree							
SD - Strongly Disagree							
	Ques#	SA	A	D	SD		
Accounting, BIS, Marketing and Logistics Management	Q19	46.2%	46.2%	0.0%	7.7%		
Business Administration	Q19	27.3%	72.7%	0.0%	0.0%		
College of Business	Q19	37.5%	58.3%	0.0%	4.2%		
ASU	Q19	42.7%	54.9%	1.2%	1.2%		
	Ques#	SA	A	D	SD		
Accounting, BIS, Marketing and Logistics Management	Q21	50.0%	33.3%	8.3%	8.3%		
Business Administration	Q21	15.4%	76.9%	7.7%	0.0%		
College of Business	Q21	32.0%	56.0%	8.0%	4.0%		
ASU	Q21	38.4%	54.7%	4.7%	2.3%		
	Ques#	Yes	No				
Accounting, BIS, Marketing and Logistics Management	Q25	53.8%	46.2%				
Business Administration	Q25	80.0%	20.0%				
College of Business	Q25	67.9%	32.1%				
ASU	Q25	83.0%	17.0%				
	Ques#	Excellent	VeryGood	Good	Fair	Poor	VeryPoor
Accounting, BIS, Marketing and Logistics Management	Q27	38.5%	7.7%	15.4%	30.8%	0.0%	7.7%
Business Administration	Q27	20.0%	46.7%	20.0%	13.3%	0.0%	0.0%
College of Business	Q27	28.6%	28.6%	17.9%	21.4%	0.0%	3.6%
ASU	Q27	36.4%	28.3%	18.2%	12.1%	2.0%	3.0%

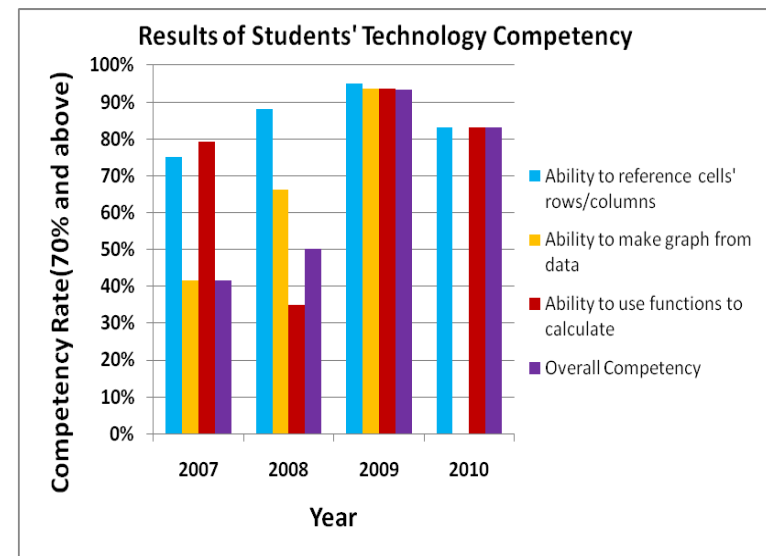
Appendix G

Report on Technological Competency (MGMT 4205)

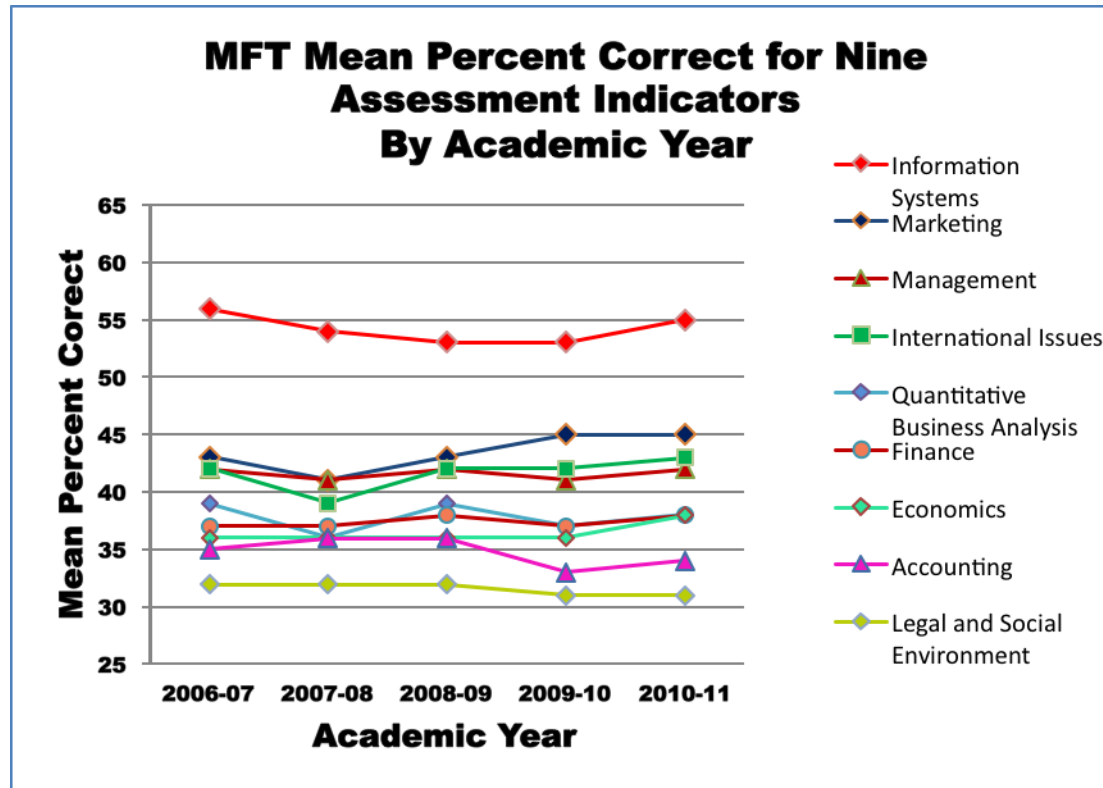
(Reporting period: Fall 2007 – Spring 2010)

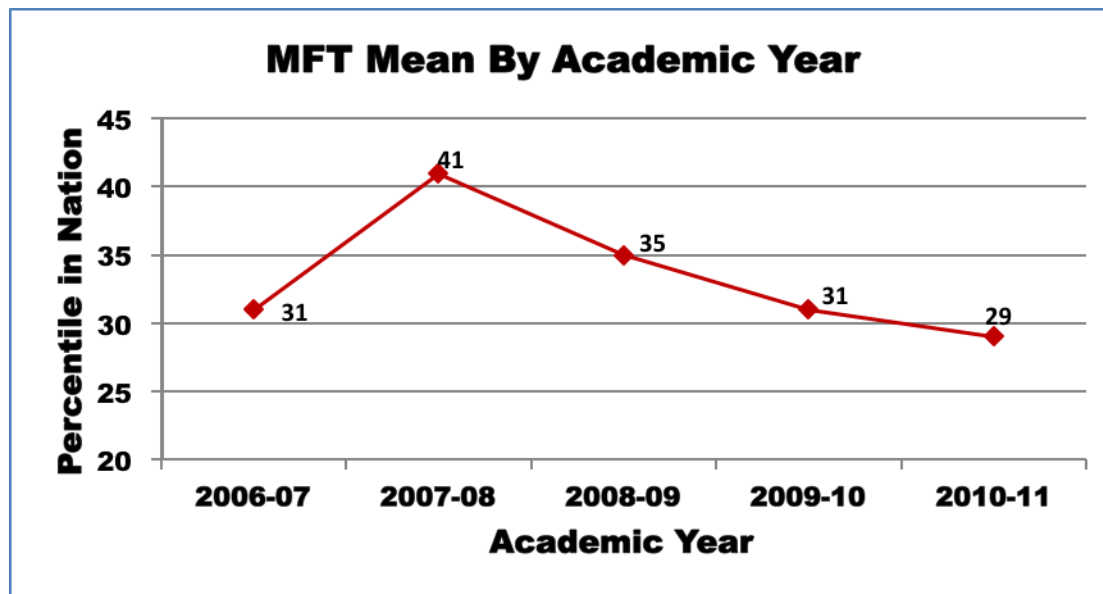
Excel data analysis is infused to all my MGMT4205-Management Information Systems classes to measure COB students' technological competency in compliance of COB's Goal 4 Objective 1. Students' level of technological competency on data analysis skill by using EXCEL had been assessed and analyzed from fall 2007 to spring 2010. The following are the results in year 2007, 2008, 2009 and 2010.

Technological Competency Rate					
Year	Semester	Reference cell rows columns	Make graphs	Use functions to calculate	Overall
2007	fall	75.0%	41.7%	79.2%	41.7%
2007		75%	42%	79%	42%
2008	spr-01	88.9%	63.0%	25.9%	40.7%
2008	spr-03	84.6%	53.8%	15.4%	46.2%
2008	fall	90.9%	81.8%	63.6%	63.6%
2008		88%	66%	35%	50%
2009	spr-01	80.0%	93.3%	80.0%	80.0%
2009	spr-03	100.0%	93.8%	100.0%	93.8%
2009	fall-01	100.0%		94.0%	100.0%
2009	fall-02	100.0%		100.0%	100.0%
2009		95%	94%	94%	93%
2010	spr-01	81%		81%	81%
2010	spr-02	85%		85%	85%
2010		83%		83%	83%



Appendix H





Appendix I

Business Professionalism MGHC 4211 Internship

	Fall 2009		Spring 2010		Spring 2011		Summer 2011		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Excellent	10	100	11	55	14	64	8	42	43	61
Good			4	20	2	9	5	26	11	16
Fair			3	15					3	4
Poor			2	10	6	27	5	26	13	18
Not assessed							1	3	1	1
Total	10	100	20	100	22	100	19	100	71	

Appendix J

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Akella, Devi	PhD		A = 4 B = 6	A = 3 B = 4			5	8	24	8	1
Bennett, C	PhD		D = 1	D = 3	D = 1		4	2		5	
Chen, J	PhD		D = 1	A = 2 D = 1	D = 1						
Elimimian, J.	PhD DBA		B = 3 D = 1	A=2 C=1 B=3	B= 3 D=1	A=1 D=1	3	8	6	2	
Elliard, M.	MBA				D = 2	D = 2	3	2		2	
Jaramillo, J.	PhD		D = 2	D=4	D = 2		2	1	1	1	
Johnson, S.	PhD		C = 2	A= 1 B = 2 C = 1	A = 3 B = 1 C = 1	B = 1	8	31	2	4	
Jordan, M.	PhD		D = 1	D = 1	D = 3	D = 1	2	5	1	5	
Marshall, C	PhD		D = 4		D = 2	D = 2		4	4	2	
Monds, K	PhD				D = 1						
Nondo, C	PhD		D=4	D=3	D=4	D=2	3	3	3	2	
Nwaokoro, A	PhD		D = 1	D = 2	D = 5	D = 1					
Rogers, M.	PhD		D=2	D=2	D=3	D=3	4	4	6	2	
Snyder, D.	PhD				D=2		1	2			
Thompson, F	PhD	CPA, CMA, CIA, CFM, CGFM	A = 1 B = 3 C = 3	B = 1			2		4	7	
Wang, C.	PhD		D = 2	A = 1	D = 2		1	3		2	

Appendix K:

Criminal Offenses

	2005	2006	2007	2008	2009	2010	2011*
ROBBERY	0	0	0	0	1	3	0
MURDER	0	0	0	0	0	0	0
FORCIBLE SEX OFFENSES (RAPE)	0	0	0	0	0	3	0
NONE FORCIBLE SEX OFFENSES	0	0	0	0	1	0	0
AGGRAVATED ASSAULT	0	0	0	0	0	2	2
BURGLARY	0	0	11	7	18	5	2
THEFT	14	11	92	71	60	62	41
ARSON	0	1	0	0	0	0	0
HATE CRIMES	0	0	0	0	0	2	0
MOTOR VEHICLE THEFT	1	1	1	0	4	1	1
	15	13	104	78	84	78	46

Campus Arrests & Referrals to Student Affairs

	2005	2006	2007	2008	2009	2010	2011*
ASSAULT		13	8	4	4	5	8
DAMAGE TO PROPERTY		26	16	28	18	54	17
DISORDERLY CONDUCT		20	7	10	9	15	18
DRUG VIOLATION		23	10	6	2	18	9
ENTERING AUTO		9	9	12	14	15	11
LIQUOR LAW VIOLATION		2	9	2	5	3	3
TOWED AUTOS		0	60	36	49	54	49
WEAPONS VIOLATIONS		2	8	3	3	3	3
		95	127	101	104	167	118

* Months January - July

ALBANY STATE UNIVERSITY POLICE DEPARTMENT
CRIMINAL OFFENSES: CAMPUS ARRESTS AND
REFERRALS TO ENROLLMENT MANAGEMENT & STUDENT AFFAIRS
2011 CRIME STATISTICS

CRIMINAL OFFENSES

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
ROBBERY	0	0	0	0	0	0	0						
MURDER	0	0	0	0	0	0	0						
FORCIBLE SEX OFFENSES (RAPE)	0	0	0	0	0	0	0						
NON FORCIBLE SEX OFFENSES	0	0	0	0	0	0	0						
AGGRAVATED ASSAULT	0	0	0	2	0	0	0						
BURGLARY	0	0	0	2	0	0	0						
THEFT	1	5	10	7	1	13	4						
ARSON	0	0	0	0	0	0	0						
HATE CRIMES	0	0	0	0	0	0	0						
MOTOR VEHICLE THEFT	0	0	0	0	0	0	1						
GRAND TOTALS	1	5	10	11	1	13	5						46

CAMPUS ARREST & REFERRALS
TO STUDENT AFFAIRS

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
ASSAULT - OTHER	2	2	2	1	0	1	0						
DAMAGE TO PROPERTY	4	1	8	1	1	0	2						
DISORDERLY CONDUCT	4	3	3	3	1	3	1						
DRUG VIOLATION	0	3	1	2	0	2	1						
ENTERING AUTO	0	0	0	0	0	10	1						
LIQUOR LAW VIOLATION	1	0	0	1	0	1	0						
TOWED AUTOS	6	6	6	12	4	8	7						
WEAPONS VIOLATIONS	0	1	0	1	0	0	1						
GRAND TOTALS	17	16	20	21	6	25	13						118

Appendix L

A. Instructional Course Load: Fall Semester 2010 (Delaware Study)

ABM Department				Business Management			
Faculty				Faculty			
Classification	FTE Faculty			Classification	FTE Faculty		
	(A) Total	(B) Sep. Budg.	(C) Instruc- tional		(A) Total	(B) Sep. Budg.	(C) Instruc- tional
<i>Regular faculty:</i>				<i>Regular faculty:</i>			
- Tenured/Tenure Eligible	6.00	0.00	6.00	- Tenured/Tenure Eligible	8.00	0.00	8.00
- Other Regular Faculty	1.00	0.00	1.00	- Other Regular Faculty	0.00	0.00	0.00
Supplemental Faculty	3.75	NA	3.75	Supplemental Faculty	7.08	NA	7.08
<i>Teaching Assistants:</i>				<i>Teaching Assistants:</i>			
- Credit Bearing Courses	0.00	NA	0.00	- Credit Bearing Courses	0.00	NA	0.00
- Non-Credit Bearing Activity	0.00	NA	0.00	- Non-Credit Bearing Activity	0.00	NA	0.00
TOTAL	10.75	0.00	10.75	TOTAL	15.08	0.00	15.08

B. Cost data: Academic fiscal year 2007 - 2008 (Delaware Study)

Total student credit hours generated during Academic Year 2009-10, that were supported by the department/discipline instructional budget. (NOTE: Semester calendar institutions will typically report fall and spring student credit hours; quarter calendar institutions will report fall, winter, and spring student credit hours.)

ABM Department	Business Management																
<table><tr><td>5,559</td><td>A. Undergraduate</td></tr><tr><td>79</td><td>B. Graduate</td></tr></table>	5,559	A. Undergraduate	79	B. Graduate	<table><tr><td>7,302</td><td>A. Undergraduate</td></tr><tr><td>164</td><td>B. Graduate</td></tr></table>	7,302	A. Undergraduate	164	B. Graduate								
5,559	A. Undergraduate																
79	B. Graduate																
7,302	A. Undergraduate																
164	B. Graduate																
2. Total direct expenditures for instruction in Fiscal Year 2009-10	2. Total direct expenditures for instruction in Fiscal Year 2009-10																
<table><tr><td>\$817,877</td><td>A. Salaries</td></tr><tr><td>\$0</td><td>B. Benefits</td></tr><tr><td>\$13,811</td><td>C. Other than personnel expenditures.</td></tr><tr><td>\$831,689</td><td>D. Total (including benefits if it was calculated)</td></tr></table>	\$817,877	A. Salaries	\$0	B. Benefits	\$13,811	C. Other than personnel expenditures.	\$831,689	D. Total (including benefits if it was calculated)	<table><tr><td>\$925,599</td><td>A. Salaries</td></tr><tr><td>\$0</td><td>B. Benefits</td></tr><tr><td>\$28,834</td><td>C. Other than personnel expenditures.</td></tr><tr><td>\$954,433</td><td>D. Total (including benefits if it was calculated)</td></tr></table>	\$925,599	A. Salaries	\$0	B. Benefits	\$28,834	C. Other than personnel expenditures.	\$954,433	D. Total (including benefits if it was calculated)
\$817,877	A. Salaries																
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\$831,689	D. Total (including benefits if it was calculated)																
\$925,599	A. Salaries																
\$0	B. Benefits																
\$28,834	C. Other than personnel expenditures.																
\$954,433	D. Total (including benefits if it was calculated)																
3. Total direct expenditures for separately budgeted research activities in Fiscal Year 2009-10	3. Total direct expenditures for separately budgeted research activities in Fiscal Year 2009-10																
<table><tr><td>\$0</td></tr></table>	\$0	<table><tr><td>\$0</td></tr></table>	\$0														
\$0																	
\$0																	
4. Total direct expenditures for separately budgeted public service activities in Fiscal Year 2009-10	4. Total direct expenditures for separately budgeted public service activities in Fiscal Year 2009-10																
<table><tr><td>\$0</td></tr></table>	\$0	<table><tr><td>\$0</td></tr></table>	\$0														
\$0																	
\$0																	

C. Instructional Productivity and cost ratios (Delaware Study)

Academic Year 2009-10 Student Credit Hours & Fiscal Year 2009-10 Expenditure Data

ABM Department	Business Management																																								
<table> <tr> <td>1. Total FTE faculty (Fall 2009)</td><td>10.75</td></tr> <tr> <td>2. Total Instructional faculty (Fall 2009)</td><td>10.75</td></tr> <tr> <td>3. Tenured/tenure eligible faculty as % of total instructional faculty (Fall 2009)</td><td>56%</td></tr> <tr> <td>4. FTE students taught (Fall 2009)</td><td>186.6</td></tr> <tr> <td>5. Direct instructional expenditure per SCH</td><td>\$148</td></tr> <tr> <td>6. Direct instructional expenditure per FTE student</td><td>\$4,384</td></tr> <tr> <td>7. Personnel cost as percent of direct instructional expenditure</td><td>98%</td></tr> <tr> <td>8. Research expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> <tr> <td>9. Public service expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> <tr> <td>10. Research & public service expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> </table>	1. Total FTE faculty (Fall 2009)	10.75	2. Total Instructional faculty (Fall 2009)	10.75	3. Tenured/tenure eligible faculty as % of total instructional faculty (Fall 2009)	56%	4. FTE students taught (Fall 2009)	186.6	5. Direct instructional expenditure per SCH	\$148	6. Direct instructional expenditure per FTE student	\$4,384	7. Personnel cost as percent of direct instructional expenditure	98%	8. Research expenditure per FTE tenured/tenure-track faculty	\$0	9. Public service expenditure per FTE tenured/tenure-track faculty	\$0	10. Research & public service expenditure per FTE tenured/tenure-track faculty	\$0	<table> <tr> <td>1. Total FTE faculty (Fall 2009)</td><td>15.08</td></tr> <tr> <td>2. Total Instructional faculty (Fall 2009)</td><td>15.08</td></tr> <tr> <td>3. Tenured/tenure eligible faculty as % of total instructional faculty (Fall 2009)</td><td>53%</td></tr> <tr> <td>4. FTE students taught (Fall 2009)</td><td>253.2</td></tr> <tr> <td>5. Direct instructional expenditure per SCH</td><td>\$128</td></tr> <tr> <td>6. Direct instructional expenditure per FTE student</td><td>\$3,780</td></tr> <tr> <td>7. Personnel cost as percent of direct instructional expenditure</td><td>97%</td></tr> <tr> <td>8. Research expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> <tr> <td>9. Public service expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> <tr> <td>10. Research & public service expenditure per FTE tenured/tenure-track faculty</td><td>\$0</td></tr> </table>	1. Total FTE faculty (Fall 2009)	15.08	2. Total Instructional faculty (Fall 2009)	15.08	3. Tenured/tenure eligible faculty as % of total instructional faculty (Fall 2009)	53%	4. FTE students taught (Fall 2009)	253.2	5. Direct instructional expenditure per SCH	\$128	6. Direct instructional expenditure per FTE student	\$3,780	7. Personnel cost as percent of direct instructional expenditure	97%	8. Research expenditure per FTE tenured/tenure-track faculty	\$0	9. Public service expenditure per FTE tenured/tenure-track faculty	\$0	10. Research & public service expenditure per FTE tenured/tenure-track faculty	\$0
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Appendix M

College of Business

Student Credit Hours

Sum of CIXXBM Column Labels							
	20101	20102	20104	20111	20112	20114	Grand Total
Row Labels	Su 2009	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011	
ACCT	292	997	996	456	978	959	4678
BISE	267	768	639	408	522	618	3222
BUSA	93	300	300	135	435	363	1626
ECON	427	1270	1356	783	1356	1320	6512
FINC		207	177		252	183	819
LOGM		81	60		60	24	225
MGMT	751	1675	1614	996	1128	1530	7694
MKTG	327	552	597	237	732	579	3024
Grand Total	2157	5850	5739	3015	5463	5576	27800

Sum of CIXXBMSTR_TOT_CR_HRS								
	Column Labels						Grand Total	
	20101	20102	20104	20111	20112	20114		
Row Labels	Su 2009	Fa 2009	Sp 2010	Su 2010	Fa 2010	Sp 2011		
Accounting	291	966	993	438	948	957	4593	
Business Information Systems	267	744	579	408	519	477	2994	
Business Operations Support and Secretarial Services, Other			39	21		27	87	
Business/Commerce, General	183	489	423	240	276	456	2067	
Human Resources Management and Services, Other		48	72			93	213	
Human Resources Management/Personnel Administration, General	102	261	225	102	96	132	918	
Management	678	1725	1953	1125	1986	1920	9387	
Management Sciences and Quantitative Methods, Other	150	600	450	171	468	417	2256	
Marketing	88	73			159	126	446	
Marketing Research		45	3	3	108		159	
Marketing, Other	204	381	339	234	465	273	1896	
Office Administration		21			3	60	84	
Supply Chain and Logistics Management		81	60		60	24	225	
Technology Management	194	416	603	273	375	596	2457	
Business and Social Skills						18	18	
Grand Total	2157	5850	5739	3015	5463	5576	27800	

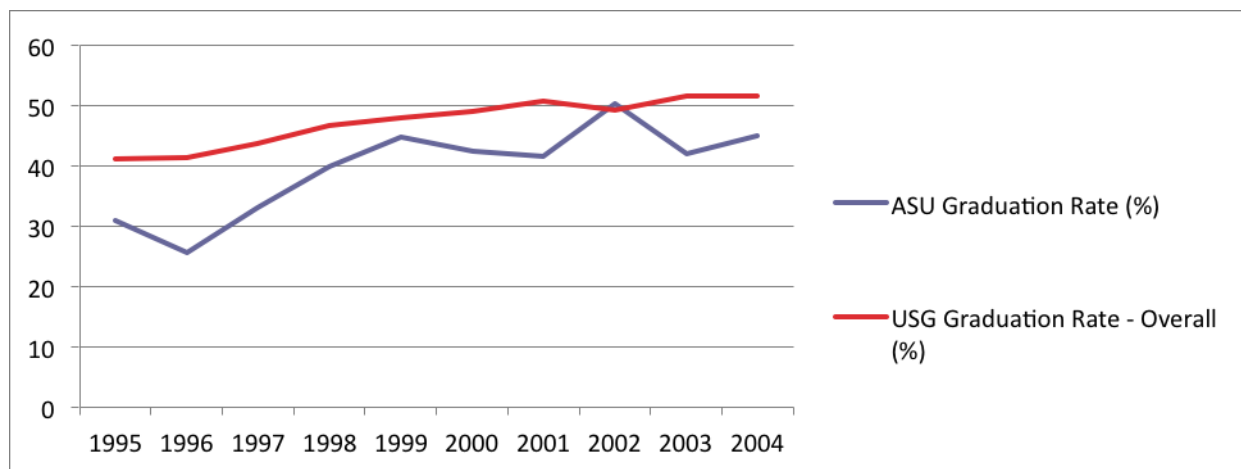
Appendix N
College of Business Budget

Fiscal Year	Total Educational and General Unrestricted Expenditures for the Institution	Total Educational and General Unrestricted Expenditures for all Academic Units of the Institution	Total Educational and General Unrestricted Expenditures for the Business School or Program of the Institution
2008	\$49,127,258.00	\$21,095,581.00 – <i>with Academic Support Units</i> \$18,485,766.00 - <i>without Academic Support Units</i>	\$2,016,694.00
2009	\$48,318,294.00	\$21,095,581.00 - <i>with Academic Support Units</i> \$18,485,766.00 - <i>without Academic Support Units</i>	\$2,016,517.00
2010	\$52,114,382.00	20,131,067.00 - <i>with Academic Support Units</i> \$17,338,708.00 - <i>without Academic Support Units</i>	\$1,980,275.00
2011	\$52,621,953.00	20,388,483.60 - <i>with Academic Support Units</i> \$18,244,818.00 - <i>without Academic Support Units</i>	\$2,563,809.00

Appendix O

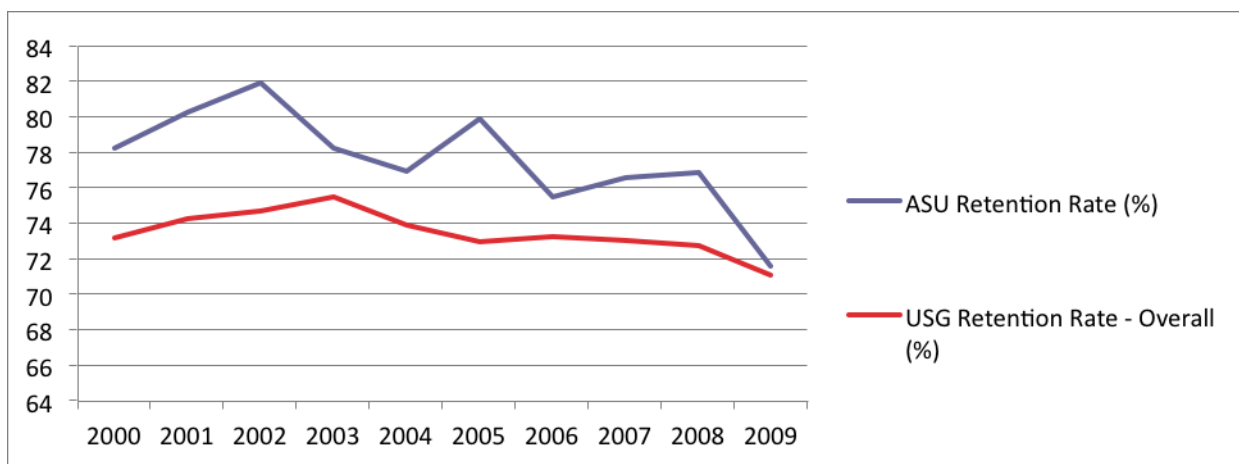
Institution Specific Six Year Graduation Rates by Cohort Year
First-Time Full-Time Freshmen

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number of Students in Cohort	458	438	504	420	648	643	420	470	537	602
Retained	141	112	166	167	290	272	174	236	225	270
ASU Graduation Rate (%)	30.79	25.57	32.94	39.76	44.75	42.3	41.43	50.21	41.9	44.85
USG Graduation Rate - St. Univ. Sector (%)	25.3	27.07	28.96	30.33	32.35	33.51	34.87	34.27	35.76	37.19
USG Graduation Rate - Overall (%)	41.16	41.47	43.66	46.74	47.9	49.06	50.79	49.32	51.6	51.55



Institution Specific One Year Retention Rate by Cohort Year
First-Time Full-Time Freshmen

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number of Students in Cohort	643	420	470	537	602	596	702	597	626	745
Retained	503	337	385	420	463	476	530	457	481	533
ASU Retention Rate (%)	78.23	80.24	81.91	78.21	76.91	79.87	75.5	76.55	76.84	71.54
USG Retention Rate - St. Univ. Sector (%)	69.06	71.29	71.84	72.31	71.57	72.14	73.08	74.43	73.28	72.7
USG Retention Rate - Overall (%)	73.12	74.25	74.62	75.45	73.87	72.94	73.21	72.97	72.72	71.01



Appendix P

College of Business Enrollment in the last 10 years

Major	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
MBA	56	39	54	49	26	22	21	24	22	26	35
Accounting	121	117	109	121	105	108	111	130	137	148	142
Information Systems	87	101	135	136	119	67	47	53	59	74	80
Marketing	91	97	106	103	111	106	110	113	109	109	114
Management	376	376	359	384	387	407	452	446	413	419	379
Technology Management							2	5	8	5	9
TOTAL	675	691	709	744	722	688	722	747	726	755	725

Appendix Q

College of Business Degrees conferred between years 2008 and 2011

	2008	2009	2010	2011
MBA	3	12	8	6
Accounting	19	31	15	23
Business Information Systems	12	9	8	6
Management	99	75	58	76
Marketing	35	24	20	25
Technology Management		3	1	1
Total	168	154	110	138