Introduction

Mission

As a vibrant component of the academic team at Georgia Perimeter College, the Business Discipline transforms the lives of our students to thrive in a global society.

Our mission is to prepare students for successful transfer to baccalaureate programs in business disciplines by providing quality coursework, advisement and support for student pursuing the business administration program of study, and to help students taking ECON 2100 as part of the core curriculum to meet the following general education outcome:

*Students will effectively analyze global economic, political, historical, cultural or geographic forces.*

The Business Discipline supports the Strategic Plan of the University System of Georgia and of Georgia Perimeter College.

Vision

Our vision, as a member of the Georgia Perimeter College team, is that the Business Discipline will be recognized as a dynamic and creative learning environment focused on student success, guided by the values of trust, excellence, integrity, civility, passion, diversity and efficiency.

Program Goals

**GOAL 1: Provide a structure for the development of quality adjunct faculty within the Business Discipline across all campuses.**

This goal relates to the following GPC Strategic Goal:

- X We will strengthen Student Success
  - We will maintain and strengthen our mission as an access institution
  - We will take the necessary steps to restore fiscal stability
  - We will focus on college culture

**Action Plan**

- To ensure quality adjunct faculty by providing common introductory training, selected full-time faculty members will meet with affected department heads across the Business Discipline college-wide to identify essential knowledge needed by new adjuncts. To insure that this element is consistent it would be necessary to commit it to an adjunct handbook including necessary information relevant for implementation. It is recommended that this handbook be provided to all new and returning adjunct faculty. This and other related information will be shared with Business Discipline members at our regular discipline meetings in the fall and spring.
• Improve adjunct faculty by providing a stronger mentoring program. Selected full-time faculty members will meet with affected department heads across the college to identify how current mentoring programs are conducted. This group will discuss additional activities that will enhance the mentoring process and commit it to writing suggesting methods for implementation. Upon completion, the Business Committee will host a workshop to communicate the program to all full-time faculty.

• Improve adjunct faculty by producing teaching guides for each adopted textbook. Selected groups of full time faculty members, one group for each adopted text book, will meet to produce a teaching guide. This will take the common course outline, integrate its requirement with a particular textbook, and recommend an outline of topics, assignments, and specified assignment weighting. Full-time faculty members will be jointly responsible, with the department chair, for ensuring that the adjunct faculty member is following the teaching guide.

• Improve adjunct faculty by including full-time faculty in the hiring process. This activity may be best handled at the campus level. Full time faculty and the department chair should consider this issue to determine whether they think this is necessary. If both the chair and the faculty are satisfied with the quality of new hires, then they likely will be content to leave the current process unchanged.

Assessment Criteria
• Time and effort of full-time faculty and affected department heads. Possible food and beverage expense for workshops or meetings.

Expectations
• Each method began by fall semester 2008 and continues.

Provide Structure and Opportunities for Course Consistency

Action Plan
Beginning in fall 2006, measures were made to insure course quality and consistency for the Business Discipline. Additionally, this applies to emphasis on all methods of delivery, face to face, hybrid, and on-line. Our approach has focused on several specific items. They are as follows:

• Establish Common Course Outline: As provided earlier the re-establishment of the Common Course Outline has been the basis for a number of improvement measures within the discipline. This is well underway and at its completion will bring about the ability to evaluate courses for consistency.

• Focus on syllabi and their components: An important initiative that we have undertaken is that of reviewing the syllabi for thoroughness and consistency with the established Common Course Outline. This provides the basis for insuring that each course section is consistent with those of the others within the discipline.

• Classroom workshops & training: By fall 2011 it is expected that we will have established regular periodic workshops for those within the Business Discipline. These workshops will provide a forum for general participation and discussion that can lead to adoption of elements that work within the classroom and the exclusion of those things that do not work. These
roundtable discussions will serve to improve the quality of the face-to-face, hybrid, and on-line course and engage the students.

**Assessment Criteria**

- As indicated earlier, assessments are a vital tool in establishing quality and consistency of delivery of face-to-face, hybrid, and on-line course material. Our focus is to lay the foundation for consistent quality of course material, assess the progress each semester, and to make continuous adjustments to insure common course objectives are being communicated and met.

- Implementation of assessment results: Once the assessment has been completed and the results measured, it is our expectation to use the resulting information to identify areas needing attention and improvement, thus honing and fine tuning our delivery so as to provide the best quality instruction for the students as possible.

- Continuous review: This necessitates that each assessment is undertaken with the full intention to continuously improve the material that is delivered to our students. We expect to engage the use of resources as the Testing Center, if appropriate, in order to obtain an unbiased critique of our methods.

- Time and effort of full-time faculty and affected department heads.

**Expectations**

- Each method began by fall semester 2008 and continues.

**Continue to Support Faculty Development Opportunities**

**Action Plan**

- Identify ways and means for supporting business faculty development

- Identify state, regional, and national conferences that enhance professional development for business faculty

- Identify training opportunities for business faculty

- Plan and implement college-wide faculty-to-faculty presentation forums for business faculty

- Identify the availability of additional travel resources

**Assessment Criteria**

- Time and local travel monies

**Expectations**

- Each method began by fall semester 2008 and continues.
GOAL 2: Enhance the extracurricular engagement of business students

This goal relates to the following GPC Strategic Goal:
X We will strengthen Student Success
   We will maintain and strengthen our mission as an access institution
   We will take the necessary steps to restore fiscal stability
   We will focus on college culture

Action Plan
• The discipline will continue its support and development of currently existing business clubs and Alpha Beta Gamma chapters on the various campuses, and will encourage more of these as appropriate.
• The discipline will continue its support and development for study abroad in general, and more specifically, the establishment of business courses and business programs overseas.
• The discipline will continue its support and development for other engagement opportunities such as outside speakers, and senior business school transfer fairs.
• Invite all declared business majors on each campus to a “faculty social”, where refreshments are served, and students can have the opportunity to meet and talk with business faculty in a relaxed, out of class environment. At these affairs every effort should be made to have a senior administration official present, i.e. the President, the VP of Academic Affairs, or the Dean of Business Administration.

Assessment Criteria
• Time and effort of full-time faculty and other GPC offices. Possible food and beverage expense for workshops, meetings, or socials. Money and/or reassigned time to encourage interested faculty in developing study abroad courses and programs.
• Student feedback on business discipline’s extracurricular programs survey.

Expectations
• Each method began by fall semester 2008 and continues.
GOAL 3: Ensure that all online business courses are of high quality in order to maximize growth opportunities in distance learning

This goal relates to the following GPC Strategic Goal:

We will strengthen Student Success
We will maintain and strengthen our mission as an access institution
We will take the necessary steps to restore fiscal stability
X We will focus on college culture

Action Plan
- Develop and assessment instrument based on already established standards of quality that will be used to evaluate the quality of all Business Online course templates.
- Assess all Business On-Line course templates: The business templates for use in on-line courses are being continuously revised using the most current textbooks and computer software available.
- Will establish fully sanctioned online student clubs in business.

Assessment Criteria:
- Timeline to develop test and validate this instrument is by the fall 2012.
- Peer review of all business online course templates, report to be provided to the business Dean
- Apply for funding of pilot program to develop event for online business club students and apply for sanctioning.

Expectation:
- Instrument developed tested and used by the fall 2012.
- Online template assessment report to be completed by the fall 2012.
- Online business club will be sanctioned by the fall of 2013.
Business Program Assessment

Provide Continuous Evaluation via Program Assessment

Beginning in fall 2012 the Business Discipline has undertaken a Program Review of its overall business program and its effectiveness. This review is based upon specific program/unit goals. Although these overall program/unit goals may vary over time, in number and in complexity, it is our intention to continuously strengthen student success. To that end our, Program Review will be maintained under separate cover and renewed biennially and may include, but not limited to, the following.

Evaluation of Program Goals

- Provide a structure for the development of quality adjunct faculty within the Business Discipline across all campuses.

- In spring 2012 the Business Discipline began the development of a Business Department Professional Guide that incorporated a plethora of data to enhance the delivery within face to face and on-line classes. In additional to the Professional Guide, each business discipline established sample syllabi, exams, and other general material to achieve consistency throughout the college. All relevant materials were placed in iCollege giving each faculty member access to all material and giving the tenure track faculty the ability to incorporate additional materials and to update other material as necessary.

- Enhance the extracurricular engagement of Business students.

- To determine the effectiveness of extracurricular activities, the Business Events Student Satisfaction Survey was produced for circulation to all GPC business students to evaluate the student’s satisfaction with business events held throughout the academic year. This document will be distributed at least annually to assist the Business Discipline in improving the quality of the activities provided and creating enhanced value for the students. This survey will be administered in each face-to-face, hybrid, and on-line course section offered throughout the college.

- Maximize Growth Opportunities in Distant Learning
- The business discipline will continue to evaluate all currently used Business templates. This will be a self-evaluation process aimed at ensuring a high quality learning environment and to insure that each template incorporates the current GPC standards. Areas of weakness will be determined and corrective measures taken. As new course templates are produced, the same rigor will be applied for conformity to provide a high quality online learning environment, while insuring adherence to Business Discipline Common Course Outlines.

Evaluation of Student Program Outcomes

- Students will produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.

- Students will demonstrate effective problem-solving and critical thinking skills through applying methods from a variety of business disciplines to solve business problems.
• Students will have the capability to recognize and analyze ethical issues in business and select a resolution for practical business situations.

• Students be able to identify business issues in a global environment

• Students will demonstrate knowledge of general business principles from accounting, economics, legal environment of business, and computer information systems.

• In addition to establishing course consistency throughout the discipline, the course assessment will also provide insight into the Student Program Outcomes by tying each of the discrete Student Program Outcomes to specific questions on the Course Assessment. It is the responsibility of each Business Discipline Committee to establish the linkage between the course assessment and Student Program Outcomes.

**Evaluation of General Education Outcomes**

• Effectively analyze global economic, political, historical, cultural or geographic forces.

• It is anticipated that with courses delivered via the common core, the businesses courses will provide the student with specific understanding and ability to analyze a wide array of situations and problems with which the student may come in contact.