

UCC Program Review Committee summary of review

Program – Applied Management

This program includes the following degrees, minors, and certificates:

- Bachelors of Science in Applied Management (BSAM)

Recommendation

This program is found to be viable. See report for commendations, concerns, and recommendations.

Date of last review – AY 2007

Date of this review – AY 2017

This review has been sent to school director and the dean, their joint response is attached.

This program has no graduate component.

**Ohio University Curriculum Council (UCC)
Program Review Committee**

**Applied Management Program (BSAM)
UCC 7-Year Review On-Site Committee Report**

Report Date: November 21, 2019

by

Terri Hood-Brown, Janice Johnson and Dr. James R. McKean

EXECUTIVE SUMMARY

This report summarizes the on-site review activities for the Bachelor of Science in Applied Management (BSAM) BS5511 program as a component of the University Curriculum Council (UCC) Program Review process conducted by Janice Johnson (external reviewer), Terri Hood-Brown and Dr. James R. McKean (internal reviewers). After a thorough review of the provided BSAM Self-Study Report, the reviewers conducted an on-site visit at Ohio University Southern, home campus for the BSAM Program on November 7, 2019. During this on-site visit, reviewers had the opportunity to interact with program faculty, students, advisory members and administrative staff to validate their observations of the BSAM program in context and clarify information contained in the self-study assessment.

While on campus or via remote meetings, the reviewers sought to validate various aspects of the BSAM program with specific focus on the UCC program review committee's mandate focusing on assessment planning, curricular development, faculty workload, scholarship responsibilities and resource allocation. Interactions with program faculty, students and administrative staff, provided the reviewers the opportunity to witness firsthand, the program's atmosphere vis-à-vis the entire campus operations, strengths and challenges, student support and areas of concerns. The viability of the BSAM program is particularly distinct given the nationwide trend of declining enrollments and declining revenues facing degree-granting postsecondary institutions in general and Ohio public regional campuses in specific. After enrollment increases nationwide rose 20% between 2005 to 2010, enrollments in degree-granting postsecondary institutions fell 5% between 2010 and 2015.¹ During the current review period, the BSAM major enrollments increased from a beginning total of 234 for all program types (primary major and secondary major) in fall of 2012 to a total for all program types of 441 in fall 2018. Similarly, during this review period nationwide, after a 27% decrease in degrees conferred between years 2004 and 2010, degree-granting postsecondary institutions experienced overall increases of degree conferrals with bachelor's degrees rising by 29% between years 2005 and 2015.² Degrees

¹ Digest of Education Statistics, 2016. U.S. Department of Education, National Center for Education Statistics

² Ibid

awarded in the BSAM Program experienced similar fluctuations. Degrees awarded in the BSAM program ranged from 11 in 2010-2011 to a high of 195 in 2016-2017. According to the latest available data, during the 2017-2018 academic year, the BSAM program conferred a total of 192 degrees or a total of 854 during this review period. These trends demonstrate the critical role of baccalaureate degree completion programs such as BSAM in fulfilling the regional campus access and inclusion mission within the Ohio University service regions. The reviewers were very impressed with the overall program coordination of the BSAM program by faculty and campus administration at the Southern campus as well as other regional campuses offering the BSAM program, although the lack of participation by the Chillicothe campus director was problematic. While specific concerns are noted in this report relative to faculty support, faculty diversity, future curriculum coverage and program transferability, **the reviewers concur that the BSAM program is strong and viable.** This internal report is subdivided into sections beginning with program evaluative narrative, specific on-site committee findings and culminates in a program viability statement.

**Ohio University Office of Institutional Research
Athens & Regional Campuses Seven Year First Degrees (Primary) Awarded**

| Campus | College | Field of Study | Plan Description | Plan Code | Headcount | | | | | | | Bachelor's Degree Total |
|---------------------|--------------------|----------------|--------------------|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| | | | | | Bachelor's Degree | | | | | | | |
| | | | | | 2011-2012 End-of-Term | 2012-2013 End-of-Term | 2013-2014 End-of-Term | 2014-2015 End-of-Term | 2015-2016 End-of-Term | 2016-2017 End-of-Term | 2017-2018 End-of-Term | |
| Athens | Regional Higher Ed | RHE Bachelor | Applied Management | BS5511 | 11 | 54 | 102 | 137 | 163 | 195 | 192 | 854 |
| Athens Total | | | | | 11 | 54 | 102 | 137 | 163 | 195 | 192 | 854 |

Academic Year (Summer-Spring) is equal to **2015-2016 End-of-Term , 2011-2012 End-of-Term , 2012-2013 End-of-Term , 2013-2014 End-of-Term , 2014-2015 End-of-Term , 2016-2017 End-of-Term , 2017-2018 End-of-Term and**
Degree Sublevel is equal to / is in **First Degree**
and Plan Code is equal to BS5511
and Campus is equal to Athens , Chillicothe , Eastern , Lancaster , Southern , Zanesville

BSAM PROGRAM EVALUATIVE NARRATIVE

The BSAM program was evaluated on November 7, 2019 as part of the University Curriculum Council (UCC) academic program review process. After a campus tour of Ohio University Southern campus facilities, the review team met with RHE Program Coordinator Kim Riley and Campus Coordinator Ella Jones to discuss issues relative to program delivery and coordination. Next, the review team met with adjunct faculty, whose practitioner experiences was identified by students as a program strength. These adjunct faculty fulfill a critical role enabling students to remain current in emerging changes within the private business sector or network within their academic areas of interest. Additional programmatic information was provided via ZOOM with the program’s tenure track and instructional faculty. One initial area of concern was the absence of the Chillicothe campus instructional faculty member and BSAM campus coordinator. Since this was BSAM’s first curricular review since its inception as a program in 2011, the review team believed it was a critical necessity to hear directly from faculty representing all regional

campuses who are performing BSAM campus coordination, advising and instruction to avoid negative inferences. The team strongly recommends full participation from each campus coordinator in future reviews to provide a total context for the review team—especially necessary for the external reviewer. In general, the team found faculty and staff show a genuine interest in student success. This was evident from the interviews conducted with students. Students on several occasions, provided examples of faculty going above and beyond in ensuring that they learn and succeed. Especially noteworthy, was the inspirational success story of BSAM graduate student Martin Conley’s academic journey after losing his job after 20 years. In addition to faculty and students, the team interviewed Assistant Dean Carissa Anderson and associate deans representing each campus currently offering BSAM. During this session, the review team discovered BSAM represented one of the first programs Ohio University baccalaureate degree completion programs designed specifically for online delivery.

According to the self-assessment report, the objectives of the BSAM program are to provide students who have completed technical or liberal arts two-year associate degree programs from an accredited regional campus, community college or technical college to complete a baccalaureate degree program designed to prepare them for advancement in management. Due to the inter-disciplinary nature of the program faculty, BSAM is heavily dependent upon faculty advising to focus this diverse group of students on an academic pathway to complete Ohio University’s general education and baccalaureate requirements while aligning with their associate degree subject areas.

Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the BSAM program (Teaching; Research, Scholarship and Creative Activity; Service)?

Primary instructional delivery of the BSAM Program is provided by an extremely qualified interdisciplinary staff representing each regional campus. Currently, there is one (1) tenured and (1) instructional faculty member at the Southern campus; one (1) tenured faculty member at the Lancaster campus; and three (3) instructional faculty members at the Chillicothe, Eastern, and Zanesville campuses. Core courses are “shared” between the campuses contingent upon faculty expertise. Adjunct faculty complement the full-time staff at each campus depending upon student needs. A thorough analysis of the BSAM self-study report and interviews with faculty, students and staff confirm the complexity in determining the number and distribution of faculty sufficient to meet the overall mission of the BSAM program since the majority of the BSAM faculty share other teaching and administrative roles. For example, while the Southern campus has two (2) full-time faculty members, they share responsibilities for the Accounting Technology and Business Management Technology programs. Each of the other campuses operate within this same context. While BSAM faculty merit commendation for their efforts, the review team has two primary concerns with this model given the online delivery mode. While it appears BSAM

core courses are regularly taught, as existing faculty retire or enter lateral positions within the university, course and staffing decisions may become an economic rather than a curricular decision between the five associate deans concerned with their campus headcount and FTE. Further, this model does not lend itself to strategic academic planning. Students entering an academic program desire and deserve a two-year academic plan of course offerings. Unlikely given the coordination required between five associate deans, internal competition between campuses for high enrolled courses and the cancelling of lower enrolled courses. Additionally, this high workload adversely impacts the abilities of faculty, especially tenured Group 1 faculty, to fully meet their research, scholarship and creative activity agendas. The reviewers noted from the self-report that research, scholarship and creative activity do not appear to be adequately supported in this context. Despite this high workload, a review of faculty curriculum vitae demonstrates an acceptable level of presentations and professional development correlated by discipline. For example, Dr. Hoyt maintains a strong research agenda in a diverse number of practical management areas while other faculty such as Dr. Jones, Dr. Riley and Mr. Schor remain current with certified credentials. Like many programs, the BSAM program has experienced a slight decline in enrollments from a high of 502 majors during fall of 2016 to 441 during fall of 2018. Despite this slight decline, the review team felt the program remains viable and uniquely positioned to recruit new students as the nationwide economic outlook continues to create a positive environment for management positions in both the private and public sectors.

Is the level of the BSAM's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?

Based on a thorough analysis of the self-study report and interviews, the review team felt the current level of resources available to the department was adequate given the current fiscal environment of higher education in Ohio in general and Ohio University in specific. The interdisciplinary nature of the faculty and Regional Higher Education administration provide alternate sources of funding in support of research, scholarship and creative activities.

Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Interviews with faculty, staff and students of the BSAM program, and a tour of facilities; including discussions with the staff of the computer lab, library and student advising center, provided the researchers with information related to the mission of BSAM. It appeared that all departments were supportive of the program and provided required resources.

Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?

Based on numerous measures and a review of faculty vita, it appears that the department is fulfilling its service role through participation in RHE, University, and campus level leadership. Again, given the interdisciplinary nature and existing workload of the BSAM faculty, the level of faculty service merits commendation.

The coursework is appropriately sequenced, faculty inform and share with students the relationships between courses in their sequences, and students complete an impressive and comprehensive set of clinical experiences that generally appear to provide students with opportunities to enact in practices.

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The BSAM program attracts students, primarily, that have completed a two-year degree program and who seek to further their education by completing the requirements for a baccalaureate degree in applied management. One recommendation is for the institution to support a deliberate recruitment effort to attract a more demographically diverse faculty pool. In order to increase the ethnic diversity of the faculty, the reviewers recommend the campus utilize their adjunct faculty pool. Students are attracted to programs when their demographic profiles align with faculty. The diversity of student population aids in preparing students to deal with diversity in the workplace.

Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

BSAM is primarily intended for students who have completed a two-year degree program from an accredited institution. Students take courses to cover additional General Education as well as Business/Management to achieve a balanced bachelor's degree that integrates the general and technical skills developed in their associates degree to allow them to pursue their career or graduate school. The degree works well as a means to go beyond an associate and combines well with other degrees.

Students and graduates expressed strong satisfaction with the education they received or are receiving. They like the flexibility of the program and support from the faculty and feel they can easily grow from this program and be successful in in their career and beyond.

The diversity of the student population could improve and is necessary to aid in preparing students to deal with diversity in the workplace. The course sequence is very flexible, allowing non-traditional students to balance classes and work. The internship experience provides a hands-on experience that helps students link knowledge from the classroom to real world application. The overall educational experience is positive enough to encourage continuation on for MBA.

The curriculum covers the foundations of management but there are a few areas that could be explored more deeply. One area of concern for the review team was the use of BSAM 4900 Special Topics. Students have expressed an interest in more in-depth coverage of human resource management. This is an important component of an organization's strategic planning. Additional electives offered in this area would be useful. International and/or inter-cultural issues in management needs to be either embedded in all courses or offered as an elective. One recommendation of the review team is to work with the College of Business to resolve this issue with the overuse of special topics courses.

Are pedagogical practices appropriate? Is teaching adequately assessed?

Course offerings are delivered in blended and online format. Large class sections are provided with teaching assistance to assure quality. Online materials are reviewed regularly by full-time faculty and communication is maintained to all instructors concerning issues, problems, and best practices. Support resources for students are very accessible and helpful. Students indicated a desire for more offerings on Friday or weekends.

Strong connections to regional businesses provide input on curriculum and outcome requirements to assure students are prepared for their careers and/or graduate studies. The advisory council provides much needed input on course and degree development.

Courses are assessed using rubrics, which assures the level of quality across sections and also provides students with guidelines of what is expected of their work. Internships are assessed through employer evaluation of student performance and a report as well as assessment by the instructor. Faculty hold quarterly meetings to discuss course and program issues.

At present, assessment is focused primarily on individual course results. A broader assessment to assure students have developed the ability to apply all elements in an integrated business strategy is needed. Use of an external knowledge-based assessment tool linked with an exit survey would provide a stronger assessment of the overall program. In the capstone course, student could be required to take an assessment test such as ETS Major Field Test or Peregrine's Business Examination. These exams allow student results to be compared to results from peer institutions, and can identify outcomes and sub-areas where students display a weakness. Students would also take an exist survey at this time, rating their academic experience and providing a means to contact them at a later date (by mail or email) for useful information on how their degree has assisted them with their career. Comparison of student survey results versus graduate survey results will provide useful data to assess outcome completion and identify areas for improvement.

ON-SITE REVIEW FINDINGS

In general, the on-site reviewers were highly impressed with the faculty, staff and administration responsible for delivering the BSAM program. This baccalaureate completion degree meets a critical higher education access goal to increase the state's percentage of citizens with a four-year degree. The foundational design of this program for online delivery merits commendation and

emphasizes this access and inclusion mission. Flexible curricula meet emergent market and student academic aspirations in a diversity of management areas. Equally significant, are the high course completion rates despite the retention challenges inherent in an online delivery system. Faculty commitment to student success is evident and student advising positively contributes to student retention and high course completion rates. The review team felt these and other factors contribute to the success and ongoing viability of the BSAM program.

Although the review team felt very positively about the program's overall viability, there were a few areas identified in need of improvement. It is important to avoid viewing the constructive information that follows in a negative light as the reviewers believe the BSAM program to be a viable, important part of Ohio University's regional campus mission.

- Commendations:
 - One of the university's first programs designed specifically for online delivery;
 - Faculty and administration commitment to student success;
 - Course completion rates;
 - Interdisciplinary faculty deepen student experiences;
 - Student advising;
 - Flexible curricula to meet a wide variety of student academic needs; and
 - Focus on emergent topics to maintain relevancy of BSAM curriculum.

- Concerns:
 - Faculty and student diversity;
 - Ohio University Chillicothe BSAM Campus Coordinator was not available to the review team;
 - Program Assessment Plan "course focused" without strategic student input in assessing program learning outcomes; and
 - Overuse of BSAM 4900 Special Topics.

- Recommendations:
 - Comprehensive Faculty and Student Diversity Recruitment Plan;
 - Develop Two-Year Academic Course Offerings Plan;
 - Ensure all BSAM Campus Directors participate in the next UCC program review;
 - Develop a BSAM Graduate Student Survey of Program Learning Outcomes;
 - Work with the College of Business to develop necessary human resource curricula without the need to over utilize BSAM 4900 Special Topics; and
 - Annual meeting of RHE Program Coordinator and Campus Coordinators to assess program learning outcomes and develop plans to meet any identified curricular gaps.

Response from Program Director

I want to thank the committee for a comprehensive review with positive feedback throughout all areas of the report. I did want to address the concerns and recommendations the committee found throughout the review process.

Concerns:

- Faculty and student diversity: The One Ohio program alignment will allow us now to meet a broader scope of faculty and students, which will bring about faculty/student diversity. BSAM is now under the College of Business effective August 2020 (alignment completion). We have already been working diligently with the College of Business since the announcement was made in November 2019. All BSAM faculty have already been divided into their area of specialization and incorporated with the other CoB faculty. I will use myself (Kim Riley) as an example, I am in CoB department of accounting. BSAM faculty as of December 2019 consist of a diversified population based on credentials and qualifications required by the Association to Advance Collegiate Schools of Business (AACSB).

- Ohio University Chillicothe BSAM Campus Coordinator was not available to the review team: I (Kim Riley) was notified by the Chillicothe campus coordinator that she was teaching during the scheduled time for the reviewers to meet with faculty. The time worked for the rest of the regional campus faculty. The Chillicothe coordinator did give me her phone number, if they wanted to talk with her individually throughout the day of the review. Also, she did make herself available via zoom, if they wanted to speak with her at another time.

- Program Assessment Plan “course focused” without strategic student input in assessing program learning outcomes; We will be improving this process via the College of Business (AACSB Accreditation) implementation of changes to the program. We have already met in December to discuss curricular and program learning outcome changes along with developing an effective assessment process.

- Overuse of BSAM 4900 Special Topic; This has already been addressed by the College of Business with our first meeting in December 2019 discussing BSAM curricular changes. For example, we will be adding a Human Resource course and certificate along with other specialization courses and certificates such as Supply Chain Management.

Recommendations:

Two-Year Academic Course Offerings Plan - Every year since the conception of the BSAM program a 3 year schedule of all SAM courses have been provided . The SAM courses are offered every semester including summer. In addition, the students are given an advising plan when they enter the program

Development of a BSAM Graduate Survey of Program Learning Outcomes - I am currently working with Luke Pittaway, Katie Hartman, and Brian Hoyt on the revision of all learning outcomes. In addition, the BSAM degree will be under the same survey/assessment as the other degrees under the College of Business.

Annual Program Coordinator Meeting – We had an annual coordinator meeting every year except this academic year 2019-2020. Each year we would use the annual faculty retreat to meet during the breakout sessions for one hour every August. We did not meet this academic year only.

Thank you
Kim Riley

RHE Response: Review of Bachelor of Science in Applied Management

Interim Executive Dean, Nicole Pennington
January 8, 2020

RHE appreciates the opportunity to respond to the UCC 7-Year Review of the Bachelor of Science in Applied Management Degree. It was a pleasure to work with the program review team during the visit. The program review team identified four areas of concern and five recommendations for the Bachelor of Science in Applied Management (BSAM) Degree. Concerns included faculty and student diversity; Chillicothe BSAM Campus Coordinator not available to the review team during the visit; issues with program assessment plan lacking student input in assessing program learning outcomes; and the overuse of BSAM 4900 Special Topics. Recommendations included the development of a comprehensive faculty and student diversity recruitment plan; the development of a two-year academic course offerings plan; participation of all campus directors in the next UCC program review; the development of a graduate student survey of program learning outcomes; the development of human resource curricula to decrease the need for BSAM Special Topics; and annual meetings with the RHE Program Coordinator and Campus Coordinators to assess program learning outcomes and develop plans to meet any identified curricular gaps.

RHE Response to Concerns

Faculty and Student Diversity

The One OHIO academic alignment will provide for more sharing of faculty and students across the entire university. BSAM will be aligned with the College of Business. Faculty members from the regional campuses and the Athens campus are already working together to ensure a smooth transition. This will result in an increase in the diversity of both faculty and students. In addition, recruiting efforts for faculty and students will continue to focus on ensuring a diverse faculty mix.

Chillicothe Campus Coordinator

The Campus Coordinator at the Chillicothe campus was teaching during the time of the scheduled visit with the review team. She did make herself available by phone or Zoom at a different time. Kim Riley, RHE System Coordinator, was available during the entire visit to speak on behalf of all the campuses and respond to any questions or concerns.

Program Assessment Plan

As part of the transition to the College of Business, the program will be undergoing curricular changes to ensure that it meets standards for AACSB accreditation. Faculty members are already working on curriculum and program learning outcome changes to ensure the assessment process effectively evaluates student outcomes.

Overuse of BSAM 4900 Special Topics

Faculty members are already working on curricular changes to the BSAM program. They will be adding a Human Resource course and certificate in addition to other specialization courses and certificates.

RHE Response to Recommendations

Comprehensive Faculty and Student Diversity Recruitment Plan

As indicated above, the One OHIO academic alignment will provide for more sharing of faculty and students across the entire university. BSAM will be aligned with the College of Business. Faculty members from the regional campuses and the Athens campus are already working together to ensure a smooth transition. This will result in an increase in the diversity of both faculty and students. In addition, recruiting efforts for faculty and students will continue to focus on ensuring a diverse faculty mix.

Two-Year Academic Course Offerings Plan

Since the inception of the BSAM program, a 3-year schedule of all courses have been provided. The courses are offered every semester including summer. In addition, the students are given an advising plan when they enter the program.

Participation of all Campus Coordinators in the next UCC Program Review

The One OHIO Model will change the way the program is coordinated. It will be important for the department chair and campus coordinators to work together to ensure participation in all curricular processes.

Development of a BSAM Graduate Survey of Program Learning Outcomes

Development of a graduate survey of program learning outcomes will be developed following the revision of curricular learning outcomes. In addition, the degree will be under the same survey/assessment as other degrees in the College of Business.

Decrease use of BSAM 4900 Topics

As indicated above, curricular changes are currently being made to decrease the use of BSAM 4900 courses.

Annual Program Coordinator Meeting

Program coordinators have always met on a regular basis at the RHE Faculty Conference.

Overall Judgment by Reviewers

The committee finds the BSAM program viable.

Response by RHE

BSAM program enrollments expanded rapidly after initial launch and have remained healthy. With strong collaboration between administration and the program coordinators, and active engagement by the program coordinators in recruitment, advising, and program assessment, the RHE leadership agree that the program is viable.

Conclusion

As we prepare for program realignment under One OHIO and the transition of the BSAM program from RHE to the College of Business, we agree that it will be important to keep the results of this program review in mind. We believe the BSAM program continues to serve a critical non-traditional student population, and we look forward to working with the College of Business and the program faculty to ensure the program's sustainability and growth.