

Date: June 15, 2018

To: Martha Venn, Deputy Vice Chancellor for Academic Affairs, University System of Georgia

From: Michael Galchinsky, Associate Provost for Institutional Effectiveness, Georgia State University

Cc: Risa Palm, Senior Vice President for Academic Affairs and Provost, Georgia State University

Re: Comprehensive Program Review

This memorandum explains the reporting mechanism used by Georgia State University for the purpose of Comprehensive Program Review in 2018.

The following Georgia State University programs underwent Comprehensive Program Review (CPR) using the System's CPR reporting vehicle in Spring 2017:

Bachelor of Arts with a major in Applied Linguistics (16010201)

Bachelor of Arts with a major in Economics (45060100)

Bachelor of Arts with a major in History (54010100)

Bachelor of Arts with a major in International Economics and Modern Languages (45060501)

\*Bachelor of Business Administration with a major in Business Economics (52060101)

Bachelor of Business Administration with a major in Hospitality Administration (52090105)

Bachelor of Science with a major in Criminal Justice (43010401)

Bachelor of Science with a major in Economics (45060100)

Bachelor of Science with a major in Physics (40080101)

Bachelor of Science in Nursing (51380101)

Bachelor of Science in Nursing, RN to BSN (51380105)

Master of Arts with a major in Applied Linguistics (13140101)

Master of Arts with a major in Economics (45060100)

Master of Arts with a major in History (54010100)

Master of Global Hospitality Administration (52090101)

Master of Heritage Preservation (30999901)

\*Master of Science with a major in Business Economics (52060101)

Master of Science with a major in Criminal Justice (43010401)

Master of Science with a major in Nursing (51380105)

Master of Science with a major in Physics (40080101)

\*Master of Laws (22020101)

\*Juris Doctor (22010100)

Doctor of Nursing Practice (51380101)

Executive Doctorate in Business (52029901)

Doctor of Philosophy with a major in Applied Linguistics (13140101)

Doctor of Philosophy with a major in Astronomy (40020100)

Doctor of Philosophy with a major in Criminal Justice and Criminology (43010401)  
Doctor of Philosophy with a major in Economics (45060100)  
Doctor of Philosophy with a major in History (54010100)  
Doctor of Philosophy with a major in Nursing (51389901)  
Doctor of Philosophy with a major in Physics (40080101)

In all but four cases (those indicated with an asterisk), these CPR reports were used as inputs in the preparation of self-study study reports by units as part of the comprehensive Academic Program Review (APR) process during the past year.

The following units successfully completed the APR process in 2018:

Department of Applied Linguistics and English as a Second Language  
Department of Criminal Justice and Criminology  
Department of Economics  
Department of History  
Department of Physics and Astronomy  
School of Hospitality Administration  
School of Nursing

In addition, the Executive Doctorate in Business program, which is not located within any single department, completed the APR process.

Unlike CPR, APR at Georgia State University involves the entire unit in which the program is based. Thus, in APR, a department's bachelor's, master's, doctoral, and other programs are all reviewed as part of a holistic evaluation of the unit's viability, quality, and productivity. The robust APR process involves data collection, a self-study, an external review by disciplinary specialists, an internal review by the University Senate, an action plan, and a series of implementation reports. The units must demonstrate their contribution to the University's Mission and Strategic Plan, and must articulate a series of goals aimed at continuous quality improvement.

Consequently, in lieu of a CPR reporting vehicle for each program, we are submitting the following documents for those programs housed in units that conducted APR in 2017-2018 on a unit by unit basis:

- 1) For each program in the unit, the signed final page of the CPR vehicle, attesting that the program "meets" the institutional criteria for retention
  - 2) The unit's self-study report
  - 3) The report of the external reviewers for the unit
  - 4) The report of the University Senate's Academic Program Review Committee for the unit
- (The action plans will be developed over the summer and are not yet available)

As noted above, four programs were not covered by the APR process. For two of these programs (BBA with a major in Business Economics, MS with a major in Business Economics), we are submitting an updated CPR reporting vehicle. The two other programs (Master of Laws, Juris Doctor) are scheduled to undergo APR in 2020.

Please let me know if you have any questions. Thank you for your consideration.

SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS AND PROVOST  
Office of the Provost

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June 15, 2018

To whom it may concern:

I hereby certify that each of the programs scheduled for Comprehensive Program Review at Georgia State University in 2018 **MEETS** the institution's criteria for retention. I have designated Michael Galchinsky, the Associate Provost for Institutional Effectiveness, as the signatory for the individual reports.

Sincerely,

A handwritten signature in cursive script that reads "Risa Palm".

Risa Palm  
Senior Vice President for Academic Affairs and Provost

**Comprehensive Program Review**  
**Instructions, Reporting Vehicle, and Definitions**

**Reporting Vehicle**

**Institution: Georgia State University**

**Academic Program Name: Bachelors of Business Administration with a major in Business Economics**

**CIP Code: 52060101                      College or School and Department: J. Mack Robison College of Business**

**Date of Last Internal Review: 2008-2009**

**Outcome of Previous Program Review (brief narrative statement): [leave blank]**

**Program Reviewed at the Institution for this report: Bachelors of Business Administration with a major in Business Economics**

<b>Indicators of Measures of Quality:</b>			
	<b>AY 2013</b>	<b>AY 2014</b>	<b>AY 2015</b>
<b>Student Input – Undergraduate Programs</b>			
Standardized Test Scores (if applicable), for undergraduate programs – ACT or SAT – Choose the standardized examination used and indicate in the space provided below: SAT Number of Students Reported (Total N):	1064 (N=137)	0	1020 (N=1)
Freshman Index (as applicable)	2724 (N=137)	0	2635 (N=1)
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.			
Institutional Indicators of Quality- Student Input (campus determined). High School GPA	3.3 (N=137)	0	3.3 (N=1)
<b>Student Output – Undergraduate Programs</b>	<b>AY 2013</b>	<b>AY 2014</b>	<b>AY 2015</b>
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):			
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Cumulative GPA Also indicate the number of students reporting scores for the test(s) (Total N):	3.2 (N=54)	3.1 (N=60)	3.2 (N=78)
Employment rates of graduates (if available)			
Admission into graduate programs (if available)			
Institutional Indicators of Quality – Student Output (campus determined). Please identify what Indicators are used and how they are defined.			

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<b>Student Input- Graduate Programs</b>	AY 2013	AY 2014	AY 2015
Average Graduate and/or Undergraduate GPA admitted and enrolled.  Also, indicate the number of students reported (Total N).			
Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.  Also, indicate the number of students reporting scores for the test(s) (Total N):			
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.			
<b>Student Output – Graduate Programs</b>	AY 2013	AY 2014	AY 2015
Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate) Specific Exam:  Also, indicate the number of students reporting scores for the test(s) (Total N):			
Graduating Major or stand-alone degree GPA scores <i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i> <i>Cumulative</i> Indicate the number of students reported (Total N).	3.5 (N=2)	3.5 (N=4)	3.7 (N=7)
External Quality Assurance (e.g., professional accreditation, surveys, market rankings)			
Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.			
<b>Narrative Section: Describe additional details as deemed appropriate (the box is expandable).</b>			

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<b>Faculty</b>	AY 2013	AY 2014	AY 2015
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	0	0	0
Number of Non-terminally Degreed Faculty In the Department (regardless of whether the faculty teach in the program)	0	0	0
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	0	0	0
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.	0	0	0
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	0	0	0
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	0	0
Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted.			
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.			

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**Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).**

The program is not associated with a particular department in the College of Business.

***Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand***  
**Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).**

## Comprehensive Program Review Instructions, Reporting Vehicle, and Definitions

Indicators of Measures of Viability:			
<b>Internal Demand for the Program</b>	AY 2013	AY 2014	AY 2015
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	780	445	327
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	476	257	186
Number of students in the degree program --- Institution determines the milestone for reporting purposes	574	397	448
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	TT: 2/2 NTT: 4/4	TT: 2/2 NTT: 4/4	TT: 2/2 NTT: 4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department	0	0	0
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	AYSPS: 24 RCB: 13 TT 50 NTT	AYSPS: 24 RCB: 10 TT 53 NTT	AYSPS: 24 RCB: 8 TT 68 NTT
Number of Full-Time faculty teaching in the program	AYSPS: 22 RCB: 33	AYSPS: 21 RCB: 31	AYSPS: 22 RCB: 28
Number of Part-Time faculty teaching in the program	AYSPS: 2 RCB: 30	AYSPS: 3 RCB: 32	AYSPS: 2 RCB: 48

**Narrative Section: Describe additional details as deemed appropriate (the box is expandable).**

This BBA major program is not associated with a particular academic Department in the Robinson College of Business. The Department of Economics is located in the Andrew Young School of Policy Studies, and while the AYSPS offers other undergraduate degrees with a major in economics, they also service the students in the BBA program with a major in economics. The AYSPS offers three undergraduate economics degrees separate from the BBA degree with a major in Business Economics (BBA BUE) offered from the RCB: a BA degree with a major in economics (BA ECON), a BS degree with a major in economics (BS ECON), and a BA degree with a major in International Economics and Modern Languages (BA IEML). Students in the BBA BUE program take all the Area F and G courses required of any BBA student in the Robinson College of Business. Two of the six Area F courses required for admission into the Robinson College BBA program, ECON 2105, Principles of Macroeconomics, and ECON 2106, Principles of Microeconomics, are taught by faculty members and other qualified instructors from the Andrew Young School of Policy Studies. The remaining Area F courses are taught out of Departments of the Robinson College of Business.

Students in the BBA BUE program, along with all other students receiving a BBA degree from the Robinson College of Business, are also required to take an upper-division course in Business Communication and a capstone Strategic Management course through Departments of the Robinson College of Business. Completion of the BBA degree also requires students in this BBA major to elect courses offered in BBA majors other than Business Economics that are taught out of various Departments of the Robinson College Business.

All of the upper-division major-specific economics required courses and elective courses in the BBA BUE program are taught out of the Andrew Young School of Policy Studies. For purposes of providing the number of Full-time and Part-time faculty teaching in the program, the faculty teaching these courses in the Andrew Young School of Policy Studies are counted. A significant number of instructors in AYSPS who teach the principles courses (ECON



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2105 and 2106) are not counted because this report focuses on the upper division courses for the economics major programs. These courses are required for all BBA majors (regardless of major), all economics majors (regardless of degree program), and are also taken by other GSU students as an elective in Area E of the core curriculum. Relative to other some of the other disciplines taught at GSU, demand for economics courses is quite high, and many of the sections fill on a regular basis.

Students in the BBA BUE program receive their senior-year academic advising through the Andrew Young School of Policy Studies for their upper division economics courses; they receive advising on their other degree requirements for the BBA from the advisors in the Robinson College of Business. Academic advising on all prior years is delivered by the centralized university advising center.

Applications and number of students accepted in the BBA BUE program has experienced a slow but steady decline in the years reported here, while the number of students enrolled in the BBA BUE program declined, then increased, but did not fully recover. These numbers are not consistent with the number of students applying to, admitted to, or considered enrolled in the other majors in the BBA degree program. There are several possible explanations for this. Recently, advisement has changed and students are directly earlier in their program to appropriate majors. Few students select economics as their major as first semester freshmen, so perhaps the decline is explained by students who previously might have selected economics as a major were advised away from it based on their performance in certain courses early in their program. The largest drop in BBA BUE students reported here occurred around the same time that RCB instituted the pre-BBA majors, so that could explain why fewer students were counted in the BBA BUE numbers. Also, the number of economics majors, like the economy as a whole, tends to follow cycles, sometimes experiencing booms and troughs. During this same time period, we see a similar, but less dramatic, trend in the number of students enrolled in the economics degree programs offered in the AYSPS. The BA IEML has shown a steady decline over this time, and is very likely related to the sparse offerings of some of the language courses required for that degree program. Much of the overall change in enrollment for all 3 degree programs offered in AYSPS is due to the change in the BA IEML enrollment, this is not expected to have much impact on the enrollment for the BBA BUE program offered through the RCB.

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<b>Indicators of Measures of Productivity:</b>			
<b><i>Time to Degree</i></b>	AY 2013	AY 2014	AY 2015
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	2.0	2.8	3.0
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	None	None	None
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.			
Graduate student time to degree (average, in years) graduating in the academic year.			
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.			
<b><i>Graduation - Only provide data for the level of program being reviewed.</i></b>	AY 2013	AY 2014	AY 2015
Number of degrees awarded in the program for the academic year.	54	60	78

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**Provost/VPAA Categorical Summation:**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

**Program MEETS Institution's Criteria**

\_\_\_\_\_ Program is critical to the institutional mission and will be retained.

\_\_\_\_\_ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

**Program DOES NOT MEET Institution's Criteria**

\_\_\_\_\_ Program will be placed on a monitoring status.

\_\_\_\_\_ Program will undergo substantive curricular revisions.

\_\_\_\_\_ Program will be deactivated.

\_\_\_\_\_ Program will be voluntarily terminated.

\_\_\_\_\_ Other (Identify/add text): \_\_\_\_\_

## Comprehensive Program Review

### *Instructions, Reporting Vehicle, and Definitions*

**Contextual Closing Narrative:** In the space provided below (*and can be expanded*), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

Business Economics remains a major with a significant if slowly dropping enrollment. The largest challenge that this major faces is the hybrid nature of its coordination and administration. When the Andrew Young School of Policy Studies (AYSPS) was created in the late 20<sup>th</sup> century, the teaching faculty, the courses that constituted the non-core content of the major, and the advising of majors were moved to that new school. The degree itself, and the administrative responsibilities for the non-academic delivery of the major, remained in the Robinson College of Business (RCB).

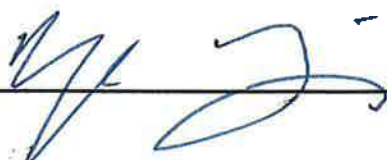
Performance of students majoring in Business Economics are evaluated, in part, through the comprehensive exit exam (BUSA 4990) administered by RCB concurrent with the required capstone course (BUSA 4980) for all BBA degrees. This exam has been developed by RCB faculty members and is regularly updated. It includes a set of questions provided by members of the economics faculty in AYSPS. All students taking the exit exam are marked based on their major. Students majoring in Business Economics perform at a level slightly above the college mean and have done so for the twenty years that RCB has been administering an exit exam.

In reviewing the performance of all BBA students, RCB leadership has identified two areas where significant program improvements will enhance student learning outcomes: communication skills and analytical skills. RCB is in the process of implementing a curriculum revision, Project Catalyst, that addresses these shortcomings over the entire 120 hours of the BBA degree program. The leadership of RCB believes that the enhancement of these skills will significantly have a positive impact on student learning outcomes across all BBA majors, including Business Economics.

Provost/VPAA Signature and Date: \_\_\_\_\_

----- OR -----

Provost/VPAA's Designee Signature and Date: \_\_\_\_\_

 6/14/2018