



STRATEGIC PLAN

Vision Statement

The College of Business and Computing strives to be the very best small business and computing school in our state and region when it comes to personalized preparation of our students for success as leaders in industry and in our local communities. Our defining focus is supporting, mentoring, and providing personalized development of our students by knowledgeable, caring, approachable, and innovative faculty with extensive industry experience.

Mission Statement

Our primary purpose is preparing our diverse learners for industry success. Our mission is to provide its diverse student population quality undergraduate and graduate-level educational programs with the requisite practical and relevant knowledge, skills, confidence, and professional qualities to achieve success as students, excel as leaders in their business and computing careers, and fulfill their unique personal potential. COBAC aims to be a powerful force for community development and betterment of society, not only through our learners but also through the active beneficial engagement of our faculty and staff in our local communities.

Learner Outcomes

We desire to cultivate graduates who...

1. Express themselves effectively and communicate both orally and in writing.
2. Are highly ethical and moral.
3. Demonstrate a strong working knowledge and ability to utilize modern information technology.
4. Think critically and are analytical problem solvers who can dissect complex scenarios and formulate and implement effective recommendations and direction.
5. Are fully prepared in terms of business or computing knowledge and the abilities to apply such knowledge as they analyze, assess, and take action in critical business scenarios.
6. Are highly aware of their personal talents and abilities and can employ their knowledge and skills to transform and improve not only their employer organizations but also the local communities they serve as leaders and society as a whole.
7. Embrace the importance and value of diversity and inclusion, community service and leadership, and a global multi-cultural perspective and appreciation.

Strategic Goals

1. **Curriculum and instruction** - Provide students with the highest quality and most dynamic learning experiences through innovative, enthusiastic, and relevant instruction and enrichment opportunities that prepare them for success in their educational aspirations, chosen professions, and other leadership opportunities during their lives. **Supports GSW Strategic Goals 1 and 3.**
2. **Faculty** - Maintain a highly-responsive and supportive faculty that is outstanding in terms of presenting innovative relevant instruction and providing students with experiential and applied learning scenarios. Also maintain and continuously improve faculty to be truly exceptional in terms of caring for students, being readily available and approachable, and enthusiastic in terms of helping students reach their full potential in their course work and in their professional aspirations. **Supports GSW Strategic Goal 1.**
3. **GSW Experience** - We will continue to build a college that embraces the principles of student engagement and diversity, inclusion, multi-culturalism, and globalism. We embrace the importance of helping our students (PEOPLE) understand their important roles and responsibilities in a global society, recognize and refine their talents and their abilities (PURPOSE) to influence industry and bring about meaningful societal impact, and above all to prepare our students through curricular and co-curricular activities to be highly employable and highly beneficial to the success of their organizations and the communities they serve (PROFESSION). **Supports GSW Strategic Goals 1, 2, and 3.**
4. **Societal impact and thought leadership** - In order to beneficially impact society and especially our regional and local communities, our COBAC faculty and staff will be highly engaged and influential in our University and community, our profession, and our field of research. **Indirectly supports all three GSW Strategic Goals.**
5. **Lifelong learners** - Our College will advance a culture of continuous improvement in which team members challenge one another to innovate, improve and advance. We will have regular opportunities for professional development and learning with topics such as high-impact teaching practices, ways to improve scholarly activity and output, technology advancements, online teaching techniques, service opportunities in the community, and other topics of great interest and value to our faculty. Faculty will continuously enhance, refresh, and upgrade their course content and teaching and student interaction methods. **Supports GSW Strategic Goals 1 and 3.**

Core Values

- **High Expectations and Enthusiastic Interaction.** We believe that students' academic performance rises with high faculty expectations, understanding of student needs and circumstances, and strong communication with and support of students by faculty, including advising and mentoring. We desire to have humble caring faculty who are enthusiastic about interacting with and developing our

students from all walks of life as they prepare for successful careers and productive lives.

- **Instructional Excellence and Applied Learning.** We believe that applied experiences and innovative technology enhance student learning and personal growth. We will strive to include high-impact application experiences such as case assignments and simulations, group presentations, internships, visits from seasoned executives as guest speakers, community service opportunities, and other such efforts. Our course standards will rise above simple memorization and recall and tend more toward higher order outcomes such as analysis and assessment, critical review, recommendation, and application/implementation.
- **Ethical Leadership Awareness.** We believe that integration and reinforcement of ethical and leadership values are essential throughout our students' experience. We expect all administrators, faculty, students, and partners of COBAC to be committed to developing moral and ethical leaders with honesty and integrity in all interactions and activities.
- **Professional Development.** We believe that mastery and implementation of relevant subject-matter along with technological, communication, and interpersonal skills is critical to developing successful professional graduates.
- **Diversity and Globalism.** We believe that the diversity existing in Georgia Southwestern State University's learning environment is beneficial to the future of our students. We will encourage students and faculty to embrace diversity and seek to benefit from varying backgrounds and perspectives. We will encourage students to embrace multiculturalism and globalism and to be sensitive to varying perspectives and backgrounds. We will seek opportunities to expose our students to multicultural and global learning opportunities.

Strategic Goal 1

Provide our students with the highest quality and most dynamic learning experiences through innovative, enthusiastic, and relevant instruction and enrichment opportunities that prepares them for success in their educational aspirations, chosen professions, and other leadership opportunities during their lives.

The core of COBAC's existence is the student body. We strive to enthusiastically provide students with a highly relevant and applicable curriculum, highly qualified and student-focused faculty members, and attentive and supportive mentoring and advisement.

We demand that our instruction be very current and useful. Students and other evaluators should be able to recognize the practical utility and value of all courses. We want instruction and assignments to be applied in nature and to be reflective of activities from the profession/field into which the students will be entering. We desire ALL faculty to be highly engaged and enthusiastically committed to the curricular, co-curricular, and professional success of the student. We want our students to perform very well when asked to apply their business knowledge and acumen.

Curriculum. Our goal is to provide a curriculum that is both attractive to the students and provides the relevant and timely skills for well-prepared graduates to be successful in their chosen area of study and in life in general. In the business area, this includes a core curriculum providing skills in oral and written communication, accounting, economics, statistics, marketing, management, human resources management, quantitative methods, and finance, as well as top-quality instruction in the various major areas. In the computing area, this includes a core curriculum providing skills in analyzing complex computing problems, designing, implementing, and evaluating computing-based solutions, being able to effectively communicate, making judgments based on legal and ethical principles, and being able to function effectively as members of a team. Above all, our curriculum relies on maintaining quality instruction through innovation in teaching, applied learning opportunities, and continuous improvement and accountability.

Faculty. We are committed to providing dedicated, highly qualified, enthusiastic, and responsive faculty to our students and our institution. COBAC is staffed by faculty members with significant professional experience, who continue to gain such professional experience through community involvement and consulting, and who conduct and disseminate scholarly research that contributes to scholarship, teaching, and learning. Faculty are also expected to interact and engage directly and extensively with their students, seeking to continuously improve their course offerings and support for and development of the student population. Faculty should seek to impact their students beyond traditional classroom interaction of lecturing, testing, and assignments.

Mentoring and advising. Quality mentoring and advising by supportive faculty is essential to student retention and personal and professional development of our graduates. Faculty are asked to share their personal and professional experiences and to serve as a personal resource to our students. COBAC strives to use all the resources available at the university level and within COBAC to help students achieve their academic and career goals.

Objective 1.1: Students and alumni evaluate core and major courses via surveys to assess the extent to which courses emphasize and succeed on multiple qualities such as critical thinking, effective communication, evaluating information, etc.

Objective 1.2: Students and alumni are asked to evaluate courses via surveys to determine that subject matter taught is relevant, useful, and prepares them effectively for a career in industry.

Objective 1.3: Discipline committees assess a sampling of courses annually to determine that courses are in keeping with current industry practice. Recommendations might include changing a course completely, adding some key subject matter, revising learning objectives, adding an entirely new course, or totally removing a course from the curriculum.

Objective 1.4: Undergraduate and graduate students enrolled each semester in the Capstone Strategy course achieve simulation scores and business knowledge quiz scores that are equal to or higher than global averages reported by the simulation administration company. Students get to exercise their abilities to lead an organization to success.

Objective 1.5: We see improvements in our results from the Major Fields Test.

Strategic Goal 2

Build and maintain a highly-responsive and supportive faculty that is outstanding in terms of presenting innovative relevant instruction and providing students with experiential and applied learning scenarios. Also maintain and continuously improve our faculty to be truly exceptional in terms of caring for students, being readily available and approachable, and enthusiastic in terms of helping students reach their full potential in their course work and in their professional aspirations.

GSW in general and COBAC in particular is special due to the commitment and passion of our faculty. We actively seek to build and develop a faculty that goes above and beyond in terms of innovation and experiential applied learning. Above all, we want our faculty to go beyond traditional classroom lectures, assignments, and testing. We seek to have our faculty continually update and enhance their traditional classroom and online courses in terms of effective techniques. We especially desire experiential and applied learning opportunities. We seek faculty who enthusiastically interact directly with their students and advisees. As mentioned above, we desire high-impact application experiences such as case assignments and simulations, group presentations, internships, visits from seasoned executives as guest speakers, community service opportunities, and other such efforts. Our course standards will rise above simple memorization and recall and tend more toward higher order outcomes such as analysis and assessment, critical review, recommendation, and application/implementation.

We want to improve our learning outcomes so that students are asked to do more than merely memorize or recount business and/or computing principles. We should ask our students to apply, analyze, assess, prioritize, construct, provide critical feedback, make recommendations, implement, and the like. We should continually assess course standards and outcomes for rigor, relevance to learning, and achievement.

Further, we desire to build and develop a faculty that truly cares for students. We want faculty who are enthusiastic in their desire to interact personally with students and make themselves available in multiple ways to provide guidance and advice for students. We are committed to developing faculty in terms of providing them with knowledge to help guide the student from a curricular standpoint but also to serve as

a valuable resource as students prepare for their careers and lives. Ideally, our experienced faculty can provide relevant knowledge about the realities and challenges of professional practice. We want our students to view our faculty as a critical resource that is frankly not available at other institutions.

Objective 2.1: Assess number of course innovations and use of higher order outcomes in courses. Faculty incorporate group assignments, debates, presentations, written papers, multi-media production, and other opportunities for students to personally assess their strengths in skills demanded by industry.

Objective 2.2: Survey of students and Alumni assesses quality of interaction with faculty in terms of classroom instruction, interaction outside of classes, and quality of advising/mentoring.

Strategic Goal 3

We fully embrace the notion of the GSW EXPERIENCE. We are determined to build a college that embraces the principles of student engagement and diversity, inclusion, multi-culturalism, and globalism. We embrace the importance of helping our students (PEOPLE) understand their important roles and responsibilities in society, recognize and refine their talents and their abilities (PURPOSE) to influence business and bring about meaningful societal impact, and above all to prepare our students through curricular and co-curricular activities to be highly employable and highly beneficial to the success of their organizations and the communities they serve (PROFESSION).

GSW is a special institution due to its commitment to provide a unique self-discovery and developmental experience to its students. Student success comes from the commitment of the entire GSW community. We are highly committed to student retention through our faculty and staff's efforts to assist and support our developing and growing students. We are committed to providing interest/professional organizations and other opportunities for co-curricular involvement. As we have mentioned before we are committed to helping our students understand their connection to the world, find and tap into their unique talents and skills, provide opportunities for personal empowerment, expression, and self-discovery, and present a challenging and highly relevant curriculum with useful and applicable knowledge that makes our graduates highly employable and competitive in industry. We also seek multiple opportunities for students to apply and utilize what they have learned. In general, it is our goal to graduate students who are highly prepared and enthusiastic to beneficially impact not only their own companies and industries, but also the larger needs of their communities and society.

Objective 3.1: Maintain active interest/professional organizations for all areas of business and computing. Provide a quality leadership program that allows students the opportunity to engage in co-curricular pursuits such as community service, field

trips, and interaction with practitioners from their field. In addition to our current leadership program, we plan to renew and expand our Enactus chapter and create additional opportunities for collegiality, student/faculty interaction, and community service.

Objective 3.2: Review curriculum and other aspects of COBAC to identify inclusion of materials related to ethics, social responsibility, diversity and inclusion, and global/multi-cultural focus.

Objective 3.3: We want more COBAC students each year to have an opportunity to participate in an internship or some other external high-impact practice such as study abroad, practical competitions, or a student trip related to their field of study. Report numbers of internships and other outside endeavors.

Strategic Goal 4

In order to beneficially impact society and especially our regional and local communities, our COBAC faculty and staff will be highly engaged and influential in our university and community, our profession, and our field of research.

The theme of our strategic plan is that we wish as a faculty and staff to influence and support our students as they matriculate and develop to help them greatly benefit their employers, their communities, and society. We definitely desire to send our students out into this world to make a difference for their own success but also for the benefit of industry and society as a whole. But we must not overlook the importance of our own involvement, participation, and impact on the University and our local community as well as on our profession and its body of existing research and literature. We cannot build a culture that encourages highly engaged leaders in the community if we are not enthusiastic supporters of our employer and its larger community. We insist that our faculty and staff be highly engaged and visible in not only COBAC and University service but also in the larger community. We encourage our faculty and staff to seek ways to beneficially impact the community and society overall. We also view it extremely important that members of our COBAC family are highly engaged in our profession and with local industry/employers in general. Not only should we be involved in professional organizations related to our fields but we must be highly visible among businesses in the region. We must seek more ways to beneficially impact economic development and workforce development in the region. We must work hard to better understand the unique needs of regional businesses. Last but certainly not least, it is incumbent upon GSW COBAC faculty to be actively engaged and productive in research to benefit and build our field of research as well as enhance the quality of life and success of individuals and institutions that are influenced by our research output.

Objective 4.1: COBAC faculty can report at least 2 community organizations or events that they actively attend, support, and assist, which may include consulting or

otherwise supporting a traditional business or not-for-profit in community. Maintain an inventory of all faculty community involvement and societal impact.

Objective 4.2: Several COBAC faculty produce instances of scholarly activity each year. A majority of faculty should have some activity at least every other year. This count includes peer-reviewed journal articles and conference proceedings/presentations. Activities such as reviewing for journals and conferences as well as discussing papers is considered activity. It will be a goal for COBAC faculty to collectively produce at least four or five peer-reviewed journal articles annually.

Strategic Goal 5

Our College will advance a culture of innovation and continuous improvement in which team members challenge one another to improve and advance. We will have regular opportunities for professional development and learning with topics such as high-impact teaching practices, ways to improve scholarly activity and output, technology advancements, online teaching techniques, and other topics of great interest and value to our faculty. Faculty will continuously upgrade, refresh, and update their course content and teaching and student interaction methods.

Objective 5.1: Multiple opportunities through COBAC and University for faculty development, education, and improvement. For example, we normally allocate time for a short presentation at the monthly faculty meeting, but at least three times annually there should be some sort of developmental seminar on topics such as teaching, assessment, technology, grants, retention, advising, current practice, research, etc. Provide inventory of faculty education and development opportunities.

Objective 5.2: Survey of faculty to provide course upgrades, innovations, and improvements.

Objective 5.3: 90% of COBAC faculty members will obtain a faculty development grant or faculty instructional grant (or some other financial means for self-improvement and advancement) each year or will attend and participate in a conference, seminar, or other developmental activity each year. Provide inventory of grants, conferences, presentations, etc.

Risk Assessment

The College of Business and Computing at GSW is compelled to consider a number of potential risks when assessing its sustained ability to operate effectively and consistently reach our strategic objectives. The success of our strategy is highly dependent on the continued ability of our faculty to deliver quality and innovative

instruction and interact and support the personal and professional development of our students. A major risk factor is the heavy dependence on a relatively small number of faculty members. Lack of staff support to our faculty presents a challenge to our success. We as faculty must be committed to providing a highly rewarding educational experience to our students which allows them to be successful in their chosen profession and life generally. Faculty must aim to teach practical and relevant knowledge that will lead to personal success for our students and graduates and allow them to have a positive impact on their organizations, communities, and society. Our faculty and (limited) staff must go the extra mile to support the development and success of our students. In short, the continued quality, innovation, and personal commitment of our faculty is paramount to our success. Faculty are not provided substantial staff assistance and carry a heavy teaching load so we will be obligated to maintain an extraordinary faculty made up of highly committed and motivated individuals. Any loss of key faculty members is the primary risk we face and presents a major challenge. Other potential threats and substantial risks exist as well and are enumerated below.

1. **Loss of key faculty members.** We are a small business and computing college and the loss of key, critical faculty members could deal a painful blow to our efforts. We pride ourselves on the practical leadership experience of many of our faculty members and it could be more difficult to replace a professor with an extensive history of professional business and/or computing success. Clearly in addressing this risk, we must continue to employ a team mentality and fill in for a lost colleague until the colleague can return or a suitable replacement can be located and hired. It is also helpful if we maintain a strong pool of highly qualified and experienced adjuncts and potentially friends in the industry who might be able to help fill any vacancies. We also need to be cognizant of outstanding faculty who are nearing retirement or who could potentially leave GSW.
2. **Unable to attract high-quality candidates.** Our strategy and distinctive competences are very much faculty-driven. We rely inordinately on the quality and personal contributions of our individual faculty members. Our outstanding faculty members do much more than just teach courses. Related to #1, we may find ourselves unable to attract high-quality candidates with the requisite teaching ability, relationship skills, research skills, and professional experience to continue our tradition of faculty-driven excellence. Leadership of the College along with leaders of search committees should be pro-active in identifying potential candidates that fit our faculty success profile. We should avoid just “getting someone on board” as a poor hire can damage the high-quality faculty-driven culture we have built. Our ability to continue to attract top quality teaching and student-centric faculty is very much critical to our continued success.
3. **AACSB accreditation.** Competitively and strategically we “hang our hat” on being a wonderful combination of being small and student-centered with faculty who are innovative, encouraging, and enthusiastic. We also are attractive because of our affordable price. But make no mistake, a large ingredient in our

“combination” of factors is our AACSB accreditation. We are likely one of the smaller Universities with AACSB accreditation. Frankly our University’s continued success is dependent on COBAC’s success and continued AACSB accreditation. Clearly it is critical that we strive for continuous improvement and deliver the high-quality programs that are worthy of this high designation. Once again, our maintaining AACSB accreditation is highly dependent on the involvement of our key faculty members. It should also be noted that much of the work that is done to maintain AACSB accreditation (strategic planning, assurance of learning, etc.) is performed by a relatively small number of faculty members who all carry heavy teaching responsibility.

4. **Reputation in the community.** Once again, our faculty are tasked with being responsible for creating a positive reputation in the community. On top of our teaching obligations and service responsibilities, faculty must be visible in the community, and all must endeavor to generate societal and community impact. Once again, faculty selection and our continued ability to replace departing faculty with outstanding new replacements will be critical to our continued success. We are limited in the resources we have available to pay critical new faculty hires so this makes it even more important that search committees and College leadership do an outstanding job of finding and recruiting the right faculty members. Our marketing and public relations budget is limited as well so maintaining and promoting our reputation must always be high on the priority list of leadership and faculty.
5. **Enrollment Growth and Retention.** For several years there has been informal and formal discussion of consolidation in the University System of Georgia, of which we are a member institution. A few years back there were several instances of consolidation in the USG. There was some discussion that GSW could be a part of this wave of consolidation activity. While we were not included in any consolidation, we must be mindful of this potential threat to our independence and autonomy. A big part of our ability to remain independent is our ability to grow in recent years (unlike many other USG schools). Retention is also a key challenge for our College and faculty must always be committed to helping students achieve their personal educational and co-curricular objectives. We are expecting a very large Freshman class in 2023 and are expecting our total enrollment to be very strong. COBAC plays a key role in the growth of GSW as we are a very large component of enrollment and are providing growth primarily through the success of our online MBA program. Clearly, we have an impetus to grow and continually enhance and innovate our programs and offerings to ensure that we are a vital and necessary institution for the benefit of our communities and society as a whole. We must be very mindful of the need to retain existing students and continue to build a record of success in producing highly employable and successful business graduates. We must also be viewed as highly impactful and inextricably bound to the local community.

6. **Responsive to students' needs.** Leadership of the College must very carefully monitor feedback from students, and we must always ensure that students are getting what they need in terms of advising, feedback, and overall faculty responsiveness. We cannot afford to lose any students due to their perception that faculty are unresponsive or don't care about their success.
7. **Effective assessment and assurance of learning.** Because we are so dependent on our outstanding ability to engage and practically prepare students for professional and personal success, it is even more critical that our assessment and assurance of learning be effective in terms of measuring learning outcomes. We must remain in contact with our alumni and major employers to always ensure that we are delivering quality preparation and that our students are as good as or better than new hires from other universities when it comes to immediate professional success. We cannot afford to miss critical feedback on our course offerings and our overall student experience and must be continually attuned to the overall preparation of our students for post-graduate success.
8. **MBA faculty.** Our MBA program has been growing fairly quickly and it will be incumbent upon COBAC to staff MBA classes with extraordinary faculty members who are extremely committed to teaching excellence, student engagement, and incredible responsiveness to the needs and requests of students. We may find ourselves challenged with a relatively small number of dependable MBA faculty members. This makes attraction and retention of outstanding MBA faculty even more critical. We must plan ahead to make sure we have the requisite number of MBA professors. These professors should be outstanding as they are the key ingredient for continued success.
9. **Environmental disasters.** In the last few years, GSW has been impacted by both major weather events and a global pandemic. In both instances, COBAC effectively employed its human and technological resources to "bridge the gap" until some degree of normality could be restored. Currently disconcerting geopolitical tensions and other potentially challenging concerns are prevalent in our world and there are a number of scenarios currently that could end up being extremely difficult for our society and economic system. GSW and COBAC have proven they can improvise, adapt, and overcome these somewhat unforeseen and potentially catastrophic shock events stemming from the environment. To the extent possible, COBAC in conjunction with the University will maintain a strong contingency plan but also a mindset for anticipating and being prepared for external impacts such as weather or other calamitous disasters. Our faculty have demonstrated a willingness to work together to meet any challenge and once again having the right faculty on board ensures our continued success.
10. **Budgetary constraints and continued growth.** We are very aware that budgetary constraints exist and much of what we do as a College is determined by what our budget allows us to do. We have repeatedly cited lack of staff support as a major challenge to our ability to deliver outstanding outcomes. We

must also consider enrollment growth and potential improvement to our budget when considering new programs and changes to existing programs. In the USG, the funding formula includes enrollment growth so recruitment and retention are always a priority. Our faculty can probably impact retention more directly and that is why our ethos and culture of caring and mentoring is so critically important. Faculty must always be willing to participate enthusiastically in prospective student events and student orientation events. Our MBA program in particular has grown significantly, largely due to word of mouth and reputation, and we must work hard to maintain our positive standing. We must build upon the success of our programs that have delivered growth such as eMajor and our MBA program. We want to ensure continued success and growth of these programs, both online and in our newly-introduced executive MBA format. College leadership must be mindful of the need to staff our MBA courses with top quality faculty who will be highly supportive and responsive to student needs. While we have a lot to work on now in terms of growing existing programs, we must be open to new and innovative programs in the future.

11. **Computer technology.** GSW's COBAC is highly dependent upon computer technology as a large portion of our educational offering is delivered online. We are committed to investing in state-of-the-art equipment and software. Our personnel are top notch but we have been heavily dependent on the excellent work of Jonathan Hobbs who has recently completed his doctorate and will be joining the Computing faculty as a full-time professor. Replacing Dr. Hobbs effectively is absolutely crucial to our continued success, especially online. But there is also a risk of a cyber attack or other data or hardware failure that could be very damaging to our ability to effectively deliver our educational programs. Our dependence on information systems and computing also presents a threat to our reputation. We must ensure that our data and hardware/software are protected properly with state-of-the-art security mechanisms and procedures. Our information security training program is robust, but faculty must remain committed to continuous improvement and remaining up-to-speed on effective use of resources available.
12. **Threats to online delivery.** We rely heavily on our relationship with the USG and other affiliated parties. Primarily we are very dependent on the team at eMajor, primarily at University of West Georgia, and their LMS GoView. We must ensure that their computer systems and software are safe and secure and fully operational. We must also ensure that they are operationally sound and provide our faculty with the resources necessary to instruct at a very high level. We must always be certain that our faculty fully embrace on-line instruction and that we are as good or better than other universities when it comes to interacting with on-line students. The proliferation of online business programs presents another threat to our continued success and growth and makes it doubly important that our faculty go the extra mile to deliver extremely high quality.

13. **Damage to reputation.** At this time our College is highly differentiated and has a very solid reputation. Of course, we work hard daily to build and strengthen these distinguishing factors further. Unfortunately, unforeseen things can happen that can damage our reputation or hinder our ability to properly differentiate and distinguish our quality offerings. In an environment where there are so many distance and online business programs, we must be especially mindful of the need to effectively maintain our unique standing. Selection, training, and building a high-quality, improvement-oriented culture among faculty and staff are all critical.
14. **Student-focused curriculum.** Student demands and preferences are always changing. We need to be sure that we have a good understanding of what our existing student body and all prospective students are looking for in their educational journey. We also need to seek good information on trends and projections about future students. We must be sure to obtain the data and input necessary to make sure that our programs are in keeping with student demands and are able to anticipate future needs. Relatedly we must check very carefully through assessment and course evaluation to make sure that strong quality is being delivered and solid educational and co-curricular outcomes are being achieved.
15. **Student engagement.** GSW has struggled to provide campus students with experiences and activities that effectively keep them engaged and frankly keep them on campus beyond required course meetings. Recruitment and retention will always be a challenge when there are limited opportunities for students to really become engaged on campus outside of the classroom. It seems that we have always been challenged to maintain enthusiastic and meaningful involvement of students beyond curricular requirements. COBAC must be instrumental in developing new and innovative ways to build upon student engagement and involvement. COBAC must innovate and find new and meaningful experiences that make GSW more than just a “4 day a week” classroom University.
16. **Local business engagement.** Much of what we do is dependent on our ability to engage businesses in the area. Our lack of dedicated staff for this purpose puts even more pressure on our faculty to get out and become more involved in the community. We must do a better job of facilitating involvement from our advisory board and finding new partners for activities such as guest speakers, internships, and job opportunities.
17. **Fund raising.** GSW COBAC is highly dependent on tuition and traditional support from the USG for funding. We must be more innovative and more aggressive in terms of reaching potential donors and decreasing our dependence on traditional funding sources. We have repeatedly cited our lack of staff and over-dependence on faculty for our continued success and external fund-raising makes it easier to fund some of the programs and positions that effectively supplement the dedicated efforts of faculty.

18. **Growth beyond Southwest Georgia.** The general area of Southwest Georgia is mostly rural and population growth is limited. As we move forward, it will become even more important for faculty to work hard to ensure strong reputation and “word of mouth” promotion of our quality programs and the value of our unique offerings, especially in areas outside Southwest Georgia. We currently have students from all over Georgia, but this trend must continue, and we must work hard to promote ourselves and our offerings outside the state.

Measures Used

Strategic Goal 1:

- Class evaluations completed by students and alumni.
- Discipline committees determine continued applicability and industry relevance of sample of courses.
- Students and alumni survey indicating perceived preparation for career and success.
- Simulation scores and business knowledge quiz in capstone course.
- Improved MFT scores.

Strategic Goal 2:

- List/count of high impact practices and course innovations/experiential exercises in courses.
- Student and alumni survey indicates degree to which faculty supportive, mentoring, advising.

Strategic Goal 3:

- Count of students engaged in internship or other outside opportunity such as study abroad.
- Express degree to which curriculum and other covers/emphasizes diversity and inclusion, multi-culturalism, globalization, ethics, and social responsibility.
- Number of student organizations, description, students participating, outcomes.

Strategic Goal 4:

- Inventory of faculty community involvement and societal impact.
- Scholarly contributions.

Strategic Goal 5:

- Faculty development opportunities, seminars, events, etc.
- Teaching innovations, engagement, etc. by faculty.
- Attendance of conferences and other “enrichment” activity. FDG’s and other grants.

Student Survey

Please reflect back on the core business or major classes you took at GSW. These would be all of the core courses you started taking early as a Freshman and Sophomore continuing into your major courses and the later upper-level core courses (all courses offered within COBAC). Please indicate to what extent you disagree or agree with the following statements:

Rank on a scale from 1 to 5: 1=Strongly Disagree to 5=Strongly Agree

- _____ The core/major classes at GSW have helped me think more critically
- _____ The core/major classes have helped me communicate more effectively
- _____ The core/major classes have improved my ability to reason quantitatively
- _____ The core/major classes have improved my ability to solve problems
- _____ The core/major classes have improved my ability to find and evaluate information
- _____ In my core/major classes I was exposed to many different points of view
- _____ My professors generally made me think deeply and critically about important issues
- _____ Current issues and real-life examples were used to make the courses interesting and relevant
- _____ The core/major classes at GSW are well designed to prepare me for a career in the real world
- _____ The core/major classes have been important in helping me become a professional in a field of my interest
- _____ After taking all core/major classes I (will) feel prepared to get a job in an industry of my interest
- _____ I would recommend to friends/family to pursue their education at GSW

Please answer the following items on the same scale:

- _____ I had a very positive relationship with most of my professors
- _____ My professors seemed interested in my learning and development
- _____ I felt like the assignments in my classes were well-designed to help me learn and apply what I learned
- _____ I felt like my professors cared and wanted to get to know me and my plans for the future
- _____ I felt like I had a good relationship with my advisor or advisors
- _____ My advisor(s) seemed to be caring and interested in helping me get into the right classes
- _____ I felt comfortable and welcome in COBAC
- _____ I felt like I got an outstanding business education in COBAC

Please write any additional comments or feedback on the back of this sheet.

Alumni Survey

Please reflect back on the business courses you took at Georgia Southwestern. Please indicate to what extent you disagree or agree with the following statements:

Rank on a scale from 1 to 5: 1=Strongly Disagree to 5=Strongly Agree

- _____ My business classes at GSW helped me think more critically
- _____ My business classes helped me communicate more effectively
- _____ My business classes improved my ability to reason quantitatively
- _____ My business classes improved my ability to solve problems
- _____ My business classes improved my ability to find and evaluate information
- _____ In my business classes I was exposed to many different points of view
- _____ My professors generally made me think deeply and critically about important issues
- _____ Current issues and real-life examples were used to make the courses interesting and relevant
- _____ The business classes at GSW were well designed to prepare me for a career in the real world
- _____ The business classes at GSW were important in helping me become a professional in a field of my interest
- _____ When completing my business courses, I felt prepared to get a job in an industry of my interest
- _____ I would recommend to friends/family to pursue their education at GSW
- _____ Throughout my career I have felt that I was well-prepared for success in the business world.

Please answer the following items on the same scale:

- _____ At GSW I had a very positive relationship with most of my business professors
- _____ My professors seemed interested in my learning and development
- _____ I felt like the assignments in my classes were well-designed to help me learn and apply what I learned
- _____ I felt like my professors cared and wanted to get to know me and my plans for the future
- _____ I felt like I had a good relationship with my advisor or advisors
- _____ My advisor(s) seemed to be caring and interested in helping me get into the right classes
- _____ I felt comfortable and welcome in COBAC
- _____ I felt like I got an outstanding business education in COBAC

Please write any additional comments or feedback on the back of this sheet.

Faculty Survey

The survey is presented to all faculty members and the purpose of the survey is explained. Faculty are provided with the most recent version of the strategic plan, as a reference.

Your input is crucial to our efforts in creating an extensive inventory of the cumulative faculty activity that furthers the mission, values, and strategic goals of our College of Business and Computing.

All questions are presented as open-ended, delivered via Qualtrics, and offer a textbox where faculty can type their answers

1. Please indicate your name and email address.
2. With strategic goals 1 and 5 in mind, what actions do you take to ensure that your courses are up-to-date, relevant, and reflective of the realities of business practice? Please give some detailed examples about course innovations and/or High Impact Practices (HIPS) you have implemented in your classes over the last 3-4 years. Please provide the course name and number for each innovation.
3. Keeping **Strategic Goal 1** in mind, please describe your personal development activities over the last 4 years. Examples of these could be: readings; podcasts; participation in conferences as a discussant, panelist, or active listener; attending teaching circles or book clubs on one of the following topics: teaching, assessment, technology, grants, retention, advising, or current practice. Please give us detailed examples with specific names and dates/times
4. (We provide a diagram of the Bloom's Taxonomy with this question) Keeping in mind **Strategic Goals 2 and 5**, please describe some activities, assignments, or requirements in your courses that help you achieve the higher order outcomes (i.e., apply, analyze, evaluate, create) on the Bloom's Taxonomy with your students. Please give us 2-3 examples of the activities (and respective courses) you are most proud of.
5. With **Strategic Goal 2** in mind, please describe your efforts to interact with and influence the success of your students and/or your advisees. Please give us some specific examples with how you have impacted the lives of one or two students/advisees over the last 3-4 years. For example, you may say that you coached a student over a couple of years to become more confident in her interview skills, to improve her resume, and to be better prepared for challenging questions during job interviews. Or you can give us general examples of efforts you make to help most of your students.
6. With **Strategic Goal 3** in mind and thinking back to the last 4 years, please explain how you foster an environment of (1) diversity and inclusion, (2) how you cover the topics of ethics and social responsibility; (3) how you cover the topics globalism and multi-cultural issues in the classroom.
Fostering an environment of diversity and inclusion:
7. Discussing ethics and/or social responsibility (for example, if there is a textbook chapter, an assignment, or a lecture topic in a specific course that covers these topics):

8. Discussing globalism and/or multi-cultural issues (again, if there is a textbook chapter, an assignment, or a lecture topic in a specific course that covers these topics):
9. Keeping **Strategic Goal 4** in mind and thinking back to the last 4 years, please describe actions or activities that you take to encourage your students to participate in external high-impact practices such as internships, study abroad, field trips, service learning.
10. Keeping **Strategic Goal 4** in mind and thinking back to the last 4 years, please describe actions or activities that you take to support and/or participate with any civic, community, religious, or other non-university organizations or events. And/or, please describe any consulting activities or your support of not-for-profit organizations or your engagement in the community (for example, being a member of a board of directors, advisory board, a committee member at different organization).
Please describe these activities from the perspective of creating societal impact.
11. Finally, please list any grants or any awards in teaching, service, or scholarship, or any other forms of recognition that you have received over the past 4 years. Or please share anything else that you have accomplished and that we can brag about.
Thank you!