



## **J. Whitney Bunting College of Business Strategic Plan, 2016-2021**

**Ratified by CoB Faculty, March 11, 2016  
RECORD OF EXECUTING THE PLAN**

**Vision Statement:** The J. Whitney Bunting College of Business aspires to be the preeminent business school among public liberal arts colleges and universities by delivering programs of excellence.

**Mission Statement:** The mission of the J. Whitney Bunting College of Business is to develop business professionals who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, and effective communication, while building upon the attributes of a liberal arts education.

### **Implications of the Mission**

The faculty of the J. Whitney Bunting College of Business defines a liberal arts education as an ethos that develops capable intellectual processes beyond vocational skills. Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one's position based on fact. These attributes are embedded across the curriculum. Our goal is to prepare students to compete by developing their intellectual processes. We teach our students to effectively think, communicate, and analyze within a global context.

**Guiding Values:** We value the following hallmarks of a Georgia College liberal arts education: respect for others, open and transparent communication, ethical behavior, diversity and inclusiveness, social responsibility.

**Profile:** The J. Whitney Bunting College of Business serves numerous stakeholders including undergraduate and graduate students, faculty, staff, advisory board members, alumni, the university, and the community. Our undergraduate programs serve primarily residential, full-time students who are considered among the best students in the state. Our graduate programs serve primarily part-time, working professionals. Content is delivered in both a face-to-face and online format. Consistently our fully-online graduate programs have been nationally ranked.

### **J. Whitney Bunting College of Business Strategic Plan, 2016-2021**

To support the mission of the University and the College, the faculty and staff of the J. Whitney Bunting College of Business, in partnership with our various constituencies, have adopted this 2016-2021 Strategic Plan. We focus on five objectives as the basis for continuous improvement in order to position the J. Whitney Bunting College of Business as the preeminent business school within public liberal arts colleges and universities in the country.

The strategic plan serves as a working document in which the objectives and corresponding strategies are implemented on an annual basis. At the beginning of the academic year, through consultation with the Strategic Management Committee, the specific objectives and strategies to be accomplished during the upcoming academic year will be determined with an assessment of the work completed for the prior year to inform the next year's work plan.

Financial support for the strategic plan will be provided through the College's annual budget process and from revenues generated by summer school, premium tuition programming, grants and contracts, and fund raising.

### **Strategic Plan Objectives**

Objective One: Enhance the quality of the College’s academic programs and the learning experience of our students.

Objective Two: Enhance the local, state, national, and international visibility of the College’s quality programs, student successes, and faculty and staff achievements.

Objective Three: Enhance resource generation and operational efficiency to support programmatic needs.

Objective Four: Enhance engagement with and impact of with various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts.

Objective Five: Enhance faculty and staff development and recognition.

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See Appendix 1 for the Consultative Report response from the 2016 AACSB site visit and the schedule for the 2021 team visit.



## COB 2016-2021 STRATEGIC PLAN – RECORD OF EXECUTING THE PLAN

**Objective One:** Enhance the quality of the College’s academic programs and the learning experiences of our students.

**Leverage the University’s liberal arts foundation, as measured by assurance of learning, in developing students’ analytical and communication skills, understanding of diversity, global and cross-cultural awareness, and ethical behavior.**

The Undergraduate Admissions, Curriculum and Standards Committee will review the undergraduate curriculum with respect to (i) oral and written communication skills; (ii) analytical and critical thinking skills; (iii) quantitative skills and reasoning; and (iv) diversity, global and cross-cultural awareness, and ethical behavior, along with the degree of integration throughout the curriculum based on evaluation of peer institutions with recommendations for curriculum revisions to College of Business faculty.

Responsible party: undergraduate admissions, curriculum and standards committee

### **Actions Taken:**

- CoB faculty members meet annually to review assessment reports from each major and each program. The CoB Assessment Coordinator publishes an annual report of assessment outcomes. The items listed in this initiative (e.g., analytical and communication skills) are measured through assessment across the BBA. In addition, all BBA students in the CoB take a CoB-specific course in written communications, an international business course (major-level requirement), a course to build analytical skills and quantitative reasoning (B-STAT), and a course in business ethics. Diversity is addressed within individual courses as well as in a separate CoB-wide diversity action plan.
- Oral communication skills are addressed in a number of BBA courses, including the introductory Marketing course where all students are required to participate in the college-wide elevator pitch competition. Over 450 students per semester compete, with the top 20 competing a second time for cash awards from a sponsor.
- During the spring 2019 several CoB departments reviewed an investment in Bloomberg terminals, through a USG program, as a means of improving students’ quantitative skills in areas such as equity markets, derivatives, and currency valuations. Some data, such as stock market movements and firm-level financials are online free. The conclusion was that the cost of the service was high relative to the anticipated amount of usage in CoB coursework.
- Regarding the CoB contribution to the university’s liberal arts foundation, several CoB departments offer GC1Y (critical thinking) and GC2Y (global perspectives) courses as part of Area B (Institutional Options) of the university-wide general education curriculum. Economics offers ECON 2100 in Area E, Social Sciences and also participates in the Honors program. Information Systems and Computer Science offers 12 or more sections per semester in Area D, Natural Sciences, Math, and Technology.
- As a result of benchmarking other business schools the CoB faculty voted to require a grade of C or better in business core courses in order to advance to higher-level courses, fall 2017.

The Graduate Admissions, Curriculum and Standards Committee (GCC) will review the graduate curriculum with respect to (i) oral and written communication skills; (ii) analytical and critical thinking skills; (iii) quantitative skills and reasoning; and (iv) diversity, global and cross-cultural awareness, and ethical behavior along with the degree of integration throughout the curriculum based on evaluation of peer institutions with recommendations for curriculum revisions to College of Business faculty.

Responsible party: graduate admissions, curriculum and standards committee

**Actions Taken:**

- The part-time, off-campus MBA teach-out was completed spring 2019. That MBA program was the only cross-department graduate offering in the CoB. The intent of this initiative was to review that program; with the shut-down of the MBA there is no longer a need for this initiative. The remaining CoB graduate programs (MAcc, MLSCM, and MMIS) are specialty master's offerings that are assessed and reported on through the CoB annual assessment cycle.
- During AY 2018 and 2019 the GCC, in partnership with the CoB Strategic Management Committee, completed an extensive review of all graduate programs in the CoB. The outcome was a multi-year enrollment projection for each program and a review of any possible new program offerings. A report was submitted to the Associate Provost. From the Executive Summary of that report: "After review by the CoB Graduate Curriculum Committee and graduate program directors, combined with discussion among CoB faculty members, we do not see an opportunity for new graduate program offerings from the CoB in the next two years that meet the criteria of Goal 3 of the GC Strategic Plan. Additionally, the CoB lacks faculty resources in specialty areas such as finance or real estate to consider new programs that are outside our current faculty skill set or faculty resource base. Our immediate responses are to modify the college's graduate Web presence (now in progress), reallocate promotional spending (described below), teach-out the PT MBA to eliminate its subsidy, and cut a cash-flow negative cohort of the MSLCM program (effective spring 2019)."

The College of Business Diversity Leadership Team will complete the College of Business' diversity action plan for submission to the Office of Diversity and Inclusiveness.

Responsible parties: college diversity leadership team

**Actions Taken:**

- The CoB Diversity Leadership Team publishes an annual summary of diversity activities.
- During FY 2019 the CoB received a gift to support diversity activities for students and faculty members. Spending from the fund included support for a luncheon presentation by a CoB faculty member (fall 2018), a panel of speakers to discuss Diversity in STEM (spring 2019), and a visit from the head of Diversity and Inclusion at NC State's Poole College of Business to give a presentation on opportunities to improve diversity and inclusion in the students' freshman seminar experience (spring 2019).
- The CoB helped fund a faculty member's travel and presentation at an AACSB diversity conference, fall 2018.
- The CoB is represented on the university-wide diversity mentoring initiative. Those faculty peer educators and mentors work to increase diversity opportunities on campus.
- The Information Technology Advisory Board continues to provide scholarships and travel expense support for female information systems and computer science majors to attend the Annual Grace Hopper Conference <https://ghc.anitab.org/calendar/2019-grace-hopper-celebration/> . The CoB is raising support to send minority male students to the Richard Tapia Conference <http://tapiaconference.org/> .

**Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.**

Review annual assessment outcomes to inform departments and curriculum committees on needed adjustments to the College's curriculum.

Responsible parties: assessment coordinators, department chairs, undergraduate admissions, curriculum and standards committee, graduate admissions, curriculum and standards committee

**Actions Taken:**

- Assessment in the CoB occurs at the course level and is reported through department-level assessment coordinators.
- CoB faculty members meet annually to review assessment reports from each major and each program. The CoB Assessment Coordinator publishes an annual report of assessment outcomes.
  - CoB Assessment Reports are available here: <https://www.gcsu.edu/business/information-faculty>
- The CoB participates in the GC supplemental instruction (SI) program to provide students out-of-classroom assistance with specific courses. CoB SI courses are CSCI 1301 and 1302 (computer science) and Economics 2100, 2105, and 2106. ECON 2105 and 2106 are the macro- and micro-economics courses taken by all CoB-BBA majors.
  - SI Leaders are undergraduates assigned to a section to increase students' successful completion of difficult classes. SIs attend class, and take notes. SIs lead study sessions outside of class time, discuss course concepts, review course material, and strengthen study skills. SI's are not responsible for grading, preparing exams, teaching new material, or assigning grades.
  - Across all SI sections, the average DFWI (final grade of D or F, Withdraw, or Incomplete) rate of SI-attending students is typically 35-45% lower than the average DFWI rate of non – SI attending students.
- The USG Momentum Year, which is being implemented at GC as GC Journeys, includes a “skills-infused curriculum” that will impact learning outcomes and thus assessment activities. That infusion process is on-going; it will extend into the time frame of the next CoB strategic plan. However, the fundamental GC Journey skills of critical thinking, ethical behavior, effective oral and written communications, and a service orientation are already important components of the CoB curriculum. For more details, see the GC Journeys Web page: <https://www.gcsu.edu/gcjourneys>.
- Student outcomes data by institution are posted on the USG website; see the links GC Outcomes and All Institutions.
  - GC Outcomes: [https://www.usg.edu/institutions/student\\_outcomes/georgia\\_college\\_state\\_university](https://www.usg.edu/institutions/student_outcomes/georgia_college_state_university)
  - All Institutions: [https://www.usg.edu/institutions/student\\_outcomes/](https://www.usg.edu/institutions/student_outcomes/)
  - Most of these USG data are also on the GC IR website: <https://irout.gcsu.edu/infocomp17/>

Implement curriculum changes with annual report on necessary curriculum adjustments.

Responsible parties: department chairs, undergraduate admissions, curriculum and standards committee, graduate admissions, curriculum and standards committee

**Actions Taken:**

- As part of a cross-college review of graduate programs the CoB faculty reviewed enrollment declines in the off-campus, part-time MBA and voted to teach out that program during the spring 2017. The teach out was completed spring 2019. The vote to shut down the program came after a fall 2015 decision to reduce the PT MBA to a single, off-campus location and to cut the course rotation to a single course offering per academic year for each course, in order to better utilize resources.
- Economics removed ECON 3220, International Trade as a required course from the BA and BS/ECON to improve program flexibility and to align the program better with other economics majors at other universities, fall 2018

- Discipline-specific curriculum changes occur regularly, especially for computer science (CS) and MIS. Due to rapid growth in the major MIS reduced the number of required courses and increased elective option, which allows students to have a focus area in the major of either analytics, application development, or networking, fall 2017
- The CS program is ABET accredited; a number of CS curriculum changes reflect ABET expectations, for example:
  - Add Computer Security as a required course for all CS majors; change the Math course for CS majors as ABET's new guidelines require mathematical rigor at least equivalent to introductory calculus, spring 2018
- Accounting updates its curriculum as needed to meet changing expectations for the CPA exam as well as for students who are not on a CPA track. For example:
  - Increase credit hours for the ACCT professionalism course to include skills in software essential to the accounting profession. This addition was in response to feedback from interns and their supervisors, spring 2018
  - Add two Logistics courses to the list of electives for BBA – ACCT majors, spring 2018
  - Reinstitute Legal Environment of Business as a prerequisite for Business Law, spring 2018
- Examples of other curriculum revisions during the time period of this CoB Strategic Plan include:
  - Require C or better in CoB core courses that are a prerequisite for other core courses, approved fall 2017, following Undergraduate Curriculum Committee discussions about course rigor in the spring 2017
  - Require C or better in Math 2600, which is a prerequisite for MGMT 3101 Business Stat, fall 2018
  - During spring 2019 Economics reviewed the BA-ECON for possible shut-down due to low productivity

**Enhance student engagement in professional development, career preparation, and leadership.**

Enhance coordination of departmental and college-wide student engagement activities to effectively increase student attendance and participation in professional development activities through events by holding a planning session prior to each semester.

Responsible parties: department chairs and outreach coordinator

**Actions Taken:**

- The CoB Outreach Coordinator and department chairs meet regularly with GC Career Center personnel to coordinate scheduling and annual activities, such as major specific career fairs (in Accounting and MIS/CS), the Elevator Pitch Competition, and off-site networking events for alumni and current students. The Career Center provides logistical support for events, including check-in of student attendees.
  - Career Center information is available here: <https://www.gcsu.edu/career>

Enhance student involvement with college and university-wide professional development and leadership opportunities, by more effective communication, coordination, and evaluation of such opportunities.

Responsible parties: department chairs and outreach coordinator

**Actions Taken:**

- During AY 2018 GC initiated *GC Journeys*. That program requires all incoming freshmen to complete the Career Planning Milestones (<https://www.gcsu.edu/career/milestones>) during their time at GC. Milestone activities include: registration at the Career Center, a career assessment, resume review, LinkedIn profile, completion of a career plan, participate in at least one mock interview, and include their resume in the GC Career Center database for employers. This CoB initiative has been significantly assisted by a university-wide program.

- One component of GC Journeys is the students' selection of two transformative experiences, from these options: study abroad, community-based engaged learning, leadership, undergraduate research, or an internship. Thus, leadership is now an optional component of each students' course of study at GC.
- MIS Internships now count as one of the MIS required courses, effective fall 2018.
- The BBA majors have made career preparation and professional development part of coursework. For example, Accounting and MIS/CS have separate professional development courses required of their majors. Economics majors must take a year-long sequence to build research and professionalism skills. Marketing students complete a capstone project that requires a client presentation.
- Regarding communication to students, the GC Career Center publishes a list each semester of professional development and job search activities that are available campus-wide. The CoB installed a video monitor on the second floor to enhance outreach to business majors, fall 2018. CoB student organizations continue to use flyers posted in classrooms to advertise speakers and other activities.
- Effective spring 2019 the CoB has partnered with GC Leadership programs to promote speakers for the joint Inspire/Usery Speaker Series. The Usery Speaker Series is sponsored by a donor. GC Leadership Programs communicate to students through various media, including the university's OrgSync event notification and registration system.

Establish baseline of student participation in student organizations and honor societies to track each year.

Responsible parties: department chairs and outreach coordinator

**Actions Taken:**

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- The CoB partners with the Career Center to register the number of participants at individual events, such as career fairs, but the CoB is not tracking an overall count across events.
- During AY 2017 the CoB moved to corporate sponsorship of the annual Atkinson Honors awards ceremony as a way to improve student participation and reduce the cost to students for attending the event.
- The CoB secured donor support for the Entrepreneurship Club during AY 2019 as a way to improve member engagement.
- Honor society participation varies annually based on student performance, thus the number eligible. Currently, students' willingness to pay the entrance fees to honorary societies such as Beta Gamma Sigma may present a limitation to participation.
- Our observations suggest that student organization special activities and events show improvements in attendance when the clubs sponsor joint events and actively promote the events through posters and electronic digital displays in Atkinson Hall and by direct solicitation of their members and by professors in associated disciplines.

Inventory student experiential learning experiences outside the classroom through research projects, business-related and community-based projects (CBEL), study abroad, professional conferences, and internships.

Responsible parties: department chairs and outreach coordinator

**Actions Taken:**

- The inventory of experiential learning experiences is primarily driven by course offerings in the CoB. The GC Journeys program (<https://www.gcsu.edu/gcjourneys>) has three components – transformative experiences, career planning (including internships), and a senior capstone, which push all students to accomplish this initiative. Thus, this experiential learning initiative in the CoB Strategic Plan is now being addressed directly by a GC-wide curriculum process.
- CoB students are competing for and winning national scholarships, such as the Boren Scholarship and Fulbright Scholarship. Kevin Morris, BS – ECON 2017, is a 2019 Marshall Scholar. Jonathan Mangrum, Economics, was GC's first David L. Boren Scholar; he spent fall 2018 studying in India. See <https://www.gcsu.edu/national-scholarships/recipients> for examples.
- CoB faculty regularly accompany business majors to professional conferences. For example, Marketing majors compete in a state-wide sales competition and attend student sessions at American Marketing Association meetings. Females in MIS and CS attend the Grace Hopper Conference. Logistics students attend national conferences when held in State and regularly travel for tours of the Port of Savannah. Economics majors make paper presentations at the Academy of Economics and Finance. Accounting majors participate in summer professional development workshops offered by hiring firms.
- CoB student participation in study abroad improves when CoB faculty members specifically lead study abroad activities. During summer 2018 two faculty members led study tours, one to Spain and one to Australia. During summer 2019 one faculty member is leading a tour through Germany and the Netherlands.
- All Economics majors are required to complete a directed study with a faculty member as part of a year-long, two-course sequence in Econometrics and research.
- Marketing majors are required to complete multiple community-based engaged learning projects as part of that major.
- Each major in the CoB, as well as the GC Career Center, strongly encourages completion of an internship, but an internship is not a required component of any major in the CoB.

**Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.**

Collaborate with University Alumni Relations to evaluate alumni survey instrument and response rates.

Responsible parties: dean and outreach coordinator

**Actions Taken:**

- During the execution of this strategic plan the GC alumni office assumed responsibility for surveying GC graduates university-wide and reporting the results back to the colleges. CoB departments provide updates to the alumni database, but the CoB does not conduct a CoB-wide survey of graduates as that would duplicate university-level efforts.
- The *Georgia Higher Learning and Earnings* (GHLE) Dashboard provides comparisons of wages by degree type, program of study, and college one year and five years after graduation. The Dashboard is available at: <https://learnearn.gosa.ga.gov/>. Wage data are limited to graduates who work in Georgia for employers that

provide wage data to the Georgia Department of Labor, which excludes wages earned in out-of-state jobs, while self-employed, or as a federal or military employee. Statewide totals include all graduates from 2007-2015 in GA-AWARDS, Georgia's Academic and Workforce Analysis and Research Data System is the state's Pre-K through workforce longitudinal data system. See Appendix 6 for 5-Year-After-Graduation median earnings comparisons.

- By examining the April 2018 GHLE data we see that business bachelor's degree holders from Georgia College had the second highest percentage increase in one-year to five-year earnings among the 19 USG institutions reported. Those institutions include not only masters large but also R1, R2 and R3 schools. See Appendix 7. In addition, business bachelor degree holders from Georgia College had the third highest dollar increase in one-year to five-year earnings among those 19 USG institutions.
  - Georgia College CoB bachelor's graduates are extremely well prepared to enter the job market; they outperform graduates from nearly all other USG institutions in regard to early-career starting salary and first-five-year earnings increases.
  - Our operating model that combines the liberal arts with an AACSB-accredited professional school is performing well in regard to post-graduation earnings.
- Georgia College CoB computer science graduates had the fourth highest percentage increase in one-year to five-year earnings among 17 USG institutions reported in the spring 2018 GHLE report. CS graduates one-year salary is nearly 25% higher than business bachelor degree salaries and the CS five-year salary is nearly 30% higher than holders of business bachelor degrees.
- A spring 2019 GHLE report for GC CoB business BBA bachelor's degree graduates and BS/BA-ECON shows:
  - Median earnings are \$36,906 one year after graduation and \$51,138 five years after graduation.
  - There is a \$14,232 increase in median earnings from the first to fifth year after graduation.
  - One year after graduation, earnings are \$1,487 higher than the Georgia statewide median for Bachelor's degrees.
  - Five years after graduation, earnings are \$4,265 higher than the Georgia statewide median for Bachelor's degrees.
- A spring 2019 GHLE report on GC CoB Computer Science bachelor's degree graduates shows:
  - Median earnings are \$46,976 one year after graduation and \$66,779 five years after graduation.
  - There is a \$19,803 increase in median earnings from the first to fifth year after graduation.
  - One year after graduation, earnings are \$11,557 higher than the Georgia statewide median for Bachelor's degrees.
  - Five years after graduation, earnings are \$19,906 higher than the GA statewide median for Bachelor's degrees.

Evaluate employer and recent graduates survey instruments and response rates.

Responsible parties: dean and outreach coordinator

**Actions Taken:**

- GC's Alumni Office has assumed responsibility for the survey instrument and execution of the survey of graduates.
- The GC Alumni Office also uses social media searches to identify GC alumni and their employers.

Integrate, where appropriate, survey responses in terms of refining academic programs and student professional development opportunities.

Responsible parties: dean, department chairs, and associate dean

***Actions Taken:***

- Professional development is now integrated into coursework in several CoB majors, based in part on employer feedback.
- The BBA – Accounting and BBA – Marketing programs both survey their senior majors just prior to graduation.

**Objective Two: Enhance the local, state, national, and international visibility of the College’s quality programs, student successes, and faculty and staff achievements.**

**CoB Communication Plan**

In 2017 the CoB dean created a Communications Plan for the CoB. Prior to implementation, that plan was reviewed by GC University Communications, the CoB external advertising agency, the CoB Advisory Board, and the CoB Strategic Management Committee.

Elements of the CoB Communication Plan include: digital advertising (SEO/retargeting, banner ads); radio; video production (externally purchased and in-house created); an electronic newsletter – the *Atkinson Insider*, that is sent to CoB friends, faculty, and board members; social media – college wide and department specific (Facebook, LinkedIn, Twitter); the dedicated online graduate program recruitment Web site [Makeyournextmove.org](http://Makeyournextmove.org); and department-specific outreach to discipline-based boards in Accounting and MIS. We have made some limited use of geo-targeting. The plan content includes target audience, the purpose of each publication/outlet, publication frequency, and typical content.

CoB advertising focuses almost exclusively on our three, online graduate programs – the Georgia WebMBA, the Masters of Logistics and Supply Chain Management, and the Masters of Management Information Systems. The target audience is typically 25-40 year old professionals who are looking to advance within their current firm, thus are generally not career changers.

The CoB Communication Plan is the coordinating mechanism for each of the Strategic Plan Objective Two initiatives that follow. For several years the CoB has used a portion of premium tuition from online graduate programs to fund the Web and social media advertising described in these initiatives to enhance CoB visibility.

With very limited exceptions, communications from the CoB are electronic. The CoB no longer deploys print media such as direct mail and billboards (electronic and static); the CoB does not print an annual report; distribution is electronic. A casual observation: the dean’s office is receiving dramatically less printed materials from other business schools than in past years.

**Use of the College of Business website, social media, and “Make Your Next Move” online graduate programs platform.**

Analyze website hits and Google analytics on an annual basis.

Responsible parties: dean, associate dean, and outreach coordinator

**Actions Taken:**

- The CoB external advertising agency provides monthly reports and quarterly summaries of traffic comparisons from social media and Web advertising. The analysis is used by the agency for optimizing search results and driving qualified traffic to the GC and [makeyournextmove.org](http://makeyournextmove.org) (MYNM) Web sites. See Appendix 3 for sample reports from the Agency.
- The CoB dean’s office staff has worked with GC University Communications staff to review traffic to the CoB graduate Web pages. Native search is an important source of traffic that goes directly to internal pages. During the time period of this strategic plan graduate Web site content underwent significant changes to reduce the amount of text content and increase video usage since much of the inbound traffic comes from mobile devices.
- Prior to the time period of this strategic plan the CoB had used Petersons for electronic outreach to prospective international students; efforts were unsuccessful. The CoB has used a commercial Web service in the UK to attract international students to online programs; the effort was not successful.

Spotlight faculty, staff, student, and program achievements on the website on a semester basis.

Responsible parties: dean, department chairs, outreach coordinator, and program directors

**Actions Taken:**

- The CoB e-newsletter *Atkinson Insider*, Web site, and MYNM site, and social media are all used to post stories and videos about student and alumni accomplishments, advisory board activities, on-campus events such as career fairs, classroom visits by alumni and friends, student participation in conferences such as Grace Hopper, and graduate program rankings.
- The dean uses LinkedIn to post two to four items per month related to activities in the CoB and GC. As expected, alumni and student-related news items on LinkedIn garner the most views and likes. For example, a post on GC alumni serving on the newly elected governor's staff picked up 1,688 views and 31 likes. MMIS as a Top 25 online program received 895 views and 18 likes. See Appendix 3 for screen shots of two posts from LinkedIn.
- Content from stories on the GC Web site is used in the CoB email newsletter that is mailed externally to donors, board members, and other friends of the CoB.

Expand and monitor social media to disseminate College-wide events/stories.

Responsible party: outreach coordinator

**Actions Taken:**

- Both the CoB outreach coordinator and University Communications monitor social media.
- The CoB Web site and social media - Twitter, Facebook, and LinkedIn, are used to regularly share CoB stories. For example, social media in the classroom includes a CoB marketing faculty member who has her class use Twitter during the 2018 and 2019 Super Bowl to share observations about the commercials that are televised during the game.
- The CoB, its individual departments, and faculty members use social media, such as LinkedIn and Facebook, to connect with current students and alumni.
  - Accounting has a LinkedIn group: <https://www.linkedin.com/groups/4296861/> with 485 members, including students, alumni, employers, and advisory board members.
  - The Economics Facebook page has 85 members; the Department's LinkedIn page has 40 members.
  - Management uses LinkedIn to connect to 300+ alumni; a separate Business Analytics page has 55 members.
  - Marketing's LinkedIn group has 208 members <https://www.linkedin.com/groups/8109976/>; their Facebook page has 164 followers: <https://www.facebook.com/GCSUMarketing/?ref=bookmarks>. Marketing social media classes create content for the Facebook page.
  - MIS and CS asks graduating seniors to join their LinkedIn group for alumni. They have nearly 400 members.
  - CoB and university-related activities are regularly posted to LinkedIn; see Appendix 3 for an example.
- The CoB outreach coordinator:
  - Serves on the GC Social Media Council, discussing best practices to increase traffic across social media platforms. See Appendix 3 for a sample social media traffic report.
  - Monitors social media trends and publishes on social media CoB-related items such as student success stories, alumni news, and shares events and activities of student groups.
  - Works with University Communications to develop content for use on the Web and disseminate via social media.

Assess continually external marketing firm strategies in promotion of online graduate programs.

Responsible parties: dean, associate dean, and graduate program director

**Actions Taken:**

- The advertising agency used by the CoB creates a calendar-year plan for CoB advertising funds. The mix of media for that budget changes from year to year depending on factors such as traffic patterns to the Web sites and the level of demand for each CoB online graduate program.
- Premium tuition from the WebMBA is the primary source of advertising funds used to promote online graduate programs.
- During late fall 2018 the CoB contracted with an external agency to review Web site content and page loading speed for graduate program Web pages. The consultant produced a detailed set of recommendations. The CoB worked with University Communications and the external advertising agency to implement the findings from the consultant's study.
  - One of the first changes implemented, spring 2019, was a modification of the Web form for gathering information from prospects. The form was shortened to improve page loading speed.
  - In spring 2019 CoB the graduate programs office noted an increase in activity after replacing a "call us" entry on the admissions page with a link to enable download of the waiver form used to review professional experience.

**Use of Georgia College print and electronic publications.**

Collaborate with University Communications and the Office of Alumni Relations to disseminate stories of accomplishments of the faculty, staff, and alumni of the College to local, regional, and national news services and other media.

Responsible parties: dean and outreach coordinator

**Actions Taken:**

- Use of printed materials by the CoB is extremely limited; almost all CoB communications are electronic.
- Local media have picked up stories with CoB connections, including the Super Bowl Twitter activities of Marketing students.
- GC maintains a Vimeo page for dissemination of video content, including CoB-related stories. Examples include:
  - Our first female MBA, Priscilla Ruckno <https://vimeo.com/305095565>
  - Kim Ryan, hospital CEO and MBA '93 <https://vimeo.com/250811291>
  - The Elevator Pitch Competition <https://vimeo.com/263014719>
  - MIS Major and Women in Technology participant Chancelynn Ridley <https://vimeo.com/262058632>
  - Computer Science major, GEM participant, and research scholar Kali Kimball <https://vimeo.com/261305453>
  - Fulbright and Marshall Scholar, and Economics major Kevin Morris <https://vimeo.com/315684678>
- During the time period of this CoB strategic plan we have begun adding more video content to the CoB graduate program Web sites that is specific to our online graduate programs.
- During CY 2019 the CoB sponsored a weekly, Atlanta-based radio broadcast LENZ on Business featuring guests who were graduates of CoB online graduate programs.

Coordinate with University Communications and the Office of Alumni Relations to disseminate stories of accomplishments of the faculty, staff, and alumni of the College in Georgia College *Connection*, the alumni magazine.

Responsible parties: dean and outreach coordinator

**Actions Taken:**

- *Connection* is a university-wide publication, thus stories must be aimed at a wide audience for alumni and friends of GC.
- Story ideas come to University Communications from various sources, including the CoB outreach coordinator.
- CoB-connected stories have been featured in a number of issues of *Connection* during the period of this strategic plan. It is not uncommon for multiple CoB-related stories to appear in a given issue of the magazine.
- Examples of stories, *Fall 2016* [https://issuu.com/georgiacollege/docs/2016\\_fallweb](https://issuu.com/georgiacollege/docs/2016_fallweb)
  - Marketing major and athlete who co-authored research with a faculty member, page 4
  - Community impact from the CoB's Center of Design and e-Commerce, page 6
  - Computer Science major attends Apple Web developer's conference, page 7
  - CoB Marketing Advisory Board member quoted on GC impact, page 19
- Examples of stories, *Winter 2016* <https://issuu.com/georgiacollege/docs/2016winterweb>
  - Former CoB advisory board member honored by GC, page 4
  - Scholarship support for business students, page 6
- Examples of stories, *Summer 2017*
  - ECON major Emma Brodzik involved with sustainable campus initiative, pages 10-15; Emma is donating an annual scholarship for students who are interested in sustainability studies
- Examples of stories, *Fall 2017*
  - BBA Accounting '12 Thomas Archer is a country music songwriter in Nashville, pages 20-21
  - ECON major and GC soccer player, page 30
- Examples of stories, *Winter 2018* [https://issuu.com/georgiacollege/docs/2018\\_winter\\_issuu](https://issuu.com/georgiacollege/docs/2018_winter_issuu)
  - Business students are raising money for homeless veterans, page 8
  - Business professor challenges students to find purpose through service, pages 20-23
  - Former CoB faculty member receives GC Honor Alumnus Award, page 31

Use the university's daily *Front Page* newsletter to share timely information and to catalog stories regarding the College.

Responsible parties: dean, outreach coordinator, department chairs, and program directors

**Actions Taken:**

- *FrontPage* stories are referenced in the CoB electronic newsletter that is sent to CoB board members and friends.
- The CoB outreach coordinator:
  - Partners with University Communications to post stories to *FrontPage* and the GC Web site
  - Utilizes content on *FrontPage* for inclusion in the CoB social media presence
  - Works with the GC Alumni Office and *FrontPage* developing articles for the monthly *e-Connection* newsletter

**Objective Three: Enhance resource generation and operational efficiency to support programmatic needs.**

**Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.**

Create a development plan with clear objectives for each academic department.

Responsible parties: department chairs, development officer, and dean

***Actions Taken:***

- CoB development activities (e.g., prospect identification, cultivation, and direct asks) involve the dean and development officer (DO) working together, in coordination with the vice president for advancement. This cultivation is driven by a prospect's membership in the college-wide advisory board or their standing as an alumnus of the CoB, regardless of major. See Appendix 4 for a listing of recent CoB scholarships and sponsorships.
- The college-wide advisory board has funded an endowment that supports student events, a scholarship for a business major, as well as annual, unrestricted gifts. Several board members are in the process of endowing scholarships.
- Logistical support for donor-centric or prospect-specific events often involves the CoB's Coordinator of Business Outreach.
- Department-level development planning is centered on discipline-specific advisory boards.
- The CoB has been successful in engaging practitioners where there is a natural linkage between a program's students and the interests of those practitioners. Departments are most directly involved with fund raising through their discipline-specific advisory boards, where there is the prospect for hiring CoB students or where board members are motivated to assist with the professional development of students.
  - Approximately 25 accounting firms recruit on campus; a dozen support annual scholarships of \$1,000 or more for CoB accounting majors.
  - The MIS/CS board funds student attendance at the annual Grace Hopper Conference to assist with both student professional development and job searches. In Calendar Year 2019 that board provided \$12,000 in support.
- CoB faculty regularly make annual donations to support department-level initiatives.
- In the absence of a discipline-specific advisory board, prospect development may also involve an employer who makes repetitive hires from a specific major. For example, the DO can work with a department chair to solicit scholarship support in a firm where we have a critical mass of CoB graduates.
- Sponsorships extend across departments and disciplines, for example a sponsorship for the Entrepreneurship Club (FY 2019) or for CoB diversity initiatives (FY 2019). The CoB dean has created a sponsorship template that has been used with multiple prospects.

Cultivate and engage donors in fulfillment of the College's capital campaign case statement with monitoring of progress toward the campaign goal.

Responsible parties: dean and development officer

***Actions Taken:***

- The dean and development officer (DO) meet regularly as part of the process for cultivating donor prospects.

- The dean and DO meet monthly with the vice president for advancement to discuss solicitation activities and pending asks, with a short-list of targeted candidates.
- The DO creates a weekly report of CoB development activity including LinkedIn contacts, introductory letters, telephone calls or emails listing specific outcome, meetings, proposals, and fund agreements.
- The dean and DO separately and together regularly call on prospects across the state. Out-of-state donor contact occur when traveling for other purposes, say to conferences. Call reports are entered into Raiser's Edge for each meeting. During calendar year 2018 the dean made 75+ donor/alumni visits, plus attended group events; the CoB Development Officer made 225+ additional visits to alumni and donor prospects.
- The DO receives monthly statements of donor funds received by the CoB. The dean uses the daily and monthly donor reports to acknowledge gifts to the CoB with a hand-written note.

Develop legacy sponsorship funding for College-wide events.

Responsible parties: dean and development officer

**Actions Taken:**

- Sponsorships are generally solicited by the dean and development officer, but faculty have also been successful in obtaining sponsorships for activities.
- During the time period of this strategic plan the CoB has been successful in raising sponsorships from local businesses for our annual Atkinson Honors event that is attended by over 200 parents, students, and donors. The sponsorship enables the event to take place without having to ask students and parents to off-set the cost of the meal. In 2018 and 2019 four firms provided \$1,000 each to fund the honors event. Sponsoring firms are listed in Appendix 4.
- For several years GEICO has been a recurring sponsor at the \$5,000 annual level for the fall and spring elevator pitch competition. In spring 2018 the dean made the decision to return all of the sponsor's donation to students in the form of prize money for the competition. This competition involves nearly 100 judges (the first round uses teams of judges who view live pitches) and over 400 students each semester.
- A CoB donor made a multi-year commitment in 2018 to sponsor a speaker series on a business-related topic (employee relations) that has a university-wide reach.
- The CoB has been successful in securing modest-donation sponsorships for specific activities such as diversity initiatives, the entrepreneurship club, student travel, and Constitution Week.

Leverage faculty summer research grants for external grant submissions to government agencies and foundations in monitoring the number and dollar amounts of external grant submissions and awards.

Responsible parties: dean, associate dean, and faculty

**Actions Taken:**

- Monitoring of school-level grant submissions is managed by the university's Office of Grants and Sponsored Projects; see <https://www.gcsu.edu/grants> for details.
- The CoB receives monthly reports on grant activity from across the university. See Appendix 5 for a sample report.

- CoB faculty have used grants from state and federal agencies as a way to support programs and to fund research.
- The CoB has had some success in grant funding. For example, the Center for Economic Education has received recurring grants to support its work, as well as the Minority Youth and Business summer program.
  - <https://www.gcsu.edu/admissions/visitation-events/minority-youth-business>
- CoB summer research grants are funded internally. The CoB has awarded the grants since 2007 as a way to encourage faculty scholarship. The deans and department chairs work with the Faculty Development Committee to create proposal guidelines and to administer the awards.
- CoB faculty are encouraged to seek external support for their research, but during the time of this strategic plan the CoB faculty have not moved to require an external grant submission as a condition for applying for a subsequent summer grant. Current wording on the Call for Proposals is as follows:
  - “The purpose of the summer research grants is to increase output of peer-reviewed journal publications, as defined by the College of Business promotion and tenure guidelines. Faculty members must show evidence of a peer-reviewed journal submission stemming directly from the grant before they are eligible to apply for a grant in subsequent years. ... Grant recipients must present research progress in a College of Business Research Assembly (COBRA) event prior to applying for a subsequent College of Business faculty summer grant.”

Recognize faculty grant submissions and awards in the annual evaluation and promotion and tenure processes.

Responsible parties: promotion and tenure committee

**Actions Taken:**

- During 2015-2017 there was a university-wide project team that extensively reviewed P&T processes across the university and brought recommendations back for review and possible action by the individual colleges. The CoB P&T Committee acted on those recommendations, bringing forward a number of changes to the CoB P&T document that were approved by CoB faculty members, spring 2018.
- CoB faculty members can include grant submissions and awards as an entry in their calendar year report of productivity. That report is reviewed by the department chair as part of the annual evaluation process.
- CoB faculty members can include grant submissions and awards in their package that is reviewed for promotion and tenure.
- Grants are recognized in the CoB as part of the P&T process but are not required for either promotion or tenure.
- In spring 2019 the CoB P&T Committee reviewed this Strategic Plan entry in light of prior discussions and faculty actions. The Committee agreed that grant awards can be recognized during the P&T process, but recommended against wording that suggested the CoB would require grant submissions as an element of P&T. The rationale is that article submissions are not explicitly recognized, only article acceptance and publication, so grants should be treated in the same manner. Grant submissions can still be included by candidates but should not be explicitly recognized.

**Fiscal stewardship in the alignment of resources to fulfill the College’s mission.**

Use responsibility-centered budget management principles for internal resource allocation decisions based on a strategic examination of College of Business priorities for programs as informed by enrollment data and cost structure.

Responsible parties: dean and associate dean

**Actions Taken:**

- For several years the university has been using a prioritization and redirection process to evaluate and redistribute existing state funds across departments and colleges. Deans are expected to defend faculty lines when they come open. Off cycle, the dean works with the provost on requests to fill when an existing CoB line comes empty. From FY 2013 through FY 2019 the CoB received 32% of the new tenure-track lines and 18% of the new lecturer lines added by Georgia College.
- Prior to and during the time period of this strategic plan the CoB leadership team has used a consultative process in the creation of the annual budget request and in allocating operating funds across the CoB. Departments submit requests, deans and chairs discuss as a group, the CoB Strategic Management Committee reviews the proposal, and the dean creates a request that then goes forward for discussion with the provost.
- The dean and associate dean, in consultation with the department chairs, create a budget request based on factors such as trends in enrollment across the undergraduate majors, changes in the relative number of undergraduates and graduate students, and expected resignations/retirements. Given the salary inversion common across CoB disciplines, the retirement of a senior faculty member may leave a line underfunded for opening a search, even when using AACSB US Master's Large peers as a comparison rather than all AACSB schools.
- The dean presents the annual budget request to the provost for discussion, then to all of the provost's direct reports, who suggest to the provost which items from the group presented should be highest priority. The dean eventually presents the CoB budget request in an open hearing to the president, VP of finance, and others from the university community.

Set annual budget priorities in consultation with the department chairs and the Strategic Management Committee to fulfill programmatic needs.

Responsible parties: strategic management committee, department chairs, associate dean, and dean

**Actions Taken:**

- Georgia College's budget process includes redirection of existing funds. The CoB has, when needed, redirected faculty lines across departments in response to enrollment shifts. The CoB dean must make a case for retaining existing faculty and staff lines when lines come open due to retirements or resignations. Academic Affairs has been supportive of CoB needs.
- From FY 2013 (two years prior to the current CoB Strategic Plan) through FY 2019, 71 new faculty and staff joined GC in the form of newly created or redirected positions, excluding existing lines that were refilled. These positions total \$3.5M in salaries (excluding benefits) and are supported by \$1.7M in new funds and \$1.8M in redirected funds. The CoB received 32% of the new tenure-track lines and 18% of the new lecturer lines as GC added
  - 19 new tenure-earning positions: 9 in CoAS, 4 in CoHS, and 6 in CoB, and
  - 28 new lecturer positions: 16 in CoAS, 7 in CoHS, and 5 in CoB.

Review and determine premium tuition levels for online graduate programs relative to competitors.

Responsible parties: dean, associate dean, graduate program director, and program directors

**Actions Taken:**

- The CoB regularly reviews the tuition levels of its premium priced graduate programs relative to major competitors.
- If premium tuition for online graduate programs continues, there is very likely to be much stricter oversight at the state level and it will be increasingly difficult for programs like the WebMBA to raise tuition rates.
- During the time period of this strategic plan the University System of Georgia has become much less tolerant of premium tuition, hence tuition increases for competitive purposes must be supported by competitive data from other institutions nationwide. The WebMBA has applied for tuition increases but has been required to produce an annual pro-formal P&L to justify a tuition increase. Likewise, requests for reimbursement of the costs of orientation from incoming students for online programs must be based on the actual costs of that orientation.

Prioritize the use of summer school profits and differential tuition revenues from fully-online premium-priced graduate programs to meet College-wide initiatives and programmatic support.

Responsible parties: dean, associate dean, and department chairs

**Actions Taken:**

- The CoB has two online graduate programs, Logistics and the WebMBA, that generate premium tuition. Funds from those programs are used to promote graduate programs. The Logistics program director budgets the premium tuition from that program; the dean manages the WebMBA funds, which cover items like CoB faculty summer research grants and advertising for CoB online programs.
- GC returns a portion of summer school revenue back to the colleges for use in faculty development. The colleges are responsible for covering salaries, benefits, and overhead. The balance comes back to the school as state funds that must be expended in the following academic year. Much of each year's summer profit is used by the CoB for faculty travel. Any amounts not used for faculty development are spent for upgrades to classroom technology and for furniture replacements.
- The department chairs, in consultation with their faculty members, determine an appropriate allocation of summer profits for travel and other faculty development activities.

Determine the appropriate University System of Georgia (USG) metrics to gauge program quality and productivity as well as student progression.

Responsible parties: dean, associate dean, strategic management committee

**Actions Taken:**

- Quality measures include student placements. The CoB has been strategic about integrating professional development activities into its majors, holding discipline-specific career fairs, and participating in university-wide career events.
- An important productivity measure is the number of graduates from each major. The CoB tracks trends in number of majors and number of graduates as one way to allocate resources across disciplines. See Appendix 2 for a report of enrollment and graduation by major in the CoB.
- During the time period of this CoB strategic plan both the USG and Georgia College have become increasingly focused on student retention, progression, and graduation. The USG implemented several initiatives to assist with retention and progressions, including the Momentum Year. *GC Journeys* is the Georgia College implementation of Momentum Year.

- The institution provides each school with detailed data on graduation rates for each entering freshman class.
- GC uses a centralized advising model to assist student with registration issues. Advisors regularly communicate with CoB department chairs when there are progression and graduation issues.
- GC uses a wait-list system to monitor seat demand in each course. The CoB department chairs use early registration seat demand to allocate/reallocate sections and to adjust section sizes.

**Objective Four: Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts.**

**Enhance engagement and outreach activities throughout the College.**

Schedule the dean to provide update at departmental advisory board meetings.

Responsible parties: department chairs

**Actions Taken:**

- The dean regularly provides updates to the discipline-specific advisory boards (accounting, marketing, MIS/CS) during their board meetings.

Establish an inventory of guest speakers in classes; community partnerships with the College; industry/community-related projects and their impact; employers who regularly provide internship experiences; employer engagement and student recruitment activities; and on-going economic development efforts in the community.

Responsible parties: department chairs, outreach coordinator, and dean

**Actions Taken:**

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, were not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- Individual majors within the CoB maintain ongoing relationships to secure discipline-specific internship opportunities, such as in accounting and information systems.
- The impact of internships is assessed and reported through a required, end-of-internship report submitted by the student. In parallel, employers submit an evaluation of the student's performance during the internship.
- The CoB provides economic impact through course-embedded projects that are completed in local for-profit and not-for-profit organizations.
- The CoB funded a loaner faculty member for 18 months during 2018 and 2019 to assist the Milledgeville-based, Central State Hospital Local Redevelopment Authority.
- During 2018 and 2019 a CoB faculty member was actively involved in the formation of a Service Corps of Retired Executives (SCORE) <https://www.score.org/> branch in Milledgeville. SCORE volunteer mentors assist early-stage businesses in formation and planning. SCORE, a 501c (3) nonprofit, provides free business mentoring services to prospective and established small business owners in the United States. SCORE partners with the U.S. Small Business Administration.

Assess the effectiveness of the Faculty-in-Residence Program.

Responsible parties: faculty participants and dean

**Actions Taken:**

- During the execution of this strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to occasionally appoint a CoB-level executive in residence rather than establish a faculty-in-residence program.

- After initiation of this strategic plan the university received corporate funding for a university-wide leader in residence. The CoB has provided a number of the classroom speaking opportunities for that leader in residence.

Revamp the Executive Forum Series and Women’s Leadership Series and monitor attendance.

Responsible parties: dean and outreach coordinator

The Executive’s Forum is an evening social and dinner event that includes an informative program. It enables community leaders to meet those who make a difference in our state and region. Members are executives from Milledgeville and the surrounding areas. The Executives Forum has a typical audience of 30.

The Women’s Forum is a luncheon speaker series that allows women to network, improve their leadership skills, and hear from other women across the state and region. Successful women discuss a diverse range of topics including women in business, work life balance, leadership opportunities and skills, and breaking through the glass ceiling. The Women’s Leadership Forum averages an attendance of 46.

The CoB markets the two forums against competing events at the local, regional, and state level. Local events that draw from the same audiences include the Milledgeville/Baldwin Chamber Eggs and Issues series, the speaker series at Mercer University, and the Macon women’s leadership roundtables.

**Actions Taken:**

- The outreach coordinator solicits new members and retains existing members for the forums by:
  - Sending out personalized invitations to select members of the community to attend one event as a guest of the outreach coordinator.
  - Partnering with the CoB development officer to meet with prospective members and inquire about issues and topics that are important to them and gauge their interest in the programs
  - Attending the Career Women’s Network series in Macon to recruit new members and speakers and to develop a partnership between the two organizations.
- To recruit speakers, the outreach coordinator utilizes connections through university development officers and alumni relations to feature outstanding GC alumni.
- The outreach coordinator scans national and state events for new topics in industry and the nonprofit sector that could be beneficial to the members of both the Executives Forum and the Women’s Leadership Forum.
- To best utilize the speakers’ expertise, the outreach coordinator partners with other organizations and departments on campus to have speakers meet with students, speak to classes, or work with student organizations while on campus.

**Enhance relations with alumni, donors, and friends of the College.**

Develop alumni database for each program to share with departments to facilitate alumni engagement by departments and in the development of donor prospects.

Responsible parties: dean, department chairs, outreach coordinator, development officer

**Actions Taken:**

- The GC Alumni Office, at about the mid-point of this strategic plan, began a program to very actively identify GC alumni through various social media channels, thus this initiative was executed centrally rather than at the school level.

- Discipline-specific advisory boards in accounting, MIS/CS, and marketing are responsible for identifying member prospects and soliciting gifts from board members. The CoB development officer assists with those efforts.
- Individual majors are maintaining LinkedIn pages for their graduates, but the bulk of alumni tracking is now centralized at the university level rather than have the departments create and maintain shadow databases.

Develop on-going alumni follow-up on graduates one and five years from graduation to assess program effectiveness and enhance alumni engagement.

Responsible parties: dean, department chairs, and outreach coordinator

**Actions Taken:**

- During the execution of this strategic plan the GC Alumni Office assumed responsibility for job tracking of all GC alumni, as well as surveying graduates on a recurring basis, thus, this action item was shifted away from the CoB.

Develop outreach and cultivation strategy for graduates of the College's fully-online academic programs.

Responsible parties: dean, development officer, graduate program director, and program directors

**Actions Taken:**

- Graduates of online programs are encouraged to participate in the on-campus graduation ceremony and CoB reception prior to graduation for the students and their family members.
- Several graduates from our online programs have accepted appointments on the various CoB advisory boards.
- During CY 2019 the CoB sponsored an Atlanta-based radio program that focuses on various business topics. Some of the guests on the show were graduates of the CoB's online programs, the MMIS, MLSCM, and WebMBA. Engaging alumni of online programs as radio show guests is an effective way to promote CoB online graduate programs.
- The CoB regularly invites graduates from online programs to participate as panelists and speakers during the face-to-face orientation sessions of the WebMBA and MLSCM programs. In addition, graduates assist the CoB in recruitment for those programs at various open-house events in the Atlanta area, as well as by participating in Webinars for prospects.
- Graduates of our online programs have appeared in promotional videos for the programs. Those videos are posted on the CoB graduate Web pages.

Develop the Dean's Parents Advisory Council for the purpose of expanding College of Business networks in the Atlanta metropolitan area.

Responsible parties: dean and development officer

**Action Taken:**

- During AY 2018 it was determined that there was a significant amount of overlap between the activities of the CoB Parents Advisory Council and the university-level council with the same purpose. Dean Young discussed the issue with the Development Officers who were directly involved, as well as with the Associate VP for Development. The resulting decision was to roll the CoB Parents Council into the university-level council. Participants were notified and agreed with the combination. As of fall 2017 the CoB no longer has a Dean's Parents Advisory Council.

**Improve visibility of outreach from the Centers in the College of Business.**

Establish an inventory of the Center for Economic Education (CEE) activities and their impact along with the dissemination of such information and location of the Center on the website.

Responsible parties: dean and center director

**Actions Taken:**

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- The CEE publishes (separately) an annual report of activities, such as presentations at K-12 schools and conferences, and grants received.
  - Web site for the Center: <https://www.gcsu.edu/business/economics/center-economic-education>
- Research published by CEE faculty demonstrate that CEE training improves student outcomes in high school economics courses.
- Dr. John Swinton, Professor of Economics and Director of the Center for Economic Education, was awarded the 2018 Gold National Association of Economic Educators Curriculum Award for the game he created for Principles of Microeconomics that teaches how trade is beneficial and restraint of trade a hindrance.

Establish an inventory of the Center of Design and e-Commerce (CODEC) activities and their impact along with the dissemination of such information and location of the Center on the website.

Responsible parties: dean and center director

CODEC is founded on two pillars, community service and education, ultimately for providing services to clients.

**Actions Taken:**

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- CODEC provides Web site development and consulting services to small businesses and non-profits at service fees that are significantly lower than what would be charged on the open market. These savings are available for investment in other areas of the client's organization, thus enabling firms to be more productive.
- These project development activities build new skills for CODEC employees and volunteers. While working for CODEC, students apply classroom skills and build practical experience. Skills areas include Web development, graphic design, networking, marketing, and business communications. As a bonus, some customers who are trained by CODEC learn to use new programs, which allows them to make basic edits to their Web sites.

**Objective Five: Enhance faculty and staff development and recognition.**

**Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.**

Develop transition guide for new faculty (tenure-track, non-tenure-track, and adjunct) and department chair appointments regarding departmental procedures and integration with the university's technology platform for instruction and reporting.

Responsible parties: department chairs and faculty development committee

***Actions Taken:***

- In CY 2018 the CoB Faculty Development Committee created an information guide for CoB faculty. That guide was posted on the "Information for Faculty" section of the CoB Web site.

Expand topic coverage and participation for the Faculty Professional Development and Mentoring Series.

Responsible parties: faculty development committee and dean

During the time of the execution of this strategic plan the Faculty Professional Development and Mentoring Series transitioned to being called COBRA.

***Actions Taken:***

- The College of Business Research Assembly (COBRA) meets regularly during the fall and spring terms. The group, initially headed by Dr. Justin Roush, is a forum for CoB faculty to present to peers their research proposals, in-process research, and early-stage manuscripts. Dr. Brent Evans replaced Justin Roush in fall 2019.
- CoB faculty members from Legal Studies, Management, Marketing, Economics, MIS, and Accounting have made research presentations at a COBRA session.
- In spring 2019 the CoB began publishing the COBRA Newsletter featuring publications of CoB faculty. The CoB partners with University Communications to distribute the newsletter electronically through several channels (e.g., advisory boards, alumni, and a press release) and in-print.
  - The newsletter provides links to each publication by faculty. In each issue one publication from each CoB discipline is highlighted with the picture of the faculty member and a short description of the research findings that is aimed at a general audience. Departments create the process to decide which article to highlight.

Support faculty professional conference travel for teaching, research, and service mission of the College of Business.

Responsible parties: department chairs, associate dean, and dean

***Actions Taken:***

- In addition to professional development in the form of internal and external conferences that is funded by the departments, the dean's office provides financial support for faculty development opportunities.
- The dean's office operating and travel budget is used to fund trips to AACSB meetings (e.g., assessment, associate dean's conference, new chair's seminar), economic development training (e.g., incubator certification), and to the HERS conference for females interested in moving into administration.
- Summer profits are used for professional development, for example to cover expenses for faculty and students to present at research conferences and teaching workshops.

Develop a personnel plan, consistent with the College's strategic priorities, that examines staffing needs across departments and programs to coordinate faculty recruitment, recognizing the importance of diversity and inclusiveness to address retirements, resignations, and enrollment demands along with additional staff to meet programmatic needs. Responsible parties: department chairs, associate dean, and dean

**Actions Taken:**

- The department chairs and deans discuss hiring needs during the annual budget cycle. The dean maintains a listing of pending retirements that augments the requests for new hires. The dean consults with the department chairs before establishing budget priorities that are moved forward to Academic Affairs.
- Criteria for evaluating requests for new hires across CoB departments include growth trends for the discipline, current staffing levels, average section sizes, credit hour production per FTE faculty member, program viability - number of majors and service credit hours, and productivity – number of graduates, and the existing mix of tenure-track and lecturer lines in a discipline.
- During FY 2019 and 2020 the university conducted a salary study across all of the colleges to examine the competitiveness of faculty salaries. The CoB dean works with the provost to move the salaries of new faculty hires in the CoB toward the AACSB Master's-Large median for each discipline.
- The CoB is a supporter of the PhD Project, a national initiative to encourage diverse candidates to enter business PhD programs. Open positions in the CoB are posted on the PhD Project job board. Internally, CoB search committees work with GC diversity officers to improve the diversity of applicant pools.

Review the annual evaluation and promotion and tenure processes to ensure recognition for the breadth and quality of faculty contributions to the teaching, research, and service mission of the College and provide constructive feedback on faculty performance and expectations.

Responsible parties: promotion and tenure committee, department chairs, associate dean/dean

**Actions Taken:**

- During 2012-2013, prior to implementation of this strategic plan in 2016, CoB faculty conducted an extensive review and update to the annual faculty reporting document – the Individual Faculty Report (IFR). All CoB departments use the same IFR.
- Relative weights for faculty activities are embedded in the IFR through the *shared values* adopted by CoB faculty members: teaching (50%), research (35%), service (10%), and professional growth and development (5%). Ratings for these activities directly influence P&T decisions, and drive the calculation of merit raises during years when merit funds are available.
- During the time period of this strategic plan CoB faculty members:
  - Approved several changes to the CoB P&T document, as recommended by the college-level P&T committee. Changes included the adoption of external review letters as part of the process for promotion to full professor. All CoB departments use the same P&T document.
  - Approved updates to the following: faculty qualifications, faculty workload document, and journal approval procedures. The changes across the documents were designed to produce alignment in internal processes such as workload and determination of faculty status. For example, faculty approved in 2017 moving SA requirements from two plus another publication (e.g., proceeding) to three peer-reviewed publications in five years in order to maintain SA status and to align the SA expectation with the CoB workload document.

- Adopted usage of the Australian Business Deans Council Master Journal List <https://abdc.edu.au/research/abdc-journal-list/> as well as a process for reviewing additions to that list.
- CoB annual reports, annual assessment reports, P&T document, by-laws, workload document, approved journals listing, and journal procedures are posted to the “Information for Faculty” section of the CoB Web site.

Analyze faculty salaries in relation to AACSB peer institutions to identify compression/inversion issues and share with Office of Academic Affairs.

Responsible parties: associate dean and dean

**Actions Taken:**

- During the time period of this CoB strategic plan the university initiated an institution-wide faculty salary study to examine issues such as inversion relative to GC peers.
- The CoB regularly examines salary levels as a participant in the AACSB annual faculty, staff, and administrator salary survey.
- For comparison purposes the CoB uses AACSB Master’s-Large data, targeting the discipline mid-point for new hires.
- Faculty members on the CoB Strategic Management Committee assist the deans and department chairs in reviewing the business schools on the CoB AACSB peer and aspirant list. That list informs the selection of suggested participants for the maintenance of accreditation visits.

Establish a process for a visiting scholars program and expectations of visiting scholar engagement with faculty, staff, and students.

Responsible parties: strategic management committee

**Actions Taken:**

- During the execution of this CoB strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to not pursue the visiting scholars program due to execution of other strategic plan priorities.

Establish international collaborative partnerships and increase the number of faculty in international exchange programs and participation in study abroad programs.

Responsible parties: dean, department chairs, and faculty

**Actions Taken:**

- During the execution of this strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to not pursue CoB-only international collaborative partnerships.
- CoB faculty members are active in leading study abroad sessions, approximately one per year. In past years CoB faculty-led study abroad sessions have been conducted in Australia, the Netherlands, Spain, Germany, and Taiwan. For example, in alternate years Dr. Sams leads a multi-city study abroad in Spain that focuses on marketing. Students typically earn three to six hours credit during a summer abroad.
- The GC International Office establishes collaborations between GC and selected institutions worldwide. Those collaborations are based on a revised strategic plan for the International Office, as guided by university-level

initiatives, the GC 2016-2021 Strategic Plan of which international programs are a component, and as a result in a change of leadership in that office, thus a change of emphasis in the locations being sought for partnerships.

- JF Yao, Computer Science was instrumental in establishing an MOU with the University of Taipei in 2012 that was renewed in May 2018. The agreement seeks to exchange three students annually. Both parties have expressed interest in expanding the MOU to include faculty exchanges and dual degrees.

**Be purposeful regarding staff professional development.**

Expand topic coverage and participation in the Staff Professional Development Series.

Responsible parties: dean and staff

**Actions Taken:**

- The CoB uses in-house resources, such as Human Resources, to make presentations on an as-needed basis to staff. The CoB is purposeful about professional development for staff, providing opportunities for dean's office staff to participate in annual/recurring events, such as a national recruiting meeting for the graduate programs director and a regional women's leadership series for the outreach coordinator. These activities are funded through the dean's operating account, as well as through premium tuition revenue.

Establish monthly staff meetings to discuss issues and formulate solutions.

Responsible party: dean

**Actions Taken:**

- Dean meets every 4 to 6 weeks with associate/assistant dean and all dean's office staff members as a group. Approximately once a semester the department administrative assistants also participate in the meeting.

Analyze staff salaries in relation to equivalent staff positions within the university.

Responsible parties: associate dean/dean

**Actions Taken:**

- During the period of this strategic plan department administrator turnover has occurred through retirement and resignations. For each replacement hire there is a review of the position description and a review of the salary level relative to guidelines established by the university. Salary levels for other dean's office staff members are set by the university pay scale, and where applicable, by the annual AACSB Master's-Large salary comparison.
- During FY 2019 the university hired an external consultant to review staff salaries university-wide.

**Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.**

Revise the selection process for College of Business Faculty and Staff Excellence Awards to ensure nominations for each category from each department.

Responsible party: honors and awards committee

**Actions Taken:**

- During the time period of this strategic plan the CoB has become very purposeful in nominating candidates for each category of the annual, university-wide awards. The dean works with the department chairs to identify candidates; the chairs then work with those candidates to prepare packages. The CoB Annual Report, published separately, lists the award winners from the CoB.

Update Atkinson Hall public recognition of faculty, staff, students, and alumni accomplishments.

Responsible parties: honors and awards committee and dean

**Actions Taken:**

- During the time period of this strategic plan the dean’s office staff has reviewed placements of all public recognition items in Atkinson Hall. A few items from past years have been retained, but the CoB has generally moved away from maintaining individual plaques for specific awards because of the large number of items that must be maintained and the resulting clutter in the building.
- The CoB will maintain public display of:
  - AACSB Maintenance of Accreditation notices.
  - A faculty directory and photos of all full-time faculty members (second-floor display case).
  - The inductees into the Hall of Fame (second-floor display case).
- In AY 2019 the CoB installed a display case for our Hall of Fame inductees on the second floor, across from the Founder’s Wall. Inductees are CoB alumni or friends who have had a significant impact on the business community within the State of Georgia and have remained actively engaged with Georgia College.
- During CY 2016 there was a major HVAC and lighting update to the hallways and classrooms on every floor of Atkinson Hall. At that time all new directional signage was installed and the 1980’s-era signage was replaced. During CY 2018 the university added motion-sensor lighting in all hallways of Atkinson Hall.
- During the execution of this strategic plan the CoB has continued to upgrade classroom and conference room technology. Immediately prior to adoption of this strategic plan all Atkinson Hall classrooms were updated with new ceilings, new lighting, replacement instructor stations, projection screens, fresh paint, and new whiteboards. We have replaced furniture in a number of classrooms during the past five years. Technology upgrades in classrooms are systematic and ongoing.
- With the assistance of a donor the third-floor computer labs were gutted and refurbished, a multi-year project that ended in CY 2018. The labs received new flooring, ceilings, lighting, furniture, projection equipment, and instructor stations.
- The dean’s staff, in consultation with University Advancement, made the decision in AY 2019 to remove the annual donor posters from the second floor of Atkinson Hall. The CoB was advised by University Advancement that annual recognitions using a public display were not as prevalent as in the past.

## APPENDIX 1: AACSB Maintenance of Accreditation Notice – dated February 27, 2017

### *Concerns to be Addressed* section of the visit team letter

“Additionally, the School should begin to address the following concern(s) identified by the peer review team and Continuous Improvement Review Committee. As part of the next Continuous Improvement Review Application, J. Whitney Bunting College of Business will be asked to update the CIRC on the progress made in addressing these concerns.”

*1. The College should maintain its focus on advancing approaches aimed at demonstrating innovation and impact. In addition, the College should strengthen the infrastructure related to the implementation of the Strategic Management Plan. In particular, focus on the refinement of indicators and mechanisms for monitoring and demonstrating progress in the achievement of expected outcomes. (Standard 1: Mission, Impact, and Innovation)*

Response: The CoB Strategic Management Committee (SMC) is regularly refining and monitoring progress on the 2016-2021 Strategic Plan. The details provided in this record of plan execution show the results of that progress in each area of the plan. We believe the “Actions Taken” listed for each initiative in the plan demonstrate the development of indicators of innovation and impact that show progress in achievement of expected outcomes. Infrastructure related to plan accomplishment includes the process for monitoring the plan by the SMC, as well as development of financial support for various aspects of executing the plan.

*2. The College should expand its current efforts to elevate the quality of intellectual contributions and address the unevenness of high quality intellectual contributions across disciplines. (Standard 2: Intellectual Contributions and Alignment with Mission)*

Response: Since the 2016-2017 AACSB team site visit the CoB faculty have taken a number of steps to elevate the quality of intellectual contributions and the production of peer-reviewed research across disciplines, including:

- Offering first-year summer research support to all newly hired tenure-track faculty members
- Increasing the research expectations for CoB faculty members as specified in the college-wide P&T document, fall 2017
- Update the college-wide workload document in regard to the higher research expectations, fall 2017
- Formalize a CoB journal listing, using the Australian Business Deans Council list, and create procedures for including journals on that list, fall 2017
- Formed the faculty-directed College of Business Research Assembly as a means of regularly presenting the research of CoB faculty to peers using a seminar format and annual publication of research productivity, spring 2018

*3. The College should revisit and modify its faculty qualifications document to assure consistent alignment with the faculty qualifications and engagement criteria. In particular, review criteria for qualified faculty status related to the PA category so as to assure that there is consistent alignment between meeting the criteria and significant interaction with business and management practice. (Standard 15: Faculty Qualifications and Engagement)*

Response: The CoB faculty voted, fall 2017, to modify the PA definition to significantly increase the expected amount of interaction with industry each year as part of consulting duties. The college-wide Workload Policy was updated at that same time.

*4. If you have not already done so, post student achievement information on your school’s web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. (Standard 4: Student Admissions, Progression, and Career Development)*

Response: During Academic Year 2019 the CoB hired an outside consultant to review its graduate Web pages and make recommendations about improvements that would improve usability, page loading speed, and usefulness of the content. Both undergraduate and graduate Web pages have been edited during the time period of this strategic plan to meet the goals just listed. In addition, the university’s Institutional Research office has made available on the public Web site a significant amount of data related to student academic performance. CoB Student Achievements are available from the main page of the CoB Web site: <https://www.gcsu.edu/business/student-achievements> .

## CONTINUOUS IMPROVEMENT REVIEW TIMELINE

### 2021-2022 Visit Year

The Continuous Improvement Review Process is displayed below as a timeline. This five-year review cycle remains constant throughout the cycle of consecutive review for a school, irrespective of whether a continuous improvement review 2 is required. Therefore, Year 1 represents the academic year immediately following an on-site review, regardless of whether or not an accreditation decision has been made. The next visit will occur in Year 5. The Continuous Improvement Review Committee is responsible for oversight of the Continuous Improvement Review process for review.

Year 1 (July 1, 2017 – June 30, 2018)	Year 2 (July 1, 2018 – June 30, 2019)	Year 3 (July 1, 2019 – June 30, 2020)	Year 4 (July 1, 2020 – June 30, 2021)	Year 5 (July 1, 2021 – June 30, 2022)
<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>
<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>
		<ul style="list-style-type: none"> <li>July 1, 2019 - Submit Continuous Improvement Review Application(s)</li> </ul>	<ul style="list-style-type: none"> <li>Peer Review Team and visit date confirmed. See <a href="#">Accreditation Policies &amp; Procedures</a> for Volunteer Deployment and Selection</li> </ul>	<ul style="list-style-type: none"> <li>Distribute Completed Continuous Improvement Review Report(s) 60 Days Prior to Visit</li> </ul>

		<ul style="list-style-type: none"> <li>CIRC or AAC rules on exclusions and the scope of the accreditation visit</li> </ul>	<ul style="list-style-type: none"> <li>Begin communications with Peer Review Team</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB at least 60 days prior to visit date upon request only</li> </ul>
		<ul style="list-style-type: none"> <li>Date and Peer Review Team Nomination Request sent to school (February 2020)</li> </ul>		<ul style="list-style-type: none"> <li>Work with Peer Review Team Chair to finalize the Visit Schedule</li> </ul>
		<ul style="list-style-type: none"> <li>Return Date and Peer Review Team Nominations form to AACSB (March 2020)</li> </ul>		<ul style="list-style-type: none"> <li>Peer Review Team Visit</li> </ul>

#### AACSB CONTINUOUS IMPROVEMENT REVIEW TIMELINE, BY ACADEMIC YEAR

2017-2018 Year 1; 2018-2019 Year 2; 2019-2020 Year 3; 2020-2021 Year 4; 2021-2022 Year 5 VISIT + Report due 60-days prior

#### COB STRATEGIC PLAN TIMELINE, BY ACADEMIC YEAR

2016-2017 Year 1; 2017-2018 Year 2; 2018-2019 Year 3; 2019-2020 Year 4; 2020-2021 Year 5

**APPENDIX 2: College of Business ENROLLMENT and GRADUATES**

**College of Business - NUMBER OF MAJORS - FALL TERM**

CIP CODE	PROGRAM NAME	2018	2017	2016	2015	2014	2013
<b>BS/BA</b>							
110701	BS - Computer Science	122	117	134	143	126	96
520601	BA - Economics	17	12	15	19	17	20
520601	BS - Economics	86	91	73	80	82	72
<b>BS/BA TOTAL:</b>		225	220	222	242	225	188
<b>BBA</b>							
521401	BBA - Marketing	434	422	445	454	405	338
520201	BBA - Management	329	352	395	368	363	402
520301	BBA - Accounting	218	223	214	219	219	212
111004	BBA - Mgmt Info Systems	193	169	142	125	84	81
5200101	BBA - Gen Bus, deactivate '10	0	0	0	0	0	4
<b>BBA SUB-TOTAL:</b>		1,174	1,166	1,196	1,166	1,071	1,037
240102	BBA - Undecided	275	223	247	251	222	170
<b>BBA TOTAL:</b>		1,449	1,389	1,443	1,417	1,293	1,207
<b>UNDERGRADUATE TOTAL:</b>		1,674	1,609	1,665	1,659	1,518	1,395
<b>GRADUATE</b>							
520101	MBA, PT + LMBA deactivate '14	14	25	35	54	79	71
520101	WebMBA	27	42	47	45	52	41
520203	MLSCM	66	79	76	52	47	43
521206	MMIS	38	35	26	26	21	13
520301	Macc	44	33	20	33	46	39
<b>GRADUATE TOTAL:</b>		189	214	204	210	245	207
<b>COB TOTAL ALL PROGRAMS:</b>		1863	1823	1869	1869	1763	1602

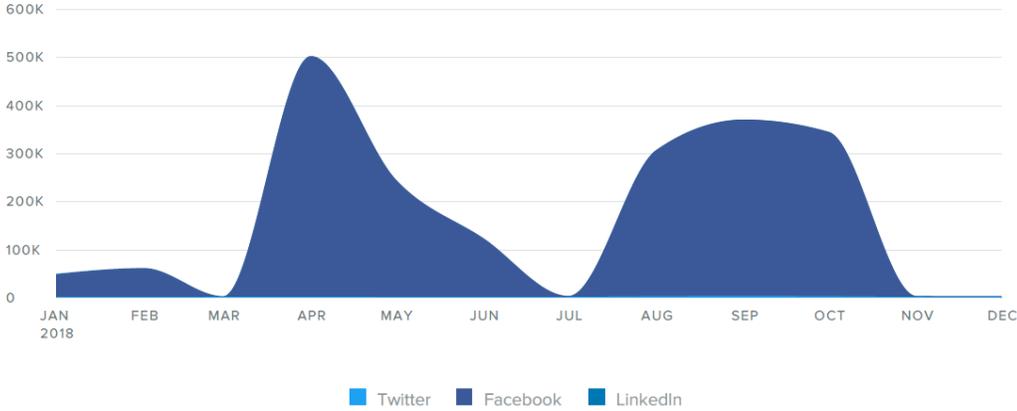
**College of Business - NUMBER OF GRADUATES**

CIP CODE	PROGRAM NAME	2018	2017	2016	2015	2014	2013
<b>BS/BA</b>							
110701	BS - Computer Science	22	22	24	14	11	11
520601	BA - Economics	1	2	3	1	3	1
520601	BS - Economics	19	17	18	10	14	14
<b>BS/BA TOTAL:</b>		42	41	45	25	28	26
<b>BBA</b>							
521401	BBA - Marketing	114	112	91	92	72	68
520201	BBA - Management	113	112	100	126	102	128
520301	BBA - Accounting	49	51	53	52	42	40
111004	BBA - Mgmt Info Systems	39	37	20	24	24	10
5200101	BBA - Gen Bus, deactivate '10	0	1	0	0	2	13
<b>BBA SUB-TOTAL:</b>		315	313	264	294	242	259
<b>UNDERGRADUATE TOTAL:</b>		357	354	309	319	270	285
<b>GRADUATE</b>							
520101	MBA, PT + LMBA last award '15	15	18	35	38	28	54
520101	WebMBA	28	24	29	27	25	20
520203	MLSCM	37	21	20	19	28	23
521206	MMIS	12	11	10	8	6	10
520301	Macc	25	21	36	21	21	21
<b>GRADUATE TOTAL:</b>		117	95	130	113	108	128
<b>COB TOTAL ALL PROGRAMS:</b>		474	449	439	432	378	413

## Appendix 3: Samples of Advertising and Web Traffic Reports

### 2018 Social Media – Impressions per Month

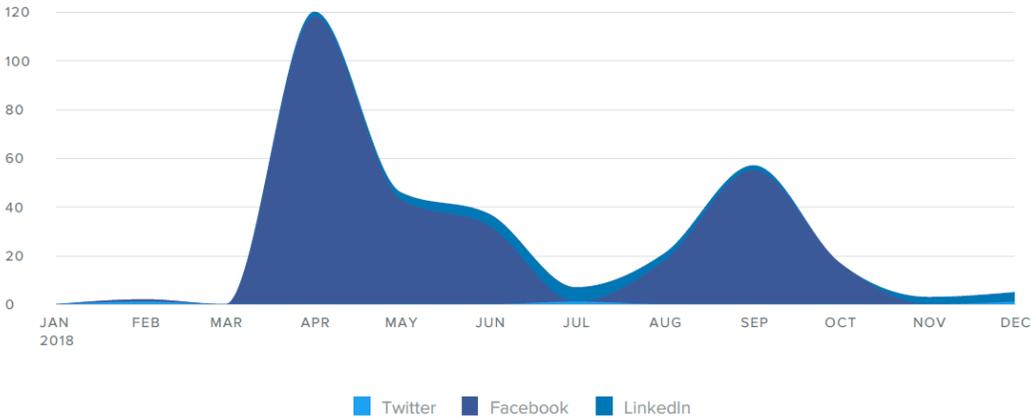
IMPRESSIONS PER MONTH



Impressions Metrics	Totals	% Change
Twitter Impressions	15,920	↗ 210.7%
Facebook Impressions	1,985,334	↗ 129.7%
LinkedIn Impressions	6,052	↗ 4.1%
<b>Total Impressions</b>	<b>2,007,306</b>	<b>↗ 129.3%</b>

Total Impressions increased by  
**129.3%**  
 since previous date range

### 2018 Social Media – Audience Growth per Month



Audience Growth Metrics	Totals	% Change
<b>Total Fans</b>	<b>2,377</b>	<b>↗ 18.4%</b>
New Twitter Followers	2	↗ 9.1%
New Facebook Fans	259	↗ 17.6%
New LinkedIn Followers	27	↗ 52.9%
<b>Total Fans Gained</b>	<b>288</b>	<b>↗ 18.4%</b>

Total followers increased by  
**18.4%**  
 since previous date range

## Appendix 3: Sample Traffic Analysis

### Web Analysis

- Jan. 1 - June 30, 2018 compared to Jan. 1 - June 2017 saw an increase in average session duration, pages viewed per session, and bounce rate by +89.67%, +7.46%, and -3.78%. This means that once people find the site, they are staying for a longer amount of time and are clicking through to more pages compared to last year.
- We believe we're driving more quality leads to the site. By effectively targeting the right audience, we're driving fewer, yet more qualified, leads to visit the site and stay longer to digest relevant content about the programs.

### Q2 Organic Social Report

- We post three times per week to Georgia College's Facebook, Twitter, and LinkedIn Showcase pages. We mostly promote MYNM blogs, custom graphics, and industry news.
- The social media advertising we're running with Cox Media Group had a very positive impact on overall impression, reach, and engagement numbers for the college during this quarter when compared to last quarter.
- In Q2 (April - June), social posts for Georgia College garnered 868.5k impressions, 480 engagements, and 4,641 link clicks!
- Total followers increased by 11.3%, total impressions increased by 675.4%, and the number of engagements increased by 464.7% in Q2 compared to Q1.

### May - June Inquiry Comparison for 2017 and 2018

- May - June 2018 compared to May - June 2017 saw a great increase in inquiries for each program. This is evidence pointing towards the effectiveness of the marketing we're running for these programs, which includes Google search ads, social ads, and radio ads for the college. We are excited to see this improvement and will continue working on optimizing the campaigns to keep these numbers high!

### Digital Marketing Campaign Report

- The points below will reflect the performance of the first flight of the 2018 digital marketing campaign (March 21 - June 15).
- The total number of calls the campaign earned may also be incomplete since the call-tracking ability of the campaign faced some hiccups after implementation as well.
- The Google search ads as a whole garnered 8,959 impressions, 266 clicks, and had a click rate of 2.97%.
- The social ads as a whole earned 859,730 impressions and 5,309 link clicks.
- MLSCM Google Search ads garnered 1,734 impressions, 104 clicks, and an average position of 1.07, meaning our ads are showing up first on result pages most of the time.
  - MLSCM social ads garnered 339,716 impressions, 2,102 link clicks, and had a link click-through-rate of 1.14%.
  - Online MBA Google Search ads earned 2,137 impressions, 67 clicks, and had a click rate of 3.14%.
  - Online MBA social ads earned 328,890 impressions, 2,039 link clicks, and had a link click-through-rate of .62%.
  - MMIS Google Search ads garnered 4,401 impressions, 79 clicks, and a click rate of 1.8%.
  - MMIS social ads garnered 189,777 impressions, 1,141 link clicks, and a link click-through-rate of .60%.

We are already working towards optimizations that should improve the performance and tracking capabilities of the campaign when we launch again in early August. These optimizations include:

- Updating search and social ad copy to highlight the programs' accolades,
- Optimizing each program's list of keywords,
- Assessing which geographic areas to target, and website design and copy changes.

For the website design/copy updates, we'll be sure to pass along a mockup and get approval on any changes we'd like to make before implementing.

### Appendix 3: Sample LinkedIn Posting

581 views of your post in the feed

**Dale Young**  
Dean, College of Business, Georgia College  
3w

Georgia College Update: GC students are invited to learn from our Leader in Residence, Alex Gregory, former chairman and CEO of YKK America.

**LEADERSHIP Luncheon**  
with **Alex Gregory**  
**March 29<sup>th</sup>**  
**12:30 pm**  
**University Banquet Room Side B**

Students are asked to bring at least two thoughtful questions for Mr. Gregory to engage in meaningful dialogue.

Please RSVP to the event on OrgSync or email kari.brown1@gsu.edu

47 Likes · 6 Comments

Like Comment Share

2,145 views of your post in the feed

**Messaging**

- Russell Wine: Russell Wine is now a connection.
- Kelly Hanretta: Kelly Hanretta is now a connection.
- John Smith: John Smith is now a connection.
- Kevin Murphy: You: Kevin - This is great news - ...
- Ethan Steed: Ethan Steed is now a connection.
- Elliott Levine: Sponsored · Technological...
- Huang James: Huang: Thank you Dr Dale You...
- Shaheen Dhanani: Shaheen Dhanani is now a connection.
- Hugo Hanchet: Hugo: Hi Dale. That's quite...
- Hellen Davis: Hellen: Will do. Thank you Dale. ...
- Emi Agg: LinkedIn Offer · 2019 Workplac...

https://www.linkedin.com/in/dale-young-38418110/detail/recent-activity/shares/

**Dale Young**  
Dean, College of Business, Georgia College  
2w

Georgia College Update: Our next Executive's Forum speaker is Lee Thomas, Deputy Commissioner - GA Department of Economic Development, and Division Director - GA Film, Music & Digital Entertainment.

**Lee Thomas flyer - 1 page**

**THE EXECUTIVES FORUM**  
Tuesday, April 16, 2019  
University Banquet Room  
Maxwell Student Union  
Social Hour - 5:15 p.m.  
Dinner and Program - 6 p.m.

RSVP by the Thursday prior to the Forum by calling 478-440-1330 or email kari.brown@gsu.edu.

20 Likes

Like Comment Share

1,818 views of your post in the feed

**Dale Young**  
Dean, College of Business, Georgia College  
3w

Georgia College Update: CoB Masters' students Sonny McKenzie, Tiffany Smith, and Christopher Parks presented research at the March 2019 Southern Association for Information Systems conference.

**Messaging**

- Russell Wine: Russell Wine is now a connection.
- Kelly Hanretta: Kelly Hanretta is now a connection.
- John Smith: John Smith is now a connection.
- Kevin Murphy: You: Kevin - This is great news - ...
- Ethan Steed: Ethan Steed is now a connection.
- Elliott Levine: Sponsored · Technological...
- Huang James: Huang: Thank you Dr Dale You...
- Shaheen Dhanani: Shaheen Dhanani is now a connection.
- Hugo Hanchet: Hugo: Hi Dale. That's quite...
- Hellen Davis: Hellen: Will do. Thank you Dale. ...
- Emi Agg: LinkedIn Offer · 2019 Workplac...

## Appendix 4: CoB Scholarships and Sponsorships

### Calendar Year 2019

Moore Accounting Scholarship  
Hoffner Business Advisory Board Scholarship  
Kate Rogers Kidd Scholarship  
Madison MIS Scholarship  
Morgan-Madison County Scholarship

Miller Discretionary Fund (planned gift) – endowed account

Atkinson Honors, four sponsoring firms: Century Bank & Trust, Exchange Bank, Georgia Power, and Zschimmer & Schwartz  
GEICO Elevator Pitch Sponsorship

### Calendar Year 2018

Accounting Advisory Board Scholarship  
Bankers for Business Scholarship  
Bennett Scholarship  
Brodzik Sustainability Scholarship  
Mary Lou Davis Scholarship  
Fuller Minority Scholarship  
Ward Scholarship

Atkinson Honors, four sponsoring firms: Century Bank & Trust, Exchange Bank, Georgia Power, and Zschimmer & Schwartz  
Buzzell Entrepreneurship Sponsorship  
GEICO Elevator Pitch Sponsorship  
Riley Diversity Initiatives Sponsorship  
User Speaker Series Sponsorship

### Calendar Year 2017

Dyer Scholarship  
Lavery Scholarship  
Palmer Young Memorial Scholarship + planned gift (2018)  
Youngblood and Jones Scholarship

## Grant Activity Report

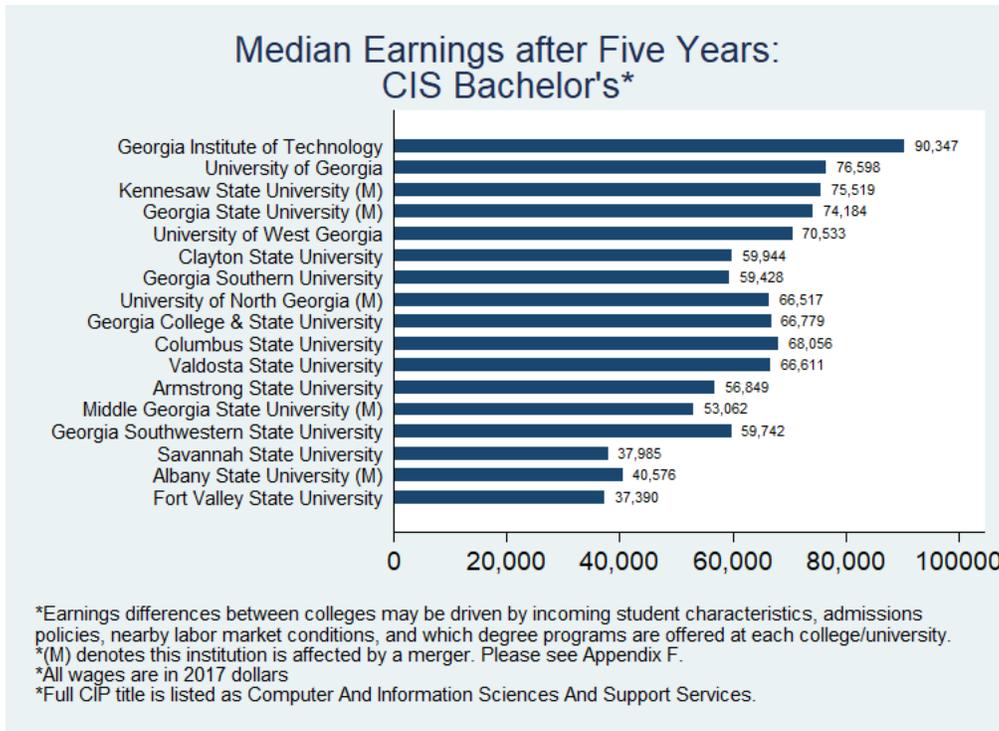
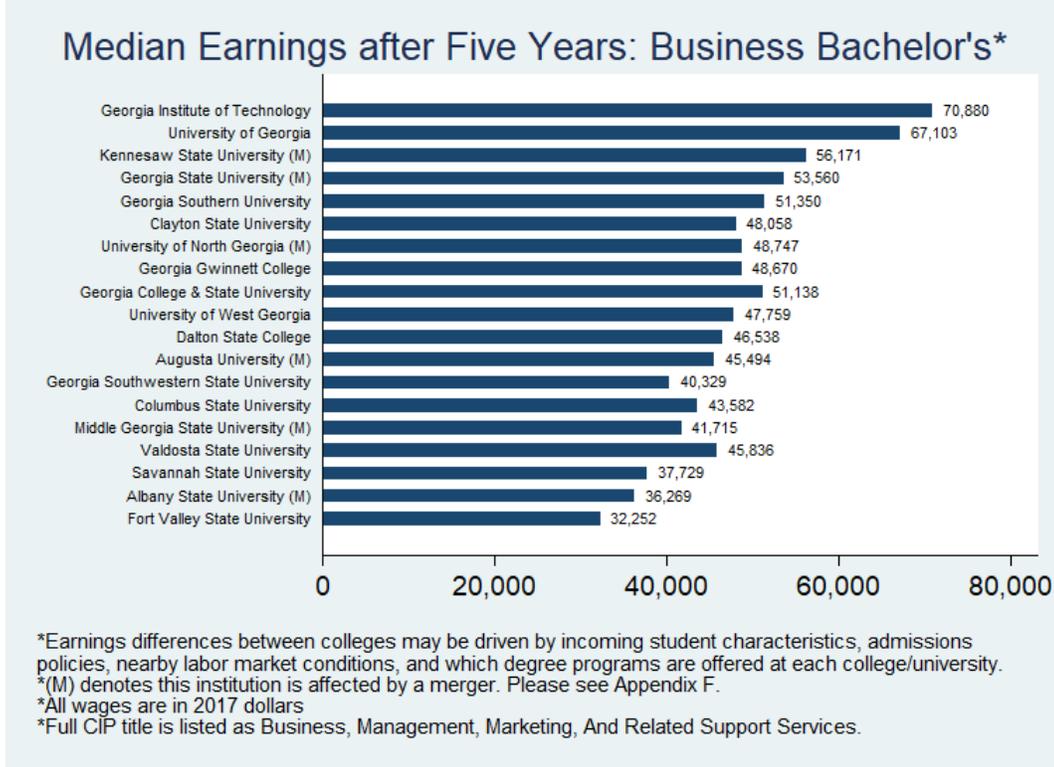
<b>Current Grant Activity</b>								
As of June 30, 2018								
*Requested is only fiscal year to date. Awarded, Pending, and Denied represent all outstanding applications including prior fiscal year activity. See subsequent pages for details.								
<b>FY18</b>								
Area	Requested*		Awarded^		Pending		Denied	
	#	\$	#	\$	#	\$	#	\$
Arts & Sciences	17	\$ 3,188,305	10	\$ 129,753	4	\$ 1,119,607	7	\$ 2,483,215
Business	2	\$ 12,000	2	\$ 12,000	0	\$ -	0	\$ -
Education	8	\$ 310,073	1	\$ 5,000	4	\$ 149,500	3	\$ 155,573
Health Sciences	4	\$ 361,892	4	\$ 870,999	1	\$ 100,000	2	\$ 190,000
Extended University	8	\$ 443,377	8	\$ 1,028,525	4	\$ 299,711	2	\$ 86,166
Other Academic Affairs Units	8	\$ 1,842,407	4	\$ 170,000	4	\$ 1,622,407	1	\$ 30,000
Div of Admin. Services & Campus Operations	1	\$ 5,000	1	\$ 5,000	0	\$ -	0	\$ -
Student Affairs	5	\$ 162,914	4	\$ 147,365	1	\$ 15,000	2	\$ 12,300
<b>Totals</b>	<b>53</b>	<b>\$ 6,325,968</b>	<b>34</b>	<b>\$ 2,368,642</b>	<b>18</b>	<b>\$ 3,306,225</b>	<b>17</b>	<b>\$ 2,957,254</b>

<b>FY17</b>				
Area	Requested*		Awarded	
	#	\$	#	\$
Arts & Sciences^	16	\$ 2,748,194	9	\$ 481,916
Business	3	\$ 48,500	3	\$ 48,500
Education	0	\$ -	1	\$ 75,000
Health Sciences^	6	\$ 1,764,550	3	\$ 265,988
Extended University^	13	\$ 1,893,845	9	\$ 1,466,735
Other Academic Affairs Units	4	\$ 437,327	2	\$ 269,827
Div of Admin. Services & Campus Operations	0	\$ -	0	\$ -
Student Affairs	3	\$ 32,600	3	\$ 328,261
<b>Totals</b>	<b>45</b>	<b>\$ 6,925,016</b>	<b>30</b>	<b>\$ 2,936,227</b>

## Appendix 6: Median Earnings after Five Years

SOURCE: Georgia Higher Learning and Earnings, April 2018 - Governor's Office of Student Achievement

[https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related\\_files/site\\_page/GHLE%20Report.pdf](https://gosa.georgia.gov/sites/gosa.georgia.gov/files/related_files/site_page/GHLE%20Report.pdf)



**Appendix 7: Percentage Increase in  
Median Earnings after Five Years**

**Business Bachelor's Degree Holder Earnings  
Sort by Largest 1-YR to 5-YR Earnings Change**

	<b>Institution</b>	<b>After 1-YR</b>	<b>After 5-YEARS</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>
1	U Georgia	47,657	67,103	19,446	40.804%
2	Georgia College	36,906	51,138	14,232	38.563%
3	Valdosta State	33,773	45,836	12,063	35.718%
4	GA Tech	52,773	70,880	18,107	34.311%
5	West Georgia	35,573	47,759	12,186	34.256%
6	Kennesaw State	42,205	56,171	13,966	33.091%
7	Dalton State	35,149	46,538	11,389	32.402%
8	GA State	40,457	53,560	13,103	32.387%
9	GA Southern	38,880	51,350	12,470	32.073%
10	Albany State	27,741	36,369	8,628	31.102%
11	Augusta	34,905	45,494	10,589	30.337%
12	GA Gwinnett	37,521	48,670	11,149	29.714%
13	North Georgia	37,795	48,747	10,952	28.977%
14	Columbus State	34,088	43,582	9,494	27.851%
15	Savannah State	29,962	37,729	7,767	25.923%
16	Clayton State	38,205	48,058	9,853	25.790%
17	Middle GA State	34,067	41,715	7,648	22.450%
18	FT Valley State	26,937	32,252	5,315	19.731%
19	GA Southwestern	34,300	40,329	6,029	17.577%

Source: GA Higher Learning and Earnings, April 2018 GHLE Report

The Georgia Higher Learning and Earnings (GHLE) Dashboard provides comparisons of wages by degree type, program of study, and college one year and five years after graduation. The Dashboard is available at: <https://learnearn.gosa.ga.gov/>. [Wage data are limited to graduates who work in Georgia for employers that provide wage data to the Georgia Department of Labor, which excludes wages earned in out-of-state jobs, while self-employed, or as a federal or military employee.](#) Statewide totals include all graduates from 2007-2015 in GA-AWARDS, Georgia's Academic and Workforce Analysis and Research Data System is the state's Pre-K through workforce longitudinal data system. See Appendix 6 for 5-Year-After-Graduation median earnings comparisons.