**Addendum X:** Assurance of Learning

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Each program's annual assessment information has been downloaded from Watermark© and is located in the SharePoint Folder - Data Collection and Assessment Results from Watermark©.

## The J. Whitney Bunting College of Business

# Academic Assessment Outcomes

## 2015/2016
**(7/01/2015 – 6/30/2016)**

**December, 2016**

AACSB ACCREDITED

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2015/2016**

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## Executive Summary

Business faculty have developed learning objectives for the BBA and MBA programs, along with means of assessing the accomplishment of each objective, so they can measure outcomes and continually improve undergraduate and graduate programs. Learning objectives are measured for the common business core as well as the majors in the BBA, and for the BS, BA, MBA, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2016 follow.

- Students do a good job identifying and evaluating the effect of globalization and cross-culturalism in a business environment.
- Students consistently have issues reaching targets for analytical learning goals.
- The ETS results showed students exceeded the 50$^{th}$ percentile in all areas except finance in 14-15 and 15-16.
- Economics majors continue to perform very well on the total and micro-economics sections of the ETS exam.

Key actions taken as a result of assessment are listed below.

- In the senior seminar economics class, macroeconomics review sessions will continue to be provided as an effort to keep students' performance on the Economics ETS exam above the 50$^{th}$ percentile.
- Accounting will continue to use supplemental instructors in 3101 and 3102 (Intermediate Accounting) to improve performance in technical accounting knowledge.
- Master of Logistics and Supply Chain Management students will be required to show more precision and a demonstration of experimentation in the simulation used to solve logistics/ supply chain problems.

Program-specific assessment activities were reported for the BA and BS in Economics and the BS in Computer Science. Major-specific assessments were carried out for BBA majors in accounting, management, management information systems, and marketing. The common business core courses were assessed for all BBA majors. The graduate programs (MBA, MACC, MLSCM, and MMIS) all had program-specific assessment activities.

The university goals, college goals, and program goals as well as student learning objectives are available through the Compliance Assist software to all College of Business faculty members. Therefore, each goal, objective, result, and modifications are not explained in this report. This report summarizes the key findings and reports on the assessment activities and results not stored in Compliance Assist. The Georgia WebMBA reports assessment information in a separate report.

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2014/2015**

## Introduction

This Assessment Outcomes report, along with the information available in Compliance Assist for the college of business, describes assurance of learning outcomes for the academic year 2015/2016, which:

- Enable faculty members to measure outcomes and continually improve undergraduate and graduate programs.
- Comply with the assessment cycle of Georgia College.
- Demonstrates to the college's external accreditation agencies, AACSB, ABET, and SACS, that students in every program are achieving program-level learning goals.

### Undergraduate Programs in the College of Business

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, and a BS in Computer Science. There are several different majors within the BBA degree (e.g., marketing, accounting, and management). Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### Graduate Programs in the College of Business

The college of business offers the following graduate programs:

- Master of Business Administration (MBA)
- Master of Accountancy (MACC)
- Master of Logistics and Supply Chain Management (MLSCM)
- Master of Management Information Systems (MMIS)
- Georgia WebMBA

### Mission and Goals of the College of Business

Faculty members in the college build on the foundation of a liberal arts education by creating undergraduate learning outcomes relating to the study of organizations and commerce. Graduate students come into the college from a variety of backgrounds to participate in general management (i.e., MBA, WebMBA) and specialized (i.e., MMIS, MLSCM, and MACC) masters programs. Each of these programs is driven by the mission of the college.

> ***The mission of the J. Whitney Bunting College of Business is to foster the development of capable business professionals who are responsible citizens grounded in the knowledge and values of a liberal arts education. The college is dedicated to continuous improvement in business education and professional practice through faculty scholarship.***

### Implications of the Mission

- Faculty members are actively engaged in scholarship. The college values various forms of scholarship. However, given the mission of the university and the college, faculty scholarship in the college emphasizes contributions to practice, and learning and pedagogical scholarship.

- We serve many groups, including undergraduate students, graduate students, working adults, and a variety of organizations. Our undergraduate students rank among those at leading universities in the state in terms of entry level SAT scores; most attend school full time. Our graduate programs serve both full-time and part-time students, with degree completion ranging from one to three years.

- Capable business professionals possess knowledge and skills within the core business disciplines and have a specialized understanding of their chosen field. Business knowledge and skills are developed through learning both inside and outside the classroom.

- Responsible citizenship implies a global perspective, an appreciation of diversity, and an awareness of ethical issues and obligations. Responsible citizens contribute to their community.

- A liberal arts education helps develop an inquisitive mind, analytical reasoning, effective communication skills, and community involvement.

**College-Wide Goals, Objectives, Assessment Measures, and Outcomes**

To support the mission of the university and the college, the faculty and staff of the College of Business at Georgia College, in partnership with constituencies such as our advisory board, alumni, and university advancement, will

1. *Distinguish our undergraduate and graduate business programs, leveraging the university's liberal arts foundation, by*
   1.1. Enhancing student understanding of responsible citizenship
   1.2. Emphasizing ethical principles, dilemmas, and professional codes
   1.3. Fostering global understanding and cross-cultural awareness

2. *Continuously improve the quality of our undergraduate and graduate programs by*
   2.1. Developing students' analytical skills
   2.2. Developing students' communication skills
   2.3. Developing students' core business knowledge

3. *Enhance programs for graduate and professional learning by*
   3.1. Marketing the MBA program and its concentrations
   3.2. Developing workshops for external constituencies
   3.3. Incorporating appropriate technology into the college's programs and in state-wide consortiums

4. *Improve faculty, staff, and student services by*
   4.1. Enhancing student honor societies, service clubs, and advisory boards
   4.2. Providing exemplary academic advising services
   4.3. Developing initiatives for student professional growth
   4.4. Fostering career placement and networking opportunities
   4.5. Supporting faculty and staff development, and faculty scholarship
   4.6. Increasing external funding and reallocating existing state funds

Goals 1 and 2 are ones that may be measured by assessing program goals through student learning outcomes. The details for goals 1 and 2 are located in Compliance Assist, and summary information is presented in this report. The information for goals 3 and 4 are contained within this report.

In March 2016, the College of Business faculty approved an updated mission and new strategic plan. Therefore, this is the last year that the above mission and goals will be assessed. The updated mission and goals will be evaluated for the 2016-2017 year.

**Assurance of Learning Outcomes for the BBA Program – 2015/2016**

The student learning goals are taken directly from the college's goals, but they are written as assessable student learning goals. At the completion of the BBA degree, the student will:

1.1 Identify and evaluate ethical issues and their resolution
1.2 Evaluate the effect of globalization and cross-culturalism in a business environment

2.1 Apply appropriate analytical techniques in business environments
2.2 Communicate effectively through written and oral media
2.3 Demonstrate basic functional abilities across core business subjects

All BBA students must obtain common business knowledge (CBK) through the common business core courses that all BBA students take. The student learning goals for the CBK are given below with the assessment results.

***BBA Objective 1.1: Identify and evaluate ethical issues and their resolution.***
Student learning outcomes related to ethics from CBIS 2220 Principles of Information Systems and LENB 3135 Legal Environment of Business were used to assess this objective. Complete details are available in Compliance Assist, but in general, students were correctly able to identify and evaluate ethical issues. In LENB 3135, the nature of the ethics question was changed between fall and spring semesters. The results dropped to 82% of students meeting or exceeding expectations in the spring (from 97% in the fall). The question required independent research by the students. This question will be used again in 16-17.

While the numbers are too small to be a representative sample of all BBA students, cases of recognizing and knowing how to handle ethical situations are reported in the internship reports completed by students taking for-credit internships. The department chairs review these reports as they are completed, and the students who recognize ethical dilemmas appear to be handling them appropriately.

***BBA Objective 1.2: Evaluate the effect of globalization and cross-culturalism in a business environment.***

There is not a single course that all BBA students take specifically for international business. Starting in 15-16, BUAD 2172-Business Ethics was used to assess how well students recognize some of the ethical/moral problems present in businesses involving multicultural constituencies. Students were required to 1) write a paper addressing seven global challenges with respect to a specific global villager they have been assigned and 2) participate in a quiz and exercise associated with the global village dealing with wealth distribution and multicultural constituencies. Out of five sections of the class that were evaluated, the minimum level of student achievement on any part of the assessment was 90%. This assessment will be repeated in 16-17.

Student learning outcomes related to globalization were also assessed again in MGMT 4145– International Management as well. Complete details are available in Compliance Assist, but in general, students were correctly able to identify and evaluate the effect of globalization and cross-culturalism in a business environment.

***BBA Objective 2.1: Apply appropriate analytical techniques in business environments***
In 2015-2016, ACCT 2101 was added to the assessment for analytical techniques. Nine multiple choice questions from the final exam, some of which required calculations to be conducted, were used to assess how well students understand and account for transactions impacting the stockholder's equity section of the balance sheet. The results showed that only 50% met the target of 75% or more correct answers. This was an improvement from the pilot group in spring 2015. The fall 15 group had a new textbook that included video lectures. It was required that the students view these lectures before attending class. Next time, an interactive classroom tool will be incorporated into ACT 2101.

FINC 3131, a junior/senior level class for all business majors, was used to assess analytical techniques. In 13-14, 76.93% of 175 students met or surpassed expectations for all six sections combined. In 14-15, 224 students were assessed with 77.84% of students meeting or exceeding expectations. In 15-16, a total of 292 students took the test. The results, taking all seven sections together, show that 84.25% of students meet or surpassed expectations which is an improvement over the last two years. This assessment will be used again in 16-17.

***BBA Objective 2.2: Communicate effectively through written and oral media***

BCOM 2285, an Area F course for business majors, was used to assess written skills. In 14-15, 85% of students met or exceeded expectations for clarity. The dimension of writing without errors in punctuation and grammar was assessed as well, and only 76% met or exceeded expectations. In 15-16, in the dimensions of clarity (83%) and grammar (89%), students met or exceeded expectations, but in punctuation, only 62% met or exceeded expectations. Greater emphasis will be placed on peer grading for next year.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. In 12-13, 83% met overall expectations for oral presentation skills exceeding the target of 60%. For 13-14 the target was raised to 85% after discussions that 60% (or the equivalent of passing) was too low for a senior capstone class. In 13-14, 83% again met the target so the new target rate was not met. In 14-15, 83.33% met or exceeded expectations. In 15-16, 83% or more met or exceeded expectations on every item except avoided excessive not reading and “back to the audience” reading of the presentation screen.

***BBA Objective 2.3: Demonstrate basic functional abilities across core business subjects***

Because this goal covers a large area of knowledge, two courses taken by all business majors was assessed in addition to using the ETS exam as an overall assessment.

LENB 3135 was used to assess how well students could discuss the laws that relate to contracts, including the UCC. In 14-15, the fall semester students met or exceed the target at an 80% rate while the spring semester seemed to be an anomaly as only 62% met or exceeded the target. The same assessment was used in 15-16. For fall semester, 74% met or exceeded expectations, and in spring 16, 72% met or exceeded expectations.

MKTG 3161 was used to assess how well students identify key marketing concepts and apply them to real-world business problems. In 13-14, 68% met the target, but another 16% only missed by 1 question. This assessment was continued with continued emphasis on repetition of the key concepts for the 14-15 year. In 14-15, 81% of students met or exceeded the target. This was higher than the goal of 80%. More emphasis was given on missed questions in past semesters in an effort to further improve student learning and capability to apply the concepts to real-world business problems. The 80% goal remains a stretch for non-marketing majors which make up the majority of the class. The same assessment was used again in 15-16, but the post questions were included on the final exam rather than a separate post-test. This increased the value of the questions to the students and 93% of students taking both the pre and post questions scored the targeted 80% or higher on the post questions.

The Undergraduate Curriculum Committee decided that only the ETS will be used in the future to assess core business knowledge so the LENB 3135 and MKTG 3161 assessments will not be repeated next year.

The assessment of student knowledge of core business concepts (including accounting, finance, creation and marketing of value, organizational behavior, global & domestic economic environments) is demonstrated by completion of a normed test (ETS).

The goal is the student average for each area to be at the 50th percentile of greater. In 14-15, the target of 50% was met in every subject area except finance (38th). In 15-16, all areas except finance were again at the 50$^{th}$ percentile or higher. Finance was only at the 34$^{th}$ percentile. This test will continue to be used for comparison purposes.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 15, Spring 16**

| | GC |
|---|---|
| Number of students tested | 270 |
| Range of individual scale scores | 120–189 |
| Individual scale score mean | **155** |
| Range of individual percentile scores | 1% - 100%, more or less |

| Assessment indicators: | GC % correct | GC Percentile |
|---|---|---|
| 1. Accounting | 44 | 65 |
| 2. Economics | 45 | 78 |
| 3. Management | 62 | 90 |
| 4. Quantitative Business Analysis | 42 | 84 |
| 5. Finance | 40 | 34 |
| 6. Marketing | 61 | 80 |
| 7. Legal & Social Environment | 63 | 68 |
| 8. Information Systems | 55 | 76 |
| 9. International Issues | 46 | 83 |

**BBA Program Goal 3: Enhance programs for graduate and professional learning**

***BBA Objective 3.1: Marketing the MBA program and its concentrations***
The college will develop direct mail, electronic and printed newsletters, and other promotional materials to promote course and workshop offerings.
**Assessment:** The college will distribute at least one direct mail or electronic newsletter each semester that directly promotes graduate programs.

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**Outcomes:** We use a series of one-page flyers to promote each of the college's graduate programs. The flyers are used at job and graduate school fairs, as well as in mailings to students who have expressed an interest in our graduate programs. The college participated in graduate school fairs at GC and Mercer University. The university sponsored a series of billboard advertisements to promote graduate programs and develop name recognition in the Macon market. A Facebook and LinkedIn advertising campaign was used to promote the online graduate programs.

***BBA Objective 3.2: Developing workshops for external constituencies***
In order to participate in regional economic and workforce development, the college will offer workshops of interest to professionals in central Georgia.
**Assessment:** The college will offer at least one workshop each term.

**Outcomes:** The Minority Youth in Business Program is run each summer and had 29 attendees in 2016 with over 100 applicants from states as far away as New Jersey. The Center of Design and E-Commerce was awarded a USDA grant for $63,000 in fall 2015. This funding is being used to provide tutorials and web development services to rural areas in the surrounding areas. Over 75 individuals attended a lunch and learn workshop in early August 2016.

***BBA Objective 3.3 Incorporating appropriate technology into the college's programs and in state-wide consortiums***
Consistent with our liberal arts mission, the college's primary delivery mechanism is face-to-face classroom education. In an effort to retain students at GC for the summer, on-line sections of classes are being offered by the CoB. These classes use both software learning environments provided by the textbook publishers as well as the University System of Georgia's online classroom management system.

In summer 2016, there were 25 strictly online sections of undergraduate business classes. Additional online sections for undergraduate core and graduate classes were also offered.

The college supports the Regent's capacity objectives through the Georgia Web MBA as well.
**Assessment:** The college will allocate faculty and other resources to the Georgia WebMBA®.

**Outcomes:** Five faculty members taught nine sections of four different courses for the Georgia WebMBA® during the 15-16 AY. The Dean, the Director of Graduate Programs, and faculty members teaching or scheduled to teach in the Georgia WebMBA® attended cohort orientation sessions in August 2015 and January 2016.

**BBA Program Goal 4: Improve faculty, staff, and student services by**

***BBA Objective 4.1: Enhancing student honor societies, service clubs, and advisory boards***
**Assessment:** The college will track awards/recognitions received by student organizations and by the faculty advisors of those organizations, will track funding used to support service club activities, will report participation in student activities, and will review feedback students or student groups receive from meetings/conferences.

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**Outcomes:** The College of Business Annual report lists all the engaged learning activities, student professional development activities, community service, alumni events, and other activities as well as the awards, recognitions, and special accomplishments of students and faculty. There is no need to repeat these brag items here.

Funding for these student activities has not been tracked over time, but the creation of the program specific advisory boards has increased funding within those programs. The majority of this additional funding is being used to support board activities, student endeavors, and professional development.

***BBA Objective 4.2: Providing exemplary academic advising services***
As advising is now carried out by professional advisors in the Center for Student Success, this objective is no longer under the control of the College of Business and should be removed. The college's strategic plan is being revised during 15-16 so this will no longer be listed in the 16-17 report.

***BBA Objective 4.3: Developing initiatives for student professional growth***
**Assessment:** The College will offer at least two professional growth activities each semester and will track student participation in the various activities.

**Outcomes:** During 2015-2016 students in the college of business had multiple opportunities for their own professional development. These activities took place, most in conjunction with the University Career Center, during 2015-2016. The College of Business has an alumni networking event each fall and spring semester.

The College of Business Advisory Board continues to host mock interviews to enable students to increase their interviewing skills. The college continued to conduct the "elevator speech" contest in fall 2015. A corporate sponsor provided prize money. This contest is now an event offered each fall and spring semester.

COB students also attended professional growth activities such as resume workshops, internship workshops, interview workshops, and LinkedIn workshops. The departmental advisory boards also worked with students in those majors in reviewing resumes and providing job shadowing opportunities.

***BBA Objective 4.4: Fostering career placement and networking opportunities***
**Assessment:** The College will track student participation in the various activities related to career development and interactions with managers.

**Outcomes:** During 2015-2016 students in the college of business had multiple opportunities for interactions with executives.

The Career Center had many documented interactions with individual COB students in activities such as appointment and walk-in advising, career fairs, networking events, class presentations, workshops, employer presentations and networking activities, etc. COB students were active Career Connection users in AY2016. The Career Center keeps statistics on all of these interactions. The Career Center had 8 regularly scheduled career fair type events appropriate for COB students allowing employers to network with students:

1. Part-Time Job Fair- August
2. Senior Picnic- August
3. Accounting Career Fair- September (coordinated by Accounting Department)
4. Internship Fair- October
5. Information Technology Career Fair- February (coordinated by IS/CS Department)
6. GC Career Expo & Interview Day- March
7. Career Opportunities Fair (Atlanta) – November, Sponsored by Georgia Careers Consortium
8. College-to-Career Fair (Atlanta) – April, Sponsored by GA Association of Colleges & Employers

In addition, the Information Technology Board held its Fifth Annual Business after Hours Networking Event for CS and MIS majors, and the Accounting Board hosted an industry panel. The COB held multiple Alumni Networking Events, as described in the Annual Report, and multiple executives visited classes to speak to students. Much of this is reported in the COB Annual Report.

***BBA Objective 4.5: Supporting faculty and staff development, and faculty scholarship***
The college will facilitate faculty development, staff development, and faculty scholarship and will track participation.
**Assessment:** The college will provide at least one faculty development workshop each fall and spring semester and will report faculty participation.

**Assessment:** The college will make available at least one staff development activity each year and will report staff participation.

**Assessment:** The college will support faculty research grants through revenue generated by the university's funding model for the summer terms. The college will monitor outcomes from research grant funding by self-reports from faculty who are awarded competitive grants.

**Outcomes:** Lynn Hanson attended NCADA (training for professional advisors). College funds were used in AY16 to send faculty members to faculty development activities and the administrative staff in the COB took advantage of the university staff development offerings. Staff professional development workshops were offered in fall and spring Two faculty research grants were awarded in summer 2016.

***BBA Objective 4.6: Increasing external funding and reallocating existing state funds***
The college will develop and track revenue from external sources to increase support for its programs and to augment state funding. External funding sources include private donations, the Georgia Web MBA, and fees received from workshop participants, contracts, and grants. Annual budget priorities for the college will be set by the dean, in consultation with the department chairs, area coordinators, and members of the Strategic Management Committee.

**Assessment:** The college expects dollar growth in external revenues. Budget allocations each year will clearly reflect priorities as established by the mission, goals, and objectives of the college.

**Outcomes:** The College of Business appreciates the gifts received this year from corporations, councils and foundations, Advisory Board members, alumni, faculty, staff, and other friends of Georgia College. Donations were received for scholarships and other student-support activities. Advisory Board members actively solicited other Board members to encourage giving.

The Center of Design and Ecommerce completes projects each year, such as Web site development. Those projects generate revenues for the college. A portion of that revenue is used to fund student employment. The CODEC was awarded a $63,000 USDA grant in fall 2015.

The Georgia WebMBA® continues to provide external revenue for the College of Business. Those funds are used for various faculty and student-related initiatives, most significantly, the funding of graduate assistantships.

## Assurance of Learning Outcomes for the Majors

Complete assessment information for every major is located in Compliance Assist. Summary information is provided in this document. ***The summaries for each program were written by each program's assessment coordinator and are located in Compliance Assist as well.***

### BA & BS Programs in Economics

The BS/BA degree programs with a major in Economics are designed to develop students that have the capacity to think critically, reflectively, and flexibly so as to be successful in a variety of business/government sector fields or to pursue graduate/professional studies in economics, business, or law.

**Economics Program Goal 1.1:** *Students will be able to demonstrate knowledge of global economic issues.*

Assessment showed that student performance met expectations during AY 2015-16 and existing teaching methods will continue for AY 2016-17.

**Economics Program Goal 2.1.1:** *Students will be able to demonstrate analytical reasoning through applications of micro-economic principles.*

Assessment for AY 2015-16 found that student analytical reasoning performance was assessed to be slightly below expectations (desired achievement level is 75% overall competency—meets or surpasses expectations) but improved over the previous academic year to this year's performance level of 70.1%. Department faculty decided that practices used in the previous couple of years would be maintained: supplemental online assignments designed specifically to develop student analytical skills, weekly practice quizzes that contain questions that require analytical thinking skills, and stricter attendance policies to hopefully expose more students to analytical techniques that are taught during classes.

Assessment results show an increase in student performance over the previous year where during AY 2014-15 approximately 67% were judged to meet or exceed analytical reasoning competency while the number increased to 70.1% for this year. Students showed improvement but still need supplemental hands-on experience with the type of questions that require analytical reasoning to answer. Remedial actions for AY 2016-17 will remain the same as the year before due to the positive responses observed. Specifically, supplemental on-line assignments designed to develop student analytical skills, weekly quizzes with questions that require analytical thinking skills, and stricter attendance policies in

principles courses to help ensure that students receive adequate exposure to analytical techniques.

**Economics Program Goal 2.1.2:** *Students will be able to produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.*

For AY 2015-16, students performed marginally below expectations in three of the six traits assessed. The traits assessed that met expectations were an "identifiable question to be answered", "usage of data", and "ability to draw reasoned conclusions". The student papers reviewed this year showed marked improvement on the technical/analytical aspects of their research papers, especially in their usage of economic data and the ability to draw reasoned conclusions from their analysis. As has been true in previous years, students are not sufficiently grounding and building their senior thesis on a foundation of economic theory. Additionally, the interpretation of their empirical results is not sufficiently clear and sound. To improve student performance in these areas instructors, in recent years, have provided more examples in class to show how to use economic theory to motivate and guide research. Because these efforts have improved performance in recent years, we plan to maintain the same strategies for AY 2016-17.

**Economics Program Goal 2.2.1:** *Students will be able to produce written research assignments that demonstrate the ability to organize a research paper.*

For AY 2015-16 students performed slightly below expectations on two of the three traits evaluated. Even though students didn't overall perform up to expectations, the actions implemented in previous academic years to help with these skills appear to have made positive contributions based on a review of previous assessment results.

For AY 2015-16, the average performance by students improved for all three traits measured. "Paper format and organization" met expectations while proper use of "citations and bibliography", and "correct spelling and grammar usage" fell just slightly below expectations. (This year's student performance may be skewed downward on these traits since one of the papers was written by an international student with less experience writing in English). Actions implemented in previous years to help with these skills have led to improvements, therefore, modifications implemented initially in AY 2013 will be maintained for AY 2016. Additionally, peer review of draft papers prior to submission is being considered as a requirement which may be especially useful to nonnative English speaking students.

**Economics Program Goal 2.3.1:** *Students will demonstrate comprehension of micro- and macro-economic principles.*

AY 2015-16 assessment results again show very good overall performance in the areas evaluated. Students continue to perform very well on the "total- and micro-economics" components of the ETS exam. Performance on the "macro-economics" component of the exam improved once again to where students performed in the 66$^{th}$ percentile. For AY 2016-17 macroeconomics topic review sessions will continue to be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50$^{th}$ percentile. Additionally, department faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam.

**BS Program in Computer Science (CS)**

The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science.

The CS program achieved ABET accreditation in August 2016, retroactive to October 2014. The next accreditation visit will occur in fall 2020.

We assessed Goals 1, 3, and 5 in AY16. Each program goal has two principal indicators.

**Goal 1: An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer based systems.**
Program Indicator 1: Understand the fundamentals of the mathematical principles.
CSCI 3680: Discrete Structures
Program Indicator I 2: Students will be able to recognize an appropriate algorithm to solve a problem
CSCI 4520 (PI 2): Algorithms

This outcome was assessed using the exam or quizzes from CSCI 3610 and CSCI 4520.The desired standard of achievement for CSCI 3610 was that both sections' average scores exceeded the goal, 70%. The outcome has been met. The desired standard of achievement for CSCI 4520 was that 80% of CS students should solve the exam question 5 correctly. The results showed that students have met the expectation. The results from both assessments were satisfactory. Therefore, we might assess the goal using the other courses next time.

**Goal 3: An ability to function effectively on teams to accomplish a common goal.**
Program Indicator 1: Students will be able to learn to work on teams.
CSCI 3212: Computer Organization & Architecture
Program Indicator 2. Students will be able to fulfill duties of team roles.
CSCI4 710: Databases

This outcome was assessed using the projects and assignments from CSCI 3212 and CSCI 4710.The desired standard of achievement for CSCI 3212 was that 80% of team members would be observed by the instructor and assessed by their teammates as contributing well to their team. The instructor did not provide the results at the end of the semester. The desired standard of achievement for CSCI 4710 was that (1) the average of the homework that measured students' understanding of teamwork should be 70 or above, (2) the average of the team projects should be 70 or above. The outcomes were well beyond the goal (>= 70%) we set. Therefore, the goal and the outcome were met. We will re-assess CSCI 3212 in the next assessment cycle.

**Goal 5: Students will demonstrate an ability to communicate effectively**
Program Indicator 1: Students will be able to produce a variety of documents for technical and non-technical audiences.
CSCI 4320: Software Engineering
Program Indicator 2: Students will be able to prepare and deliver oral presentations.
CSCI 4520: Analysis of Algorithms

This outcome was assessed using the projects from CSCI 4320 and CSCI 4520. Students were required to create user documentation for their software including an Installation Guide and User Guide. The results showed that students met the expectation for CSCI 4320. No changes were needed. Nowadays printed user guides and installation guides are not created. However, we will continue to require them because they could be easily converted into online help. The desired standard of achievement for CSCI 4520 was that 90% of teams should be able to deliver a professional presentation. The results showed that students met the expectation. The instructor will continue to go over the rubric in the class before the presentation.

**Overall Goal: Students will demonstrate the knowledge of the principles of computer science.**
This goal was assessed using the National ETS Exam. Students take the ETS exam as part of CSCI 4320 Software Engineering. In 15-16, our average was 157 while the national average was 149.The computer science faculty discussed the results. We will continue to use the ETS test.

**BBA Programs**
**Accounting Major**

The BBA program in Accounting provides students with quality professional education while continuing to enhance their strong liberal arts experience to prepare graduates for productive careers in accounting. A coordinated group of learning experiences provide an intensive study of accounting theory, the necessary technical skills, as well as real life experiences. Throughout the program, activities to promote the development of analytical thinking, oral and written communications, and interpersonal and leadership skills area stressed.

**Program Goal 1** ***Students will be able to demonstrate competency in the technical accounting knowledge necessary to produce, analyze, and communicate financial information for both internal and external users.***
Assessments of the past intermediate courses in FY 13 and FY14 included a sample size of approximately 60 students with only approximately 50-60% of students meeting expectations. The desired standard of achievement determined by the accounting faculty was 75% of students would answer all multiple choice questions related to the assessed accounting topic correctly given on an exam during the course. FY14 results appear to be similar to the past with 55% of students meeting expectations on the bond topic in ACCT 3101 and 52% of students assessed meeting expectations in ACCT 3102.

After a review of those reports, it appeared those assessments of this program goal under the intermediate courses consist of a small number of multiple choice questions. The department faculty discussed the effects of a limited number of questions assessed and the student sample size. For the FY15, the desired standard of achievement was changed to 75% of students assessed will answer 75% of the multiple choice questions correctly. This change for FY15 aligned the desired standard of achievement for these courses with other courses assessed under other program goals.

For FY15 65% of the students assessed in ACCT 3101 met expectations. This is an increase from the 55% that met expectations in FY14. In ACCT 3102 68% of the students assessed met expectations in FY15. This is an increase from the 52% that met expectations in FY14. While improvements were made from FY14, the faculty decided to adopt a new textbook from Pearson Publishing that includes a homework software program. Students seem to like these types of programs because they allow for repeat practice of homework problems.

The FY16 assessment results for ACCT 3102 and ACCT 3101 included multiple choice questions with students answering the majority of those questions correctly and partially meeting the desired standard of achievement. During the FY16 assessment meeting, faculty discussed the cause of these results. It was felt that the homework software program with the adoption of a new textbook had a positive effect as well as use of supplemental instructors. The supplemental instructor program was new for FY16 and included meeting twice per week with an additional instructor and special sessions before exams. During these sessions, this instructor reviewed problems and exercises suggested by the professor. Attendance was voluntary, but highly suggested for struggling students. The supplemental instructor program and the assessment of ACCT 3102 and ACCT 3101 will be continued for FY17.

**Program Goal 2**
***Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.***
This program goal has been assessed during MGMT 4195 with the ETS exam. The desired standard of achievement for accounting majors is to score 80% or higher in the area of accounting and 50% or higher on all other sections of the exam. This expectation was met in FY14 and FY15. The results of the ETS exam for FY16 are expected to be similar to past year's results, but are currently unavailable.

| Area | AY11 | AY12 | AY13 | AY14 | AY15 |
|---|---|---|---|---|---|
| Accounting | 97 | 99 | 99 | 98 | 97 |
| Economics | 85 | 63 | 77 | 88 | 92 |
| Management | 90 | 88 | 99 | 92 | 89 |
| Quantitative Business Analysis | 72 | 41 | 50 | 95 | 82 |
| Finance | 88 | 69 | 90 | 81 | 79 |
| Marketing | 95 | 89 | 94 | 86 | 61 |
| Legal and Social Environment | 96 | 95 | 97 | 88 | 95 |
| Information Systems | 92 | 95 | 95 | 94 | 97 |
| International Issues | 90 | 81 | 98 | 86 | 89 |
| **Overall** | **89** | **80** | **89** | **90** | **87** |

**Program Goal 3**

***Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.***

During the FY16 planning meeting, the faculty decided to start assessing this goal again after a year break. For FY16 ACCT 3106, Accounting Information Systems, was assessed with an accounting cycle problem given to students as a final exam in the course. The desired standard of achievement was determined to be 80% of students completing the accounting cycle problem will a score of 80% or higher. During FY16, 31 students were tasked with taking unstructured accounting information from a hypothetical business enterprise and entering this data into an accounting software package and produce the financial statements for a period of time.

The assignment required students to have a proficiency in setting up the accounting system which included establishing a chart of accounts, entering customers, entering vendors, producing sales invoices, producing vendor invoices and entering general journal entries as appropriate. The transactions included in the exercise were basic financial accounting transactions that one would expect to encounter in an introductory financial accounting course. The final product was submitted through D2L.

The minimum grade was an 80%. The maximum grade was a 97%. The average grade was an 88% with a standard deviation of 4.76%. There were 11 grades of 90% or above. There were 20 grades of 80% - 89%. The expectation was that all students would achieve a grade of 80%. The desired standard of achievement was met. Since this was the first year that this program goal was assessed under the Accounting Information System course, the faculty decided to continue to assess this course again in FY17.

**Program Goal 4**

***Students will be able to recognize and respond appropriately to ethical dilemmas.***

In FY14 this program goal was assessed in the business ethics course BAUD 2172 with 46 accounting majors. The desired standard of achievement that 75% of students assessed would score 80% or higher on a free response assignment was met. The results showed that 86% of assessed students met expectations. This program goal was not assessed in FY15 or FY16, because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK. The faculty discussed assessing this program goal in an upper level accounting course in FY18.

**Program Goal 5**

***Students will be able to demonstrate an understanding of global business issues.***

In FY14 this program goal was assessed in the business ethics course BAUD 2172 with 46 accounting majors. The desired standard of achievement that 75% of students assessed would score 80% or higher on a free response assignment was met. Results showed that 89% of assessed students met expectations. This program goal was not assessed in FY15 or FY16, because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK. The faculty discussed assessing this program goal in an upper level accounting course in FY18.

**Program Goal 6**
***Students will be able to communicate effectively*.**
This program goal has been assessed in ACCT 4135 in past years. During FY12 and FY13 the instructor assessed this goal with a written memo assignment using the college of business rubric. The results showed 81% - 91% of assessed students met expectations. Because of those results, the faculty decided to assess this program goal using an oral communication assignment using the college of business rubric in FY14 and FY15. Only 45% of assessed students met expectations in all areas of the COB rubric during FY14. Areas of concern included: lack of eye contact, excessive note reading, and the use of slang expressions. Because of these results, this course was again assessed in FY15 with the instructor focusing on these skills with smaller oral assignments before the assessed oral presentation. The FY15 results met faculty expectations in all areas of the COB rubric with the most problematic area still being the use of slang expressions and inappropriate language. Since this program goal has been assessed for several years and faculty expectations have been met, the department did not assess this goal in FY16. This program goal will not be assessed in FY17.

**Program Goal 7**
***Students will be able to enter the accounting profession in a wide range of careers.***
This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal is 50% of students actively seeking employment receive interviews or offers of employment before graduation. The results for FY15 showed 20 of the 50 students graduating would not be entering graduate school in the near future. Of those 20, 14 were actively seeking employment in the accounting field. 42.8% of those students have accepted offers of employment or interviewed for positions.

Because the faculty would like to improve student's interview skills and employment opportunities, a professionalism course was added to the curriculum in FY14. The course targets sophomores and is designed to give students the opportunity to practice job search and networking skills through the development of a job search portfolio. Because of this course internship participation increased in FY15 to total of 19 paid internships during the year from 17 in FY14. The faculty believes that this course will continue to improve students' networking skills and increase the number of available internships and employment opportunities.

In FY16 of the 50 students graduating, 34 (68%) were seeking employment. 26 of those (76%) had received interview, job offers or had accepted jobs. Of the 16 students not seeking employment, 9 were planning to attend graduate school, with 8 of those 9 attending the GC MACC program. This meets the desired standard of achievement of 50% of students actively seeking employment receive interviews or offers employment.

**Program Goal 8**
***Students will be able to enter graduate school*.**
This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal was 50% of BBA graduates will enter graduate school after graduation. The results for FY15 show 30 out of 50 students graduating in FY15 plan to enter graduate school. Of those 30 graduates– 22 are planning to enter the MACC program at GC, 2 are planning to enter other programs at GC, 6 are planning to attend programs at other Universities. These results shows 60% of graduates are entering graduate school. 13% of these students have accepted employment offers before the completion of their graduate studies. In FY16, 21 of the 50 students graduating (42%) were planning to attend graduate school. While this is a smaller percentage than FY15, the faculty determined the cause to be from a larger number of students seeking and accepting employment. In FY16, only 7 of the 50 graduates (14%) were not planning to attend graduate school or seeking employment before graduation.

**Management Major**

The Department of Management's mission is to provide the highest possible quality of instruction, research and associated services for our students, the institution, and the community, and to ensure that our graduates are qualified to assume managerial responsibilities in business organizations. The department, through its faculties, provides opportunities for students to acquire management skills, learn and practice managerial techniques, and to experience decision-making simulations which approximate the operational business environment.

**Management Program Objective 1: Students will demonstrate a general understanding of management principles and theory.**

*Student Learning Outcome 1.1: Students will demonstrate a general understanding of job attitudes and values.*
The assessment results in FY15 led program faculty to use a new measurement to assess this student learning outcome and add additional chapter quizzes between exams. In FY16 students' knowledge of job attitudes and values was assessed with course embedded exam questions. Results from answers to eight questions on the student exam covering an understanding of job attitudes and values show that the measures were met at the 72% level, which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Because it is the first time we used the measurement to assess this important student learning outcome in the Management program, longitudinal data need to be obtained to ensure enough students have understood the concepts. We will continue to use it to monitor student performance in FY17. We will revise the assessment questions and assess this student learning outcome again in FY17 to establish trends.

*Student Learning Outcome 1.2: Students will demonstrate a general understanding of management principles.*
We used the FY16 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 83.33% of the individual exam items in the Management category, which exceeded the 50% standard. Our results also exceeded the 50% standard in FY14 and FY15 (more specifically, 78.57% in FY14 and 88.89% in FY15). We have used this learning outcome to monitor student performance three years in a row and they all exceeded the standard. So we plan to assess a new student learning outcome in FY17.

**Management Program Objective 2: Students will demonstrate a general understanding of human resource management principles.**

*Student Learning Outcome 2.1: Students will understand Equal Employment Opportunity and Affirmative Action.*
The results in FY15 led program faculty to assess this new student learning outcome. In FY16, students' understanding of Equal Employment Opportunity and Affirmative Action was assessed with the pretest vs. posttest method. The department reviewed the standard as set by the assessors and deemed 70% improvement from pretest to posttest to be reasonable for benchmarking purposes. The assessment results show that there was a 49% increase from pre-test to post-test, which is below the standard of 70% increase. The learning outcome was not met; however, at the time the instructor administered the pre-test he had previously discussed Equal Employment Opportunity and Affirmative Action in some of his lectures. This perhaps caused there to be a smaller increase than if the students had been unfamiliar with the topic at the time of the pre-test assessment. Because it is an important learning outcome that we assess in the management program, we will continue to use it to monitor student performance longitudinally. The instructor will give the pre-test assessment before lecturing the topics to be assessed in FY17.

*Student Learning Outcome 2.2: Students will exhibit knowledge of the laws commonly used in the areas of discrimination.*
It was the first time we assessed students' understanding of the laws relevant to discrimination. This new learning outcome was assessed with the pretest vs. posttest method. The assessment results show that

there was a 110% improvement from pretest to posttest, which exceeded the standard of 70% improvement. Because it is an important learning outcome that we assessed for the first time in the management program, we will continue to use it to monitor student performance longitudinally. We will add/revise assessment questions and assess this new student learning outcome again in FY17 to establish trends.

**Management Program Objective 3: Students will demonstrate a general understanding of global management issues.**

*Student Learning Outcome 3.1: Students will develop and exhibit an appreciation of cultural differences.*
The assessment results in FY15 led program faculty to assess this student learning outcome and spend more time covering critical topics in depth. In FY16 students' knowledge of cultural differences was assessed with course embedded exam questions. Results from answers to five items on the student exam covering Hofstede's categorization of cultural differences show that students achieved 87.8% correct on the five measures, which exceeded the standard of 80%. Students appear to grasp the concepts of cultural differences. Although it is an important student learning outcome in the Management program, we have assessed it two years in a roll and they both exceeded the expectations. So we plan to assess a new learning outcome in FY17.

*Student Learning Outcome 3.2: Students will demonstrate a general understanding of global management issues.*
The ETS results were also used to assess students' understanding of global management issues. We found that, on the ETS, percentage correct exceeded the national average for 67% of the individual exam items in the International Management category, which is greater than the 50% standard. It indicates that we were very successful in helping students generate an understanding of global management issues. In FY15, our percentage correct also exceeded the 50% standard. We have used this learning outcome to monitor student performance two years in a row and they both exceeded the standard. We plan to assess a new learning outcome in FY17.

**Management Information Systems (MIS) Major**

The BBA in Management Information Systems develops in-depth hands-on knowledge and skills in the application of information technology to problems and opportunities in business and society. This program follows the standards of the Association of Information Technology Professionals, Association of Computing Machinery, and the Association for Information systems.

Last year we updated the MIS curriculum. This year we started working with the new courses and curriculum. We have seen an increase in enrollments, in both majors and minors. This year we assessed each of our 3 program goals using the different courses in the program.

**Student Goal 1. MIS students will be able to determine requirements a business information system.**
CBIS 4212 - Analyze and design a business information system solution.
We assessed this course by looking at individual and group assignments. The average for individual scores was a 70%, while 6 out of the 6 teams met the objective with an average of 80%, showing the students do better with group work over individual work. This course has been moved to a junior level course and is now 3210.

**Student Goal 2. MIS students will be able to design and create a well-designed, database driven web site.**
CBIS 3212 - Demonstrate the fundamentals of programming structures. This course was removed from the curriculum and not taught in FY16.

CBIS 3214 - Use structured query language to retrieve, edit and store information to a database. Students were asked to import a database and query the database using various SQL commands. The students were able to complete the tasks with a 90% success rate. For those who were unsuccessful additional time and help with the instructor was needed in a one on one environment. Students were asked to meet with the instructor individually to discuss the issues with their programs.

CBIS 4214 - Design, develop, debug, and implement a functional, web-based application using scripting languages and multimedia.

This class was probably the best class ever overall with 21.4% exceeding expectations and having almost completely working projects. Another 43% met expectations with at least 80% of their functions working properly. The final 35.6% were below expectations. Usually, only 2-4 of their functions works properly with a couple being even below that. Often students get overwhelmed at the end when they discover they have waited too long to ask for help or, despite warnings, have not put forth the needed effort/time to complete the project. Most of these students are not interested in careers in programming or web development and will go into IT Support, networking, or analysis instead.

**Student Goal 3. MIS students will be able to design, implement, and maintain information technology infrastructure.**
CBIS 3213 - Demonstrate a working knowledge of networking media, protocols and hardware.
This was the first year the newly developed Introduction to Information Technology course was taught. The course was broken into four sections, project management, computer hardware, computer networking and system administration. Students were assessed in the computer networking section. Each student was given a project where they put together a simulated networking environment that covered by WAN and LAN technologies. Of the 78 students assessed, only 7 students fell below the 80% threshold. The average score was 89%.

**Marketing Major**

The mission of the Marketing program is to provide students with a broad-based exposure to all major aspects of contemporary marketing thought in both the domestic and global arenas. The program stresses the managerial aspects of modern marketing within an ethical and societal framework. Attention is also given to the theoretical underpinnings of marketing concepts and institutions as they have evolved over time. Students are given an understanding of the full range of tools available to the modern marketing manager including survey research techniques and computer analysis. Opportunities are also afforded to students seeking direct involvement in actual business situations.

This year's assessment is considerably more positive than in FY15 when several goals were unmet. In this administration two goals are reported and both met or exceeded expectations. There were however extenuating circumstances regarding the examination of the other two. They are not listed as unmet, because data did not come back at all so we are going to examine those in the next cycle. One was not tested this year, and another is inconclusive because although it was administered, data on the results come from outside the University and that data wasn't received this year.

The department has arrived at a very functional goal set covering the basic areas of: Ethics, Oral Communications, Cultural Differences, and Field Knowledge. In FY12-FY14 while goals tended to be met there also was some inconsistency in the measures that has been ironed out to the point that the measures now appear to be both valid representations of the constructs we are attempting to assess, as well as challenging goals that we need to continue to focus on to achieve. In FY15 the Oral Communications and Field Knowledge goals were not met so basic changes were implemented to emphasize those key areas.

Each outcome is discussed below in terms of where we were going into the year, how we performed, and our plans for moving forward.

**Goal 1 (ethics):** *Students will identify/analyze major ethical dilemmas in marketing Sports Marketing*.
This goal is assessed in Sports Marketing - MKTG 3168. Students complete an assignment on ethical issues in sports marketing. Because of problems with the Ethics component of our FY14 assessment the measurement was revised for FY15 to examine ethics in the Sports Marketing class. In FY15 this goal met or exceeded with a target of 80% reporting at a level of 93%. In FY16 this level was consistent with the previous year coming in at 92%. It is believed by the members of the department that our ethical foundations for students are good and this measure accurately captures that aspect of the program so it will be continued in FY17.

**Goal 2 (cultural differences):** *Students will demonstrate knowledge of differences in marketing across cultures*.
This goal is assessed in International Marketing - MKTG 4175. In FY15 it was assessed by student essays on several questions addressing cultural differences during an in-class administration of an exam. The cultural difference outcome was modified this year because in FY14 the goal was deemed successful if 80% of students in the MKTG 4175 International Marketing class were competent at the 70% level and at that level there was a success rate of 100%. The department felt that the 70% level was not enough of a challenge and we set the goal this year to 80% success at the 80% level to better match our other goals and the goals of other departments within the College. Last year 88.6% of the class met or exceeded expectations at the higher 80% level. This is consistent with our goals and an indication of the success of the class at giving students this knowledge. During FY16 the course was administered on-line and the goal was not measured. The department is planning to measure this in the FY17 cycle adjusting the goal so it will still be 80% achieving at the 80% level, but it will be modified to allow for online administration of that standard.

**Goal 3 (oral communications):** *Students will be able to demonstrate effective oral communication skills*.
This goal is assessed in the Strategic Marketing - MKTG 4198 capstone course. Oral presentations are an important aspect of the major. This measure has been used for multiple years without change in the capstone course as students undertake an "elevator pitch" and that is judged based on a rubric that has been consistent across that time. That measure was 91.5% in FY13, and 89% in FY14. In FY15 there was a dramatic decrease to 70.9%. A number of measures were implemented to correct this problem (and, in fact, the department continues to come up with additional methods to bolster this skill among our graduates). In FY16 the success rate moved up to 81% so this goal is once again being met. This goal is set at a challenging level that is administered in the capstone course so it is believed it is a good reflection of the program's ability to impart this skill on its graduates. It will continue to be assessed in FY17.

**Goal 4 (mastery of the discipline):** *Students will be able to show mastery over marketing topics*.
This comprehensive goal is addressed in all marketing courses, but is assessed through the ETS exam that is given in the capstone course for the BBA, MGMT 4195. The exam is broken out by major so this is assessed by how majors perform on the marketing portion of that exam. An area of particular pride within the department historically has been performance of the students on the nationally administered ETS exam. Marketing students are evaluated based on their knowledge of their discipline specific questions. The results have been consistent enough, and good enough, that the bar has been set at performance at the 90th percentile. In FY13 that percentile was 94th, in FY14 it was 90th, but in FY15 it decreased to the 83rd percentile. Foundations have been emphasized to address this. Unfortunately ETS numbers for FY16 were not obtained as related to the national sample. The department is retaining the bar at 90th and if over the course FY17 we find that numbers remain suppressed then we will come up with specific point-by-point strategies for addressing the shortfall. If comparative data continues to be unavailable for this measure in FY17 then the department will modify the way this assessment item is measured.

So two measures were met and two measures were not reported this year. All of the measures for the department appear sound and map well to college level goals, but also to get at the true core of department level goals. With the minor modification of creating an online administration of the cultural differences goal all measures will remain consistent for the FY17 administration. It appears that last year's anomalous levels were not a serious problem, but the department is continuing to stress all of these key items.

## Assurance of Learning Outcomes for Graduate Programs

### Master of Business Administration Programs

There are two delivery methods for the MBA: the full time MBA and the part-time MBA. All assessment information for both delivery methods are detailed in Compliance Assist. The current MBA student learning goals state at the completion of the MBA degree, the student will:

1. Demonstrate competency in core business knowledge
2. Evaluate legal and ethical organizational issues
3. Communicate effectively
4. Demonstrate an understanding of the effects of the global environment on organizations
5. Evaluate alternative courses of action using appropriate qualitative and quantitative tools

### Part time MBA

Due to decreases in enrollment, the number of MBA classes offered in a year is decreasing while the percent of part-time faculty used to teach MBA courses is increasing. These things are making it more difficult to assess each goal each year. Therefore, only half the goals will be assessed each year.

**1.1 Demonstrate competency in core business knowledge.**
The ETS exam is used to compare students over time. The desired result is for our student average to be at the 50th percentile in each of the six subject areas. In 13-14, all but managerial accounting was above the 50th percentile. In 14-15, every area was higher than the 50th percentile. Managerial accounting was the lowest at 78%. In 15-16, the percentiles ranged from 57-69% so for the second year in a row every area was above the 50th percentile. The ETS will continue to be used for comparison purposes.

**2.1 Discuss and apply concepts, issues, and practical organizational concerns involving business ethics and social responsibility.**
The part-time faculty member did not return information on this in 15-16.

**3.1 Communicate quantitative and qualitative information orally and in writing.**
In 15-16 this goal was measured using the COB written rubric in MMIS 6920. All of the students met or exceeded expectations in all areas of the rubric. However, a team assignment was used so this is not the best way to determine if all students are truly capable of meeting the expectations.

**4.1 To understand the complexity of ethical and global implications of marketing decisions.**
This goal was not assessed in 15-16.

**5.1 Demonstrate competencies regarding capital budgeting decisions**.
A new student learning objective was used in FINC 6940 to assess this goal in 15-16. 96.43% of students met or exceeded the expectations.

The graduate curriculum committee is working to determine which goals will be assessed by what student learning objectives in 16-17.

### Master of Accounting Program

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. The MACC goals are:

1. Students should be able to demonstrate advanced knowledge of accounting theories and practice.
2. Students should be able to critically analyze accounting issues.

3. Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
4. Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
5. Students should be able to demonstrate an understanding of global business issues.
6. Students should be able to communicate effectively.
7. Students should be able to enter the accounting profession in a wide range of careers.

Complete details are provided in Compliance Assist. A summary of the goals assessed in 15-16 is below. For academic year 2015-2016, the masters of accountancy program assessed for learning outcomes through assigned coursework and embedded problems. All learning assessments met their goals for the year.

Assessment results are included as part of the goals. However, two assessments of learning goals were written assignments. While they did make their assessments, we found a fundamental weakness in writing skills (written research proposal and comparison of international accounting standards to domestic). The faculty have started working with the business communications faculty as well as outreach to non-business faculty who teach in the core curriculum in written communications to improve written results.

For academic year 2017, we plan to continue existing assessments from 2016. This will be the third year for three of the assessments. If these continue to meet their assessment goals, we will begin examination of goals 1, 2, and 3. Assessment goal 7, Students will enter the accounting profession in a wide range of careers, will be assessed annually.

**Master of Logistics and Supply Chain Management Program**

The mission of the Master of Logistics and Supply Chain Management program is to educate current and prospective logistics and supply chain managers in critical thinking and communication skills, and in domain knowledge of the logistics and supply chain discipline. The advanced education in logistics and supply chain theories, concepts and practices will prepare the students to apply their knowledge, skills, competencies, and perspectives to enable their organizations to compete effectively and efficiently in today's interconnected global economy.

The MLSCM went through significant transitions during the 14-15 year. This was our first year delivering the program online through a cohort model. Because of this, only two classes were offered each semester. In addition to transitioning to an online delivery method, new faculty were added at the beginning and during the middle of the year. As these faculty were added, classes were reallocated to specific faculty according to their area of expertise. Obviously, this created a change in the method of assessment for each class, which was different than what was originally posted in Compliance Assist. Therefore, we only had two classes that were taught by the same faculty from the previous year. We have updated the assessment data for those classes for the 14-15 year.

Moving into FY2016, the faculty have adjusted the assessment goals (from 3 to 4) and desired outcomes to align more clearly with the goals and content of the program. This allowed us to adjust some of the course descriptions to align more specifically with the content and goals of each class, and we gained greater input from each professor that is leading and developing the curriculum for each course. These adjustments allowed us to improve our delivery and assessment of the program curriculum as we adjusted for online delivery and had consistent faculty teaching the courses.

**MLSCM Program Objective 1**: **Students will demonstrate an ability to identify appropriate management techniques to solve logistics/supply chain problems.**
*Student Learning Outcome 1.2: Students will be able to develop leadership strategies to solve logistics/supply chain problems when working with multiple functions within and across firm boundaries.*

This student outcome was not assessed in FY2015. In FY2016, this outcome was assessed with an individual leadership development paper which involves identification of the issues pertaining to difficult situational issues within supply chain management that require an understanding of leadership theories and best practices: graded with rubric. The goal was that 80% of students should meet expectations.

Results demonstrate that 100% of the students met or exceeded expectations. The results demonstrate that students have completed the assignment that reveals the critical thinking necessary to demonstrate growth in their understanding of various leadership theories and how they can apply those theories to their own philosophy of leadership with their roles in the logistics/supply chain environment. The results show that this method of assessment is strong in allowing students to articulate their understanding of leadership and how they have experienced leadership in their current profession. It also allows the student to demonstrate how their philosophy of leadership has been challenged and stretched over the course of the semester. This is a very self-reflective class, so the outcomes are not specific in terms of answers on an exam, but a demonstration of the critical thinking that shows growth over the course of the semester. At present, there will be no modifications made to this assessment strategy, as the results are excellent and exactly what was expected.

**MLSCM Program Objective 2: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.**
*Student Learning Outcome 2.2: Students will be able to analyze and solve common supply chain network design issues.*
This outcome was not assessed in FY 2015. In FY 2016, this outcome was assessed with an individual case analysis, which involves the use of simulation to solve supply chain network design issues, including warehouse locations, transportation mode selection, balancing supply and demand. The students are required to run the simulations, download and analyze the data and make decisions to address logistics and supply chain issues that arise, graded with rubric.

The results demonstrate that at least 80% of the students understood how to use simulation to solve supply chain network design issues, including warehouse locations, transportation mode selection and balancing supply and demand. The results suggest that the method of assessment is working as expected. The simulation allows students to experiment with and solve supply chain design issues. This assignment is an introduction to simulation and it allows students to see the impact of each decision they make immediately. The students must then communicate their learning and articulate their solutions in order to complete the simulation successfully. However, since this is the first class this simulation has been utilized in, the assignment will require more precision and demonstration of experimentation in the simulation moving forward. This will increase the learning of the students and will challenge them to think critically at higher levels.

*Student Learning Outcome 2.3: Students will be able to quantitatively formulate, solve, and interpret mathematical solutions.*
This learning outcome was not assessed in FY2015. In FY2016, this outcome was assessed with course embedded exam questions. The desired standard of achievement was that 80% of students should meet expectations. The results demonstrate that 84% of the students who took the exam understood how to use the analytical and mathematical concepts to solve the problems given to them. Right now, it seems that the current methods of teaching and assessment are successful according to the data. However, since the outcome of successful students was 84%, that still leaves room for improvement. It is important to note that when this course was taught, there were students from several masters programs in the course. It is expected that moving forward, this course will be for the MLSCM cohorts only, which will give a stronger indication of the level of course content mastery of the students in relation to the assessment expectations. This goal will be assessed for FY 17 and FY 18 in order to ensure acceptable results. In light of this, there will be minimal changes in the course and assessment format.

**MLSCM Program Objective 3: Students will demonstrate a general understanding of business logistics and supply chain management principles**.

*Student Learning Outcome 3.5: Students will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.*
This outcome was not assessed in FY2015. In FY2016, this outcome was assessed with an individual case analysis, which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics/supply chain environment: graded with rubric. The desired standard of achievement was that 80% of students should meet expectations. These results demonstrate that 100% of the students could identify difficult ethical issues concerning both individual and corporate leadership. This case analysis is a good example of making difficult ethical decisions. The course content offers multiple readings that examine ethical issues from a variety of perspectives. This case allows students to integrate the material they read and develop leadership through the way they demonstrate their understanding of the situations the case outlines. This method of assessment will continue to be used in classes moving forward without any modification.

**MLSCM Program Objective 4**: **Students will demonstrate a general understanding of global logistics and supply chain issues.**
*Student Learning Outcome 4.1: Students will be able to understand the global trade environment and the resources needed to develop, operate and sustain competitive advantages through the logistics/supply chain function in global markets.*
This outcome was not assessed in FY2015. In FY2016 this outcome was assessed by requiring each student to work in a team to develop and simulate a global supply chain plan as if they were developing a new product to distribute and sell in the U.S. This project will be completed in a group framework and will include both group and individual assessment. A dual rubric will be applied; one by the instructor on the students' comprehensive presentation skills and one that allows the students group peers to evaluate each member of the team. Students are required to develop a global distribution plan, including developing strategies for moving inventories across global boundaries, aligning information systems and developing a global logistics network for the product from supplier's supplier through the production process and through the end consumer. The desired standard of achievement is that 80% of the students will meet expectations as outlined in the rubrics.

The results indicate that each student understood the steps involved in developing and simulating a global supply chain, including distribution plans, moving inventories across global boundaries, aligning information systems and developing global logistics networks. The results suggest that the students demonstrated their understanding to both the professor and their peers through the dual rubric assessment strategy. The results indicate that the students understood the course material and understood how to apply the concepts they learned in this class, as well as previous classes. It should be noted that this was the first time that the professor utilized this method of assessment with a simulation and a project with this big of a scope. In light of this, some leeway was given to students as this assessment strategy was new to both the professor and the students. Moving forward, more specificity will be outlined in the requirements of the deliverables in order to ensure greater demonstration of the mastery of the course materials both individually and together as a team.

**Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy.

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome cannot be compared from year to year. Complete details are in Compliance Assist.

**Program Goal 1. Students will be able to evaluate how information systems planning, management, and strategy influence the organization.**
After being assessed in 13-14 and 14-15, this goal was not assessed in 15-16. It will be assessed in both MMIS 6293 and 6295 in spring 2017.

**Program Goal 2. Students will be able to assess how governmental, industry, and technology trends in information systems from the domestic and global environment affect the organization.**
After being assessed in 13-14 and 14-15, this goal was not assessed in 15-16. When the faculty met in August 2016, it was decided that this goal was another way of saying goal one. Therefore, this goal was dropped and only goal 1 will be used in 16-17.

**Program Goal 3. Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.**
This goal was not assessed in 14-15. It was assessed with MMIS 6298 and MMIS 6393 in 15-16. In 6298, the student learning objective: students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business IS solution was used and students were assessed through an exam question. 17% exceeded expectations and 83% met expectations.

In 6393, students were assessed on a final project for the students learning objective: Students will evaluate the different project management methodologies used in industry and apply these principles to a working project. In general, ALL of the groups met the standard at the required threshold. Each of the groups had a working software package. They each showed a good understanding of the different roles each person plays on the project management team. They also showed good teamwork skills in working together on the project throughout the semester. However, several students dropped the class early in the semester.

**Program Goal 4. Students will be able to determine factors for controlling and securing information resources.**
This goal was not assessed in 14-15 or 15-16. When the faculty met in August 2016, they decided this goal was too specific to one course. This goal was eliminated.

**Program Goal 5. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.**
This goal was not assessed in 14-15or 15-16. It will be assessed in MMIS 6296 in fall 2017.

In conclusion, the five MMIS goals were reduced to three goals as part of the August 2016 MMIS assessment meeting. Numbers 2 and 4 were eliminated so 1, 3, and 5 are now 1, 2, and 3. Because classes are only taught once every two years (at this time), two required classes have been assigned each goal for assessment purposes. Goals one and three will be assessed in 16-17.

**Georgia WebMBA® Program**

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught on-line by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an on-line program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University offer courses and admit students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. This data is **not** located in Compliance Assist.

## College-wide Assurance of Learning Activities

**College of Business Assessment Meetings**
**Tuesday, August 12, 2015**

Faculty members teaching in the common business knowledge courses (CBK) met on the university's annual assessment day to discuss the results of 2015-2016 assessment and changes needed for 2016-2017. Faculty members in each program, led by the COB Assessment Coordinator and program assessment coordinators, met and discussed each program's goals, assessments, and results.

The summaries from each of these meetings were presented at the annual fall COB assessment meeting.

**Friday, September 9, 2016**

Twenty-five faculty members attended the annual COB fall assessment meeting to be briefed on summary program assessment reports. Each major reported back to College of Business faculty on assessment activities during the 2015-2016 academic year.

Each report addressed three questions:

- What assessment activities were completed in AY 2016?
- What did you learn from those activities?
- What will you change as a result of the assessment?

Included in the reports were the specific goals that each major assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment from the common business core courses. Reports were also presented from the MACC, MMIS, MLSCM, and MBA.

Summaries from these reports were presented earlier in this document, and details are located in Compliance Assist. Feedback on each summary in Compliance Assist was provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. This feedback was used to make needed changes for 16-17.

## Appendix I: Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Compliance Assist for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| September | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Compliance Assist | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Compliance Assist information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents. | Provost/Deans |
| Oct-Feb | . The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree**<br>BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| **BS CS** | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | Costs<br><br>Viability – # of majors<br><br>Productivity - # of grads<br><br>Inputs – faculty qualifications & scholarship (AQ/PQ)<br><br>Outputs – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br>Outcome examples:<br>Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**:<br>Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

## The J. Whitney Bunting College of Business

# Academic Assessment Outcomes

## 2016/2017
**(7/01/2016 – 6/30/2017)**

**December, 2017**

AACSB ACCREDITED

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2016/2017**

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**College of Business, Georgia College & State University**
**Academic Assessment Outcomes, 2016/2017**

## Executive Summary

Business faculty have developed learning objectives for the BBA and MBA programs, along with means of assessing the accomplishment of each objective, so they can measure outcomes and continually improve undergraduate and graduate programs. Learning objectives are measured for the common business core as well as the majors in the BBA, and for the BS, BA, MBA, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2017 follow.

- Students do a good job identifying and evaluating ethical issues.
- Students consistently have difficulty meeting expectations for analytical techniques in ACCT 2101 and FINC 3131.
- The ETS results showed students exceeded the 50$^{th}$ percentile in all areas except finance in 14-15, 15-16, and 16-17.
- Management majors continue performed well on a pre-test, post-test assessment assuring they have a general understanding of human resource management principles.

Key actions taken as a result of assessment are listed below.

- Additional exercises will be added to CSCI 4320 software Engineering to enable students to apply design and development principles better.
- A custom book will be created for CSCI 3213 in order to assure that all the topic areas are being addressed.
- Master of Logistics and Supply Chain Management students will have clearer assignment instructions in LOGS 6650 Purchasing and Materials Management.

Program-specific assessment activities were reported for the BA and BS in Economics and the BS in Computer Science. Major-specific assessments were carried out for BBA majors in accounting, management, management information systems, and marketing. The common business core courses were assessed for all BBA majors. The graduate programs (MACC, MLSCM, and MMIS) all had program-specific assessment activities.

The university goals, college goals, and program goals as well as student learning objectives are available through the Compliance Assist software to all College of Business faculty members. Therefore, each goal, objective, result, and modifications are not explained in this report. This report summarizes the key findings and reports on the assessment activities and results not stored in Compliance Assist. The Georgia WebMBA reports assessment information in a separate report.

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2016/2017**

## Introduction

This Assessment Outcomes report, along with the information available in Compliance Assist for the college of business, describes assurance of learning outcomes for the academic year 2016/2017, which:

- Enable faculty members to measure outcomes and continually improve undergraduate and graduate programs.
- Comply with the assessment cycle of Georgia College.
- Demonstrates to the college's external accreditation agencies, AACSB, ABET, and SACS, that students in every program are achieving program-level learning goals.

### Undergraduate Programs in the College of Business

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, and a BS in Computer Science. There are several different majors within the BBA degree (e.g., marketing, accounting, and management). Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### Graduate Programs in the College of Business

The college of business offers the following graduate programs:

- Master of Business Administration (MBA)
- Master of Accountancy (MACC)
- Master of Logistics and Supply Chain Management (MLSCM)
- Master of Management Information Systems (MMIS)
- Georgia WebMBA

### Mission and Goals of the College of Business

Faculty members in the college build on the foundation of a liberal arts education by creating undergraduate learning outcomes relating to the study of organizations and commerce. Graduate students come into the college from a variety of backgrounds to participate in general management (i.e., MBA, WebMBA) and specialized (i.e., MMIS, MLSCM, and MACC) masters programs. Each of these programs is driven by the mission of the college. The college faculty ratified the new mission and strategic objectives on March 11, 2016.

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.

## College-Wide Objectives, Assessment Measures, and Outcomes

To support the mission of the university and the college, the faculty and staff of the College of Business at Georgia College, in partnership with constituencies such as our advisory board, alumni, and university advancement, will

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

1. 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.
2. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.
3. Enhance student engagement in professional development, career preparation, and leadership.
4. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.

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

1. Use of the College of Business website, social media, and "Make Your Next Move" online graduate programs platform.
2. Use of Georgia College print and electronic publications.

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

1. Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.
2. Fiscal stewardship in the alignment of resources to fulfill the College's mission.

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

1. Enhance engagement and outreach activities throughout the College.
2. Enhance relations with alumni, donors, and friends of the College.
3. Improve visibility of outreach from the Centers in the College of Business.

Objective Five: Enhance faculty and staff development and recognition.

1. Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.
2. Be purposeful regarding staff professional development.
3. Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.

Objective One is the one that may be measured by assessing program goals through student learning outcomes. The details for objective one are located in Compliance Assist, and summary information is presented in this report. Academic year 16-17 is the first year with these strategic objectives.

## Assurance of Learning Outcomes for the BBA Program – 2016/2017

The student learning goals are taken directly from the college's objectives, but they are written as assessable student learning goals. At the completion of the BBA degree, the student will:

1. Identify and evaluate ethical issues and their resolution
2. Evaluate the effect of globalization and cross-culturalism in a business environment
3. Apply appropriate analytical techniques in business environments

4. Communicate effectively through written and oral media
5. Demonstrate basic functional abilities across core business subjects[1]

All BBA students must obtain common business knowledge (CBK) through the common business core courses that all BBA students take. The student learning goals for the CBK are given below with the assessment results.

***BBA Objective 1: Identify and evaluate ethical issues and their resolution.***
Student learning outcomes related to ethics from LENB 3135 Legal Environment of Business were used to assess this objective. Complete details are available in Compliance Assist, but in general, students were correctly able to identify and evaluate ethical issues. In LENB 3135 in spring 16, only 82% met or exceeded expectations. The ethics assignment changed in spring 16 to require additional independent research. The lower score reflects this change. This assessment was repeated in 16-17 to see if the lower achievement level was appropriate for the new, more challenging assignment. 87% of the students achieved expectations in 16-17. This exceeded the target rate of 85%. This class will not be used in 17-18. This learning outcome will be assessed differently in BUAD 2172 Business Ethics and CBIS 2220 Principles of Information Systems.

While the numbers are too small to be a representative sample of all BBA students, cases of recognizing and knowing how to handle ethical situations are reported in the internship reports completed by students taking for-credit internships. The department chairs review these reports as they are completed, and the students who recognize ethical dilemmas appear to be handling them appropriately.

***BBA Objective 2: Evaluate the effect of globalization and cross-culturalism in a business environment.***
This objective was not assessed in 16-17. It will be assessed in BUAD 2172 Business Ethics and BCOM 4283 Global and Intercultural Business Communication in 17-18.

***BBA Objective 3: Apply appropriate analytical techniques in business environments***
This was the third time that this course (ACCT 2101) was used for this assessment. The target level was 75% and only 50% met the target. As accounting is typically an area on the ETS exam that is lower than other areas, this is not surprising. An interactive classroom tool was employed to illustrate these concepts in 16-17. There was a smaller sample size in 16-17 (64 compared to 142 the year before), and this could have contributed to the lower percentages. More review before the exam will be incorporated next year. This assessment will be repeated again next year.

FINC 3131, a junior/senior level class for all business majors, has been used to assess analytical techniques since 13-14. In 16-17, 82.53% of students met expectations compared to 84.25% in 15-16. This assessment is scheduled again in 17-18.

***BBA Objective 4: Communicate effectively through written and oral media***
BCOM 2285, an Area F course for business majors, was used to assess written skills. 92% of students met or exceeded expectations in 16-17 while 82% exceeded expectations in 15-16. This exceeded the target rate of 80%. The students can write properly when pushed to do so. This assessment will be continued next year while using a different text book.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. In 15-16, the target was 85%, and 83% or more met the target on all but one item: avoided excessive note reading and "back-to-the-audience" reading of the presentation screen. In 16-17, 83% met the target on all except two items. In addition to the one last year (67% met on avoided excessive note reading and "back-to-the-audience" reading of the presentation screen), 50% had issues with avoiding slang expressions, inappropriate language, and the use of fillers. It was fillers that gave most of these students problems. We will continue to assess with these items. Next year, we will add

[1] Previously, these student learning goals were numbered 1.1, 1.2, 2.1.2.2, and 2.3. They are now numbered 1-5.

assessment of the Elevator Pitch competition in MKTG 3161 to additionally assess oral communication skills.

***BBA Objective 2.3: Demonstrate basic functional abilities across core business subjects***
Because this goal covers a large area of knowledge, two courses taken by all business majors was assessed in addition to using the ETS exam as an overall assessment.

2.3.3135 discuss the laws that relate to contracts, including the UCC.
2.3.3161 identify key marketing concepts and apply them to real-world business problems.
LENB 3135 was used to assess how well students could discuss the laws that relate to contracts, including the UCC. In 15-16, fall semester was 74% and spring semester was 72%. In 16-17, it dropped to 66%. The professor completing this assessment left so this specific assessment can no longer be completed. Therefore, the undergraduate curriculum committee discussed this and decided that this assessment was no longer needed. This student learning outcome will not be assessed in 17-18.

MKTG 3161 was used to assess how well students identify key marketing concepts and apply them to real-world business problems. In 15-16, the target of 80% was met, and in 16-17, it was again met. The undergraduate curriculum committee discussed this and decided that this assessment was no longer needed. This student learning outcome will not be assessed in 17-18.

The Undergraduate Curriculum Committee decided that only the ETS will be used in the future to assess core business knowledge so the LENB 3135 and MKTG 3161 assessments will not be repeated next year.

The assessment of student knowledge of core business concepts (including accounting, finance, creation and marketing of value, organizational behavior, global & domestic economic environments) is demonstrated by completion of a normed test (ETS).

The goal is the student average for each area to be at the 50th percentile of greater. In 15-16, the 50th percentile was achieved in every area except finance (34th percentile) so the goal of 50th percentile in each area was almost met. The highest area was management (90th percentile). In 16-17, all areas were again met except finance (36%) The undergraduate curriculum committee discussed the fact that we do not have a major in finance, while most colleges do, which contributes to the lower average in this area. The highest area this year was quantitative business analysis (93%) followed by marketing (92%). The ETS will continue to be used as an overall assessment of the areas of business knowledge.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 16, Spring 17**

| | GC |
|---|---|
| Number of students tested | 255 |
| Range of individual scale scores | 135–184 |
| Individual scale score mean | 156 |
| National mean | 151.8 |
| Range of individual percentile scores | 2% - 98%, more or less |

| Assessment Indicator Title | GC Mean Percent Correct | GC Percentile | National Institutional Means |
|---|---|---|---|
| Accounting | 47 | 74 | 43.2 |
| Economics | 44 | 68 | 40.6 |
| Management | 70 | 87 | 61.5 |
| Quantitative Business Analysis | 43 | 93 | 34.0 |
| Finance | 42 | 36 | 43.3 |
| Marketing | 59 | 92 | 50.2 |

| | | | |
|---|---|---|---|
| Legal and Social Environment | 49 | 62 | 46.8 |
| Information Systems | 53 | 54 | 51.5 |
| International Issues | 45 | 83 | 40.0 |

**Assurance of Learning Outcomes for the Majors**

Complete assessment information for every major is located in Compliance Assist. Summary information is provided in this document. ***The summaries for each program were written by each program's assessment coordinator and are located in Compliance Assist as well.***

**BA & BS Programs in Economics**

The BS/BA degree programs with a major in Economics are designed to develop students that have the capacity to think critically, reflectively, and flexibly so as to be successful in a variety of business/government sector fields or to pursue graduate/professional studies in economics, business, or law.

**Economics Program Goal 1.1:** *Students will be able to demonstrate knowledge of global economic issues.*

Assessment showed that student performance did not met expectations during AY 2016-17. This was due to a change in the content area of the "international issues" component of the ETS economics exam. This year's more equal weighting between international trade and international finance questions on the exam caused our students to score lower relative to the performance displayed by students in the past. Their below par performance is due to the fact that an international finance course is not part of the required economics curriculum while international trade is required. Given that our students performed well on the international trade questions, existing teaching methods will continue for AY 2017-18 and an evaluation of continuing to use this assessment tool going forward will be undertaken.

**Economics Program Goal 2.1.1:** *Students will be able to demonstrate analytical reasoning through applications of micro-economic principles.*

Assessment for AY 2016-17 found that seventy-nine percent (79.3%) of students met or exceeded student analytical reasoning performance (desired achievement level is 75% overall competency—meets or surpasses expectations). This shows a significant increase over last year's 70.1% and student performance has improved consistently for the past few years. To promote continuing success in this area, actions previously undertaken will remain in effect for academic year 2018: supplemental online assignments designed specifically to develop student analytical skills, weekly practice quizzes that contain questions that require analytical thinking skills, and stricter attendance policies to hopefully expose more students to analytical techniques that are taught during classes.

**Economics Program Goal 2.1.2:** *Students will be able to produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.*

For AY 2016-17, students performed marginally below expectations in five of the six traits assessed. The trait assessed that met expectations was an "identifiable question to be answered" while the rest of the assessed traits " analysis of topic", "usage of data", "ability to draw reasoned conclusions", "application of economic terms", and "application of economic concepts and theories" were judged by department faculty to be slightly below expectations. The student papers reviewed this year showed continued improvement on the technical/analytical aspects of their research papers, especially in their "analysis of the topic" and an "identifiable question to be answered." As has been true in previous years, students are not sufficiently grounding and building their senior thesis on a foundation of sound economic theory. To improve student performance in these areas economics instructors now provide more examples in class that show how to use economic theory to motivate and guide research. Because these efforts have improved performance in recent years, we plan to maintain the same strategies for AY 2017-18.

**Economics Program Goal 2.2.1:** *Students will be able to produce written research assignments that demonstrate the ability to organize a research paper.*

For AY 2016-17 students performed slightly below expectations on all three traits evaluated (acceptable format, correct spelling and grammar, and acceptable citations and bibliography). Actions implemented

in previous years to help with these skills have led to improvements based on previous assessment results. Therefore, modifications implemented initially in academic year 2013 will be maintained for AY 2018 along with peer review of paper drafts during senior seminar (ECON 4990). (Note, it is the viewpoint of review committee members that grading of papers has become more rigorous over the years. So while this year's assessment finds student performance to be below expectations, the same performance in earlier assessment cycles would have likely met expectations.)

**Economics Program Goal 2.3.1:** *Students will demonstrate comprehension of micro- and macro-economic principles.*
AY 2016-17 assessment results again show very good overall student performance in the areas evaluated. Students continue to perform very well on the "total- and micro-economics" components of the ETS exam. However, performance on the "macro-economics" component of the exam declined slightly this year to the 48$^{th}$ percentile. For AY 2017-18 macroeconomics topic review sessions will be continued as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50$^{th}$ percentile. Additionally, department faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam. (Note: the Georgia College economics program is microeconomics focused and the economics curriculum requires only two courses in macroeconomics – principles and intermediate. For most students, the macro courses are completed during the fall semester of their junior year while ETS testing is taken during the spring of their senior year.)

**BS Program in Computer Science (CS)**
The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science.

We assessed Goals 2, and 4. Each program goal has two principal indicators:

**Goal 2: An ability to apply design and development principles in the construction of software systems.**
PI 1: Students will be able to recognize design and development principles.
CSCI4320, Software Engineering is used to assess PI 1. Eight Multiple Choice questions on Final Exam related to Design Patterns are assessed based on the goal. The desired standard of achievement is that 80% of the students should solve the question correctly. However, the outcome has not been met. There were 8 questions and 14 students were in the class. 80% of 14 students is 11.2. Only 3/8 (37.5%) questions were solved correctly by more than 11 students. 6/8 (75%) of questions were solved correctly by at least 11 students. In the coming semester, additional exercises will be added.

PI 2: Students will be able to implement the designed solution for a given problem
CSCI 3410 is selected to assess the PI 2. This outcome was assessed through a given assignment that provides a design and asks students to implement it. In this particular, the students were asked to implement a doubly linked list with a specific API. The desired standard of achievement is that 60% of the students earn a passing grade. The outcome has been met. For a total of 25 students in two sections of CSCI 3410 during spring 2017, 16 earned at least a passing grade. That is 64%, exceeding the assessment goal of 60%.

**Goal 4: An understanding of professional, ethical, legal, security and social issues and responsibilities**
PI 1: Students will be able to identify professional, ethical, legal, security, and social issues.
CSCI2800 is selected to assess PI 1. Students will be able to identify professional, ethical, legal, security, and social responsibility. Questions from Chapter 5 are used for assessment.
Desired Standard of Achievement is that 90% of students can correctly answer 90% of the questions. All students actually scored above 90. This outcome was met. There are nineteen students in the class. All of them correctly answers 90% of the questions. Overall, students did quite well for chapter 5. We will continue to evaluate the other aspects of the student outcome.

PI 2. An understanding of professional, ethical, legal, security, and social issues and responsibilities.
CSCI 3343: Computer Security was chosen to assess this goal. Students were asked a multiple choice question about the legal environment related to constitutional law and disk encryption. Desired Standard of Achievement 75% of students should answer question correctly. Result: 87% (13/15) answered the question correctly (Maybe). The expectation of 75% was reached. We will assess more than one multiple choice question next time.

**Overall Goal: Students will demonstrate the knowledge of the principles of computer science.**
Exit Exam is used to assess this goal. This goal was assessed using the National ETS Exam. Students took the ETS as part of CSCI 4320 – Software Engineering. In 16-17, our average was 150 while the national average was 149.The computer science faculty discussed the results. One student failed the exam and had to retake it. He was told to study again and had to pay for the second test. (Score of 128 was brought up to 142). Students scored low on some algorithm questions. We recently changed the textbook – we used to overlap material in Data Structure, Algorithms and Discrete structures. The new book may alleviate this. It is recommended that the students should take the exam later in the semester. (After the meeting: Testing Center was contacted and agreed to offer the exam the 1st week in November instead of in Sept/Oct). We will continue to use the ETS test.

**BBA Programs**

**Accounting Major**
**Program Goal 1**
***Students will be able to demonstrate competency in the technical accounting knowledge necessary to produce, analyze, and communicate financial information for both internal and external users.***
Assessments of this program goal started in FY14 in ACCT 3101 and included a sample size of approximately 60 students with only approximately 50-55% of students meeting expectations. The desired standard of achievement determined by the accounting faculty was 70% of students would score 70% or higher on an accounting topic problem given on an exam during the course. The problem used in the assessment has been consistent each year and contains a question about treatment of bonds.
In FY15 improvements were made in assessment results by instructors reviewing bond problems in class. Unfortunately the desired standard of achievement was still not met that year with only 65% of students meeting the desired standard of achievement. In FY16 the faculty decided to adopt a new textbook from Pearson Publishing that includes a homework software program. Students seem to like these types of programs because they allow for repeat practice of homework problems. A tutoring program was also implemented. This program included meeting twice per week with an additional instructor with special sessions before exams. Attendance was voluntary, but highly suggested. FY16 assessment results met the desired standard of achievement with 75% of students assessed meeting expectations.
Because that was the first year of assessment results meeting expectation, the faculty decided to continue to assess this program goal in FY17 in the ACCT 3101 course with the same bond problem. While the results for FY17 were a little lower that FY16, (71% of students met expectations) the faculty felt that results were not statistically significant because of the small number of students assessed each year. Because of these results, this program goal will be assessed using a student learning outcome from another course in FY18.

**Program Goal 2**
***Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.***
This program goal has been assessed during MGMT 4195 with the ETS exam. The desired standard of achievement for accounting majors is to score 80% or higher in the area of accounting and 50% or higher on all other sections of the exam. This expectation was met in FY15 and FY16. The results of the ETS exam for FY17 are expected to be similar to past year's results, but are currently unavailable.

| Area | AY11 | AY12 | AY13 | AY14 | AY15 | AY16 |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Accounting | 97 | 99 | 99 | 98 | 97 | 99 |
| Economics | 85 | 63 | 77 | 88 | 92 | 97 |
| Management | 90 | 88 | 99 | 92 | 89 | 87 |
| Quantitative Business Analysis | 72 | 41 | 50 | 95 | 82 | 99 |
| Finance | 88 | 69 | 90 | 81 | 79 | 71 |
| Marketing | 95 | 89 | 94 | 86 | 61 | 83 |
| Legal and Social Environment | 96 | 95 | 97 | 88 | 95 | 94 |
| Information Systems | 92 | 95 | 95 | 94 | 97 | 66 |
| International Issues | 90 | 81 | 98 | 86 | 89 | 93 |
| **Overall** | **89** | **80** | **89** | **90** | **87** | **76** |

**Program Goal 3**

***Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.***

For FY16 ACCT 3106, Accounting Information Systems, was assessed with an accounting cycle problem given to students as a final exam in the course. The desired standard of achievement was determined to be 80% of students completing the accounting cycle problem will a score of 80% or higher.
Students were tasked with taking unstructured accounting information from a hypothetical business enterprise and entering this data into an accounting software package and produce the financial statements for a period of time.
Even though the desired standard of achievement was met for FY16, it was decided to assess this program goal again in FY17. Unfortunately, the faculty member teaching this course left the university before reporting FY17 assessment results. The faculty will discuss assessing this program goal again with a similar assignment in FY18.

**Program Goal 4**

***Students will be able to recognize and respond appropriately to ethical dilemmas.***

In FY14 this program goal was assessed in the business ethics course BAUD 2172 with 46 accounting majors. The desired standard of achievement that 75% of students assessed would score 80% or higher on a free response assignment was met. The results showed that 86% of assessed students met expectations. This program goal was not assessed sinceFY14 because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK.

**Program Goal 5**

***Students will be able to demonstrate an understanding of global business issues.***

In FY14 this program goal was assessed in the business ethics course BAUD 2172 with 46 accounting majors. The desired standard of achievement that 75% of students assessed would score 80% or higher on a free response assignment was met. Results showed that 89% of assessed students met expectations. This program goal was not assessed since FY14 because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK.

**Program Goal 6**

***Students will be able to communicate effectively*.**

This program goal has been assessed in ACCT 4135 in past years. During FY12 and FY13 the instructor assessed this goal with a written memo assignment using the college of business rubric. The results showed 81% - 91% of assessed students met expectations. Because of those results, the faculty decided to assess this program goal using an oral communication assignment using the college of business rubric in FY14 and FY15. Only 45% of assessed students met expectations in all areas of the CoB rubric during FY14. Areas of concern included: lack of eye contact, excessive note reading, and the use of slang expressions. Because of these results this course was again assessed in FY15 with the instructor focusing on these skills with smaller oral assignments before the assessed oral presentation. The FY15 results met faculty expectations in all areas of the CoB rubric with the most problematic area still being the use of slang expressions and inappropriate language. Since this program goal has been assessed for

several years and faculty expectations have been met, the department did not assess this goal in FY17. The faculty will discuss assessing this program goal again with a written memo assignment in FY18.

**Program Goal 7**
***Students will be able to enter the accounting profession in a wide range of careers.***
This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal is 50% of students actively seeking employment receive interviews or offers of employment before graduation. Because the faculty wanted to improve student's interview skills and employment opportunities, a professionalism course was added to the curriculum in FY14. The course targeted sophomores and was designed to give students the opportunity to practice job search and networking skills through the development of a job search portfolio. Since the course was implemented in FY14 results have improved. In FY15 61% of students seeking employment had attended interviews, received a job offer or had accepted a job offer. These results have continued to improve with this year, FY17, reporting 80% of students seeking employment meeting expectations of attending interviews, receiving job offers or accepting job offers. We will continue to assess this program goal in FY18.

**Program Goal 8**
***Students will be able to enter graduate school*.**
This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal was 50% of BBA graduates would enter graduate school after graduation. Usually results of the survey reports 60-65% of graduating students are accepted to a graduate school programs. FY16 results were lower than expected but appear to be an anomaly, as the results for FY17 are again consistent with past survey reports at 64% of graduating students reporting acceptance to a graduate school program. We will continue to assess this program goal in FY18.

**Management Major**

The assessment results in FY16 led program faculty to discuss and develop new program objectives to be assessed. We now have six program objectives. We assessed three of them in FY17.

**Management Program Objective 1**: Students will demonstrate a general understanding of business analytics.
Student Learning Outcome 1.1: Students will develop an understanding of business analytics process.
The assessment results in FY16 led program faculty to develop this new learning outcome. Students' knowledge of business analytics process was assessed with seven course embedded exam questions. Four of the seven questions were above the 70% standard, ranging from 74% to 97%. The other three questions were below the 70% standard. Management students who did not meet expectations had access to additional problems. We plan to assess this student learning outcome again in FY18. The instructor will go back to the textbook used previously. Methods from earlier modules will also be reemphasized prior to exam.

Student Learning Outcome 1.2: Students will demonstrate an understanding of business analytics.
We used the FY17 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 86% of the 14 individual exam items in the business analytics category, which exceeded the 50% standard. Because it is a new student learning outcome we assessed for the first time, longitudinal data need to be obtained to ensure enough students have understood the concepts. We will continue to use it to monitor student performance in FY18.

**Management Program Objective 2:** Students will demonstrate a general understanding of organizational behavior principles.
Student Learning Outcome 2.1: Students will demonstrate a general understanding of job attitudes and values.
The assessment results in FY16 led program faculty to use a new measurement to assess this student learning outcome and add additional chapter quizzes between exams. In FY17 students' knowledge of

job attitudes and values was assessed with course embedded exam questions. Results from answers to eight questions on the student exam covering an understanding of job attitudes and values show that the measures were met at the 74% level, which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Because it is a new management program objective, we will continue to assess this learning outcome to monitor student performance longitudinally. We will add/revise the assessment questions and assess this student learning outcome again in FY18 to establish trends.

Student Learning Outcome 2.2: Students will demonstrate an understanding of organizational behavior. We used the FY17 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 100% of the seven individual exam items in the organizational behavior category, which exceeded the 50% standard. The student learning outcome was met. Because it is our first time to assess this important student learning outcome in the Management program, we will continue to use this measurement to monitor student performance in FY18 to obtain longitudinal data.

**Management Program Objective 3:** Students will demonstrate a general understanding of human resource management principles.
Student Learning Outcome 3.1: Students will understand the laws that govern employment in the United States.
The results in FY16 led program faculty to update assessment questions and assess this student learning outcome again. In FY17, students' understanding of the laws that govern employment in the U.S. was assessed with the pretest vs. posttest method. The department reviewed the standard as set by the assessors and deemed 70% improvement from pretest to posttest to be reasonable for benchmarking purposes. The assessment results show that there was a 332% increase from pre-test to post-test, which exceeded the standard of 70% increase. There was 88% correct on post-test. This clearly indicates increased knowledge and understanding of the topic. We have assessed employment laws two years in a row and they both exceeded the expectations. We thus plan to assess a new learning outcome in FY18.

Student Learning Outcome 3.2: Students will understand the underlying principles and administration of a performance appraisal system.
It was the first time we assessed students' understanding of a performance appraisal system. This new learning outcome was assessed with the pretest vs. posttest method. The assessment results show that there was a 289% improvement from pretest to posttest, which exceeded the standard of 70% improvement. There was 78% correct on post-test. Because it is an important learning outcome that we assessed for the first time in the management program, we will continue to use it to monitor student performance longitudinally. We will revise assessment questions and assess this new student learning outcome again in FY18 to establish trends.

**Management Information Systems (MIS) Major**

Last year we did not propose implementing any changes or modifications to two of the courses assessed. We did however assess these courses this year. This year, we made sure to recommend changes or modifications as to align with the assessment efforts at the university level.

Here are our three goals:

1. MIS students will be able to determine requirements a business information system.

2. MIS students will be able to design and create a well-designed, database driven web site.

3. MIS students will be able to design, implement, and maintain information technology infrastructure.

Student Outcome 1.3210 - Students will be able to: analyze business processes and procedures and develop solutions using modeling techniques.

Last year we discussed moving this course to the junior year instead of senior year. This course used to be CBIS 4212. We did implement the changes. The course is now CBIS 3210. We also assessed this course over three classes (two sections in fall semester 2016 and one section in spring 2017) using three homework assignments and one exam. The three homework assignments included two DFD homework assignments and one ERD homework assignment. The exam used was the second exam which deals with modeling. Yes, there was an impact. 84% of the students met or exceeded expectations. The outcome was not met but it is close to reach the 85% of the outcome. Following those results, we plan on providing an additional class session on modeling during the course of the semester.

Student Outcome 2.3214 - Students will be able to: use structured query language to retrieve, edit and store information to a database.

Last year we discussed changing the textbook and allowing students more time with the instructor on specific SQL issues within the application. We did implement the changes. The course now uses an interactive textbook and faculty are teaching with the “flipped” classroom teaching method. We did see an impact with this change. Students were assessed with specific SQL assignment. 100% of the students met the target of a 70% of better (only 3 of the students were in the 70s). We will continue to monitor the new approach to see if the teaching methods and textbook (software) help the students achieve the desired outcome.

Student Outcome 2.4210 - Students will be able to: demonstrate the fundamentals of programming structures.

No changes were proposed last year to this course. We did however continue to assess this course. The assessment was given as part of the final exam which required the students to program a decision and iteration control structure. Only 11 of 35 students met or exceeded expectations and 24 of 35 needed improvement. The question not only included both decision and iteration control structures, but it also included arrays. Many students may have understood control structures but did not do well on the question because of the arrays. Arrays are covered last in the class, and students do not get enough time to become completely familiar with them. Next time a question needs to be used that includes both control structures but not arrays too.

Student Outcome 3.3213 - Students will be able to: demonstrate a working knowledge of networking media, protocols and hardware.

No changes were proposed last year to this course. However, this year we did a different assessment on the students. Students were given an assessment questionnaire consisting of 15 questions. Questions were specific to protocols, network media and difference in networking hardware. Only 2 of 45 students had perfect scores. 29 of 45 met the 70% or better.

Since we combined three courses (hardware, networking, and system administration) we have not been able to find an adequate textbook or resources for the course. However, we have contacted publishers and will create a custom book so students will have a more formal method of studying for assignments and exams. Currently students are given resources to go over from video sources like Lynda.

**Marketing Major**

To set the table for where we’ve been, where we are, and where we’re going it’s helpful to review our mission. As noted in our FY17 report we strive to stress the impact of modern marketing on business. To do that we give students real world opportunities that enrich their learning experiences, and as I believe we can show here, improve their learning outcomes. This direct involvement is seen in the level of interaction that our students have with our faculty, and also with the projects that are an important part of most marketing courses. These basic fundamentals tie back to the College level mission of creating business professionals who have student-faculty interactions that enhance students’ learning and stress quantitative reasoning and communication skills. These, of course, tie back to the core University

foundation of deepening students learning and understanding through engaged, student centered programs that extend beyond the classroom.

Overall performance - There have been four assessment items that the major has considered over the past several years. In the FY14 cycle we met all of our objectives and really felt that our students were demonstrating functional skill in the tested areas. In FY14 we proposed changes so FY15 would be honed down to the four key areas we considered foundational and having met all of our goals really revisited whether they were challenging enough. In FY15, with that revised set the discipline did not meet for mastery of the topic, nor were they able to meet our goal for effective communications. At the time we were not sure if it was a blip in the data or a matter of tightening our standards or an indication of the program needing improvement. To address it we increased emphasis on communication skills throughout our program, with a particular emphasis on additional communication requirements for the capstone, and we stressed, both in our foundational Principles course, and in its subsequent courses, those key marketing fundamentals. In FY16 there was improvement, but it wasn't clear that our changes had fully impacted what we were hoping to accomplish. However, students do stay in major courses for several years, so we also realized that it might take until this cycle to fully see the results of those changes. As we continued we also looked for ways to improve upon these goals, particularly the communications goal because of the importance of effective communication skills to success in this business area.

Ethics – The outcome we're seeing for Ethics has been a strong area for the department and one of the things we've consistently seen from year to year is an above expectation performance in this item and continues to be a good indication that we are achieving this goal. This is something we stress in every class and despite having done well in this metric, both historically and in this cycle, we continue to push to emphasize how critical this is to the discipline. It is stressed not just in the course where we measure it, but in every aspect of our program.

Cross-cultural marketing – While cross-cultural marketing continues to be stressed in most classes within the major, during the FY17 cycle the International Marketing class, the natural home course for assessment of this metric, which had been coming back positively for the discipline, changed to an only online presentation. When that happened one of the things we found was that the numbers coming back on assessment metrics were more a function of students completing the online assignments because in an International class, given the material that was covered, the students who completed it were successful in conveying the international nature of the discipline. Which is to say that it became more a measure of whether someone DID the assignment because the people who did met that expectation. At that point the Marketing faculty agreed to pull this assessment item. That is why it is not measured in this cycle and why this goal will not be reported in FY18. We continue to be confident we are conveying this knowledge and continue to stress it throughout the major.

Effective communications – This crucial goal is indicated by the outcome of the metric measured in our capstone course by means of an independently judged individual elevator pitch. In FY15 we were at only the 70% of expectation level. Through stressing the importance of presentation in all upper level major classes, and stressing the importance of the elevator pitch starting in our Principles classes, we ramped up both the emphasis and training we have been providing on this item. In FY16 we just cleared the 80% threshold with 81%. In FY17 our results have come back at 86% with breakouts each of the two semesters measured above the 80% threshold (all marketing majors are assessed on this item).

Broad mastery of the discipline – The goal of discipline mastery is overarching. Determining appropriate ways to measure outcomes for that goal are where the assessment team is really focused right now. Several years ago we were meeting expectation, but this year our reporting measures for the ETS exam weren't given in a way that we can map directly back to our goal. Because the reporting has changed, we as an assessment team, have taken the new data and both looked at it to get a clear idea of whether we are going in the right direction, and we are using the reporting as guidance for crafting a goal for the FY18 cycle that adequately takes the data and gives us both an quantitative means of assessing our performance, as well as clear guidance toward areas that we need to improve upon or give greater stress to within our courses. At this point the team is looking at the ETS individual subject breakout scores. Our

majors performed above the national average in 12 of the 15 marketing breakout categories and the team examined the ones at which we're really exceeding, as well as the ones where we are just exceeding, as well as the ones in which we are below national average. Despite not having data in a goal measurable fashion one of the things we've already learned from this analysis is that we would benefit by putting greater emphasize on Services Marketing. The team also believes that part of the reason for our performance in that area is that we were down two faculty and have recently taken on a new member that will allow us to offer Services Marketing in our course rotation again. Another area that came up was Organizational Marketing. There are other programs that have this as their focus, but that isn't really where our major lives. This is one that as a department we don't feel we should move our program just to meet a metric. We will continue to stress B2B marketing when it's appropriate, but we aren't fundamentally changing the way we address this area. The last item was Strategic Planning. While we were below the average it was by 2% (we were typically above by 5%-10% or more). Strategic Planning is a key area in a number of courses. Professors have been made aware of the need to continue our focus, and reemphasize it where we have the opportunity, but at only a 2% off difference this may merely be a blip in the data. We will, of course, be following that in FY18 as we revise and revisit this goal.

To summarize (the summary) we had two goals not only strongly meet expectation, but really show traction in solidly indicating that we're conveying the knowledge we want students to have and that the changes we've undertaken to improve those metrics has done what we hoped it would. We dropped one assessment item from our FY18 reporting because the course we were evaluating it in changed enough that we felt it wasn't measuring what it needed to measure to be part of our assessment planning. And lastly, our overall measure changed, so as a team we're looking at both the reporting that we've got and informing our class knowledge with that, and coming up with a metric for FY18 that will examine that data in a way we can use consistently going forward. The richness of the ETS and the category specific data that we're obtaining really appear to be able to inform us well going forward. This was an extremely positive year, which was up from FY16 which was up from FY15, and in which we have a clear focus of where as a faculty we want the program to be going forward. We are using the outcomes we've gotten from this year as an additional way to inform potential changes in the foundational structure of our major, so our assessments aren't only looking at the outcomes and goals we have, but we are also using this data as we assess our overall course requirements and offerings.

This year, even more than in previous years, we really aren't closing the loop so much as spiraling up. This year went better than last, which went better than the year before that. We are looking at the data from this year in order to better inform our choices for FY18. In assessment terms the discipline faculty are very satisfied that the assessment process is informing and shaping our actions in the classroom.

## Assurance of Learning Outcomes for Graduate Programs

### Master of Business Administration Programs

The part-time MBA is being eliminated. It is being taught out in Warner Robins, but it will cease to exist soon. The online WebMBA will be the only MBA offered by Georgia College. Due to this, fewer classes with typical class sizes of less than 10 are being offered as the final students complete the degree. Many part-time faculty are actually teaching the courses that are offered. Therefore, assessment data is difficult to obtain and virtually meaningless. Even the ETS exam was not given after spring 16. Therefore, there is nothing to report because no assessments were carried out in 16-17.

### Georgia WebMBA® Program

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught on-line by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an on-line program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University offer courses and admit

students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. This data is **not** located in Compliance Assist.

**Master of Accounting Program**

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. The MACC goals are:

1. Students should be able to demonstrate advanced knowledge of accounting theories and practice.
2. Students should be able to critically analyze accounting issues.
3. Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
4. Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
5. Students should be able to demonstrate an understanding of global business issues.
6. Students should be able to communicate effectively.
7. Students should be able to enter the accounting profession in a wide range of careers.

For the academic year 2016-2017, all learning outcomes assessed for the Master of Accountancy program were met. Learning outcomes were assessed using embedded questions, written assignments, and placement rates. Placement of graduates from the MAcc program continues to be highly successful with 100% placed within 90 days of graduation. Assessment of the ethics learning outcome produced similarly positive results.

The one area for concern relates to written communication skills. While the assessment goal was met, the faculty are concerned about the poor writing skills demonstrated by our graduate students. Given that the majority of the students in the MAcc program are Georgia College graduates, we can trace the lack of skill development back to their undergraduate experience. The accounting department has previously assumed that writing skills will be developed in the core curriculum and also in the business core class (Business Communications). Based on the results of this assessment item for the past two years, the faculty are committed to increasing the focus on the development of writing skills within the undergraduate accounting major courses. The assessment plan for AY 2017-2018 will continue to focus on written communication skills and placement rates. Assessment of one or two new goals will also be considered for the coming year.

**Master of Logistics and Supply Chain Management Program**

Moving into FY2017, the faculty adjusted the assessment goals (from 3 to 4) and desired outcomes to align more clearly with the goals and content of the program. This allowed us to adjust some of the course descriptions to align more specifically with the content and goals of each class, and we gained greater input from each professor that is leading and developing the curriculum for each course. These adjustments allowed us to improve our delivery and assessment of the program curriculum as we adjusted for online delivery and had consistent faculty teaching the courses. We also created a schedule for when we would assess each outcome over the next four years. The schedule is at the bottom of the summary. The following section will provide a summary for each Program Objective and Learning Outcome that was assessed this year.

**MLSCM Program Objective 1**: Students will demonstrate an ability to identify appropriate management techniques to solve logistics/supply chain problems. In FY 2017, LOGS 6650 and LOGS 6647 assessed outcomes tied to this objective.

**Student Learning Outcome 1.3:** Students will be able to analyze a common supply chain-purchasing problem and determine the appropriate strategy

In LOGS 6650, the outcome was assessed through a project assignment; individual assessment based on peer assessment of group participation and was graded by rubric. The goal was that 80% of students should meet expectations. Results demonstrate that more than 80% of the students met or exceeded expectations, however, there was room for improvement.

During the process some students were confused on the project. It is designed to be open ended, requiring dialogue between the team members as well as the faculty. This did change, but not without too much effort and distress. Students were unclear of the project and coming up with a coherent strategy.

To change in the future, three things have been done. First, the syllabus is much clearer and provides additional guidance as to successfully completing the assignment. Second, the deadline for picking a topic and submitting it for approval has been moved in 3-4 weeks. This will give them more time to work on the project. Finally, I plan on completing WebEx sessions with each team to discuss their project a few weeks after the topic has been approved.

**Student Learning Outcome 1.4:** Students will be able to assess real world organizational logistics strengths and weaknesses via case study methodology.

In LOGS 6647, the outcome was assessed through each student will critically analyzing case studies that build over the course of the semester into a comprehensive case study at the end. The students turned in a written analysis of each case, which was graded according to a rubric that measures that ability of the student to develop a comprehensive analysis of the case. The goal was that 80% of students should meet expectations. Results demonstrate that more than 80% of the students met or exceeded expectations and as such, the method of assessment will continue as it currently stands.

**MLSCM Program Objective 2:** Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems. In FY 17, LOGS 6654 and LOGS 6649 assessed the outcomes tied to this objective.

**Student Learning Outcome 2.1:** Students will be able to analyze a common supply chain inventory management problem.

This outcome was assessed in LOGS 6654 with an individual case analysis which involves the calculation of EOQ, associated inputs, and an evaluation of the implementation of various inventory management processes, and graded with rubric. The goal was that 80% of students should meet expectations. The results show that one class met the expectations and a second class did not meet expectations. The results demonstrate that in a more recent semester at least 80% of the students understood how to calculate EOQ, identify the correct associated inputs and evaluate the benefit of this type of inventory model compared to others for a real world situation. In an earlier semester, the results demonstrate that less than 80% of students understood how to do a full inventory analysis as called for by the assignment.

The case study process allows students to take information regarding a real world situation and apply their own analysis on the inventory problem. They are asked to act as consultants in this situation and run an analysis on EOQ as well as make recommendations to bring costs down in a production/manufacturing environment. While a major portion of this case study involve the application of quantitative techniques in inventory management, the students must also interpret their results to solve the case problem. The results suggest that the method of assessment is working as expected.

From fall 2016 to spring 2017, changes were made within the class to better prepare students to conduct the inventory analysis required by the assignment/case study. The results increased from 69% of students meeting expectations to 96% of students meeting expectations. Some of the changes made between fall 2016 and spring 2017 classes included:

Preparation: deliberate discussion of the case study situation was brought up earlier in the semester, make sure a stronger link was articulated between the learning of the technique and how it could apply to future situations
Support: a requirement was instituted to have students check in to discussion during the time they were working on the case study. Before, they were not required to check in which may have resulted in too much time passing before the student realized that they did not have a strong grasp of the materials. The required check-in to discussion forced students to review the case study requirements earlier and address concerns earlier.

**Student Learning Outcome 2.3** Students will be able to quantitatively formulate, solve, and interpret mathematical solutions.

In FY2016 this outcome was assessed with course embedded exam questions. The desired standard of achievement was that 80% of students should meet expectations. The results demonstrate that 84% of the students who took the exam understood how to use the analytical and mathematical concepts to solve the problems given to them. Right now, it seems that the current methods of teaching and assessment are successful according to the data. However, since the outcome of successful students was 84%, that still leaves room for improvement. Curiously, the class performed worse on the two easiest questions, identifying the name of the method and the coefficient of determination. The other questions, which require applying the model to a management decision showed much better results. Since this is the first time I have assessed the regression problem, I believe we should use these results as a benchmark and look to evaluate them for both courses next year. In light of this, there will be minimal changes in the course and assessment format.

**MLSCM Program Objective 3:** Students will demonstrate a general understanding of business logistics and supply chain management principles. This objective was assessed in LOGS 6650 and LOGs 6654 in FY 2017.

**Student Learning Outcome 3.1:** Student will be able to understand the role and impact of purchasing and materials management within the broader context of logistics and supply chain management.

This outcome was assessed in LOGS 6650 through having students work in a group setting to analyze the procurement process within a company to determine which sourcing strategy was chosen. Students analyzed the market to determine opportunities for improvement. Each student was assessed within the group framework for their understanding and ability to communicate their analysis and suggestions for the company to improve. A dual rubric was applied; one by the instructor on the students' comprehensive presentation skills and one that allows the students group peers to evaluate each member. The goal was that 80% of students should meet expectations. Results demonstrate that more than 80% of the students met or exceeded expectations.

However there is room for improvement. During the process some students were confused on the project. It is designed to be open ended, requiring dialogue between the team members as well as the faculty. This did change, but not without too much effort and distress. Students were unclear of the project and coming up with a coherent strategy.

To change in the future, three things have been done. First, the syllabus is much clearer and provides additional guidance as to successfully completing the assignment. Second, the deadline for picking a topic and submitting it for approval has been moved in 3-4 weeks. This will give them more time to work on the project. Finally, WebEx sessions will be scheduled with each team to discuss their project a few weeks after the topic has been approved.

**Student Learning Outcome 3.4**: Identify core inventory and distribution issues within supply chain management

This outcome was originally scheduled to be assessed in this particular assessment cycle in LOGS 6654. However, after examining the question used to assess the outcome, the instructor realized that the assessment criteria is not properly aligned with the actual outcome and could be more aligned with another program objective. So, the decision was made to move the assessment for 3.4 to FY 19 & 20 to allow the instructor to re-do the class assignments in future terms to incorporate this assessment.

**MLSCM Program Objective 4**: Students will demonstrate a general understanding of global logistics and supply chain issues. This objective was assessed in LOGS 6647 in FY17.

**Student Learning Outcome 4.2:** Students will be able to analyze and evaluate the global logistics strategy for a large, consumer product organization.

This outcome was assessed in LOGS 6647, through a project that requires each student to work within a group setting to analyze the logistics and supply chain strategy a company is using to compete in various markets and industries around the world. Each student will be assessed within the group framework for their understanding and ability to communicate their analysis and suggestions for the company to improve. A dual rubric will be applied; one by the instructor on the students comprehensive presentation skills and one that allows the students group peers to evaluate each member. The goal was that 80% of students should meet expectations. Results demonstrate that more than 80% of the students met or exceeded expectations. The results suggest that the method of assessment is successful at this time. However, in order to push students further into the material and critical thinking, the plan is to modify the final to require an individual write-up of one aspect of the problem chosen. This will enable the instructor to differentiate the level of understanding. Team presentation requires all to speak but some read their notes and if notes were separate the presentation could be more fluid and concise.

Overall, the MLSCM is in much better shape than it has been in the past regarding a sound assessment strategy and plan moving forward. Our program goals and student outcomes are much more aligned with the nature of the program than they have been in the past. We have made much progress and are seeing the results of our assessment strategies through the success of the students. As seen in the report above, the faculty members are continually in discussion regarding better assessment approaches and strategies, so continuous improvement is at the forefront of the program.

**Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy.

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting. Each goal will be assessed in two of the six required MMIS classes. Therefore, students are assured that there are two places in the curriculum that each program goal is covered.

1. Students will be able to evaluate how information systems planning, management, and strategy influence the organization.
This was originally scheduled to be assessed in MMIS 6293 in spring 17. However, a part-time faculty member taught the course, and it was not assessed. Because of the increase in student numbers, it is being taught again in spring 18. It will be assessed at that time. It will be assessed in 6298 in summer 17 as well.

2. Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.
This was assessed through MMIS 6295 in spring 17. The students took a certification exam at the end of the class for networking and security issues. Passage of this exam ensures that the students understand and can use the best practices. The class had an 87.5% pass rate exceeding the 85% target as well as the 66.84% national pass rate and the 68.69% college pass rate. The areas that the students did not do as well in will be covered more thoroughly the next time this class is taught. This assessment will be used again in spring 19 when this class next taught. Another assessment for this goal will be used in MMIS 6198 in fall 17.

3. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.
This goal was assessed in MMIS 6296 in fall 16. The students met the target rate of 85% being able to describe and explain ethical considerations in the areas of data security, data privacy, data usage, data analysis, and data ownership. It was thought that many students knew the answers but simply stopped short of describing and explaining as many issues as were needed. Therefore, the exam question will be clarified the next time this class is taught in fall 18. This goal will also be assessed in MMIS 6299 in spring 18.

## College-wide Assurance of Learning Activities

**College of Business Assessment Meetings**
**Wednesday, August 16, 2017**

Faculty members teaching in the common business knowledge courses (CBK) met on the university's annual assessment day to discuss the results of 2016-2017 assessment and changes needed for 2017-2018. Faculty members in each program, led by the COB Assessment Coordinator and program assessment coordinators, met and discussed each program's goals, assessments, and results.

The summaries from each of these meetings were presented at the annual fall COB assessment meeting.

**Friday, October 13, 2017**

Twenty-three faculty members attended the annual COB fall assessment meeting to be briefed on summary program assessment reports. Each major reported back to College of Business faculty on assessment activities during the 2016-2017 academic year.

Each report addressed three questions:

- What assessment activities were completed in AY 2017?
- What did you learn from those activities?
- What will you change as a result of the assessment?

Included in the reports were the specific goals that each major assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment from the common business core courses. Reports were also presented from the MACC, MMIS, and MLSCM..

Summaries from these reports were presented earlier in this document, and details are located in Compliance Assist. Feedback on each summary in Compliance Assist was provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. This feedback was used to make needed changes for 17-18.

## Appendix I: Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Compliance Assist for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| September | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Compliance Assist | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Compliance Assist information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents. | Provost/Deans |
| Oct-Feb | . The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree**<br>BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| **BS CS** | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | Costs<br><br>Viability – # of majors<br><br>Productivity - # of grads<br><br>Inputs – faculty qualifications & scholarship (AQ/PQ)<br><br>Outputs – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br>Outcome examples:<br>Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**:<br>Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

## The J. Whitney Bunting College of Business

# Academic Assessment Outcomes

## 2017/2018
**(7/01/2017 – 6/30/2018)**

**December, 2018**

AACSB ACCREDITED

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2017/2018**

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**College of Business, Georgia College & State University**
**Academic Assessment Outcomes, 2017/2018**

## Executive Summary

Business faculty have developed learning objectives for undergraduate and graduate programs, along with means of assessing the accomplishment of each objective, so they can measure learning outcomes and continually improve each program. Learning objectives are measured for the common business core as well as the majors in the BBA, and for the BS, BA, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2018 are shown below.

- The ETS results showed that students exceeded the 50th percentile in all areas except finance (44th percentile) and information systems (48th percentile) in 17-18. The highest area was marketing (92th percentile). Although the lowest area was finance (44th percentile), there is a continuous improvement from 34th percentile in 15-16 and 36th percentile in 16-17.
- BBA students met expectations for analytical techniques in FINC 3131.
- Students continuously do a good job identifying and evaluating ethical issues.
- This was the first year the elevator pitch was incorporated into all sections of MKTG 3161 and was measured. Students exceeded expectations for oral skills.
- Management majors performed well on the assessment assuring they have a general understanding of organizational behavior principles.
- MIS majors met expectations for determining requirements of a business information system.
- Accounting majors provided positive data on graduate school acceptance and employment offers.

Key actions taken as a result of assessment are listed below.

- An additional class session on modeling will be provided in CBIS 3210 to enable students to use modeling techniques better.
- Economics instructors throughout the department will provide more examples in their classes to show how to use economic theory to motivate and guide research.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- An installation video will be added for a software engineering project in CSCI 4320.

The common business core courses were assessed for all BBA majors. Major-specific assessments were carried out for BBA majors in accounting, management, management information systems, and marketing. Program-specific assessment activities were reported for the BA and BS in Economics and the BS in Computer Science. The graduate programs (MACC, MLSCM, and MMIS) all had program-specific assessment activities.

The university goals, college goals, and program goals as well as student learning objectives are available through the Watermark software to all College of Business faculty members. Therefore, each goal, objective, result, and modifications are not explained in this report. This report summarizes the key findings and reports on the assessment activities and results stored in Watermark. The Georgia WebMBA reports assessment information in a separate report.

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2017/2018**

## Introduction

This Assessment Outcomes report, along with the information available in Watermark for the college of business, describes assurance of learning outcomes for the academic year 2017/2018, which:

- Enable faculty members to measure outcomes and continually improve undergraduate and graduate programs.
- Comply with the assessment cycle of Georgia College.
- Demonstrates to the college's external accreditation agencies, AACSB, ABET, and SACS, that students in every program are achieving program-level learning goals.

### Undergraduate Programs in the College of Business

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, and a BS in Computer Science. There are several different majors within the BBA degree (e.g., marketing, accounting, management, and management information systems). Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### Graduate Programs in the College of Business

The college of business offers the following graduate programs:

- Master of Accountancy (MACC)
- Master of Logistics and Supply Chain Management (MLSCM)
- Master of Management Information Systems (MMIS)
- Georgia WebMBA

### Mission and Goals of the College of Business

Faculty members in the college build on the foundation of a liberal arts education by creating undergraduate learning outcomes relating to the study of organizations and commerce. Graduate students come into the college from a variety of backgrounds to participate in general management (i.e., WebMBA) and specialized (i.e., MMIS, MLSCM, and MACC) masters programs. Each of these programs is driven by the mission of the college. The college faculty ratified the new mission and strategic objectives on March 11, 2016.

### Vision Statement

The J. Whitney Bunting College of Business aspires to be the preeminent business school within 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.

## College-Wide Objectives, Assessment Measures, and Outcomes

To support the mission of the university and the college, the faculty and staff of the College of Business at Georgia College, in partnership with constituencies such as our advisory board, alumni, and university advancement, will

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

1. 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.
2. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.
3. Enhance student engagement in professional development, career preparation, and leadership.
4. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.

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

1. Use of the College of Business website, social media, and "Make Your Next Move" online graduate programs platform.
2. Use of Georgia College print and electronic publications.

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

1. Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.
2. Fiscal stewardship in the alignment of resources to fulfill the College's mission.

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

1. Enhance engagement and outreach activities throughout the College.
2. Enhance relations with alumni, donors, and friends of the College.
3. Improve visibility of outreach from the Centers in the College of Business.

Objective Five: Enhance faculty and staff development and recognition.

1. Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.
2. Be purposeful regarding staff professional development.
3. Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.

Objective One is measured by assessing program goals through student learning outcomes. The details for objective one are located in Watermark, and summary information is presented in this report. Academic year 17-18 is the second year with these strategic objectives.

## Assurance of Learning Outcomes for the BBA Program – 2017/2018

The student learning goals are taken directly from the college's objectives, but they are written as assessable student learning goals. At the completion of the BBA degree, the student will:

1. Identify and evaluate ethical issues and their resolution
2. Evaluate the effect of globalization and cross-culturalism in a business environment
3. Apply appropriate analytical techniques in business environments
4. Communicate effectively through written and oral media
5. Demonstrate basic functional abilities across core business subjects

All BBA students must obtain common business knowledge (CBK) through the common business core courses that all BBA students take. The student learning goals for the CBK are given below with the assessment results.

***BBA Objective 1: Identify and evaluate ethical issues and their resolution.***
Student learning outcomes related to ethics from BUAD 2172 Business Ethics and CBIS 2220 Principles of Information Systems were used to assess this objective. In general, students were correctly able to identify and evaluate ethical issues and their resolution. In CBIS 2220, ethics specific test was given to two sections of totaling sixty eight students. 84% of students scored 75% or higher, which exceeded the desired standard of achievement 80%. Of the 16% that scored 75% or less, 67% missed a question about software piracy. In the future, program faculty will cover software piracy in greater detail. In addition, there are only four exam questions on the topic. More questions will be added to the test to assure a more accurate result.

An evaluation of ethical issues was also assessed in BUAD 2172. The desired standard of achievement is that 80% of students would score 80% or higher on a free response assignment. Results showed that 91% of the students scored 80% or higher, which exceeded the expectations. Because it is a new student learning outcome, longitudinal data need to be obtained to ensure enough students have understood the concepts. We will continue to use it to monitor student performance in 18-19.

***BBA Objective 2: Evaluate the effect of globalization and cross-culturalism in a business environment.***
Global issues were assessed in BUAD 2172. The desired standard of achievement is 80% of students would score 80% or higher on a free response assignment. Results showed that 78% of students met the expectations. To address the deficit, students scoring below 80% were required to meet with the instructor to address the problem and were given an opportunity to re-do the work. 6 of 10 students took advantage of this and their scores averaged 88%. 4 students (not considered in the previous 10) received a zero on the assignment due to plagiarism issues and were not allowed to re-do the assignment. Their scores of zero impacted the overall average. We will assess this learning outcome again in 18-19.

***BBA Objective 3: Apply appropriate analytical techniques in business environments***
ACCT 2101 was used for this assessment. In AY18, 8 multiple choice questions were given to students for the first time on the course final exam. Students have not been tested on this material before this assessment. The course format required students to watch videos produced by the textbook publisher on the chapter's learning objectives before attending class. During class the instructor answered student questions and demonstrated the solution to textbook problems. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. The results of AY18 assessment showed that 37.2% of the students assessed correctly answered at least 70% or 6 out of the 8 questions. It did not meet the target. Because students may not take an assessment administered on the final exam seriously if they have calculated that an improvement in their final grade in the course is not attainable, program faculty decided to change the assessment administration scheduling in AY19. A set of multiple choice questions across the course from exams will be administered during semesters in AY19. This will allow for a larger number of questions in the assessment as well as isolate the effects of a particular exam period and student apathy. The instructor in this course has also noticed an increase in student distraction from cell phone use during classes. The current research on cell phone use confirms the belief that cell phone apps are designed to be addicting. Because of this, the instructor of this course has instituted a very strict cell phone policy for AY18. Students are exposed to the research by watching a video on cell phone app design and are encouraged to place their cell phones out of reach during class. Any student using a cell phone during class is asked to leave immediately.

FINC 3131, a junior/senior level class for all business majors, has also been used to assess analytical techniques. Students taking the FINC 3131 course (11 sections in total) in Fall 2017 and Spring 2018 were tested to assess their ability to apply time value of money principles relating to savings, investment, loan payments etc., and demonstrate their critical thinking and problem solving skills in these areas. A total of 296 students took the test. Two full-time faculty members administered the tests using similar, but different questions. The tests involved multiple-choice questions with only one answer being the correct.

The results showed that, taking all the eleven sections together, 81.31% of students met or exceeded expectations. This assessment is scheduled again in AY19.

***BBA Objective 4: Communicate effectively through written and oral media***
BCOM 2285, an Area F course for business majors, was used to assess written skills. The target is 80% of students will meet expectations. Results showed that assessing for writing with clarity, grammar and punctuation, 85% met or exceeded expectations. Assessing for appropriateness of message design, 93% met or exceeded expectations. More attention to basic writing (grammar and punctuation) is still needed. Students in both sections were provided one-on-one conferences to reinforce proofreading skills and to reinforce their understanding of the need to proofread from a printed copy and read aloud their writing. These conferences were also used to reinforce the students' need to apply communication theory. In AY19, students will continue using the more intensive grammar and punctuation tutorials. Additionally, students will continue to practice deductive and inductive writing through homework exercises before they are tested on positive (deductive) and negative (inductive) cases.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. The desired standard of achievement is 85% of students will meet expectations. The results showed that 100% of students met expectations on nine items. 83% or more met the target on all except 3 items - Used time effectively; Avoided slang expressions and "fillers"; and Made appropriate handoffs/transitions with other team members. The outcome was partially met. These skills are most likely caused by a lack of rehearsal even though they are addressed in Business Communication classes as well as other courses with student presentations. These flaws will be emphasized during practice presentations. The instructor will continue to assess these items. In addition, program faculty decided to change the "meet expectations" standard to 80% from the current 85%. When evaluating individual presentations within the team, if just one of six students is assessed "below expectations" on an item (i.e. 17%), the item will be assessed below 85%. So 80% would be a more suitable target.

MKTG 3161 Principles of Marketing was also used to assess oral skills through elevator pitch presentations. The desired standard of achievement is that 75% of students will meet or exceed a score of 70% on an individual elevator pitch presentation. Results showed that 85% of 222 students in fall 2017 and 85% of 205 students in spring 2018 met or exceeded a score of 70%. Four faculty members integrated the competition into their MKTG 3161 sections, preparing students through activities incorporated in the course. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. This was the first year the elevator pitch was incorporated into all sections of MKTG 3161 and was measured. Other courses, across three business disciplines, are also incorporating the elevator pitch into classes so that roughly 35% of all College of Business students will experience the elevator pitch at least twice across their academic career. We will assess it again in 18-19.

***BBA Objective 5: Demonstrate basic functional abilities across core business subjects***
Because this goal covers a large area of knowledge, the ETS exam was used as an overall assessment. The Undergraduate Curriculum Committee decided that only the ETS would be used in the future to assess core business knowledge.

The assessment of student knowledge of core business concepts (including accounting, finance, marketing, management, economics, and information systems) is demonstrated by completion of a normed test (ETS).

The goal is the student average for each area to be at the 50th percentile or greater. In 17-18, the 50th percentile was achieved in every area except finance (44th percentile) and information systems (48th percentile) so the goal of 50th percentile in each area was almost met. The highest area was marketing (92th percentile). Although the lowest area was finance (44th percentile), there is an improvement from 36th percentile in 16-17 and 34th percentile in 15-16. The undergraduate curriculum committee discussed the fact that we do not have a major in finance while most colleges do, which contributes to the lower average in this area. Although information system was below 50th percentile, GC mean percent correct

(52%) is higher than the national mean correct (51.3%). The ETS report will continue to be used as an overall assessment of the areas of business knowledge.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 17, Spring 18**

| | GC |
|---|---|
| Number of students tested | 306 |
| Range of individual scale scores | 129-188 |
| Individual scale score mean | 155 |
| National mean | 151.6 |
| Range of individual percentile scores | 0% - 99%, more or less |

| Assessment Indicator Title | GC Mean Percent Correct | GC Percentile | National Institutional Means |
|---|---|---|---|
| Accounting | 48 | 82 | 43.1 |
| Economics | 45 | 74 | 40.4 |
| Management | 69 | 83 | 61.4 |
| Quantitative Business Analysis | 40 | 85 | 33.9 |
| Finance | 43 | 44 | 43.3 |
| Marketing | 59 | 92 | 50.5 |
| Legal and Social Environment | 49 | 64 | 46.7 |
| Information Systems | 52 | 48 | 51.3 |
| International Issues | 44 | 79 | 39.8 |

**Assurance of Learning Outcomes for the Majors**

Complete assessment information for every major is located in Watermark. Summary information is provided in this document. The summaries for each program were written by each program's assessment coordinator and are also located in Watermark.

**BA & BS Programs in Economics**

The BS/BA degree programs with a major in Economics are designed to develop students that have the capacity to think critically, reflectively, and flexibly so as to be successful in a variety of business/government sector fields or to pursue graduate/professional studies in economics, business, or law.

**Economics Program Goal 1.1:** *Students will be able to demonstrate knowledge of global economic issues.*

Students take the ETS major field test in economics exam, a nationally standardized test of economic knowledge for senior-level undergraduates, in ECON 4990—Senior Seminar (each spring semester). Students' mean score on the international issues component of the exam is compared to those of students at other universities also taking the exam. The goal is that our students perform in the upper 50th percentile of schools taking the ETS field exam. Students scored in the 70th percentile, which is well above the goal of the 50th percentile. The results also show a significant increase in student performance on "international issues" relative to the past couple of years, increasing from the 53rd percentile in AY 2016 and the 44th percentile in AY 2017 to the 70th percentile for AY 2018. Plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

**Economics Program Goal 2.1.1:** *Students will be able to demonstrate analytical reasoning through applications of micro-economic principles.*

Faculty select a sample of multiple choice and/or short answer questions from sections of ECON 2100 and ECON 2106 and judge students' analytical reasoning ability. The target level is that at least 75% of sampled student responses will meet or surpass expectations. However, the results show that only 68% of sampled student responses met or exceeded analytical reasoning competency in AY18. It indicates a decrease in student performance over the previous year (79.3% met or exceeded expectations in AY17 and 70.1% were judged to meet or exceed analytical reasoning competency in AY16). To promote continuing success in this area, actions previously undertaken will remain in effect again for academic year 2019: supplemental on-line assignments designed to develop student analytical skills; periodic quizzes with questions that require analytical thinking skills; stricter attendance policies in principles courses to help ensure that students receive adequate exposure to analytical techniques; and enhanced usage of "supplemental instructors" (depends on available funding).

**Economics Program Goal 2.1.2:** *Students will be able to produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.*
A random stratified sample of student research papers from ECON 4990 (Senior Seminar) is assessed by department faculty using primary trait analysis to judge (1) student abilities to apply economic principles and (2) student abilities to analyze an economic issue. The goal is that each trait evaluated in the sampled papers will demonstrate competency (meets or surpasses expectations; i.e., average score of 3.0 or higher out of a possible score of 5). For AY18, students met expectations, once again this year, on the trait "identifiable question to be answered" and their average scores fell slightly below expectations on the traits "application of economic terms", "application of economic concepts and theory", "analysis of topic", and "usage of data." Students' average score was considerably below expectations on the trait "ability to draw reasoned conclusions." This year students performed roughly equal to last year's performance levels on all the traits assessed. The student papers reviewed this year didn't show any improvement on the demonstration of knowledge of economic terms and the technical/analytical aspects of their research papers. As has been true in previous years, students are still not sufficiently grounding and building their senior thesis on a foundation of sound economic theory. To improve student performance in these areas, instructors throughout the department now provide more examples in their classes to show how to use economic theory to motivate and guide research. The following strategies will again be utilized, along with a couple of new ones, to improve student outcomes for AY19: students will continue to initiate their senior seminar research papers in the fall semester econometrics course (ECON 4340); the econometrics (ECON 4340) and senior seminar (ECON 4990) instructors will expand practices of teaching and modeling the use of economic theory as a starting point in economic research papers; in econometrics (ECON 4340), quiz questions will be added to exams that focus on finding articles; a theory section will be required for all senior thesis papers in ECON 4990; faculty in ECON 4340 (Econometrics) and 4990 (Senior Seminar) will increase the number of economic academic journal articles required for papers to help with modeling and drawing conclusions; peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990); and Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process.

**Economics Program Goal 2.2.1:** *Students will be able to produce written research assignments that demonstrate the ability to organize a research paper.*
For AY18, four randomly drawn student research papers from ECON 4990 (Senior Seminar) were assessed by three department faculty on three primary traits (acceptable format, correct spelling and grammar, and acceptable citations and bibliography). Students performed below expectations on all three traits evaluated. This is the second year in a row where students performed below expectations in all three areas. As noted last year, grading of the senior thesis papers by members of the review committee has become more rigorous over the years. Actions implemented in previous years to help with these skills have led to improvements based on previous assessment results. modifications implemented initially in academic year 2013 will be maintained for AY 2019 along with a couple of new initiatives: students will continue to initiate their senior seminar research papers in the econometrics course (ECON 4340); revise the style guide, which has been available to students for a number of years, with a focus on improving the way student's present information and paper organization. (e.g., lit review before theory); peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990); and Senior

Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process.

**Economics Program Goal 2.3.1:** *Students will demonstrate comprehension of micro- and macro-economic principles.*
Students accomplished the desired level of achievement, being in the upper 50th percentile, on the all three of the components of the ETS exam—total score (83rd percentile), the microeconomics sub-score (86th percentile) and macroeconomics sub-score (60th percentile). The learning outcome was met for all three areas evaluated where we expect our students to score in the upper 50th percentile. Instructional revisions instituted during previous years will be maintained again in AY19 because they have generally led to enhancement of student performance on the "macroeconomics" portion of the exam. Specifically, to help students recall their training in macroeconomics, review sessions on macroeconomic concepts will be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50th percentile. Additionally, faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam. (Note: the Georgia College economics program is microeconomics focused and the economics curriculum requires only two courses in macroeconomics – principles and intermediate. For most students, the macro courses are completed during the fall semester of their junior year while ETS testing is taken during the spring of their senior year.) Current plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

**BS Program in Computer Science (CS)**
The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science. We assessed Goals 1, 3, and 5. Each program goal has two principal indicators:

**Goal 1: Apply computer science theory and software development fundamentals to produce computing based solutions.**
*PI 1: Students will be able to demonstrate and apply knowledge of mathematical functions to analyze a given algorithm.*
CSCI 3680 is used to assess PI 1. The desired standard of achievement is that the average score of this exam question is 70, which is a passing grade. Although the average of the mid-term exam is 70.36, 68% of the students scored below 70 and the average is in low 60. The major reason could be our students don't like math. Even though they are taught to analyze an algorithm without math and can come to the same conclusion, they still cannot use the math notation to express the conclusion. We will discuss the solution to this problem and assess the outcome in a following year.

*PI 2: Students will be able to recognize an appropriate algorithm to solve a problem.*
CSCI 4520 is used to assess PI 2. The desired standard of achievement is that 80% of the students should solve 80% of algorithm questions correctly. In AY18, overall 95% of the students met or exceeded the expectation. The result shows that the majority of the students can correctly recognize some major P and NP problems. We plan to evaluate the outcome using some other questions or another course for the next assessment cycle in AY 2019.

**Goal 3: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.**
*PI 1: Students will be able to share in work of teams.*
It is assessed in CSCI 3342. The project asks ten student teams to write a TCP server and a TCP client that can send/receive messages to each other. By assessing their "product", we intend to measure how successfully students have worked together as a team. The desired standard of achievement is that 80%

of the students should score 70% or above. The result of AY18 shows that 90% of the students exceeded the expectation, which is above the desired level of achievement.

*PI 2: Students will be able to fulfill duties of team roles.*
In the CSCI 4710 assignment, students' first task is to learn about what is team work. The second task is to reflect on their own teamwork effort based on research they have done in task 1. The third task is to rate their teammates performance, range from 0-100, to be as honest and fair as possible. The target is the average of the score should be 70, which is the passing grade. The average score of task 1 is 91.67 which is satisfactory. However, the average score of task 2 and 3 is 69.02 that is because of a few students did not submit the assignments. Nonetheless, the overall average is above 70, which met the goal.

**Goal 5: An ability to communicate effectively with a range of audiences.**
*PI 1: Students will be able to produce a variety of documents for technical and non-technical audiences.*
In CSCI 4320, students completed user guide, installation guide and video for their software engineering project. In spring 2018, students completed everything appropriately and followed the presentation guidelines, but after the semester ended when the client and we installed the software, we found that the instructions were not complete. The user documentation assignment due date is before the project has completed --the students still have a few weeks to work on their code. Program faculty have decided to require an installation video in addition to the user guide video as evidence the steps will work.

*PI 2: Students will be able to prepare and deliver oral presentations.*
Students were required to compare different sorting algorithms and give a professional presentation on their findings in CSCI 4520. The desired standard of achievement is that 90% of students shall be able to deliver a professional presentation based on the course project. The rubrics from College of Business were used to grade the presentations. All teams summarized their findings and presented in an appropriate PowerPoint show. All teams matched or exceed the requirements in AY18. It's good to remind students to dress professionally. We may use another course to assess the outcome in AY19.

**Overall Goal: Students will demonstrate the knowledge of the principles of computer science.**
This goal was assessed using the ETS Exam. We continue to require every student to pass ETS major test. Students took the ETS as part of CSCI 4320 – Software Engineering. In 17-18, our average was 153 while the national average was 149. The computer science faculty discussed the results. It is recommended that the students should take the exam later in the semester. We will continue to use the ETS test.

**BBA Programs**

**Accounting Major**

**Program Goal 2**
***Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.***
In AY18, this program goal was assessed in MGMT 4195 with the ETS exam. The desired standard of achievement for accounting majors is to score 80% or higher in the area of accounting and 50% or higher on all other sections of the exam. This expectation was met in AY15, AY16, and AY17. However, it was not met in AY18. Accounting students scored below 50% in two areas on the ETS exam. Those areas were Finance and Legal & Social Environment. In both areas the scores were 44%. All other areas were above the desired standard of achievement of 50%, with Accounting at a high of 98%. Program faculty discussed the result and plan to change the desired standard of achievement to include only scores on accounting sections of the ETS exam in AY19.

| Area | AY12 | AY13 | AY14 | AY15 | AY16 | AY17 | AY18 |
|---|---|---|---|---|---|---|---|
| Accounting | 97 | 99 | 99 | 98 | 97 | 99 | 98 |
| Economics | 85 | 63 | 77 | 88 | 92 | 97 | 69 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Management | 90 | 88 | 99 | 92 | 89 | 87 | 75 |
| Quantitative Business Analysis | 72 | 41 | 50 | 95 | 82 | 99 | 90 |
| Finance | 88 | 69 | 90 | 81 | 79 | 71 | 44 |
| Marketing | 95 | 89 | 94 | 86 | 61 | 83 | 78 |
| Legal and Social Environment | 96 | 95 | 97 | 88 | 95 | 94 | 44 |
| Information Systems | 92 | 95 | 95 | 94 | 97 | 66 | 58 |
| International Issues | 90 | 81 | 98 | 86 | 89 | 93 | 94 |
| **Overall** | **89** | **80** | **89** | **90** | **87** | **76** | **81** |

**Program Goal 3**
***Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.***
For AY18 this program goal was assessed in ACCT 3116 with a tax project - students complete schedules 1040, schedule A (itemized deductions), schedule C (sole proprietor income), and schedule SE (self-employment tax). The desired standard of achievement was determined to be 80% or more of the students assessed complete the project successfully and score at least 80%. The result shows that 86% of the students assessed met the desired standard of achievement for the tax project. We will continue to assess this program goal with a tax project in the ACCT 3116.

**Program Goal 7**
***Students will be able to enter the accounting profession in a wide range of careers.***
Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal is 50% of students graduating from the BBA program and not attending graduate school will have at least one interview with a prospective employer before graduation. In the AY18 survey 50% (7/14) of students not planning to attend graduate school had attended at least one interview for employment. When including results from all students, 51% (23/45) had attended at least one interview. Results met the desired standard of achievement and are even better when we remove the students that have decided to not seek employment until after graduation. Those results show 70% (7/10) students who are not planning to attend graduate school and are seeking employment reported attending at least one interview. We will continue to assess this program goal in AY19.

**Program Goal 8**
***Students will be able to enter graduate school.***
Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal was 50% of students graduating with a BBA are accepted to graduate school. In the AY18 survey, 68.8% (31/45) of BBA graduates reported acceptance to a graduate school program. 6 (19%) of these students also report accepting job offers for employment after graduation from the graduate program. We will continue to survey graduating students to determine future employment and graduate school plans.

**Management Major**

Management program has six program objectives. We assessed three of them in FY18.

**Management Program Objective 1: Students will demonstrate a general understanding of business analytics.**
*Student Learning Outcome 1.1: Students will develop an understanding of business analytics process.*

Students' knowledge of the stages of the business analytics process was assessed with fifteen course embedded exam questions in MGMT3175. Six of the fifteen questions were above the 70% standard, ranging from 70% to 77%. The other nine questions were below the 70% standard, ranging from 46% to 69%. Management students who did not meet expectations had access to additional problems. The outcome was not met for the nine questions because reorganization of the course with new textbook

resulted in new questions and teaching methods. The instructor plans to stay with the new textbook and focus on emphasizing business analytics model and methods. We will assess this student learning outcome in a following year.

*Student Learning Outcome 1.2: Students will demonstrate an understanding of business analytics.*

We used the AY18 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 57% of the 14 individual exam items in the business analytics category, which exceeded the 50% standard. Our results also exceeded the 50% standard in AY 17 – percentage correct exceeded the national average for 86% of the 14 individual exam items. Because we have assessed this learning outcome to monitor student performance two years in a row and they both exceeded the expectations, we plan to assess a new learning outcome in AY19.

**Management Program Objective 2: Students will demonstrate a general understanding of organizational behavior principles.**
*Student Learning Outcome 2.1: Students will demonstrate a general understanding of job attitudes and values.*

The assessment results in AY17 led program faculty to add additional chapter quizzes between exams. In AY18 students' knowledge of job attitudes and values was assessed with nine course embedded exam questions in MGMT3155. Results from answers to the nine questions on the student exam covering an understanding of job attitudes and values show that the measures were met at the 74% level in fall 2017 and 72% level in spring 2018, both of which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Although it is an important learning outcome, we have assessed it in both AY 17 and AY18 and they both exceeded the 70% standard (the measures were met at the 74% level in AY17). So we plan to assess a new learning outcome in AY19.

*Student Learning Outcome 2.2: Students will demonstrate an understanding of organizational behavior.*

We used the AY18 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 100% of the seven individual exam items in the organizational behavior category, which exceeded the 50% standard. The student learning outcome was met. This learning outcome was also met in AY17 - our percentage correct also exceeded the national average for 100% of the seven individual exam items in AY17. We have had a clear idea of trends. Therefore, we plan to assess a new learning outcome in AY19.

**Management Program Objective 3: Students will demonstrate a general understanding of human resource management principles.**
*Student Learning Outcome 3.1: Students will understand the process of making decisions concerning disciplinary situations and termination procedures and how these decisions may affect the company.*

It was the first time we assessed students' understanding of the process of making decisions concerning disciplinary situations and termination procedures. This new learning outcome was assessed with the pretest vs. posttest method in MGMT4105. The department reviewed the standard as set by the assessors and deemed 70% improvement from pretest to posttest to be reasonable for benchmarking purposes. The assessment results show that there was a 176% increase from pre-test to post-test in fall 2017, which exceeded the standard of 70% increase. However, there was only 65.6% correct on post-test. The instructor believes that part of this is because the post-test assessment was administered during the last few minutes of the last lecture of the semester, and students just wanted to get out of there at that point. The instructor made a change and had a better schedule for doing the assessment in spring 2018. The assessment results in spring 2018 showed that there was a 295% increase from pre-test to post-test, which exceeded the standard of 70% increase. There was 81% correct on post-test. This clearly indicates increased knowledge and understanding of the topic. The assessment results exceeded the expectations. We thus plan to assess a new learning outcome in AY19.

*Student Learning Outcome 3.2: Students will understand the underlying principles and administration of a performance appraisal system.*

The results in AY17 led program faculty to update assessment questions and assess this student learning outcome again. In AY18, students' understanding of a performance appraisal system was assessed with the pretest vs. posttest method in MGMT4105. The assessment results show that there was a 345% increase from pre-test to post-test in fall 2017 and a 544% increase from pre-test to post-test in spring 2018. They both exceeded the standard of 70% increase. In addition, there was 77.4% correct on post-test in fall 2017 and 81% correct on post-test in spring 2018. This clearly indicates increased knowledge and understanding of the topic. We have assessed this learning outcome two years in a row and they both exceeded the expectations (a 289% improvement from pretest to posttest in AY17). We thus plan to assess a new learning outcome in AY19.The assessment results in AY16 led program faculty to discuss and develop new program objectives to be assessed. We now have six program objectives. We assessed three of them in AY17.

**Management Information Systems (MIS) Major**

**Program Goal 1: MIS students will be able to determine requirements of a business information system.**
*Student Outcome 1.3210 - Students will be able to: analyze business processes and procedures and develop solutions using modeling techniques.*

In AY18, the assessment was made using the Exam II grade (which entirely focuses in modeling using DFDs and ERDs) of three different sections of CBIS 3210 - Business Analysis (two sections in Fall 2017 and one section in Spring 2018). The desired standard of achievement is that 85% of students will meet expectations. The result shows that on average, 82.73% of the students met or exceeded the outcome. It indicates that the outcome was not met. The instructor plans on providing an additional class session on modeling during the course of next semester.

*Student Outcome 1.3214 - Students will be able to: use structured query language to retrieve, edit and store information to a database.*

Students were assessed with a specific SQL assignment in CBIS 3214. The desired standard of achievement is that 90% will achieve a 70% or better on the assignment. The result shows that 92% of students achieved a 70% or better on the final SQL assignment in spring 2018. We used a new book in AY18. This book will be used again to see if these results hold.

**Program Goal 2: MIS students will be able to design and create a well-designed, database driven web site.**
*Student Outcome 2.4210 - Students will be able to: demonstrate the fundamentals of programming structures.*

The assessment was given as part of the final exam in CBIS 4210 which required the students to program a decision and iteration control structure. The target is 75% of students will meet expectations. In AY18, only 63% of students met or exceeded the target. Many students do not care about programming and have calculated how bad they can make on the final and still pass with a C or better. This class has been switched from VB.Net to PHP starting in fall 2018. Next time a question needs to be used that includes both control structures but not arrays too.

*Student Outcome 2.4214 - Students will be able to: design, develop, debug & implement a functional web-based application using scripting languages and multimedia.*

The outcome was assessed with a final project in CBIS 4214. Students create an object-oriented database driven website that allows a user to 1) login, 2) create data that is stored in the database, 3) read from the database, 4) update to the database, and 5) delete records in the database. The target is

90% of students will achieve a 70% or better on the project. This course was taught over two sections in AY18. In the first section 15 of the 17 students were assessed at over 70% making it 88%. The second section was 20 out of 24 or 83%. The target was not met. Student were not ready for the advanced topics in this course. There was a suggestion to change the intro course to PHP to allow for more time for the concepts to resonate with the students.

**Marketing Major**

The marketing program currently has three goals. The program met or exceeded expectations for all three during the 2017-2018 academic year.

**1 Students will identify/analyze major ethical dilemmas in marketing.**
*1.1- Mktg 3168 Students will identify/analyze major ethical dilemmas in marketing*

Students will find, identify and report on a controversial ethical issue in sports marketing demonstrating an understanding of the importance of ethics in business marketing. This is measured in our Sports Marketing courses where students are asked to write about an ethical issue in the field. The goal is for 80% to score 80% or higher on the assignment. In the previous cycle we had 97% of students meet or exceed the criteria. In the 2017-2018 year that number was still solid at 92% and continued to meet our goal.

**2 Students will be able to demonstrate effective oral communication skills**
*2.1 - Mktg 4198 Present an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience.*

This is measured in our capstone course MKTG 4198 as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). In the 2016-2017 cycle 86% met or exceeded expectations of the 80% threshold. In the 2017-2018 year that number went up to 94%. So that goal was met as well.

**3 Students will be able to show mastery over marketing topics**
*3.1 - ETS exam Students will be able to demonstrate a broad mastery across/over the discipline of marketing.*

Nationally normed results from the ETS exam have been used as a guideline to determine how we'll students are retaining the key concepts from the major as compared to their peers nationwide.
This is measured through the ETS, where we expect an overall score of marketing majors scoring in the 90th percentile for the Marketing discipline assessment. In the 2017-2018 year we hit new highs, scoring in the 99th percentile for majors and in the 92nd percentile for all students, which was higher than the percentile for any other discipline within the college.

## Assurance of Learning Outcomes for Graduate Programs

**Master of Business Administration Programs**

The part-time MBA taught out in Warner Robins is being eliminated. The online WebMBA will be the only MBA offered by Georgia College. Due to this, fewer classes with typical class sizes of less than 10 are being offered as the final students complete the degree. Many part-time faculty are actually teaching the courses that are offered. Therefore, assessment data is difficult to obtain and virtually meaningless. Even the ETS exam was not given after spring 16. Therefore, there is nothing to report because no assessments were carried out in 17-18.

**Georgia WebMBA® Program**

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught on-line by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an on-line program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, State University of West Georgia, and Valdosta State University offer courses and admit students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. This data is not located in Watermark.

**Master of Accounting Program**

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. There are seven MACC goals. We assessed four of them in AY 2018.

Goal 3: Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
Outcome: 3.1 Effectively develop a written research proposal.

ACCT 4135, Auditing Seminar is used to evaluate the development of a professional research proposal including analytics for a fictional audit. The scenario requires research into a real public company (Apple) and the associated risks of the audit. College of Business grading rubric is used for evaluation. Assessment requires that 100% of students earn a B or higher for the assignment. 23 students participated in the class. All student received a grade of 80% or higher. Specific sections of SAS/PCAOB code were found and properly implemented with logic and reason functional in an audit environment. Although the target is net, significant deficiencies in basic grammar caused the vast majority of issues loss of point in grading. Assessment meetings across the Department of Accounting and the College of Business report similar issues with grammatical errors and significant deterioration of writing skills.

Goal 4: 4 Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
Outcome: 4.1 Students will be able to assess ethical dilemmas.

Three multiple choice questions posed ethical problems for tax professionals in Tax Seminar. IRS Circular 230 provides ethical (and legal) guidance for all professional tax preparers. If a student chose the correct answer on all three questions, this was considered meeting expectations. Students who missed one or more questions did not meet expectations. During the academic year 2018, students met the desired benchmark when answering correctly two multiple choice questions. Therefore, an additional ethical question was added. The desired standard of achievement is that 80% of student would answer questions correctly. The result shows that 24 students (88%) answered the questions correctly. Only two students missed two questions and did not meet expectations. This is the third year of this assessment. It has met its target in each year and will not be reassessed in the 2018-2019 year.

Goal 5: Students should be able to demonstrate an understanding of global business issues.
Outcome: 5.1 Compare contrast differences between FASB (United States) and IFRS (International) accounting standards.

A written summary of the standards are required with a comparison of Assessment completed in the Financial Accounting Research Seminar - International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles. All students are expected to receive an 80% or higher on the assignment. As with previous assessments, students were able to research standards effectively and draw appropriate conclusions from comparison of the standards. Red-line rule based standards were appropriately noted within the standards. However, writing skills were found to be unacceptable in most completed assignments. College of Business administrators are working with other colleges and faculty to improve writing skills.

Goal 7: Students should be able to enter the accounting profession in a wide range of careers.
Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2017-2018. 23 students graduated in 2017-2018 from the Macc Program. All students had job placements to the following firms: Aprio – 3, Cherry Bekart – 1, DHG – 1, Draffin – 2, Frazier – 6, Fulton – 1, GCSU - 1 (Accounting Function), Grant – 2, Hancock – 1, Mauldin – 1, MMM (Macon) – 1, and Porter Keadle 2. The target is met.

All existing assessments have been met for the last three years and will not be assessed in the 2018-2019 academic year except for evaluating student job placements. Job placements are viewed as an overall measure of effectiveness of the program's ability to meet the accounting profession's needs.

**Master of Logistics and Supply Chain Management Program**

The following section will list each Program Objective and Learning Outcome of the Master of Logistics and Supply Chain Management Program.

Program Objective 1: Students will demonstrate an ability to identify appropriate management techniques to solve logistics/supply chain problems.
Outcome 1.1: Students will be able to analyze a common supply chain-purchasing problem and determine the appropriate strategy.

In LOGS 6650, the outcome was assessed through a project assignment; individual assessment based on peer assessment of group participation and was graded by rubric. Last year students were unclear of the project and coming up with a coherent strategy. To improve the process, the syllabus is much clearer and provided additional guidance as to successfully completing the assignment. Second, the deadline for picking a topic and submitting it for approval has been moved in 3-4 weeks. This gave them more time to work on the project. Most importantly, the instructor completed WebEx sessions with most teams to discuss their project a few weeks after the topic has been approved. The results have shown these improvements to be effective. In Fall 2017 the average grade on the research projects exceeded 85%, and just over 90% in Spring 2018. To maintain this standard, we will provide students with some more resources on their slides / slide template / etc. The instructor also considering having them turn in their projects well before the timeline for feedback.

Program Objective 2: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.
Outcome 2.1: Students will be able to analyze a common supply chain inventory management problem.

In LOGS 6654, an individual case analysis was used which involves the calculation of EOQ, associated inputs, and an evaluation of the implementation of various inventory management processes, graded with rubric. The desired standard of achievement is 80% of students meet expectations. Results show that 85% of students in spring 2018 and 80 % of students in fall 2017 met expectations. The outcome was met. We will assess it with a case analysis which involves the assessment of risks associated with international supply chain challenges in AY 2019.

Outcome 2.2: Students will be able to quantitatively formulate, solve, and interpret mathematical solutions.

In LOGS 6649, regression analysis was used for the first time last year. We assessed it again this year to determine if the results are stable. Last year demonstrated that 82% met expectation; therefore. the objective goal of 80% was exceeded. This year AY 2018 showed an overall 83% met expectation;

therefore, the objective goal of 80% was again exceeded. We will measure new items in the following year.

Program Objective 3: Students will demonstrate a general understanding of business logistics and supply chain management principles.
Outcome 3.1: Student will be able to understand the role and impact of purchasing and materials management within the broader context of logistics and supply chain management.

In LOGS 6650, the outcome was assessed through a project assignment; individual assessment based on peer assessment of group participation and was graded by rubric. The goal was that 80% of students should meet expectations. Results show that in Fall 2017 the average grade on the research projects exceeded 85%, and just over 90% in Spring 2018. The instructor will provide students with some more resources on their slides / slide template / etc.

**Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy.

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting. Each goal will be assessed in two of the six required MMIS classes. Therefore, students are assured that there are two places in the curriculum that each program goal is covered.

Goal 1. Students will be able to evaluate how information systems planning, management, and strategy influence the organization.
Outcome: 1.3 Students will be able to analyze a common supply chain purchasing problem and determine the appropriate strategy.

In AY18, students were given a dataset and asked to create visualizations with the data in Lumira in MMIS 6198. Then students were asked to individually answer questions about the data and how the visualizations can help with complex decision making. Assignments were completed with 87% accuracy, higher than the target 85%. The instructor will continue to use this assignment to assess the outcome for longitudinal purposes in AY19.

Outcome: 1.2 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems.
The outcome was assessed with a written assignment in MMIS 6293 in AY18. 100% of students met the goal. They all included business value even when some were launched in the end-consumer space. They were required to craft the essay/research paper in a manner or perspective from that of a CIO and did so. Next time a rubric will be used to better evaluate exactly how the paper meets the expectations.

Goal 2. Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.
Outcome: 2.1 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the organization.

This was assessed through MMIS 6295 in AY18. Upon completion of the course, students are asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students are asked to demonstrate skills in computer network security. They are also given real world scenarios using high-end industry standard equipment where they must understand network and server configurations. 85% of the students will pass the certification exam.

Goal 3. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.
Outcome: 3.1 Students will demonstrate an ability to identify the ethical issues, and their appropriate solutions, in each phase of the research process.

It was assessed with an exam question in MMIS 6299. Students must identify the ethical issues, and their appropriate solutions, in each phase of the example research process. The desired standard of achievement is that 85% will score equal to or above 85% on this essay question. The result shows that 88% achieved a score of 85 to 100 with 90% average score on this question. Even though the objective was met, the instructor will still emphasize even more the ethical issues throughout the course more than he did this go round because the three answers below the objective were really pretty bad. The outcome will be assessed again in spring 2020 when the course is next taught again.

## College-Wide Assurance of Learning Activities

**College of Business Assessment Meetings**
**Wednesday, August 15, 2018**

Faculty members teaching in the common business knowledge courses (CBK) had a meeting on the university's annual assessment day to discuss the results of 2017-2018 assessment and plans of 2018-2019 assessment. The COB Assessment Coordinator introduced the new assessment software Watermark.

Faculty members in each program, led by the COB Assessment Coordinator and program assessment coordinators, also met and discussed each program's goals, assessments, and results.

The summaries from each of these meetings were presented at the annual fall COB assessment meeting on October 26, 2018.

**Friday, October 26, 2018**

Twenty-three faculty members attended the annual COB fall assessment meeting. The COB Assessment Coordinator shared an information item from AACSB. Then each program reported back to College of Business faculty on assessment activities during the 2017-2018 academic year.

Each report addressed four questions:

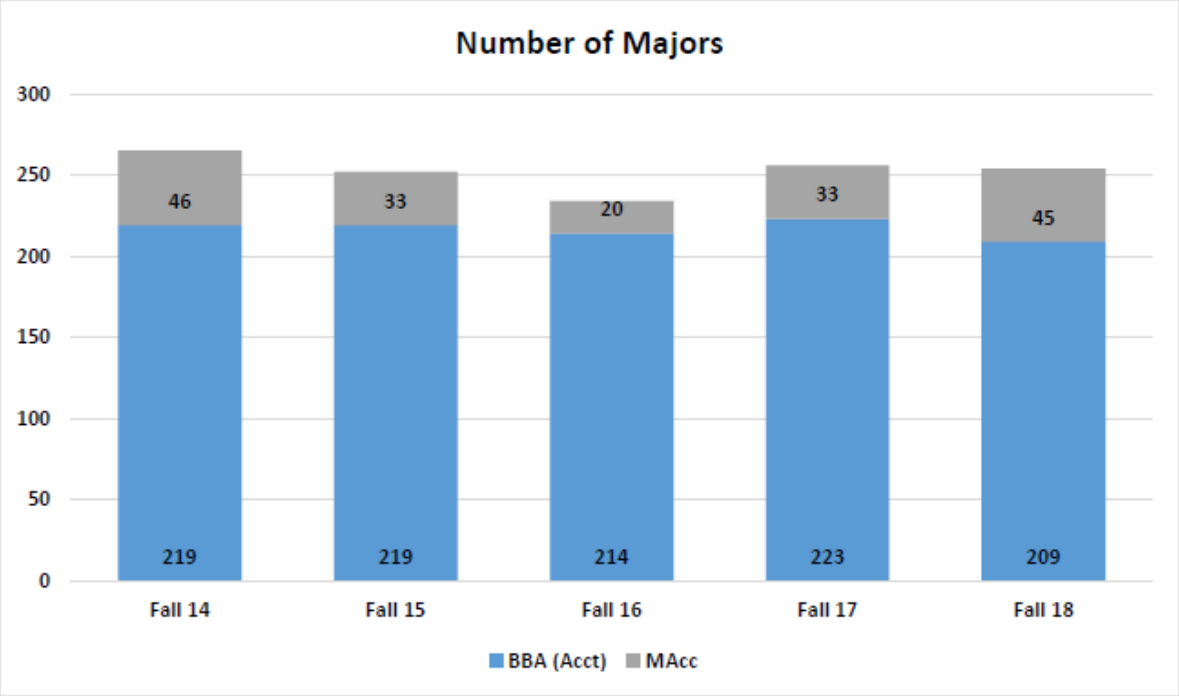
- What assessment activities were completed in AY 2018?
- Were learning outcomes met?
- What did you learn from those activities?
- What will you change as a result of the assessment?

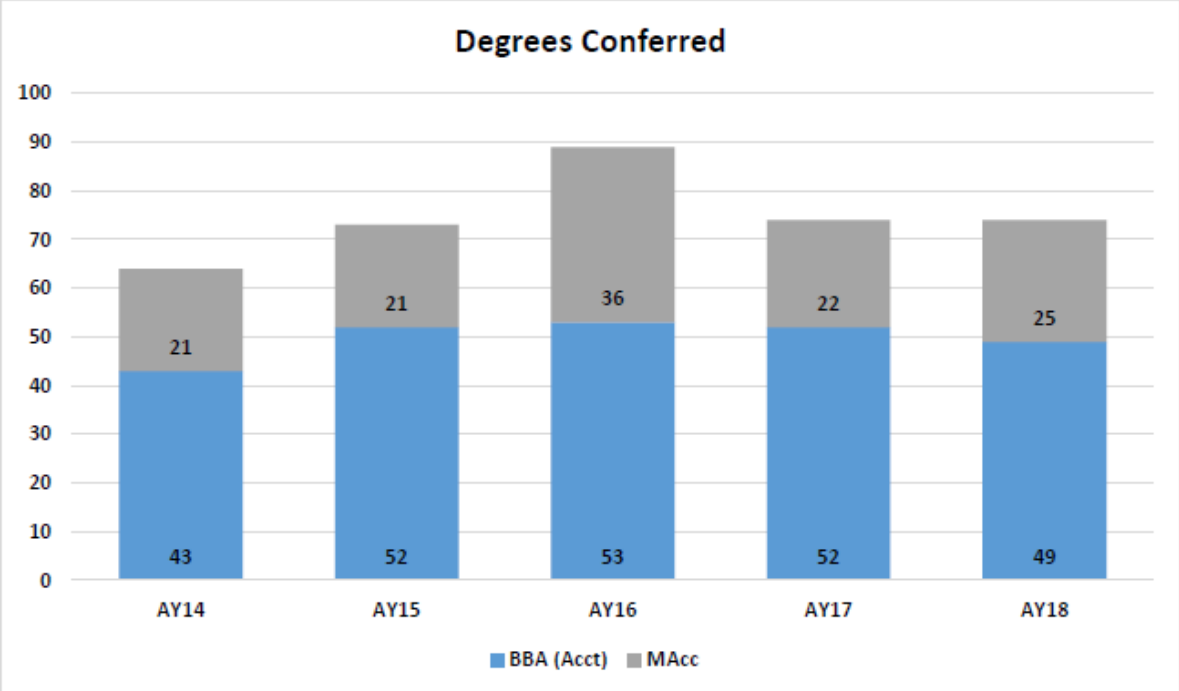
Included in the reports were the specific goals that each program assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment from the common business core courses. Reports were also presented from the MACC, MMIS, and MLSCM.

Summaries from these reports were presented earlier in this document, and details are located in Watermark. Feedback on each summary will be provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 18-19.

**Addendum**

**Outcomes Data of Accounting Major and Master of Accounting**



**BBA - GRADUATE OUTCOMES**

| | | GRADUATE SCHOOL: What are your plans for graduate school? | | | | |
|---|---|---|---|---|---|---|
| | | I do not plan to attend graduate school. | I will start the MAcc program at Georgia College next semester. | I will start another graduate program at Georgia College next semester. | I have been accepted to graduate school other than Georgia College. | Total |
| EMPLOYMENT: Which of the following best describes your current employment situation? | I have not looked for a job. | 4 | 9 | 0 | 2 | 15 |
| | I have applied for jobs but have not been invited to any interviews. | 3 | 4 | 0 | 0 | 7 |
| | I have attended interviews but have received no job offers. | 2 | 7 | 0 | 1 | 10 |
| | I have received a job offer. | 2 | 2 | 0 | 0 | 4 |
| | I have accepted a job offer. | 3 | 6 | 0 | 0 | 9 |
| | Total | 14 | 28 | 0 | 3 | 45 |
| | Percentage | 31% | 62% | 0% | 7% | |

## MAcc - GRADUATE OUTCOMES

**Spring/Summer Graduate Placement (self-reported)**

| Employer | # placed |
|---|---|
| Aprio | 3 |
| Cherry Bekaert | 1 |
| Dixon Hughes Goodman | 1 |
| Draffin & Tucker | 2 |
| Frazier & Deeter | 6 |
| Fulton & Kozak | 1 |
| Georgia College | 1 |
| Grant Thornton | 2 |
| Hancock Asker | 1 |
| Mauldin & Jenkins | 1 |
| McNair, McLemore & Middlebrooks | 1 |
| Porter Keadle Moore | 2 |

**Spring/Summer Graduate CPA Outcomes (self-reported)**

| Outcome | AUD | BEC | FAR | REG | Total |
|---|---|---|---|---|---|
| Passed on 1st attempt | 10 | 9 | 6 | | 25 |
| Passed on 2nd attempt | 2 | | 2 | | 4 |
| Attempted – did not pass | 4 | 2 | 4 | 1 | 11 |
| Attempted – results not yet available | | | 1 | 2 | 3 |
| Not attempted | 6 | 11 | 9 | 19 | 45 |
| TOTAL | 22 | 22 | 22 | 22 | |

## CPA Results – NASBA reported

ALL TESTING EVENTS

| All sections | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 43.5% | 45.4% | 57.8% |
| Ga Avg | 53.0% | 49.7% | 51.7% |
| US Avg | 49.8% | 48.7% | 48.3% |
| AACSB Schools | 49.0% | 53.5% | 48.3% |

| AUD | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 34.8% | 33.3% | 55.6% |
| Ga Avg | 50.0% | 47.4% | 51.3% |
| US Avg | 47.3% | 45.9% | 48.6% |
| AACSB Schools | 47.0% | 45.7% | 49.2% |

| BEC | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 51.3% | 56.5% | 50.5% |
| Ga Avg | 60.2% | 57.3% | 48.1% |
| US Avg | 56.5% | 55.4% | 53.0% |
| AACSB Schools | 56.0% | 55.4% | 53.5% |

| FAR | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 34.7% | 39.3% | 50.0% |
| Ga Avg | 48.8% | 44.5% | 46.6% |
| US Avg | 46.8% | 45.6% | 44.4% |
| AACSB Schools | 45.2% | 43.2% | 43.8% |

| REG | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 57.7% | 58.0% | 68.4% |
| Ga Avg | 53.8% | 50.0% | 50.9% |
| US Avg | 49.8% | 48.4% | 47.2% |
| AACSB Schools | 49.0% | 48.1% | 47.0% |

FIRST-TIME TESTING EVENTS

| All sections | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 45.7% | 47.3% | 62.0% |
| Ga Avg | 57.2% | 55.2% | 56.8% |
| US Avg | 55.0% | 54.4% | 52.9% |
| AACSB Schools | 54.0% | 53.5% | 52.4% |

| AUD | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 34.2% | 21.7% | 60.0% |
| Ga Avg | 52.6% | 49.9% | 53.3% |
| US Avg | 50.7% | 50.0% | 51.3% |
| AACSB Schools | 49.7% | 49.5% | 51.4% |

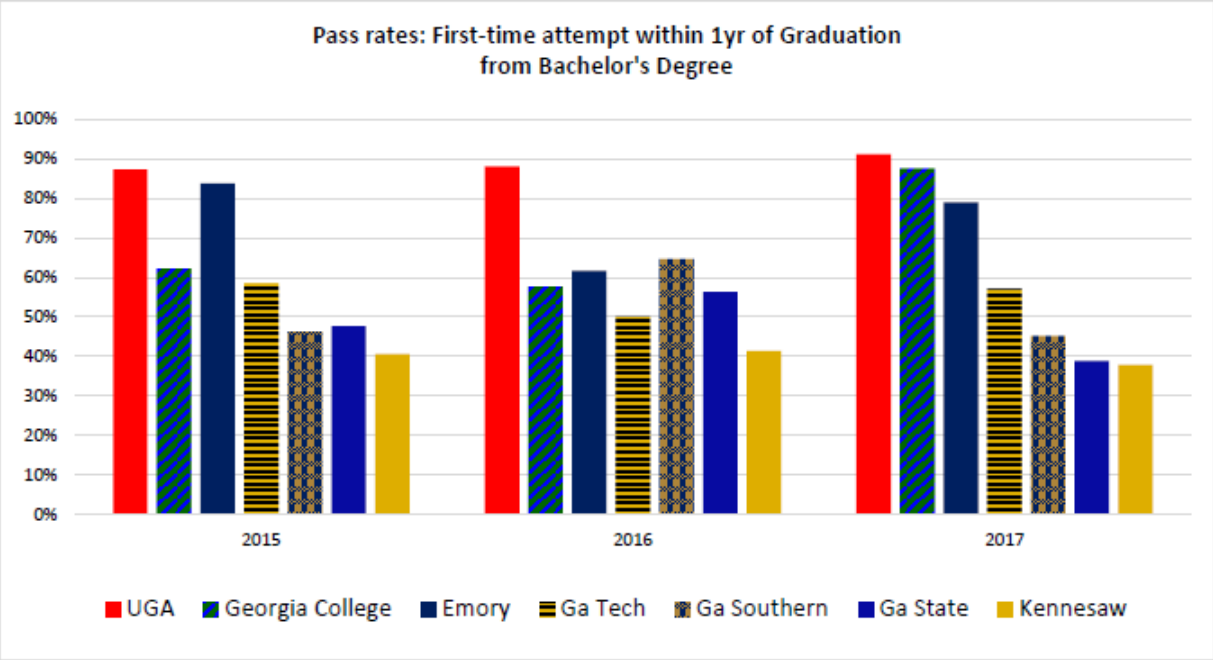
| BEC | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 52.0% | 54.8% | 75.0% |
| Ga Avg | 68.5% | 65.6% | 66.3% |
| US Avg | 65.1% | 63.8% | 60.5% |
| AACSB Schools | 64.6% | 63.4% | 60.3% |

| FAR | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 35.5% | 42.9% | 53.9% |
| Ga Avg | 53.1% | 50.0% | 56.2% |
| US Avg | 51.6% | 50.6% | 49.0% |
| AACSB Schools | 49.5% | 48.1% | 47.7% |

| REG | 2015 | 2016 | 2017 |
|---|---|---|---|
| Georgia College | 63.6% | 63.3% | 63.2% |
| Ga Avg | 55.5% | 54.7% | 54.0% |
| US Avg | 53.0% | 52.3% | 50.5% |
| AACSB Schools | 52.5% | 51.8% | 50.1% |

## Pass rates: First-time attempt within 1yr of Graduation from Bachelor's Degree

| All sections | 2015 | 2016 | 2017 |
|---|---|---|---|
| UGA | 87.3% | 88.1% | 91.2% |
| Georgia College | 62.2% | 57.7% | 87.5% |
| Emory | 83.8% | 61.7% | 79.0% |
| Ga Tech | 58.5% | 50.0% | 57.1% |
| Ga Southern | 46.3% | 64.6% | 45.1% |
| Ga State | 47.6% | 56.3% | 38.9% |
| Kennesaw | 40.6% | 41.4% | 37.8% |
| *GC Rank* | *4* | *5* | *2* |



## Appendix I: Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Compliance Assist for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| September | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Compliance Assist | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Compliance Assist information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents. | Provost/Deans |
| Oct-Feb | The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree** BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| **BS CS** | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | Costs<br><br>Viability – # of majors<br><br>Productivity - # of grads<br><br>Inputs – faculty qualifications & scholarship (AQ/PQ)<br><br>Outputs – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br>Outcome examples: Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**: Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

## The J. Whitney Bunting College of Business

# Academic Assessment Outcomes

## 2018/2019
**(7/01/2018 – 6/30/2019)**

**December, 2019**

AACSB ACCREDITED

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2018/2019**

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**College of Business, Georgia College & State University**
**Academic Assessment Outcomes, 2018/2019**

## Executive Summary

Business faculty have developed learning objectives for undergraduate and graduate programs, along with means of assessing the accomplishment of each objective, so they can measure learning outcomes and continually improve each program. Learning objectives are measured for the common business core as well as the majors in the BBA, and for the BS, BA, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2019 are shown below.

- The ETS results showed that students exceeded the 50th percentile in all areas except finance (45th percentile) in 18-19. The highest area was marketing (92th percentile). Although the lowest area was finance (45th percentile), there is a continuous improvement from 34th percentile in 15-16, 36th percentile in 16-17, and 44th percentile in 17-18.
- BBA students met expectations for analytical techniques in FINC 3131.
- Students continuously did a good job identifying and evaluating ethical issues.
- The elevator pitch competition was integrated into BCOM 2285 and MKTG 3161 sections. Students exceeded expectations for oral presentation skills.
- Management majors performed well on the assessment assuring they have the ability to identify and use quantitative management techniques to solve managerial problems.
- MIS majors met expectations for determining requirements of a business information system.
- Economics majors demonstrated comprehension of micro- and macro- economic principles.
- All MACC students had received and accepted offers of employment prior to their degree completion.

Key actions taken as a result of assessment are listed below.

- Transformative learning strategies will be used in CBIS 3210 in order to make the course more transparent and help students learn and apply the concepts of business analysis.
- CS faculty will incorporate more coding assignments in the next assessment cycle. Students will also be kept more up to date on current events in the coding world.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- More content that contained ethical dilemmas will be added to the course reading to challenge MLSCM students to think more critically regarding their ethical stance and decisions regarding supply chain management.

The common business core courses were assessed for all BBA majors. Major-specific assessments were carried out for BBA majors in accounting, management, management information systems, and marketing. Program-specific assessment activities were reported for the BA and BS in Economics and the BS in Computer Science. The graduate programs (MACC, MLSCM, and MMIS) all had program-specific assessment activities.

The university goals, college goals, and program goals as well as student learning objectives are available through the Watermark software to all College of Business faculty members. Therefore, each goal, objective, result, and modifications are not explained in this report. This report summarizes the key findings and reports on the assessment activities and results stored in Watermark. The Georgia WebMBA reports assessment information in a separate report.

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2018/2019**

## Introduction

This Assessment Outcomes report, along with the information available in Watermark for the college of business, describes assurance of learning outcomes for the academic year 2018/2019, which:

- Enable faculty members to measure outcomes and continually improve undergraduate and graduate programs.
- Comply with the assessment cycle of Georgia College.
- Demonstrates to the college's external accreditation agencies, AACSB, ABET, and SACS, that students in every program are achieving program-level learning goals.

### Undergraduate Programs in the College of Business

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, and a BS in Computer Science. There are several different majors within the BBA degree (e.g., marketing, accounting, management, and management information systems). Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### Graduate Programs in the College of Business

The college of business offers the following graduate programs:

- Master of Accountancy (MACC)
- Master of Logistics and Supply Chain Management (MLSCM)
- Master of Management Information Systems (MMIS)
- Georgia WebMBA

### Mission and Goals of the College of Business

Faculty members in the college build on the foundation of a liberal arts education by creating undergraduate learning outcomes relating to the study of organizations and commerce. Graduate students come into the college from a variety of backgrounds to participate in general management (i.e., WebMBA) and specialized (i.e., MMIS, MLSCM, and MACC) masters programs. Each of these programs is driven by the mission of the college. The college faculty ratified the new mission and strategic objectives on March 11, 2016.

### Vision Statement

The J. Whitney Bunting College of Business aspires to be the preeminent business school within 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.

## College-Wide Objectives, Assessment Measures, and Outcomes

To support the mission of the university and the college, the faculty and staff of the College of Business at Georgia College, in partnership with constituencies such as our advisory board, alumni, and university advancement, will

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

1. 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.
2. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.
3. Enhance student engagement in professional development, career preparation, and leadership.
4. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.

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

1. Use of the College of Business website, social media, and "Make Your Next Move" online graduate programs platform.
2. Use of Georgia College print and electronic publications.

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

1. Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.
2. Fiscal stewardship in the alignment of resources to fulfill the College's mission.

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

1. Enhance engagement and outreach activities throughout the College.
2. Enhance relations with alumni, donors, and friends of the College.
3. Improve visibility of outreach from the Centers in the College of Business.

Objective Five: Enhance faculty and staff development and recognition.

1. Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.
2. Be purposeful regarding staff professional development.
3. Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.

Objective One is measured by assessing program goals through student learning outcomes. The details for Objective One are located in Watermark Taskstream, and summary information is presented in this report. Academic year 18-19 is the third year with these strategic objectives.

## Assurance of Learning Outcomes for the BBA Program – 2018/2019

The student learning goals are taken directly from the college's objectives, but they are written as assessable student learning goals. At the completion of the BBA degree, the student will:

1. Identify and evaluate ethical issues and their resolution
2. Evaluate the effect of globalization and cross-culturalism in a business environment
3. Apply appropriate analytical techniques in business environments
4. Communicate effectively through written and oral media
5. Demonstrate basic functional abilities across core business subjects

All BBA students must obtain common business knowledge (CBK) through the common business core courses that all BBA students take. The student learning goals for the CBK are given below with the assessment results.

**BBA Objective 1: Identify and evaluate ethical issues and their resolution.**
*Outcome: 1.1. Analyze how ethical principles relate to the development of laws and regulations that affect business practices.*

Student learning outcomes related to ethics from BUAD 2172 Business Ethics and CBIS 2220 Principles of Information Systems were used to assess this objective. In general, students were correctly able to identify and evaluate ethical issues and their resolution. An evaluation of ethical issues was assessed in BUAD 2172 Business Ethics. The desired standard of achievement is 80% of students would score 80% or higher on this goal. 108 students were assessed across 3 sections of BUAD 2172. Results showed that 90% of the students scored 80% or higher, which exceeded the expectations. The other 10% of students who did not pass this assessment either failed the course or earned a D overall. We plan to emphasize the importance of business ethics in the lectures.

*Outcome: 1.2. Identify ethical considerations when working with information systems in an organization.*

CBIS 2220 Principles of Information Systems was also used to assess ethics in information systems. The standard of achievement is 80% of students score higher than 75%. An ethics specific exam was given in CBIS 2220. The assessment results indicate that 80% of students met the standard of scoring higher than 75%. The standard was met. The instructor is integrating more engaged classroom pedagogy that emphasizes using less lecture and more class activities. Students continue to miss the question covering software piracy. The instructor hopes that having the students discuss how software piracy affects business health will give them a better understanding of the subject.

**BBA Objective 2: Evaluate the effect of globalization and cross-culturalism in a business environment.**
*Outcome: 2.1. Develop and exhibit an appreciation for cultural differences*

We assessed it with the student presentation method in MGMT 4145 International Management. The standard of achievement is that 70% students meet expectations. The results show that all the students in the class achieved a presentation grade of 70% or better on a topic that indicates an understanding of managing in a global environment. Specifically, 8% students were above 90%, 71% students were 80%-89%, and 21% students were 70%-79%. Results indicate that we have met the desired outcome. While we have met the target, the instructor believes that our students are capable of more and should be held to higher expectations. The instructor also thinks we should focus on presentations and the papers from which those presentations stem. We plan to assess the learning outcome in another course in AY20.

*Outcome: 2.2. Recognize some of the ethical/moral problems present in businesses involving multicultural constituencies.*

Global issues were also assessed in BUAD 2172. The desired standard of achievement is 80% of students would score 80% or higher. 90 of the 108 students who registered for the course completed all three parts of this assessment. Of those 90, 82% scored 80% or higher on the overall assessment. This assessment was the last module for the semester. It appears that some students opted to not complete portions as they were satisfied with their overall grade at this point. Others failed or earned a D in the course. The instructor plans to emphasize the importance of completing all assignments and reach out to students who are struggling to encourage them to complete all assignments.

**BBA Objective 3: Apply appropriate analytical techniques in business environments**
*Outcome: 3.1. Understand and account for transactions impacting the stockholder's equity section of the balance sheet.*

ACCT 2101 Accounting Principles was used for this assessment. In AY19, 12 multiple choice questions were given to students for the first time on the course exams. Students have not been tested on this material before this assessment. The course format required students to watch videos produced by the textbook publisher on the chapter's learning objectives before attending class. During class the instructor answered student questions and demonstrated the solution to textbook problems. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. This would require students to answer at least 9 out the 12 questions correctly. The results of AY19 assessment showed that 35% of the students assessed correctly answered at least 9 out of the 12 questions or 75%. It did not meet the target. But a small improvement was shown in the past assessments year by year. The data from past assessments indicate that a larger sample of students and a larger number of questions would report more accurate results. For AY20, the instructor will increase the number of questions to a total of 20. The instructor also plans to assess both the fall and spring semesters in order to include a larger number of students.

*Outcome: 3.2. Demonstrate the ability to apply time value of money principles to quantitatively solve finance related problems.*

FINC 3131 Principles of Finance, a junior/senior level class for all business majors, has also been used to assess analytical techniques. Students taking FINC 3131 (9 sections total) in Fall 2018 and Spring 2019 were tested to assess their ability to apply time value of money principles relating to savings, investment, loan payments etc., and demonstrate their critical thinking and problem solving skills in these areas. A total of 244 students took the test. The results show that, taking all the 9 sections together, 82.5% of students met or exceeded expectations. The following observations must be made about the tests. Two full-time faculties taught the 9 sections and administered the tests using similar but different questions. The tests involved multiple-choice questions with only one answer being the correct.

*Outcome: 3.3. Demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.*

In addition, it was assessed with course embedded exam questions in MGMT3101 Business Statistics. The assessment results show that the combined techniques including hypothesis testing, confidence intervals, ANOVA, and regression achieved 74% correct, which exceeded the standard of 70%. While some students were poorly prepared for the rigors of MGMT3101, overall students finished centrality, dispersion, and normal theory on a relatively "level playing field" as both math and interpretation scores were greater than 80%. We will assess it again in AY20. Since students scored better on recognizing which technique to use and deploying that tool than interpreting the results in simple English, the instructor plans to add more practice summarizing results in simple English, both in homework and on exams. The instructor also plans to provide additional homework assignments and problems related to hypothesis testing, confidence intervals, and regression.

**BBA Objective 4: Communicate effectively through written and oral media**
*Outcome: 4.1. Improve their communication skills.*

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. The desired standard of achievement is 80% of students will meet expectations. This target was decreased from 85% based on the 2017-18 results. The results showed that 100% met expectations on nine items. 83% or more met the target on all except 2 items - Avoided slang expressions and "fillers"; and Made appropriate handoffs/transitions with other team members. More specifically, 50% did not meet expectations on the item "Avoided slang expressions ('you know'), inappropriate/sexist language, and 'fillers' (e.g., Uh…)". 100% did not meet expectations on the item "Made appropriate handoffs/transitions with other team members". The outcome was partially met. The primary issues with the low items were students using "fillers" (e.g. Uh…) and no use of transitions or handoffs between team members. These skills are most likely caused by a lack of rehearsal even though they are addressed in Business Communication classes as well as other courses with student presentations. The instructor will emphasize these flaws during future practice presentations.

*Outcome: 4.2. Improve their oral presentation skills.*

BCOM 2285 Business Communications and MKTG 3161 Principles of Marketing were also used to assess oral skills through elevator pitch presentations. The desired standard of achievement is that 75% of students will meet or exceed a score of 70% on an individual elevator pitch presentation. Results showed that 96% of 156 students in fall 2018 and 94% of 151 students in spring 2019 met or exceeded a score of 70% in BCOM 2285. 98% of 243 students in fall 2018 and 91% of 146 students in spring 2019 met or exceeded a score of 70% in MKTG 3161. Business Communications and Marketing faculty members integrated the competition into their BCOM 2285 and MKTG 3161 sections, preparing students through activities incorporated in the courses. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. Our goal is to have at least 35% of business majors participate in the elevator pitch competition at least twice before they graduate. With the increased participation, it is recommended that the thresholds for accomplishment be moved up - 80% of students will meet or exceed a score of 75% on an individual elevator pitch presentation.

**BBA Objective 5: Demonstrate basic functional abilities across core business subjects**
*Outcome: 5.1. Develop core business knowledge.*

Because this goal covers a large area of knowledge, the ETS exam was used as an overall assessment. The Undergraduate Curriculum Committee decided that only the ETS would be used in the future to assess core business knowledge. The assessment of student knowledge of core business concepts (including accounting, finance, marketing, management, economics, and information systems) is demonstrated by completion of a normed test (ETS).

The goal is the student average for each area to be at the 50th percentile or greater. In 18-19, the 50th percentile was achieved in every area except finance (45th percentile). The goal of 50th percentile in each area was thus almost met. The highest area was marketing (92th percentile). Although the lowest area was finance (45th percentile), there is a continuous improvement from 44th percentile in 17-18, 36th percentile in 16-17, and 34th percentile in 15-16. The undergraduate curriculum committee discussed the fact that we do not have a major in finance, while most colleges do, which contributes to the lower average in this area.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 18, Spring 19**

| | GC |
|---|---|
| Number of students tested | 307 |
| Range of individual scale scores | 126-197 |
| Individual scale score mean | 155 |
| National mean | 149.3 |
| Range of individual percentile scores | 2% - 99%, more or less |

| Assessment Indicator Title | GC Mean Percent Correct | GC Percentile | National Institutional Means |
|---|---|---|---|
| Accounting | 47 | 76 | 43.0 |
| Economics | 42 | 57 | 40.2 |
| Management | 69 | 83 | 61.2 |
| Quantitative Business Analysis | 41 | 88 | 33.9 |
| Finance | 43 | 45 | 43.1 |
| Marketing | 59 | 92 | 50.4 |
| Legal and Social Environment | 50 | 74 | 46.6 |
| Information Systems | 52 | 50 | 51.2 |
| International Issues | 42 | 62 | 39.7 |

## Assurance of Learning Outcomes for the Majors

Complete assessment information for every major is located in Watermark Taskstream. Summary information is provided in this document. The summaries for each program were written by each program's assessment coordinator and are also located in Watermark Taskstream.

**BA & BS Programs in Economics**
The BS/BA degree programs with a major in Economics are designed to develop students that have the capacity to think critically, reflectively, and flexibly so as to be successful in a variety of business/government sector fields or to pursue graduate/professional studies in economics, business, or law.

**Economics Program Goal 1: Fostering global understanding and cross-cultural awareness.**
*Outcome: 1.1. demonstrate knowledge of global economic issues.*

Students take the ETS major field test in economics exam, a nationally standardized test of economic knowledge for senior-level undergraduates, in ECON 4990—Senior Seminar (each spring semester). Students' mean score on the international issues component of the exam is compared to those of students at other universities also taking the exam. The goal is that our students perform in the upper 50th percentile of schools taking the ETS field exam. Students scored in the 73rd percentile, which is well above the goal of the 50th percentile. The results show a modest increase in student performance on "international issues" relative to last year, but a significant increase relative to previous years, increasing from the 70th percentile in AY 2018 to the 73th percentile in AY 2019. The two-year average for AY 2016 and AY 2017 was the 49th percentile. This improvement may be due to heavier coverage of trade questions on the exam, or it may be due to more students taking our international finance class. We will monitor to see if curriculum changes need to be made.

**Economics Program Goal 2: Developing analytical skills.**
*Outcome: 2.1. demonstrate analytical reasoning through applications of micro-economic principles.*

Faculty select a sample of multiple choice and/or short answer questions from sections of ECON 2100 and ECON 2106 and judge students' analytical reasoning ability. The target level is that at least 75% of sampled student responses will meet or surpass expectations. The results show that 77.92% of sampled student responses met or exceeded analytical reasoning competency in AY19. This year's assessment result exceeded the learning outcome goal of seventy-five percent (75%) and was an improvement over last year's result of sixty-eight percent (68%). We believe this is due to the emphasis on analytical reasoning in our classes. The department chair will more closely monitor the implementation of previous actions.

*Outcome: 2.2. produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.*

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) is assessed by department faculty using primary trait analysis to judge (1) student abilities to apply economic principles and (2) student abilities to analyze an economic issue. The goal is that each trait evaluated in the sampled papers will meet or surpass expectations; i.e., average score of 3.0 or higher out of a possible score of 5. For AY19, students performed up to expectations on four of the six traits evaluated and marginally below for two others. This was an improvement since only one trait met expectations last academic year. Students met expectations on the traits "application of economic terms," "application of economic concepts & theory," "identifiable question to be answered" and "usage of data"; and their average scores were below expectations on the traits "analysis of topic", and "ability to draw reasoned conclusions." This is why the area received a "mostly" achievement of the learning outcome. This may be due to our capstone emphasizing oral presentation relative to written presentation. Students will continue to initiate their senior seminar research papers in the fall semester econometrics course (ECON 4340). By starting their senior research projects during the fall semester of their senior year, students will have more time to improve their research papers during the spring semester when they take ECON 4990 (Senior

Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. We also recommend a more direct connection between student grades in Senior Seminar and their follow-through regarding recommendations made by peers and, especially, faculty. It was clear that many students had done nothing to update their presentations after the initial in-class presentations. Given that faculty are attending this presentation and providing valuable feedback, this is a clear opportunity for students to improve their presentations. The same corrections should be made in the papers, as well. Since there is improvement from last year, we will continue in the use of milestone assignments in senior seminar (the capstone class).

**Economics Program Goal 3: Developing students' communication skills.**
*Outcome: 3.1. produce written research assignments that demonstrate the ability to organize a research paper.*

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) was assessed by department faculty using primary trait analysis to judge for proper paper composition. Students met expectations again this year (an average score of 3 or greater) on the three traits evaluated to measure a student's organization and writing skills. Students performed at or above expectations on each of the traits designed to measure Organization and Writing Skills outcomes: "format and paper organization", "spelling and grammar usage", and "citations and bibliography." The capstone course now breaks the paper assignment into smaller assignments for each section of the paper. Actions implemented in previous years to help with these skills seem to have led to improvements based on previous assessment results. Therefore, modifications implemented in previous years will be maintained for AY 2020. This is especially true of the use of milestone assignments: Students will continue to initiate their senior seminar research papers in the econometrics course (ECON 4340). By starting their senior research projects one semester earlier, students will have more time to improve their paper exposition during the spring semester when they take ECON 4990 (Senior Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. Revise the style guide, which has been available to students for a number of years, with a focus on improving the way student's present information and paper organization. (e.g., lit review before theory). Peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990). Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process.

**Economics Program Goal 4: Developing students' core business knowledge.**
*Outcome: 4.1. demonstrate comprehension of micro- and macro- economic principles.*

Students accomplished the desired level of achievement, being in the upper 50th percentile, on the all three of the components of the ETS exam—total score (86th percentile), the microeconomics sub-score (92nd percentile) and macroeconomics sub-score (70th percentile). This year's assessment results show that our students performed very well in each of the three areas evaluated. They continue to perform very well on the "total- and micro-economics" components of the ETS exam. Performance on all components of the exam, especially "macro-economics," improved this year relative to the previous year. Our students apply micro concepts in multiple upper-level classes, and they receive a macro review shortly before taking the ETS exam. Instructional revisions instituted during previous years will be maintained again this year because they have generally led to enhancement of student performance on the "macro-economics" portion of the exam. Specifically, to help students recall their training in macroeconomics, review sessions on macroeconomic concepts will be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50th percentile. Additionally, faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam. In addition, we will increase time spent on the macro review in senior seminar.

**BS Program in Computer Science (CS)**
The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science. We assessed Goals 2, 4, and 6 and the Overall Goal. Each program goal has one or two principal indicators.

**Goal 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements.**

*PI 1: Students will be able to recognize design and development principles.*
CSCI 4320 is used to assess PI 1 through a final exam question – providing a description of the Design Patterns mentioned in the required videos. The desired standard of achievement is 80% of students will be able to do this. Only 9/15 students successfully described usage of design patterns in current or former projects on the final exam. The results did not turn out as expected because of the length of the test. By the time that students got to this question, there was little attention paid to making sure the question was completely answered. Faculty will expose the students to design patterns in other classes to help support the information learned in this course. One course does not seem like enough to introduce and master design and development principles. Multiple exposures to this topic may prove necessary.

*PI 2: Students will be able to implement and evaluate the designed solution for a given problem.*
CSCI 3342 is used to assess PI 2. Students were given a network programming project, which asked students to implement a UDP server and UDP client that can successfully communicate with each other by exchanging a few messages. The goal is that 80% of students should score a grade of at least a 75. The results show that 85% of students earned a grade of a 75 or above. We will continue to monitor the performance of the future CSCI 3342 classes. To be more specific, we will monitor the students who are likely to not turn in their work and give them more time to finish their project and modify the target to include only students who turned in their work for the calculation.

**Goal 4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.**

*PI 1: Students will be able to identify professional, legal and ethical issues.*
It is assessed in CSCI 3343 through a final exam question. Students were asked to discuss I privacy, opt-in/opt-out and responsibilities of a company dealing with protected information. The desired standard of achievement is that 75% of students must answer the question correctly. The outcome was met. The results turned out as expected because of the increase in class time spent in discussing this issue. In class discussions were held regularly to facilitate the understanding of legal and ethical issues in computer science. Faculty will incorporate more coding assignments in the next assessment cycle. Students will also be kept more up to date on current events in the coding world. Projects on the current events may open their eyes to the importance of professional, legal, and ethical issues that exist in computer science today.

**Goal 6: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.**

*PI 1: Students will be able to analyze a complex computing problem.*
It's assessed in CSCI 4520 through four exam questions. Student should be able to understand dynamic programming and analyze its efficiency when applied to a given problem. The goal is that 80% of students should answer 80% of the questions correctly. The results show that 54% of students did not answer 80% of the questions correctly, indicating the outcome was not met. The results did not turn out as expected because of the few number of questions allotted to this concept. We plan to add questions so that each of them has less weight related to dynamic programming. This will help specifically operationalize student understanding of complex computing problems. Faculty will be able to understand exactly which parts are confusing in order to better teach the next course.

*PI 2: Students will be able to apply computing principles to identify solution.*
Students were presented with several programming questions and asked to Identify the appropriate programming domain and select a computer language designed for that use in CSCI 4330. The desired standard of achievement is that 80% of students shall be able to successfully identify the proper language in 80% of the questions. The results show that 94% of students successfully identified the proper language in 80% of the questions. Students performed beyond expectations. This was due to multiple in-class assignments identifying programming domains of various languages and identifying problems that fall within those domains. We will continue to monitor the performance of the future CSCI 4330 classes. We will monitor the students who are likely to not turn in their work and give them more time to finish their project and modify the target to include only students who turned in their work for the calculation.

**Overall Goal: Students will demonstrate the knowledge of the principles of computer science.**

This goal was assessed using the ETS Exam. The ETS Major Field Test for Computer Science consists of 66 multiple-choice questions, some of which are grouped in sets and based on materials such as diagrams, graphs and program fragments. Our goal is that the percentage correct across our institution should be higher than the national average percentage correct. The ETS reports show that our percentage correct across all the CS areas is higher than the national average percentage, 49.7% vs 47.2%. The results turned out as expected because of the amount of class time spent reviewing the test and its contents. Students were well prepared to do well on this exam and had many opportunities to ask questions in class. We will continue to use the ETS test to assess our overall goal.

## BBA Programs

### Accounting Major

**Program Goal 2**
**Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.**
*Outcome: Integrate the knowledge gained in various functional business areas.*

We assessed it with the ETS exam in MGMT 4195. The desired standard of achievement is that Accounting majors will score above the 80th percentile in the area of accounting on the ETS exam. Accounting students scored a 99% in that area of the ETS exam. These results were expected and are similar to previous years due to the continual amount of in class discussion. The time allotted in class to questions and discussion allows the students to vocalize confusion and create a deeper level of understanding. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY20.

| Area | AY12 | AY13 | AY14 | AY15 | AY16 | AY17 | AY18 | AY19 |
|---|---|---|---|---|---|---|---|---|
| Accounting | 97 | 99 | 99 | 98 | 97 | 99 | 98 | 99 |
| Economics | 85 | 63 | 77 | 88 | 92 | 97 | 69 | 91 |
| Management | 90 | 88 | 99 | 92 | 89 | 87 | 75 | 88 |
| Quantitative Business Analysis | 72 | 41 | 50 | 95 | 82 | 99 | 90 | 97 |
| Finance | 88 | 69 | 90 | 81 | 79 | 71 | 44 | 62 |
| Marketing | 95 | 89 | 94 | 86 | 61 | 83 | 78 | 88 |
| Legal and Social Environment | 96 | 95 | 97 | 88 | 95 | 94 | 44 | 88 |
| Information Systems | 92 | 95 | 95 | 94 | 97 | 66 | 58 | 39 |
| International Issues | 90 | 81 | 98 | 86 | 89 | 93 | 94 | 97 |
| **Overall** | **89** | **80** | **89** | **90** | **87** | **76** | **81** | **83** |

**Program Goal 3**
**Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.**
*Outcome: Students will complete a tax project.*

For AY19 this program goal was assessed in ACCT 3116 with a tax project. Students must complete schedules 1040, schedule A (itemized deductions), schedule C (sole proprietor income), and schedule SE (self-employment tax). The desired standard of achievement was determined to be 80% or more of the students assessed complete the project successfully and score at least 80%. In Spring 2019, 87% of students successfully completed the project by scoring 80% or higher on the assessed tax project. The students who did not successfully complete the project were provided additional information detailing their errors. The results turned out as expected because of the continual feedback given throughout the process. Those that did poorly, however, failed to keep up with expectations as the project progressed. We plan to assess this program goal again in AY20 with another course and student learning outcome. In AY20 we will assess ACCT 2101 with an excel project.

**Program Goal 4**
**Students will be able to recognize and respond appropriately to ethical dilemmas.**
*Outcome: Respond to ethical dilemmas using a written memo.*

Students are required to complete a written memo homework assignment in ACCT 3106. The desired standard of achievement is 70% of students completing the assignment will score a 70% or better. It was met with 78% (22/28) students scoring at least 70% on the written memo assignment. Students who did not score at least a 70% were provided with additional information detailing their errors. The results turned out as expected because of the amount of class time devoted to this topic. We decided to continue to assess this goal again in AY20 because this was the first year of assessment with this course and few students are enrolled in the course. We will use the college of business written communication rubric for the AY20 assessment.

**Program Goal 6**
**Students will be able to communicate effectively.**
*Outcome: Students will communicate effectively using a written memo.*

Students are required to complete a set of exam questions with a written answer in order to define descriptive, predictive, and prescriptive analytics in accounting information systems. The desired standard of achievement is 70% of students will articulate their written exam answers clearly and without grammar or spelling errors. The desired standard of achievement was met with 80% of assessed students completing written answers to exam questions without grammar or spelling errors. The results turned out as expected because students were warned of the grammar and spelling check prior to the exam. This allowed students to prepare ahead of time. We decided to continue to assess this goal again in AY20. We will also include the use of the college of business rubric for written communication with the AY20 assessment.

**Program Goal 7**
**Students will be able to enter the accounting profession in a wide range of careers.**
*Outcome: Receive interviews or accept offers of employment from employers in accounting fields.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement is 50% of students graduating from the BBA program and not attending graduate school will have at least one interview with a prospective employer before graduation. In the AY19 survey 83% (10/12) of students not planning to attend graduate school had attended at least one interview for employment. When including results from all students, 65% (25/38) had attended at least one interview. This is similar to past results and meets the desired standard of achievement. The ACCT 3000 course has successfully introduced students to the accounting profession through student leadership conferences, résumé development and internships. The results turned out as expected because students were continually pressured to find

interviews before the end of the semester. Most students were also self-motivated to find potential jobs. We will continue to assess this program goal in AY19. We will increase student participation in the annual Accounting Career Fair scheduled for September.

**Program Goal 8**
**Students will be able to enter graduate school.**
*Outcome: be accepted to graduate school.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal was 50% of students graduating with a BBA are accepted to graduate school. In the AY19 survey, 68% (26/38) of BBA graduates reported acceptance to a graduate school program. 5 (19%) of these students also report accepting job offers for employment after graduation from the graduate program. The results turned out as expected because of the individual support that was offered for students applying to graduate school programs. We will continue to survey graduating students to determine future employment and graduate school plans. We will increase student awareness of CPA course requirements during the ACCT 3000 course.

**Management Major**

Management program has six program objectives. We assessed three of them in AY19.

**Management Program Objective 1: Students will demonstrate an ability to identify appropriate quantitative management techniques to solve managerial problems.**
*Student Learning Outcome 1.1: Students will demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.*

It was the first time we assessed students' knowledge of applying statistical concepts to directly solve business problems. This new learning outcome was assessed with course embedded exam questions in MGMT3101. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. The assessment results show that the combined techniques including hypothesis testing, confidence intervals, ANOVA, and regression achieved 74% correct, which exceeded the standard of 70%. While some students were poorly prepared for the rigors of MGMT3101, overall students finished centrality, dispersion, and normal theory on a relatively "level playing field" as both math and interpretation scores were greater than 80%. The successful practices of the instructor include having students study in at least three 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" the math and translate it into simple English, de-contenting the class and spending more time on ANOVA and regression, substituting unannounced quizzes/homework grading for pre-lecture learning objective write-ups, and providing homework assignments relevant to the class. We will assess this new learning outcome again in AY20. Since students scored better on recognizing which technique to use and deploying that tool than interpreting the results in simple English, the instructor plans to add more practice summarizing results in simple English, both in homework and on exams. The instructor also plans to provide additional homework assignments and problems related to hypothesis testing, confidence intervals, and regression.

*Student Learning Outcome 1.2: Students are able to identify appropriate statistical techniques to solve managerial problems.*

We used the AY19 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct exceeded the national average for 86% of the seven individual exam items in the business statistics category, which exceeded the 50% standard. The results turned out as expected because we increased the course rigor of MGMT3101 Business Statistics. Since it is a new student learning outcome we assessed for the first time, longitudinal data need to be obtained to ensure enough

students have understood the concepts. We will continue to use it to monitor student performance in AY20.

**Management Program Objective 2: Students will demonstrate an ability to use quantitative management techniques to solve managerial problems.**
*Student Learning Outcome 2.1: Students will demonstrate an ability to use mathematical concepts to solve business problems.*

This is a new student learning outcome we assessed for the first time. It was assessed with course embedded exam questions in MGMT3165. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. Results from answers to the exam questions about supply chain, forecasting, and quality management show that the measures were met at the 77% level, which exceeded the 70% standard. The successful practices of the instructor include having students study in at least three 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" math and translate it into simple English, and revisiting regression and adding it to Exam 2. We will assess this new learning outcome again in AY20. Students keyed so much on "technically difficult subject areas" (e.g. exponential smoothing vs regression) that much poorer scores resulted on the easier material. The instructor plans to increase the regression coverage in MGMT3165, reverting to the MGMT3101 approach with deep class activities and homework.

*Student Learning Outcome 2.2: Students are able to use mathematical concepts to solve managerial problems.*

We assessed this new student learning outcome with the AY19 ETS reports. The ETS results show that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category, which exceeded the 50% standard. Since it is the first time we assessed this important student learning outcome in the Management program, we will continue to use this measurement to monitor student performance in AY20 to obtain longitudinal data.

**Management Program Objective 3: Students will demonstrate a general understanding of global management issues.**
*Student Learning Outcome 3.1: Students will develop an understanding of managing in a global environment.*

This is also a new student learning outcome. We assessed it with the student presentation method in MGMT4145. The standard of achievement is that 70% students meet expectations. The department reviewed the standard as set by the assessors and deemed 70% to be reasonable for benchmarking purposes. The results show that all the students in the class achieved a presentation grade of 70% or better on a topic that indicates an understanding of managing in a global environment. Specifically, 8% students were above 90%, 71% students were 80%-89%, and 21% students were 70%-79%. Results indicate that we have met the desired outcome. The results turned out as expected because students practiced in teams prior to their presentations. While we have met the target, the instructor believes that the 70% threshold is low; our students are capable of more and should be held to higher expectations. The instructor also thinks we should continue to focus on presentations and the papers from which those presentations stem. We plan to assess the learning outcome in another course in AY20.

*Student Learning Outcome 3.2: Students will have a general understanding of international and cross-culture management.*

We used the AY19 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct exceeded the national average for 100% of the two individual exam items in the international and cross-culture management category, which exceeded the 50% standard. The student learning outcome was met. The results turned out as expected because we covered the topic of cultural differences in several management courses including MGMT3141, MGMT3155, and MGMT4145.

Because it is an important learning outcome that we assessed for the first time in the management program, we will continue to use it to monitor student performance in AY20 to establish trends.

**Management Information Systems (MIS) Major**
Half of the assessment targets were met while half were just short of meeting expectations. We are working to change the courses to add more interactivity to increase these results. The faculty members teaching the courses have a good understanding of what they believe the issues are with the objectives that were not met.

**Program Goal 1: MIS students will be able to determine requirements of a business information system.**
*Student Outcome 1.3210 - Students will be able to analyze business processes and procedures and develop solutions using modeling techniques.*

Three homework assignments and one exam in three sections of CBIS 3210 (two in Fall 2018 and one in Spring 2019) were used to assess this student outcome. The desired standard of achievement is that 85% of students will meet expectations of achieving 70% based on the attached rubrics and calculations. The result shows that 85.7% of the students met or exceeded expectations. The outcome was met. The results turned out as expected because the students practiced process modeling and conceptual modeling through multiple exercises in class and as part of an applied semester-long project. Based on the instructor's comments regarding their original models, students are also able to revise the milestones later on the semester to correct their original errors, which leads to a greater understanding of the concept. After attending the "Design for Transformative Learning" course in July 2019, the instructor plans to use some of the strategies learned in this course to CBIS 3210 in order to make the course more transparent and use new pedagogical techniques to help students learn and apply the concepts of business analysis.

*Student Outcome 1.3214 - Students will be able to: use structured query language to retrieve, edit and store information to a database.*

It was assessed with a specific SQL assignment in CBIS 3214. The desired standard of achievement is that 90% of the students turning in the assignment will achieve a 70% or better on the assignment. The result shows that 90.16% of the students achieved a 70% or better on the final SQL assignment in two sections of CBIS 3214. The fact that we spent so much time in class working on SQL assignments gave the students enough practice to successfully complete the final assignment. Since students are doing better with the interactive book, we plan to continue to use it.

**Program Goal 2: MIS students will be able to design and create a well-designed, database driven web site.**
*Student Outcome 2.4210 - Students will be able to: demonstrate the fundamentals of programming structures.*

The assessment was given as part of the final exam in CBIS 4210 which required the students to program a decision and iteration control structure. The target is 80% of students will meet expectations of achieving a 70% on the question. In AY19, 83% of students met expectations with a 70% or better. Students did well. They were able to accomplish the tasks on the exam and showed good fundamental skills. They were also able to gather inputs from a user, create a calculation using an algorithm they developed and out put the result to the screen for the end user. The rubric might need to be adjusted to better account for their true understanding.

*Student Outcome 2.4214 - Students will be able to: design, develop, debug & implement a functional web-based application using scripting languages and multimedia.*

The outcome was assessed with a final project in CBIS 4214. Students create an object-oriented database driven website that allows a user to 1) login, 2) create data that is stored in the database, 3) read from the database, 4) update to the database, and 5) delete records in the database. The target is 90% of students will achieve a 70% or better on the project. The results show that 85.7% of students achieved a 70% or better. Outcome was not met. Students had a hard time understanding some of the fundamental concepts of programming since PHP is not a fundamental language. There are so many concepts that must be taught along with PHP for students to understand the complexity of the language. Faculty recommend to switch to a more fundamental language like Python. This language would allow for the fundamentals to be taught in a way that does not require concepts like HTML, CSS and Javascript.

**Program Goal 3: MIS students will be able to design, implement, and maintain information technology infrastructure.**
*Student Outcome 3.3213 - Students will be able to demonstrate a working knowledge of networking media, protocols and hardware.*

Students were given a short survey for their assessment consisting of 15 questions directly related to protocols, networking hardware and differences in networking media. The goal is 80% of the students should be able to answer 70% or more of the questions correctly. It was assessed in two sections of CBIS 3213 in Fall 2018 and one section in Spring 2019. 76% of students answered 70% or more of the questions correctly. We had a custom book created that combined parts from three different text books to cover the three main areas of this class. The contents of these texts tended to be geared to a professional tech that would use it to prepare for a certification exam. We are looking for a text that is better suited for college students that are being introduced to the material for the first time. We hit our mark in the spring of 2019. We are going to be further implementing new classroom techniques to get more engagement in the classroom. We believe that shifting class time away for lecturing to more on hands work and peer instruction will help with better understanding of concepts.

**Marketing Major**

The marketing program assessed three goals. The program met or exceeded expectations for all three during the 2018-2019 academic year.

**1 Students will identify/analyze major ethical dilemmas in marketing.**
*Outcome 1.1 - Mktg 3168 Students will find, identify and report on a controversial ethical issue in sports marketing demonstrating an understanding of the importance of ethics in business marketing.*

This is measured in MKTG 3168 Sports Marketing where students are asked to examine and write about an ethical dilemma in marketing. Students must find and briefly report on an ethical issue in sports, discuss why it may or may not be a problem for the sport and sports organization, what, in their opinion, is the ethical thing to do, do they think the sport (league or organization) should do that, why or why not, and whether the student expects them to do it. Depending on the topic they may also include what has been done already to address the controversy. The goal is 80% of students will score 80% or higher on the assignment on ethics in marketing. In AY19, 95% of students met or exceeded the criteria. The results turned out beyond expectation because students were given ample instruction leading into the assignment defining Ethical, Moral, and Controversial terms, and from clear assignment and lectured process steps and requirements aiding them in their selection of an ethical issue and their analysis, critical thinking and reporting of what had, had not or should be done to address the issue. We are continuing to longitudinally study this important measure for 2019-2020.

**2 Students will be able to demonstrate effective oral communication skills**
*Outcome 2.1 - Mktg 4198 Present an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience.*

This is measured in our capstone course MKTG 4198 as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). Overall, 92% of the students met or exceed the standard of 70% or better, which far exceeded the 80% overall goal. These results were slightly lower than the previous year (94%) although better than two years ago (86%). We plan to continue our longitudinal analysis of this important measure for our Marketing majors. We will adjust the standard from 80% of the students will meet or exceed the standard of 70% to 80% of the students will meet or exceed the standard of 80%.

**3 Students will be able to show mastery over marketing topics**
*Outcome 3.1 - ETS exam Students will be able to demonstrate a broad mastery across/over the discipline of marketing.*

Nationally normed results from the ETS exam have been used as a guideline to determine how well students are retaining the key concepts from the major as compared to their peers nationwide.
This is measured through the ETS. We expect an overall score of marketing majors scoring in the 90th percentile or better for the Marketing discipline assessment. The 2018-2019 year matches last years' highs, scoring in the 99th percentile for majors and in the 92nd percentile for all students. Adjustments to course materials in reaction to lower ETS from a few years ago continue to demonstrate effectiveness in our teaching. We continue to demonstrate that our students demonstrate mastery of marketing concepts. We are going to longitudinally measure Marketing students mastery of Marketing concepts as it is a valuable means of assessment.

## Assurance of Learning Outcomes for Graduate Programs

### Georgia WebMBA® Program

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught online by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an online program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University offer courses and admit students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. This data is not located in Watermark Taskstream.

### Master of Accounting Program

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. There are seven MACC goals. We assessed four of them in AY 2019.

Goal 1: Students should be able to demonstrate advanced knowledge of accounting theories and practice.
Outcome: 1.1 Students will be able to apply appropriate accounting standards using case studies.

Students were given a specific assignment on a final in Acct 6165 (Professional Accounting Research) to research restructuring costs related to employee benefits, IT service terminations, and retraining and relocation costs. Students were examined on the effective proposed implementation of an FASB accounting standard in a case study. The goal is all students should receive an 80% or higher. Three of the 40 students did not receive an 80% or higher on assessment. The three students did not choose the correct code because they failed to read the code correctly in a testing environment. Assessment will be continued into the 2019-2020 assessment cycle. It is the first year of assessment within this course.

Goal 4: 4 Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
Outcome: 4.1 Students will be able to assess ethical dilemmas.

Students are required to answer ethical dilemmas based on PCAOB and AICPA audit questions derived from the CPA Exam section. The desired standard of achievement is that all students will score at least 80%. 26 students were assessed using an AICPA ethics question associated with auditing. A video presentation was made the class prior for evaluation and training. The valuation was graded on a 5-point scale with an 88% overall score. All student scores exceeded 80%. Results were acceptable because students were able to score greater than their requirement on the assessment based on watching a training video and the capacity to remember its content on an exam given immediately after its presentation. This assessment passed but was in its first year of assessment. It will be assessed again in 2019-2020.

Goal 6: Students should be able to communicate effectively.
Outcome: 6.1 Students will write a properly formatted memorandum documenting the research and application of an accounting standard.

Students are required to effectively write a proposed use of an accounting standard. The target is all students should receive an 80% or higher. 40 students were given the assessment. One student failed to meet the College of Business writing rubric for achieving an 80% or higher. The endemic writing issues university-wide as well as the technical topic of accounting limits any capacity to teach grammar in accounting courses. Faculty will discuss ways to introduce more writing instruction in the Spring 2020 semester.

Goal 7: Students should be able to enter the accounting profession in a wide range of careers.
Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

Job placements of graduating MACC students are tracked using a survey instrument/structured interview. 90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2018-2019. MACC program graduated 40 students. All students had received and accepted offers of employment prior to their degree completion (Fall, Spring, and Summer). Employment is a core competency of the MACC program. It will be reassessed.

**Master of Logistics and Supply Chain Management Program**

Two Program Objectives of the Master of Logistics and Supply Chain Management Program were assessed in AY 2019.

Program Objective 1: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.
Outcome 1.1: Students will be able to analyze a common supply chain inventory management problem.

In LOGS 6653, the outcome was assessed with a case analysis which involves the assessment of risks associated with international supply chain challenges. The desired standard of achievement is 80% of students should meet expectations. Results show that 90% of students in spring 2019 met expectations. The outcome was met, which indicates that students understood how to evaluate risks associated with international trade, identify the correct associated inputs and evaluate the benefit of this type of supply chain assessment compared to others for a real-world situation. Deliberate discussion of the case study situation was brought up earlier in the semester, making sure a stronger link was articulated between the learning of the techniques and how it could apply to future situations.

The outcome was also assessed with an individual case analysis which involves the calculation of EOQ, associated inputs, and an evaluation of the implementation of various inventory management processes, graded with rubric in LOGS 6654. 81% of students in AY 2019 met expectations. The instructor revised directions to be clearer and to be more direct in terms of what is expected, most students missed structural necessities in terms of the assignment itself, or with writing their analysis up, and not necessarily the calculation of EOQ.

Program Objective 3: Students will demonstrate a general understanding of business logistics and supply chain management principles.
Outcome 3.1: Student will be able to determine the appropriateness of various supply chain management models to supply chain problems.

In LOGS 6650, the outcome was assessed with an extended final project on analyzing a supply chain context for determination of appropriate supply chain management strategy and decision variables, with report deliverable to be graded by rubric. The goal was that 80% of students should meet expectations. Results show that 95% of students met expectations in Spring 2019, which demonstrated effective application of supply chain model.

Outcome 3.2: Student will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

In LOGS 6690, the outcome was assessed with an individual case analysis which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics/supply chain environment. The goal was that 80% of students should meet expectations. When this metric was first established, the method of assessment was a case study. After receiving feedback from students, it was determined by the instructor that the case studies in the text did not align well with the overall learning objectives of the course, as they did not specifically focus on ethical issues in supply chains. Since that time, the new method of assessment was to include more reading directly related to ethical issues in supply chains and evaluate the learning of the students through discussion board participation and personal reflection papers for the module on ethics in supply chains. Results show that 80% of students met expectations on reflection papers and 85% of students met expectations on discussion posts in Spring 2019. The instructor plans to add more content that contained ethical dilemmas to the course reading to challenge students to think more critically regarding their ethical stance and decisions regarding supply chain management.

**Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy.

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting. Each goal will be assessed in two of the six required MMIS classes. Therefore, students are assured that there are two places in the curriculum that each program goal is covered.

Goal 2. Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.
Outcome: 2.1 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the organization.

This was assessed through MMIS 6295 in AY19. Upon completion of the course, students are asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students are asked to demonstrate skills in computer network security. They are also given real world scenarios using high-end industry standard equipment where they must understand network and server configurations. The goal is 100% of the students will pass the exam with an 85% or better. 24 of the 30 students in the course (80%) passed the certification exam. The students might have performed better on this assessment if the grade distribution was higher. The instructor noticed students did just enough to get the grade they wanted in this course. This assessment will be completed again fall 19 for longitudinal purposes.

Outcome: 2.2 Students will demonstrate the understanding of the important role played by IS.

It's assessed in MMIS 6298 through a semester-long project that consists of a systems analysis, with some design, of a typical information system. The objective of the project is to provide a simulation of a real-life development project. The target is 85% of students will receive a rubric score of 80 or better on this project. All student groups received 98 or better on the project rubric. We had covered this information thoroughly in class so these results were expected. We will assess it again in spring 2020.

Goal 3. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.
Outcome: 3.1 Students will evaluate ethical managerial issues involved in database management.

It was assessed with an exam question in MMIS 6296. Students must evaluate ethical managerial issues involved in database management on a final exam question. The desired standard of achievement is that 85% of the students will meet expectations by receiving an 80% on this essay question by proposing an appropriate solution. The result shows that 97% of students met expectations. The results turned out as expected because the students were given opportunities to research the topic and provide thoughtful well researched responses. In the future, additional weight will be added to the final exam to encourage all students to complete it.

## College-Wide Assurance of Learning Activities

**College of Business Assessment Meetings**
**Wednesday, August 14, 2019**

Faculty members teaching in the common business knowledge courses (CBK) had a meeting on the university's annual assessment day to discuss the results of 2018-2019 assessment and plans of2019-2020 assessment. The COB Assessment Coordinator presented an information item from AACSB Standard 8 (AoL) White Paper.

Faculty members in each program, led by the COB Assessment Coordinator and program assessment coordinators, also met and discussed each program's goals, assessments, and results.

The summaries from each of these meetings were presented at the annual fall COB assessment meeting on October 26, 2018.

**Friday, September 27, 2019**

Thirty-five faculty members attended the annual COB fall assessment meeting. The COB Assessment Coordinator shared an information item from AACSB. Then each program reported back to College of Business faculty on assessment activities during the 2018-2019 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2019?
- Were learning outcomes met?
- What did you learn from those activities?
- What will you change as a result of the assessment?

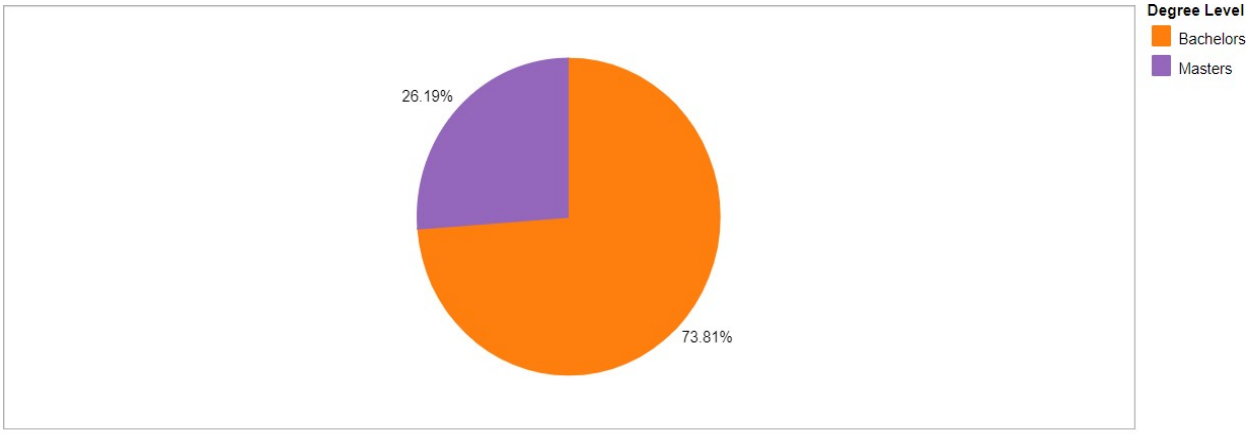
Included in the reports were the specific goals that each program assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment from the common business core courses. Reports were also presented from the MACC, MMIS, and MLSCM.

Summaries from these reports were presented earlier in this document, and details are located in Watermark. Feedback on each summary will be provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 19-20.

The COB Assessment Coordinator announced that a thank-you card will be sent to each assessment participant in October.

## Addendum

### AY 2019 – College of Business Degrees and Majors Conferred by Degree Level with Breakdown by Race/Ethnicity




| | | Bachelors | Masters | Grand Total |
|---|---|---|---|---|
| College of Business | Accounting | 51 | 31 | 82 |
| | Business Administration | | 34 | 34 |
| | Computer Science | 25 | | 25 |
| | Economics | 20 | | 20 |
| | Logistics and Supply Chain Mgm | | 43 | 43 |
| | Management | 108 | | 108 |
| | Management Information Systems | 41 | 13 | 54 |
| | Marketing | 96 | | 96 |
| | **Total** | 341 | 121 | 462 |
| **Grand Total** | | 341 | 121 | 462 |

| Degree Level | USG Race/Ethnicity | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|
| Bachelor's | American Indian or Alaskan N.. | | 1 | 1 | | |
| | Asian | 2 | 5 | 3 | 2 | 3 |
| | Black or African American | 10 | 8 | 7 | 12 | 9 |
| | Hispanic or Latino | 13 | 15 | 14 | 16 | 11 |
| | Two or more races | 7 | 4 | 11 | 4 | 11 |
| | Unknown | | | 1 | | 2 |
| | White | 262 | 257 | 280 | 284 | 264 |
| | Native Hawaiian or Other Paci.. | 1 | | | | |
| | **Total** | 295 | 290 | 317 | 318 | 300 |
| Master's | American Indian or Alaskan N.. | 1 | | | | |
| | Asian | 5 | 13 | 1 | 5 | 2 |
| | Black or African American | 3 | 11 | 10 | 7 | 10 |
| | Hispanic or Latino | 5 | 6 | 5 | 2 | 3 |
| | Two or more races | 4 | | 1 | | 4 |
| | White | 68 | 70 | 46 | 54 | 46 |
| | **Total** | 86 | 100 | 63 | 68 | 65 |
| **Grand Total** | | 381 | 390 | 380 | 386 | 365 |

## Appendix I: Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Compliance Assist for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| September | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Compliance Assist | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Compliance Assist information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents. | Provost/Deans |
| Oct-Feb | . The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree** BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| **BS CS** | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | Costs<br><br>Viability – # of majors<br><br>Productivity - # of grads<br><br>Inputs – faculty qualifications & scholarship (AQ/PQ)<br><br>Outputs – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br>Outcome examples: Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**: Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

## The J. Whitney Bunting College of Business

# Academic Assessment Outcomes

## 2019/2020
**(7/01/2019 – 6/30/2020)**

**December, 2020**

AACSB ACCREDITED

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2019/2020**

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**College of Business, Georgia College & State University**
**Academic Assessment Outcomes, 2019/2020**

## Executive Summary

Business faculty have developed learning objectives for undergraduate and graduate programs, along with means of assessing the accomplishment of each objective, so they can measure learning outcomes and continually improve each program. Learning objectives are measured for the common business core as well as the majors in the BBA, and for the BS, BA, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2020 are shown below.

- The ETS results showed that students exceeded the 50th percentile in all areas except finance (44th percentile). So the goal of 50th percentile in each area was almost met. The highest areas were quantitative business analysis (87th percentile) and social environment (87th percentile).
- BBA students met expectations for analytical techniques in FINC 3131, ACCT 2101, and MGMT 3101.
- Students demonstrated an ability to evaluate the effect of globalization and cross-culturalism in a business environment.
- Students did a good job improving their written communication skills.
- Management majors performed well on the assessment assuring they have the ability to identify and use quantitative management techniques to solve managerial problems.
- Marketing majors demonstrated an understanding of the importance of ethics in business marketing.
- Accounting majors provided positive data on graduate school acceptance and job interviews.
- MIS majors met expectations for using problem solving techniques in the development of databases and software applications.
- Economics majors demonstrated comprehension of micro- and macro- economic principles.

Key actions taken as a result of assessment are listed below.

- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- Finance program faculty will look into the general content of the finance portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam.
- The elevator pitch competition will continue to be integrated into BCOM 2285 and MKTG 3161 sections to improve students' oral presentation skills.
- More content that contained ethical dilemmas will be added to the course reading to challenge MLSCM students to think more critically regarding their ethical stance and decisions regarding supply chain management.
- CS faculty plan to spend more time to discuss the applications of different graph algorithms in the next assessment cycle.

The common business core courses were assessed for all BBA majors. Major-specific assessments were carried out for BBA majors in accounting, management, management information systems, and marketing. Program-specific assessment activities were reported for the BA and BS in Economics and the BS in Computer Science. The graduate programs (MACC, MLSCM, and MMIS) all had program-specific assessment activities.

The university goals, college goals, and program goals as well as student learning objectives are available through the Watermark software to all College of Business faculty members. Therefore, each goal, objective, result, and modifications are not explained in this report. This report summarizes the key findings and reports on the assessment activities and results stored in Watermark Taskstream. The Georgia WebMBA reports assessment information in a separate report.

**The J. Whitney Bunting College of Business**
**Academic Assessment Outcomes, 2019/2020**

## Introduction

This Assessment Outcomes report, along with the information available in Watermark for the college of business, describes assurance of learning outcomes for the academic year 2019/2020, which:

- Enable faculty members to measure outcomes and continually improve undergraduate and graduate programs.
- Comply with the assessment cycle of Georgia College.
- Demonstrates to the college's external accreditation agencies, AACSB, ABET, and SACS, that students in every program are achieving program-level learning goals.

### Undergraduate Programs in the College of Business

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, and a BS in Computer Science. There are several different majors within the BBA degree (e.g., marketing, accounting, management, and management information systems). Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### Graduate Programs in the College of Business

The college of business offers the following graduate programs:

- Master of Accountancy (MACC)
- Master of Logistics and Supply Chain Management (MLSCM)
- Master of Management Information Systems (MMIS)
- Georgia WebMBA

### Mission and Goals of the College of Business

Faculty members in the college build on the foundation of a liberal arts education by creating undergraduate learning outcomes relating to the study of organizations and commerce. Graduate students come into the college from a variety of backgrounds to participate in general management (i.e., WebMBA) and specialized (i.e., MMIS, MLSCM, and MACC) masters programs. Each of these programs is driven by the mission of the college. The college faculty ratified the new mission and strategic objectives on March 11, 2016.

### Vision Statement

The J. Whitney Bunting College of Business aspires to be the preeminent business school within 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.

## College-Wide Objectives, Assessment Measures, and Outcomes

To support the mission of the university and the college, the faculty and staff of the College of Business at Georgia College, in partnership with constituencies such as our advisory board, alumni, and university advancement, will

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

1. 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.
2. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.
3. Enhance student engagement in professional development, career preparation, and leadership.
4. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.

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

1. Use of the College of Business website, social media, and "Make Your Next Move" online graduate programs platform.
2. Use of Georgia College print and electronic publications.

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

1. Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.
2. Fiscal stewardship in the alignment of resources to fulfill the College's mission.

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

1. Enhance engagement and outreach activities throughout the College.
2. Enhance relations with alumni, donors, and friends of the College.
3. Improve visibility of outreach from the Centers in the College of Business.

Objective Five: Enhance faculty and staff development and recognition.

1. Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.
2. Be purposeful regarding staff professional development.
3. Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.

Objective One is measured by assessing program goals through student learning outcomes. The details for Objective One are located in Watermark Taskstream, and summary information is presented in this report. Academic year 2019-2020 is the fourth year with these strategic objectives.

## Assurance of Learning Outcomes for the BBA Program – 2019/2020

The student learning goals assessed are taken directly from the college's objectives, but they are written as assessable student learning goals. At the completion of the BBA degree, the student will:

1. Evaluate the effect of globalization and cross-culturalism in a business environment
2. Apply appropriate analytical techniques in business environments
3. Communicate effectively through written and oral media
4. Demonstrate basic functional abilities across core business subjects
5. Identify and evaluate ethical issues and their resolution

All BBA students must obtain common business knowledge (CBK) through the common business core courses that all BBA students take. The student learning goals assessed for the CBK are given below with the assessment results. We assessed four goals in 2019-2020.

**BBA Goal 1: Apply appropriate analytical techniques in business environments**
*Outcome: 1.1. Understand and account for transactions impacting the stockholder's equity section of the balance sheet.*

ACCT 2101 Accounting Principles was used for this assessment. In AY2020, 23 multiple choice questions were given to students for the first time on the course exams. Students have not been tested on this material before this assessment. The course format required students to watch videos produced by the textbook publisher on the chapter's learning objectives before attending class. During class the instructor answered student questions and demonstrated the solution to textbook problems. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. This would require students to answer at least 17 out the 23 questions correctly. The results of AY2020 assessment showed that 76% of the students assessed correctly answered at least 18 out of the 23 questions or 78%. The target was met. In contrast, the results of AY2019 assessment showed that only 35% of the students assessed correctly answered at least 70% of the exam questions. There was a big improvement from AY2019 to AY2020. It may be because the instructor selected a set of multiple-choice questions across the course from exams administered during spring 2020, which allowed for a larger number of questions in the assessment as well as isolated the effects of a particular exam period and student apathy. Both of these issues had been discussed as a possible problem for past assessment results. The instructor also changed the class structure to include a set of lectured focused questions at the beginning and end of class. These questions focused on "things you should know after class today" and helped students stay on task during class.

*Outcome: 1.2. Demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.*

It was assessed with course embedded exam questions in MGMT3101 Business Statistics. Fully 45% of total exam points were allocated to applying statistical concepts of expected value, spread, sampling, confidence intervals, and one-sample hypothesis testing to directly solve business problems. The assessment results show that the combined techniques including sampling, hypothesis testing, and confidence intervals achieved 76.3% correct, which exceeded the standard of 70%. The successful practices of the instructor include having students study in at least 3 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" the math and translate it into simple English from centrality to one-sample hypothesis testing, and removing 1n attribute-data hypothesis testing that allowed more time for remedial work at the beginning of class. The instructor plans to add more practice summarizing results and translating formulae in simple English, both in homework and on exams. In AY2019, the assessment results show that the combined techniques achieved 74% correct, which also exceeded the standard of 70%. In addition, there is an improvement from 74% correct in AY2019 to 76.3% correct in AY2020. We plan to assess another student learning outcome in AY2021.

*Outcome: 1.3. Demonstrate the ability to apply time value of money principles to quantitatively solve finance related problems.*

FINC 3131 Principles of Finance, a junior/senior level class for all business majors, has also been used to assess analytical techniques. 252 students taking FINC 3131 (9 sections in total) in Fall 2019 and Spring 2020 were tested to assess their ability to apply time value of money principles relating to savings, investment, loan payments etc. The desired standard of achievement is 70% of students will score 75% or higher. The results show that 78% of students met or exceeded expectations. The target was met. Two full-time finance faculty members taught the 9 sections and administered the tests using similar but different questions. The tests involved multiple-choice questions with only one correct answer. This student learning outcome was also assessed and the target was also met in AY2019. The instructors plan to review and update the exam questions next year.

**BBA Goal 2: Evaluate the effect of globalization and cross-culturalism in a business environment.**
*Outcome: 2.1. Understand the effect of globalization on e-commerce.*

Global issues were assessed in CBIS 4215 Electronic Commerce in AY2020. The desired standard of achievement is 80% of students will score 80% or higher. 97.7% of 44 students met or exceeded the expectations. Students were asked to analyze three countries in which they thought their products would do well. They analyzed the shipping and payment methods within the country, basic demographics, and purchasing habits of the residents. Students made video presentations and uploaded these to YouTube. In future classes, the instructor plans to share these with other students and have them comment on the recommendations. The instructor will also expand the project to include computer usage and education level of residents. The AY2019 assessment results showed that 82% of students scored 80% or higher, which also exceeded the standard. There is an improvement from 82% in AY2019 to 97.7% in AY2020. We plan to assess a new student learning outcome next year.

*Outcome: 2.2. Develop and exhibit an appreciation for cultural differences*

MGMT 4195, the senior capstone class for all business majors, was also used to assess global issues through a student quiz. This is the first year this course has been used for the assessment of global issues. The chapter on global issues was presented when classes were being held in a seated environment, but was not assessed until after campus was closed due to Covid-19. So the individual quiz used for this assessment was accomplished online with each student receiving a random sample of ten multiple choice or true/false questions from a question library of 119 questions. The desired standard of achievement is 80% of students will score 80% or higher. The results show that 97% of students in the class met or exceeded the expectations. Since this is the first year this course has been used to assess global issues, recommend continuation of the assessment to determine the efficacy of the instrument.

**BBA Goal 3: Communicate effectively through written and oral media**
*Outcome: 3.1. Improve their oral presentation skills.*

BCOM 2285 Business Communications and MKTG 3161 Principles of Marketing were used to assess oral skills through elevator pitch presentations. The desired standard of achievement is that 80% of students will meet or exceed a score of 75% on an individual elevator pitch presentation. Results showed that 74% of 206 students in fall 2019 and 77% of 215 students in spring 2020 met or exceeded a score of 75% in BCOM 2285. 87% of 235 students in fall 2019 and 90% of 164 students in spring 2020 met or exceeded a score of 75% in MKTG 3161. Business Communications and Marketing faculty members integrated the competition into their BCOM 2285 and MKTG 3161 sections, preparing students through activities incorporated in the courses. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. In contrast, the AY2019 results showed that 96% of students in fall 2018 and 94% of students in spring 2019 met or exceeded a score of 70% in BCOM 2285 and 98% of students in fall 2018 and 91% of students in spring 2019 met or exceeded a score of 70% in MKTG 3161, which exceeded the target. The target was not met in BCOM 2285 in AY2020 because there was a two-fold change in the target – “75% of students” in AY 2019 was changed to “80% of students” in AY 2020 and “score 70% or above" in AY 2019 was changed to “score 75% or above" in AY 2020; one instructor had a larger number of freshmen in the course than in previous years and reported that freshmen had a lack of skills and experiences to incorporate into their pitch; and the percentage of sections of overall classes that were judged by recruiters increased. In Fall 2020, the competition will be held virtually as all career fairs will be virtual due to the COVID-19 pandemic. Only half the sections of BCOM 2285 will participate in the competition. After discussion, we plan to assess it again with the same target in a following year.

*Outcome: 3.2. Improve their written communication skills.*

Written skills were assessed in BCOM 2285 with a Business Communications Product Development Project. The desired standard of achievement is that 70% of students will score 80% or better on the assignment. Results show that 85% of 108 students in fall 2019 and 98% of 102 students in spring 2020

scored 80% or better, which exceeded the standard of achievement. The instructor plans to continue to use the rubric to establish trends and spend more time going over how they can make their oral presentations of the project clearer and more direct. We will assess it again in a following year to establish trends.

**BBA Goal 4: Demonstrate basic functional abilities across core business subjects**
*Outcome: 4.1. Develop core business knowledge.*

Because this goal covers a large area of knowledge, the ETS exam was used as an overall assessment. The Undergraduate Curriculum Committee decided that only the ETS, not individual courses, would be used in the future to assess core business knowledge.

The assessment of student knowledge of core business concepts (including accounting, finance, marketing, management, economics, and information systems) is demonstrated by completion of a normed test (ETS).

The goal is the student average for each area to be at the 50th percentile or greater. In AY2020, the 50th percentile was achieved in every area except finance (44th percentile). So the goal of 50th percentile in each area was almost met. The highest areas were quantitative business analysis (87th percentile) and social environment (87th percentile). Although finance was still the lowest area in AY2020, AY2019, and AY2018 (44th or 45th percentile), there is an improvement from 36th percentile in AY2017 and 34th percentile in AY2016. The undergraduate curriculum committee discussed the fact that we do not have a major in finance while most colleges do and plan to look into this issue with the program faculty to seek improvement.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 2019**

| | GC |
|---|---|
| Number of students tested | 124 |
| Range of individual scale scores | 124-187 |
| Individual scale score mean | 155 |
| National mean | 151.6 |
| Range of individual percentile scores | 1% - 98%, more or less |

| Assessment Indicator Title | GC Mean Percent Correct | GC Percentile | National Institutional Means |
|---|---|---|---|
| Accounting | 48 | 82 | 43.0 |
| Economics | 45 | 78 | 40.2 |
| Management | 69 | 84 | 61.2 |
| Quantitative Business Analysis | 41 | 87 | 34.0 |
| Finance | 43 | 44 | 43.1 |
| Marketing | 57 | 85 | 50.4 |
| Legal and Social Environment | 52 | 87 | 46.7 |
| Information Systems | 52 | 50 | 51.3 |
| International Issues | 42 | 63 | 39.7 |

## Assurance of Learning Outcomes for the Majors

Complete assessment information for every major is located in Watermark Taskstream. Summary information is provided in this document. The summaries for each program were written by each program's assessment coordinator and are also located in Watermark Taskstream.

**BA & BS Programs in Economics**
The BS/BA degree programs with a major in Economics are designed to develop students that have the capacity to think critically, reflectively, and flexibly so as to be successful in a variety of business/government sector fields or to pursue graduate/professional studies in economics, business, or law.

**Economics Program Goal 1: Fostering global understanding and cross-cultural awareness.**
*Outcome: 1.1. demonstrate knowledge of global economic issues.*

Students take the ETS major field test in economics exam, a nationally standardized test of economic knowledge for senior-level undergraduates, in ECON 4990—Senior Seminar. Students' mean score on the international issues component of the exam is compared to those of students at other universities also taking the exam. The goal is that our students perform in the upper 50th percentile of schools taking the ETS field exam. Department faculty discussed and agreed that the goal of achieving outcomes in the upper 50th percentile of the universities administering the ETS exam is desirable, given the academic reputations of these schools, and that this level of achievement is indicative of high performing economics students that exceed nationwide performance standards. Our senior students scored in the 66th percentile on international issues in the ETS exam, which above the target of 50%. The results show a decrease in student performance on "international issues" relative to last year, but within the range of previous years. The average percentile for the last five years is 64.8%. We recently changed our curriculum so that International Trade in now an elective instead of a required class for the major. We will closely monitor the ETS exam regarding the composition of the questions that comprise this performance measure and will decide if further action is needed in the future. Given these facts, no remedial actions will be undertaken again this year. Current plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students. Additionally, we will be hiring a new lecturer for the next academic year who will be teaching international trade and perhaps international finance. We will evaluate job candidates based on their ability to strengthen our students' performance in this area.

**Economics Program Goal 2: Developing analytical skills.**
*Outcome: 2.1. demonstrate analytical reasoning through applications of micro-economic principles.*

Faculty select a sample of multiple choice and/or short answer questions from sections of ECON 2100 and ECON 2106 and judge students' analytical reasoning ability. The target level is that at least 75% of sampled student responses will achieve overall competency (meet or surpass expectations). Students meet expectations when they score at least 75% on selected questions. The results show that 77.36% of students met or exceeded expectations in AY2020. This year's assessment result exceeded the learning outcome goal of 75% and was similar to AY2019's result of 77.92%. In order to promote continuing improvement in this area, most actions previously undertaken will remain in effect again for academic year 2021, including supplemental on-line assignments designed to develop student analytical skills, periodic quizzes with questions that require analytical thinking skills, and enhanced usage of supplemental instructors. Current plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

*Outcome: 2.2. produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.*

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) is assessed by department faculty using primary trait analysis to judge (1) student abilities to apply economic principles and (2) student abilities to analyze an economic issue. The goal is that each trait evaluated in the sampled papers will meet or surpass expectations; i.e., average score of 3.0 or higher out of a possible

score of 5. For AY2020, students performed up to expectations on five of the six traits evaluated and marginally below in one trait. Students met expectations on the traits “application of economic terms,” “application of economic concepts & theory,” “identifiable question to be answered,” “usage of data” and “ability to draw reasoned conclusions;” and their average scores were below expectations on the trait “analysis of topic”. This is why the area received a “mostly” achievement of the learning outcome.
For AY2019, students performed up to expectations on four of the six traits evaluated. There is an improvement from last year. Instructors throughout the department provide more examples in their classes to show how to use economic theory to motivate and guide research. Additionally, the following strategies will again be utilized, along with a couple of new ones, to improve student outcomes for academic year 2021 - students will continue to initiate their senior seminar research papers in the fall semester econometrics course (ECON 4340). By starting their senior research projects during the fall semester of their senior year, students will have more time to improve their research papers during the spring semester when they take ECON 4990 (Senior Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. We also recommend a more direct connection between student grades in Senior Seminar and their follow-through regarding recommendations made by peers and, especially, faculty. It was clear that many students had done nothing to update their presentations after the initial in-class presentations. Given that faculty are attending this presentation and providing valuable feedback, this is a clear opportunity for students to improve their presentations. The same corrections should be made in the papers, as well. Finally, encourage students to gather a better understanding of their datasets before estimating models. We will continue in the use of milestone assignments in senior seminar (the capstone class).

**Economics Program Goal 3: Developing students' communication skills.**
*Outcome: 3.1. produce written research assignments that demonstrate the ability to organize a research paper.*

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) was assessed by department faculty using primary trait analysis to judge for proper paper composition in AY2020. The goal is that each trait evaluated in the sampled papers will meet or surpass expectations; i.e., an average score of 3.0 or higher out of a possible score of 5. Students met expectations this year (an average score of 3 or greater) on two traits evaluated to measure a student’s organization and writing skills. The outcome was met for “format and paper organization” and “citations and bibliography.” The overall performance score (3.28) was above our threshold. In AY2019, the outcome was also met for each trait designed to measure organization and writing skills. We will incorporate the following change in AY2021: encourage or mandate that students use the writing center. Additionally, modifications implemented last year will be maintained for AY2021: Students will continue to initiate their senior seminar research papers in the econometrics course (ECON 4340). By starting their senior research projects one semester earlier, students will have more time to improve their paper exposition during the spring semester when they take ECON 4990 (Senior Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. Revise the style guide, which has been available to students for a number of years, with a focus on improving the way student’s present information and paper organization. (e.g., lit review before theory). Peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990). Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process. Consider encouraging or mandating that students use the writing center.

**Economics Program Goal 4: Developing students' core business knowledge.**
*Outcome: 4.1. demonstrate comprehension of micro- and macro- economic principles.*

Students took the ETS major field test in economics exam in ECON 4990 in AY2020. Students’ mean score for total economics and sub-scores on the micro- and macro- economic components of the exam were compared to those of students at other universities also taking the exam. The goal is that our students perform in the upper 50th percentile of schools taking the ETS field exam on each component measured. Students accomplished the desired level of achievement, being in the upper 50th percentile on the all three of the components listed in the table below—total score (78th percentile), the

microeconomics sub-score (85th percentile) and macroeconomics sub-score (76th percentile). The learning outcome was met for all three areas evaluated where we expect our students to score in the upper 50th percentile. This year's assessment results show that our students performed very well in each of the three areas evaluated. They continue to perform very well on the "micro-economics" components of the ETS exam. There is a three-year trend of improving performance in macroeconomics. Given that student performance exceeded the goal of being in the upper 50th percentile for each of the component scores, instructional revisions instituted during last year will be maintained again in AY2021 because they have generally led to enhancement of student performance on the "macro-economics" portion of the exam. Specifically, to help students recall their training in macroeconomics, review sessions on macroeconomic concepts will be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50th percentile. Additionally, faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam.

**BS Program in Computer Science (CS)**

The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science. We assessed Goals 1, 3, and 5. Each program goal has one or two principal indicators.

**Goal 1: Apply computer science theory and software development fundamentals to produce computing-based solutions.**

*PI 1: Students will be able to demonstrate and apply knowledge of mathematical functions to analyze a given algorithm.*

We assessed this outcome with an exam question of an algorithm in CSCI 3680 to close the loop from the last assessment cycle. Students must provide the mathematical function in Big-O to analyze how efficient the algorithm is. We targeted the passing rate at 60%, and we have more than 70% of the students answer the question correctly. Thus, we are able to close the loop. We plan to assess it again during the year 2021-2022.

*PI 2: Students will be able to recognize an appropriate algorithm to solve a problem.*

Four multiple-choice quiz questions in CSCI 4520 were used to assess PI 2. The desired standard of achievement is that 90% of the students correctly answered 3 of 4 questions. The results show that 64% of students answered at least 3 questions correctly. Only three students correctly answered the first question. Most of the students did not fully understand the purposes of two similar graph algorithms, Dijkstra and Krustal. In AY2018, 95% of the students assessed met or exceeded the expectation with a set of different questions. We plan to spend more time to discuss the applications of different graph algorithms. We will assess it again during the year 2021-2022.

**Goal 3: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.**

*PI 1: Students will be able to share in work of teams.*

A student project in CSCI 4710 was used to assess PI 1. Part 1 of the project was used to measure the understanding of teamwork and what good teamwork would be. Students need to complete the part at the beginning of the semester. Part 2 was used to measure how students share their work in a team. This part needs to be completed at the end of the semester. The results show that all of the students understood what teamwork is and how to contribute to a team. 25 out of 26 students (96%) were satisfied with their teammates. The target was met. The target was also met in AY2018. We thus plan to assess another goal next year.

*PI 2: Students will be able to share in work of teams.*

A team project in CSCI 3342 was used to assess PI 2. Two students were assigned to work on a project as a team using the pair programming model with one acting as the driver and the other acting as the

observer/navigator. The project contains two parts -- a TCP server and a TCP client. The two members of a team are expected to switch their roles to work on each different part of the project. The standard of achievement is student teams score at least 80% for 3 out of 4 teams. The results show that 12 students formed 6 teams. One team earned 90% and the other teams earned 100%. The target was met. The result of AY2018 also showed that 90% of the students exceeded the expectation. Although the target was met in both AY2018 and AY2020, we discussed that measuring team work by student grades may not provide clarity on how well each team functions. We plan to add a form for the students to fill out to gather further details in fall 2020.

**Goal 5: An ability to communicate effectively with a range of audiences.**

*PI 1: Students will be able to produce a variety of documents for technical and non-technical audiences.*
We assessed it in CSCI 4320. In 2017-2018, students submitted an Installation Guide for their software. It wasn't until after the semester ended the client received the instructions and realized more details were need. The solution was that in 2019-2020, an installation video will be required in addition to the user guide. The video must provide evidence the steps in the user guide would work. We implemented it in 2019-2020. All projects should have a corresponding video to support written installation guide. The software should be able to be successfully installed if the instructions are followed. Due to the COVID-19 pandemic and unexpected switch to online instruction, students did not have the software working in a state to install on the clients site. Instead, the students demonstrated to the client their section of the code. Their presentations were video taped. We have switched to having the entire class work on developing software for one client. Having all students work on one project will result in only one installation guide being needed. There are other documents the students create including user stories/ requirement specifications and minutes of meetings the clients can review. Perhaps these other documents may be more viable to assess. We plan to continue our collaboration with the client. Written documentation accompanying all sprint demos will be used as evidence for this PI instead of just waiting until the final installation guide.

*PI 2: Students will be able to prepare and deliver oral presentations.*
In CSCI 2350, students are broken into teams to develop a small software project. The team prepares a presentation describing their project, the design process, implementation challenges and solutions, and a brief demonstration of their project. Presentation is following by a question-and-answer session to provide more specific details. The standard of achievement is that students will be able to effectively speak about their highly technical subject in a manner that is understandable to non-technical audience. In Fall 2019, there were 6 teams of 4 students that presented their projects. All teams received satisfied goal by achieving above average rating on project and presentations. Out of the 24 students, 2 students did not meet the individual standards for professional appearance and speaking such as inappropriate dress, overly casual speech, inability to address questions, and a lack of preparation for their portion of the speaking. In Spring 2020, there was one team of 5 students who conducted their presentation via online conferencing. All students achieved an above average rating for their project presentation. The target was met. All teams also met the requirements in AY2018. We plan to assess it again in a following year. Students will be evaluated on their professional appearance, speaking manner, clarity of information present, and ability to clearly address ad hoc questions. Students will be provided with a list of best practices to follow when giving professional presentations including proper attire and speech patterns. Students will be required to prepare an outline of their presentation to be evaluated and reviewed prior to their presentation.

## BBA Programs

### Accounting Major

**Program Goal 2**
**Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.**
*Outcome: Integrate the knowledge gained in various functional business areas.*

We assessed it with the ETS exam in MGMT 4195. The desired standard of achievement is that

Accounting majors will score above the 80th percentile in the area of accounting on the ETS exam. Accounting students scored a 99% in that area of the ETS exam. These results were expected and are similar to previous years due to the continual amount of in class discussion. The time allotted in class to questions and discussion allows the students to vocalize confusion and create a deeper level of understanding. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY2021.

| Area | AY12 | AY13 | AY14 | AY15 | AY16 | AY17 | AY18 | AY19 | AY20 |
|---|---|---|---|---|---|---|---|---|---|
| Accounting | 97 | 99 | 99 | 98 | 97 | 99 | 98 | 99 | 99 |
| Economics | 85 | 63 | 77 | 88 | 92 | 97 | 69 | 91 | 99 |
| Management | 90 | 88 | 99 | 92 | 89 | 87 | 75 | 88 | 97 |
| Quantitative Business Analysis | 72 | 41 | 50 | 95 | 82 | 99 | 90 | 97 | 99 |
| Finance | 88 | 69 | 90 | 81 | 79 | 71 | 44 | 62 | 82 |
| Marketing | 95 | 89 | 94 | 86 | 61 | 83 | 78 | 88 | 92 |
| Legal and Social Environment | 96 | 95 | 97 | 88 | 95 | 94 | 44 | 88 | 93 |
| Information Systems | 92 | 95 | 95 | 94 | 97 | 66 | 58 | 39 | 79 |
| International Issues | 90 | 81 | 98 | 86 | 89 | 93 | 94 | 97 | 95 |
| **Overall** | **89** | **80** | **89** | **90** | **87** | **76** | **81** | **83** | **93** |

**Program Goal 3**
**Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.**
*Outcome: Develop basic Excel software skills while completing financial transaction during the accounting cycle.*

For AY2020 this program goal was assessed in ACCT 2101 with an excel project. Students must answer a set of multiple choice questions over basic excel functions. The target is that 70% of Students will answer at least 75% of the questions correctly. The results show that 42% of the 126 students answered all questions correctly. That is, 85% of students assessed answered at least 75% of the questions correctly. The desired standard of achievement was met. These results were expected due to the continual amount of in class use of these basic excel functions. The time allotted in class to the basic excel function use allows the students to develop a mastery through long term use. We plan to continue to assess in AY2021 in the ACCT 2101 courses with a set of multiple choice questions to establish trends.

**Program Goal 4**
**Students will be able to recognize and respond appropriately to ethical dilemmas.**
*Outcome: Respond to ethical dilemmas using a written memo.*

This goal was assessed with exam questions about ethical dilemmas in ACCT 4135. Students must correctly answer a set of 27 multiple choice questions. The target is that 70% of Students will answer at least 70% of the questions correctly. A total of 49 students were assessed during an ethics module in the class. All students were able to answer at least 70% of the questions correctly. The target was met. The module also contained several written assignments before the assessment with multiple choice questions. The module contained learning objectives that focused on the ethics rules for CPAs and the AICPA Code of Professional Conduct. Students are motivated to perform well on this module because their understanding of the material will have an impact on their professional life in the future. The targe was also met in AY2019. Since the desired standard of achievement was met twice in a row, the department is discussing a threshold increase for next year.

**Program Goal 6**
**Students will be able to communicate effectively.**
*Outcome: Students will communicate effectively using a written memo.*

Students are required to complete a written assignment over an ethical dilemma in ACCT 4135. The

desired standard of achievement is 70% of students will meet or exceed expectations in all areas of a written communications skills rubric. In the fall 2019 semester 26 students were assessed with a written assignment during the ethics module of the auditing course. All 26 students successfully completed the assignment and at least met expectations in all areas of the rubric. The module in this course contained several written assignments before the assessment. Problem areas for students continued to be the use of appropriate grammar and sentence construction as well as spelling and punctuation errors. These areas of concern were able to addressed by the instructor before the assessment. In AY2019, the desired standard of achievement was also met with 80% of assessed students met expectations. We plan to use the College of Business written communication rubric for the next assessment in a following year.

**Program Goal 7**
**Students will be able to enter the accounting profession in a wide range of careers.**
*Outcome: Receive interviews or accept offers of employment from employers in accounting fields.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement is 50% of students graduating from the BBA program and not attending graduate school will have at least one interview with a prospective employer before graduation. 11 students graduated in the fall 2019 semester. 6 of those 11 are not attending graduate school. 3 (50%) had attended at least one interview before graduation. In Spring 2020 semester, the survey was delayed until August because of the COVID-19 shutdown. This has caused response rates to drop considerably. 17 Students graduated in the Spring with only 6 (35%) completing the survey. All 6 of these students were currently attending graduate school. The desired standard of achievement was met in the Fall 2019 semester and probably would have been met in the spring semester if the COVID-19 virus had not disrupted the semester by sending students home to finish classes online and shutdown the economy. This is similar to the past results in AY2019 and meets the desired standard of achievement. We are continuing to reach out to graduates to offer career advice and help with interview opportunities. We will continue to survey graduating students to determine future employment or graduate school plans. We will increase student participation in the annual Accounting Career Fair scheduled for September.

**Program Goal 8**
**Students will be able to enter graduate school.**
*Outcome: be accepted to graduate school.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal was 50% of students graduating with a BBA are accepted to graduate school. In Fall 2019, 5 of 11 (45%) graduating students reported attending grad school after graduation. Of those students, 4 reported attending interview and 3 had accepted job offers. This is similar to past results. In Spring 2020 semester, the survey was delayed until August because of the COVID-19 shutdown. This has caused response rates to drop considerably. 17 Students graduated in the Spring with only 6 (35%) completing the survey. All 6 of these students were currently attending graduate school. 4 of those 6 students (67%) have accepted job offers. We continued to reach out to students though LinkedIn after the survey and discovered 4 more are currently attending graduate school. The desired standard of achievement was not met in the Fall 2019 semester, but was met in the spring semester even with the COVID-19 virus disruptions. For the total number of graduates in AY2020, 15 out of 28 (53%) are attending graduate school. In the AY2019 survey, 68% (26/38) of BBA graduates reported acceptance to a graduate school program. We will continue to survey graduating students to determine future employment and graduate school plans. We will increase student awareness of CPA course requirements during the ACCT 3000 course.

**Management Major**

Management program has six program objectives. We assessed three of them in AY2020.

**Management Program Objective 1: Students will demonstrate an ability to identify appropriate quantitative management techniques to solve managerial problems.**
*Student Learning Outcome 1.1: Students will demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.*

This student learning outcome was assessed with course embedded exam questions in MGMT3101. Fully 45% of total exam points were allocated to applying statistical concepts of expected value, spread, sampling, confidence intervals, and one-sample hypothesis testing to directly solve business problems. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. The assessment results show that the combined techniques including sampling, hypothesis testing, and confidence intervals achieved 76.3% correct, which exceeded the standard of 70%. The successful practices of the instructor include having students study in at least 3 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" the math and translate it into simple English from centrality to one-sample hypothesis testing, and removing 1n attribute-data hypothesis testing that allowed more time for remedial work at the beginning of class. The instructor plans to add more practice summarizing results and translating formulae in simple English, both in homework and on exams. In AY2019, the assessment results showed 74% correct, which also exceeded the standard of 70%. Because we have assessed this learning outcome to monitor student performance two years in a row and they both exceeded the expectations, we plan to assess a new learning outcome in AY2021.

*Student Learning Outcome 1.2: Students are able to identify appropriate statistical techniques to solve managerial problems.*

We used the AY2020 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 57% of the seven individual exam items in the business statistics category, which exceeded the 50% standard. The results turned out as expected because we increased the course rigor of MGMT3101 Business Statistics. In addition, the results in AY2019 also exceeded the 50% standard. We will assess another student learning outcome in AY2021.

**Management Program Objective 2: Students will demonstrate an ability to use quantitative management techniques to solve managerial problems.**
*Student Learning Outcome 2.1: Students will demonstrate an ability to use mathematical concepts to solve business problems.*

This student learning outcome was assessed with course embedded exam questions in MGMT3165. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. Results from answers to the exam questions about forecasting - regression show that the measures were met at the 78% level, which exceeded the 70% standard. To be more specific, results for regression interpretation were good while students' grasp of how to run regression (ID of independent variable and dependent variable in a business problem) proved to be more challenging. The instructor plans to provide additional coursework for improved understanding of set up and solving. In AY2019, the measures were met at the 77% level, which also exceeded the target. The program plans to assess another student learning outcome in AY2021.

*Student Learning Outcome 2.2: Students are able to use mathematical concepts to solve managerial problems.*

We assessed this student learning outcome with the AY2020 ETS reports. The ETS results show that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category, which exceeded the 50% standard. The AY2019 ETS results also showed that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category. Since we have assessed it twice in the Management program and they both exceeded the standard, we will assess a new learning outcome next year.

**Management Program Objective 3: Students will demonstrate a general understanding of global management issues.**
*Student Learning Outcome 3.1: Students will develop an understanding of managing in a global environment.*

We assessed it with the student quiz method in MGMT4195. This is the first year this course has been used for the assessment of global management issues. The chapter on global management issues was presented when classes were being held in a seated environment, but was not assessed until after we entered the quarantine period due to COVID-19. The individual quiz used for this assessment was accomplished online with each student receiving a random sample of ten multiple choice or true/false questions from a question library of 119 questions. The standard of achievement is that 70% of students meet expectations. The department reviewed the standard as set by the assessors and deemed 70% to be reasonable for benchmarking purposes. The results show that all the students in the class met or exceeded the expectations. Results indicate that we have met the desired outcome. We also assessed it and met the desired outcome last year. We thus plan to assess another learning outcome in AY2021.

*Student Learning Outcome 3.2: Students will have a general understanding of international and cross-culture management.*

We used the AY2020 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct was slightly below the national average for the two individual exam items in the international and cross-culture management category (.1 percent below for one item and 1 percent below for the other item). The student learning outcome was not met. The ETS results in AY2019 showed that our percentage correct exceeded the national average for 100% of the two individual exam items in the international and cross-culture management category, which exceeded the 50% standard. The student learning outcome was met last year. We will continue to use the measurement to monitor student performance in a following year to see if there is an improvement.

**Management Information Systems (MIS) Major**
Program goals were updated in fall 2019. There are four goals now. We assessed three of them in AY2020. The other one was not completed due to the online switch in March 2020. When the faculty meet to discuss assessment in August 2020, the fact that the targets achievement level was different for each assessment was discussed. In 19-20, the target levels ranged from 70% of the students would meet an 85% performance level to 90% of the students would meet a 70% performance level. The faculty decided that for 20-21 the target level of achievement would be standardized. The 3000 level classes will have a target level of 80% of the students meeting an 80% performance level while the 4000 level classes will have 85% meeting 85%. The reasons are as follows. 3000 level classes consist of majors and minors as well as majors that later switch majors or become minors. It was felt that a low B (80%) was appropriate based on these actors. 4000 level classes consist of majors only and should have a higher standard. In addition, senior level students should be better at achieving the MIS goals and objectives, therefore, 85% of students should meet an 85% level of performance.

**Program Goal 1: Students will use analysis techniques to determine business requirements.**
*Student Outcome 1.3210 - Students will be able to analyze business processes and procedures and develop solutions using modeling techniques.*

Three homework assignments and one exam in three sections of CBIS 3210 (two in Fall 2019 and one in Spring 2020) were used to assess this student outcome. The desired standard of achievement is that 85% of students will meet expectations of achieving 70% based on the attached rubrics and calculations. The result shows that 83% of the 100 students met or exceeded expectations. The outcome was not met. The Spring section didn't perform as well as in the two Fall sections. A possible explanation for this performance difference could be the switch from face-to-face classes to online classes. Students also were more reluctant to contact the instructor virtually to ask questions. We plan to give multiple examples of both DFDs and ERDs in class and online. We will be prepared for possible switch to online classes and online DFD and ERD exercises by having those exercises ready and discuss the corrections online

via videos.

*Student Outcome 1.4210 - Students will analyze data to generate information and knowledge that lead to informed decisions for businesses.*

It was assessed with a series of hands-on assignments using various analytics tools in CBIS 4210. The desired standard of achievement is that 70% of students will average 85% or higher. The result shows that 40 out of 56 students scored above an 85% on the weekly homework assignments, which amounts to 71.4% of the students met this measurement. We met our expectations for 70 % above this threshold, but some of the scores were not even close to 85%. While it would be nice to get a higher percentage above 85%, it will be good to get the ones not meeting this expectation higher. We plan on emphasizing the assignment grades more in the next cycle. We will make the Homework Grade worth more towards the final grade in the course. And the Online GaView Grade will remind the students of where they are at on the cumulative Assignment Grade and not just each Individual grade component.

**Program Goal 2: MIS students will be able to use problem solving techniques in the development of databases and software applications.**
*Student Outcome 2.3214 - Students will be able to use structured query language to retrieve, edit and store information to a database.*

The final SQL assignment in CBIS 3214 was used for the assessment. The target is 90% will achieve a 70% or better on the assignment. These are majors, and they should be successful in using SQL. In AY2020, all but 2 students (63 out of 65 students; 97%) achieved a 70 or better on the final SQL assignment. Only 3 students achieved a 90 or better (4.6%). The mean grade was an 84. The final assignment required students to be able to create, update, and retrieve data from database tables. A wide variety of SQL commands were needed to accomplish this. Students did a good job on this assignment. An assignment similar to this one will continue to be used to assess the students' grasp of SQL in spring 2021.

*Student Outcome 2.4210 - Students will be able to demonstrate the fundamentals of programming structures.*

The outcome was assessed with a question on the final exam in CBIS 4210. It requires the students to program a decision and iteration control structure. The target is 75% of students will meet expectations of scoring an 80% on that question. Expectations are that the students will have a fundamental understanding and be able to program with only minor errors. 80% was chosen because it is a course for majors. The results show the average score on this assessment was 86.8%. 12 of the 55 students did not get an 80% or better. The minimum was a 65.22%. There were 4 students that had perfect scores. Overall students did well on this assessment. They showed a good understanding of programming fundamentals. Most had little to no errors. We have implemented using python as the language to teach the fundamentals of programming, now we will continue to assess this new language and teaching techniques to see the impact the language has on students.

**Program Goal 3: MIS students will be able to design, implement, and maintain information technology infrastructure.**
*Student Outcome 3.3213 - Students will be able to demonstrate a working knowledge of networking media, protocols and hardware.*

Students were given an exam in CBIS 3213 for their assessment consisting of 19 questions directly related to protocols, networking hardware and differences in networking media. The goal is 82% of the students should be able to answer 70% or more of the questions correctly. The result shows that 81.5% of the students scored 70% or greater on the exam. Students practically met the goal of the assessment. We have been converting to a pedagogy that does not use a textbook. This means that we are probably getting close to having the content and delivery focused in. We will be adding more online content through the LMS to support the in-class content.

**Marketing Major**

The marketing program assessed three goals. The program met or exceeded expectations for all three during the 2018-2019 academic year.

**1 Students will identify/analyze major ethical dilemmas in marketing.**
*Outcome 1.1 - Mktg 3168 Students will find, identify and report on a controversial ethical issue in sports marketing demonstrating an understanding of the importance of ethics in business marketing.*

This is measured in MKTG 3168 Sports Marketing where students are asked to examine and write about an ethical dilemma in marketing. Students must find and briefly report on an ethical issue in sports, discuss why it may or may not be a problem for the sport and sports organization, what, in their opinion, is the ethical thing to do, do they think the sport (league or organization) should do that, why or why not, and whether the student expects them to do it. Depending on the topic they may also include what has been done already to address the controversy. The goal is 80% of students will score 80% or higher on the assignment on ethics in marketing. The results showed that 84 of 91 (92%) students writing on and presenting to class their selected controversial ethical issue scored 80% or higher on this course's major individual effort requirement. The results turned out beyond expectation because students were given ample instruction leading into the assignment defining Ethical, Moral, and Controversial terms, and from clear assignment and lectured process steps and requirements aiding them in their selection of an ethical issue and their analysis, critical thinking and reporting of what had, had not or should be done to address the issue. While 92% was down from last year's 95%, it was consistent 92% from the year before. This goal is an important area of emphasis throughout the marketing course, and needs to be monitored consistently. We are continuing to longitudinally study this important measure for 2020-2021.

**2 Students will be able to demonstrate knowledge of differences in marketing across cultures.**
*Outcome 2.1 - Mktg 4166 Measure students' knowledge of differences of marketing across cultures.*

This goal was assessed with MKTG 4166 in both Fall 2019 and Spring 2020, by two different instructors, using the same 5 embedded exam items. The standard of achievement is 80% of students will meet or exceed a score of 80% on embedded exam questions about marketing across cultures. Overall 81% (102/126) students met or exceeded expectations. So the goal of 80% was met. We plan to review the questions to see if this captures the information the way we want it to.

**3 Students will be able to demonstrate effective oral communication skills.**
*Outcome 2.1 - Mktg 4198 Present an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience.*

This is measured in our capstone course MKTG 4198 as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). Overall, 97% of the students met or exceed the standard of 80% or better, which far exceeded the 80% overall goal. For Fall 19 (14 of 16, 88%) and Spring 19 (77 of 78, 97%), overall 97% (91/94) met or exceeded the standard. These results were better than the last 3 years' results (18/19 92%, 17/18 94%, 16/17 86%) exceeded our expectations and we plan to continue our longitudinal analysis of this important measure for our Marketing majors.

**4 Students will be able to show mastery over marketing topics.**
*Outcome 3.1 - ETS exam Students will be able to demonstrate a broad mastery across/over the discipline of marketing.*

Nationally normed results from the ETS exam have been used as a guideline to determine how well students are retaining the key concepts from the major as compared to their peers nationwide.
This is measured through the ETS. We expect an overall score of marketing majors scoring in the 90th percentile or better for the Marketing discipline assessment. Leading up to the 2019-2020 year, Marketing students in the previous 3 years scored in the 99th percentile for majors and in the 92nd percentile for all students. For the 2019-2020 year, however, scores were lower, in the 85th percentile, for Marketing students and for students, overall. This was below the 90th percentile goal, although was still above the 80th percentile goal of most other programs which also use the ETS. With the COVID

pandemic, ETS scores were not administered in the Spring semester, so only reflect the results for students who completed the program in the Fall. Marketing students generally tend to complete the program and take the ETS exam in the Spring semester. Students who complete the program in the Fall tend to be those who are delayed in their coursework and often perform less well than Marketing students that complete the program in the Spring. While the results were less than the goal, it was still above the goal of 80th percentile, set by other BBA programs. We will continue to measure mastery of Marketing concepts with the ETS.

## Assurance of Learning Outcomes for Graduate Programs

### Georgia WebMBA® Program

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught online by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an online program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University offer courses and admit students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. The Georgia WebMBA assessment information is in a separate report.

### Master of Accounting Program

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. There are seven MACC goals. We assessed four of them in AY2020.

Goal 1: Students should be able to demonstrate advanced knowledge of accounting theories and practice.
Outcome: 1.1 Students will be able to apply appropriate accounting standards using case studies.

Students were given a specific assignment on a final in Acct 6165 (Professional Accounting Research) to research restructuring costs related to employee benefits, IT service terminations, and retraining and relocation costs. Students were examined on the effective proposed implementation of an FASB accounting standard in a case study. The goal is all students should receive an 80% or higher. The results show that all students received an 80% or higher. Specifically, all students demonstrated an ability to do the following: (a) Read and understand the details of a particular case requiring a decision about the appropriate accounting treatment; (b) Locate the relevant accounting guidance for the case; and (c) Properly apply the relevant accounting guidance to the details of the case. In contrast, three of the 40 students did not receive an 80% or higher on assessment last year. So there is an improvement from AY2019 to AY2020. We will then not be assessing this objective in the 2020-2012 assessment cycle.

Goal 4: 4 Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
Outcome: 4.1 Students will be able to assess ethical dilemmas.

Students are required to answer ethical dilemmas based on PCAOB and AICPA audit questions derived from the CPA Exam section. The desired standard of achievement is that all students will score at least 80%. The results show that all students assessed successfully addressed case studies concerning ethical and professional dilemmas faced by auditors and audit firms. The students were presented with case studies involving situations where professional and ethical values would affect decision making. All students demonstrated an ability to recognize the relevant professional standards as well as the ethical values underlying those standards. In AY2019, all student scores also exceeded 80%. We will then not

be assessing this objective in the 2020-2012 assessment cycle.

Goal 6: Students should be able to communicate effectively.
Outcome: 6.1 Students will write a properly formatted memorandum documenting the research and application of an accounting standard.

Students are required to effectively write a proposed use of an accounting standard. The target is all students should receive an 80% or higher. The results show that all students assessed received an 80% or higher on their written business communication based upon a memo they wrote in response to a case study. All students demonstrated the following skills: (a) an ability to write a coherent business memo that states a clear conclusion and then provides evidentiary support to justify that conclusion; (b) an ability to write concisely; and (c) an ability to use proper gramming and spelling. In contrast, all but one student met expectations in AY2019. So there is an improvement from AY2019 to AY2020. We will continue to assess this objective in the 2020-2021 assessment cycle.

Goal 7: Students should be able to enter the accounting profession in a wide range of careers.
Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

Job placements of graduating MACC students are tracked using a survey instrument/structured interview. The target is that 90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2019-2020. It turned out that 91% of our graduates had positions within 3 months of graduation. The target was met. In prior years, we had 100% of graduates placed within 90 days of graduation. We believe that the pandemic explains our numbers dropping in this time period. Nonetheless, we met our job placement expectations. Employment is a core competency of the MACC program. It will be reassessed.

**Master of Logistics and Supply Chain Management Program**

Two Program Objectives of the Master of Logistics and Supply Chain Management Program were assessed in AY 2020.

Program Objective 2: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.
Outcome 2.1: Students will be able to analyze a common supply chain inventory management problem.

In LOGS 6653, the outcome was assessed with a case analysis which involves the assessment of risks associated with international supply chain challenges. The case study process allows students to take information regarding a real world situation and apply their own analysis on the problem. They are asked to act as consultants in this situation and determine the most ideal country to produce a product as well as make recommendations to bring costs down in a production/manufacturing environment. While a major portion of this case study involve the application of risk assessment techniques in international management, the students must also interpret their results to solve the case problem. The desired standard of achievement is 80% of students should meet expectations. Results show that 100% - 19 of 19 students met expectations. Results turned out as expected because deliberate discussion of the case study situation was brought up earlier in the semester, making sure a stronger link was articulated between the learning of the techniques and how it could apply to future situations. In AY2019, 90% of students met expectations. There is an improvement from 90% in AY2019 to 100% in AY2020. We will then not assess it next year.

Program Objective 3: Students will demonstrate a general understanding of business logistics and supply chain management principles.
Outcome 3.1: Student will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

In LOGS 6690, the outcome was assessed with an individual case analysis which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics/supply chain environment. The goal was that 80% of students should meet expectations. Two cases were evaluated. 52% of students assessed (13 out of 25) met expectations on Content Reflection Papers. 48% of students assessed (12 out of 25) met expectations on Content Discussions. This course was taught by a different faculty member than last year. The new instructor will be adding more content that contained ethical dilemmas to the course reading to challenge students to think more critically regarding their ethical stance and decisions regarding supply chain management. He will also provide additional information and examples on summary versus synthesis. It will be assessed again in spring 2021.

**Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy. The MMIS program teaches required classes over a two-year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting.

Goal 1. Students will be able to evaluate how IS planning, management, and strategy influence the organization in a business environment.
Outcome: 1.6198 Students will be able to understand criteria for high-quality information, and apply these criteria to evaluate information.

It was assessed in MMIS 6198. Students are given a dataset and asked to create visualizations with the data in Lumira. Then students are asked to individually answer questions about the data and how the visualizations can help with complex decision making. The target is that 85% accuracy or higher for each student. The results of the Lumira analytics assignment were 24 out of 29 students were able to meet the expectation of 85% or higher accuracy. Of the students that did meet the expectations, most did so with 100% accuracy. The five students who did not meet expectations missed more than 2 of the 10 questions about the visualizations. For our next assessment, students will participate in an ERPsim and develop dashboards to help with complex decision making. They will submit their visualizations and explanations of how each were used as part of an assignment.

Outcome: 1.6293 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems.

It was assessed with a written assignment in MMIS 6293. Students must prepare a written strategic analysis evaluating the business value of an emerging trend in information systems. The desired standard of achievement is that 90% of the students will achieve an 85% or better on the analysis. The result shows that 100% of students scored 85% or better on the 15-point rubric. All students met expectations. The same assignment will be used in summer 2020 to see if these results hold. Students will be asked to prepare a written strategic analysis evaluating the business value of an emerging trend in information systems and the analysis is evaluated with a rubric for research skills, business value, and writing skills.

Goal 2. Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.
Outcome: 2.6295 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the organization.

This was assessed through MMIS 6295 certification exam in AY2020. Upon completion of the course, students are asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students are asked to demonstrate skills in computer network security. They are also given real world scenarios using high-end industry standard equipment where they must understand network

and server configurations. The goal is 85% of the students will pass the certification exam. Thirty students took this exam. The average score was 1480, but the pass rate was only 68%. The high score was a 2000, and the low was 520. The target was not met perhaps because students were not properly prepared to take this exam. Most did not need to pass the exam to get the grade they wanted in the class. This is a skills-based exam, and if students look answers up online, they will not do well on the exam in a timed environment. Students will be required to pass the certification exam to pass the class. This is not a high standard. However, due to the amount of "information" on the internet, we are finding students are deferring to the "information" on how to work through labs and quizzes, instead of working through the material. To encourage more active learning, we hope the new requirement will be sufficient.

Outcome: 2.6298 Students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value.

It's assessed in MMIS 6298 through a semester-long project that consists of a systems analysis, with some design, of a typical information system. The objective of the project is to provide a simulation of a real-life development project. The target is 85% of students will receive a rubric score of 80 or better on this project. In AY2020, 100% of students exceeded expectations by scoring exceed expectations on the "Correct application of analysis and design principles" in the rubric for the assignment.
All student groups received 98 or better on the project rubric. We had covered this information thoroughly in class so these results were expected. We will change it to an individual assessment and assess it again in spring 2020.

Goal 3. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.
Outcome: 3. 6299 Students will demonstrate an ability to identify the ethical issues, and their appropriate solutions, in each phase of the research process.

It was assessed with an exam question in MMIS 6299. Students must identify the ethical issues, and their appropriate solutions, in each phase of the example research process. The desired standard of achievement is that 85% of the students will score 85% or higher on this essay question. The result shows that 21 out of 24 (87.5%) students who took the midterm exam scored 85 % or higher on this Midterm Essay Question identifying the ethical issues in the research cited. Thus we met our goal of 85 % for this measurement. While meeting our expectations considering the current business dynamics in industry, we need to place a little more emphasis on ethics and detecting poor ethics in the literature the students review for inclusion in their papers. We will implement this change for the Spring 2021 Term.

## College-Wide Assurance of Learning Activities

**College of Business Assessment Meetings**
**Friday, August 7, 2020**

Faculty members teaching in the common business knowledge courses (CBK) had a meeting on the university's annual assessment day to discuss the results of 2019-2020 assessment and plans of 2020-2021 assessment. The COB Assessment Coordinator presented an information item from AACSB 2020 Standards.

Faculty members in each program, led by the COB Assessment Coordinator and program assessment coordinators, also met and discussed each program's goals, assessments, and results.

The summaries from each of these meetings were presented at the annual fall COB assessment meeting on October 23, 2020.

**Friday, October 23, 2020**

Forty-two faculty members attended the annual COB fall assessment meeting. Each program reported back to the College of Business faculty on assessment activities during the 2019-2020 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2020?
- Were learning outcomes met?
- What did each program learn from those activities?
- What will each program change as a result of the assessment?

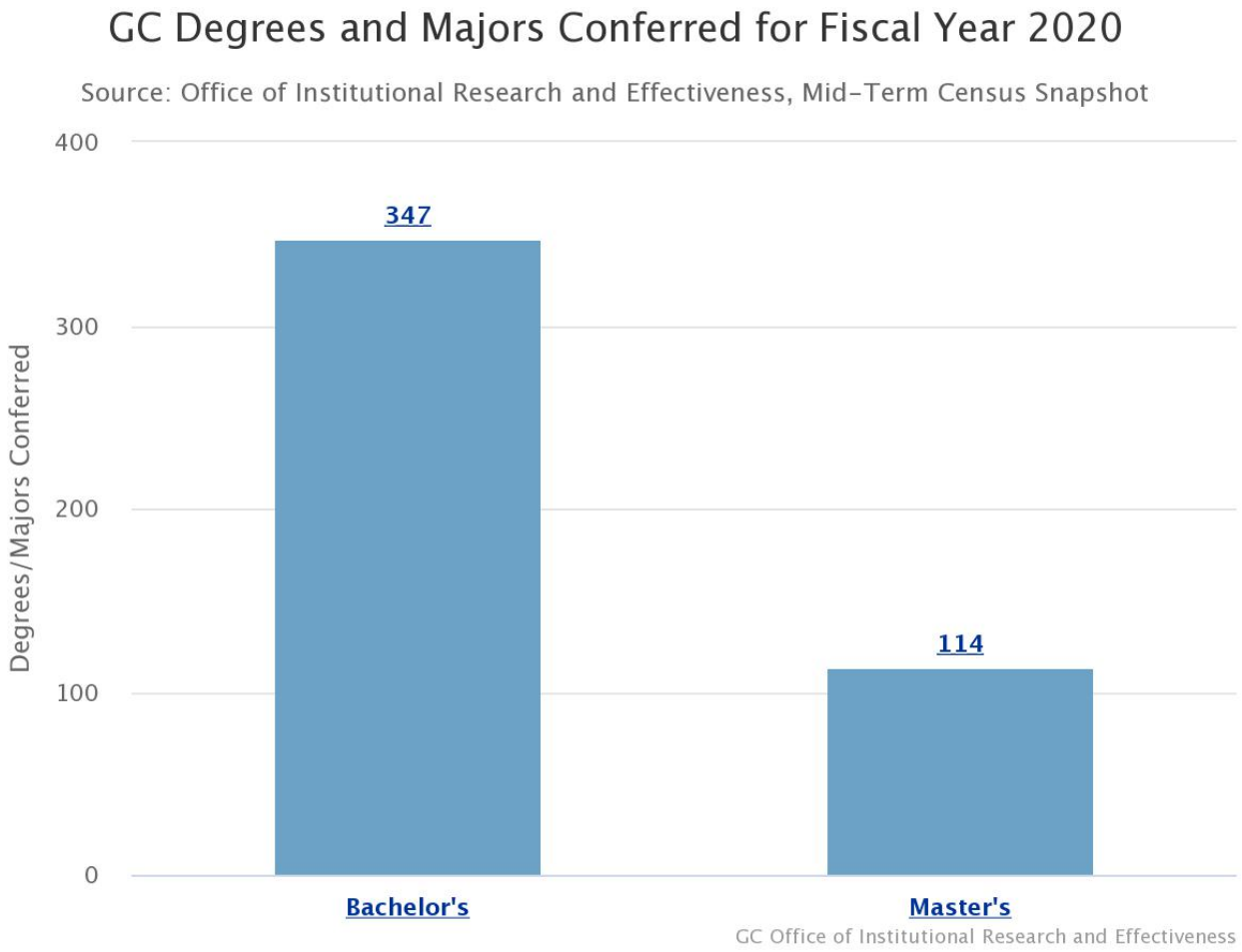
Included in the reports were the specific goals that each program assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment from the common business core courses. Reports were also presented from the MACC, MMIS, and MLSCM.

Summaries from these reports were presented earlier in this document, and details are located in Watermark. Feedback on each summary will be provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college assessment coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 20-21.

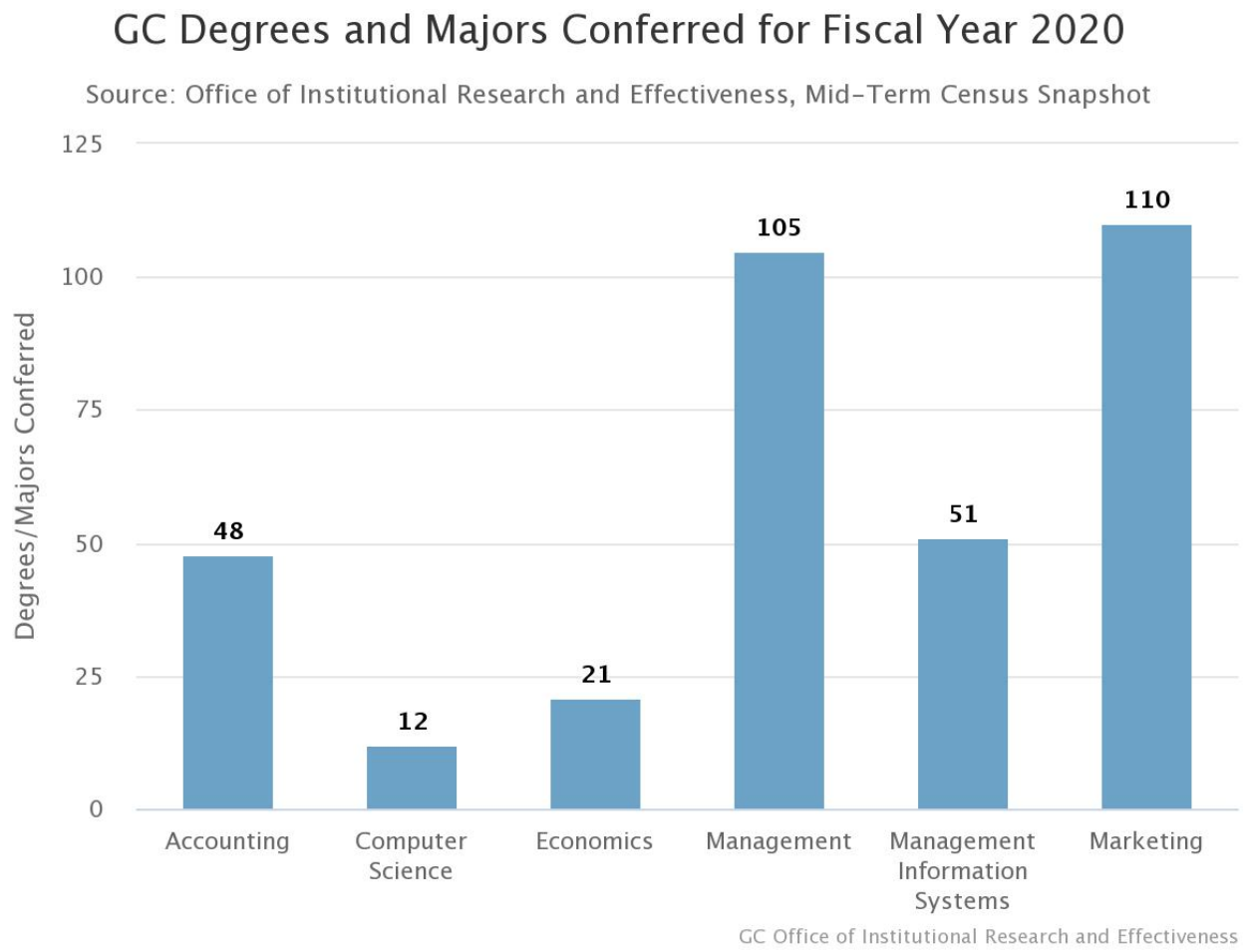
In total thirty-three faculty members participated in the 2019-2020 assessment. The COB Assessment Coordinator announced that a thank-you card will be sent to each assessment participant in November.

**Addendum**

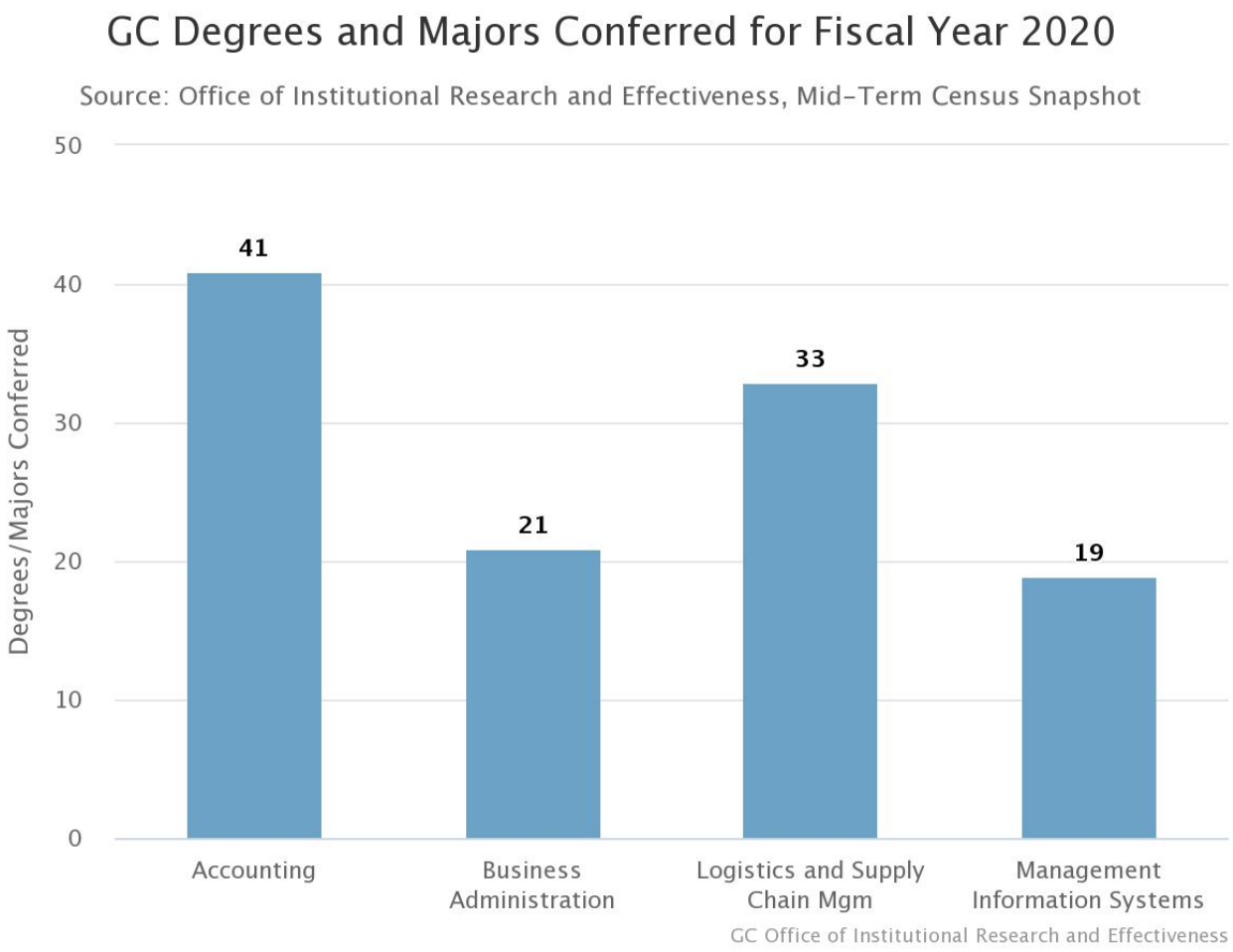
**FY 2020 – College of Business Degrees and Majors Conferred**



Bachelor's Degrees:



Master's Degrees:



## Appendix I: Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Watermark Taskstream for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| September | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Watermark Taskstream. | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Watermark Taskstream information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents.<br>. | Provost/Deans |
| Oct-Feb | The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree**<br>BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| BS CS | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | Costs<br><br>Viability – # of majors<br><br>Productivity - # of grads<br><br>Inputs – faculty qualifications & scholarship (AQ/PQ)<br><br>Outputs – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br>Outcome examples:<br>Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**:<br>Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

## Assessment Calendar

Georgia College regularly reviews all programs (see Section 3.05 of the GCSU Academic Affairs Handbook). In addition, all colleges within the university system of Georgia (USG) are required to conduct periodic comprehensive review of all degree programs (see Section 2.03.05 of the BOR Academic Affairs Handbook). The college also complies with the assurance of learning expectations of the AACSB, as well as the expectations of SACS. The schedule below incorporates the expectations of these different program review activities and accreditation boards and agencies.

**Table 1: Assessment Calendar, The J. Whitney Bunting College of Business**

| Date | Activity | Responsible Party |
|---|---|---|
| Fall/spring | Programs & majors in the College collect and assess student work. | Individual faculty<br>Assessment Coordinators |
| Aug-Sept | Faculty meet to discuss assessment data collected in the previous year and to update assessment plans for the upcoming academic year for each program. Assessment Coordinators update the Watermark Taskstream for the year just ended with assessment data. | Individual faculty<br>Assessment Coordinators |
| October | The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Watermark Taskstream. | Dean<br>Associate Dean<br>Department Chairs<br>Assessment Coordinators<br>Individual faculty |
| June-Oct | On-cycle programs submit GC Comprehensive Program Review reports, using Watermark Taskstream information from the previous year as well as data collected in the year just ended. | Associate Dean<br>Department Chairs |
| October | A Report of Institutional Effectiveness is completed and submitted to the Board of Regents.<br>. | Provost/Deans |
| Oct-Feb | The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process. | Department Chairs<br>Assessment Coordinators<br>Individual Faculty |

**Appendix II: College of Business Assessment Hierarchy**
**Georgia College & State University**

**Operating Principles:**

- All activities in the college are driven by our mission statement and mission implications
- Assurance of learning is a product of the college's mission and continuous improvement objectives; it is not an outcome of mandates from accrediting associations or state agencies
- A culture of assessment leads to annual, systematic reporting and curriculum evaluation rather than the development of special/periodic reports for various reporting entities

Assessment activities are one component of the college's continuous improvement efforts

| Level of Reporting | Measures | Actions and Linkages | Reporting Entity | Reporting Cycle |
|---|---|---|---|---|
| **Degree**<br>BBA, MBA, MMIS, MACC, MLSCM | All activities are mission driven<br><br>4 college-wide goals; specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes<br><br>Faculty qualifications are established by AQ/PQ standards<br><br>Portfolio of faculty research productivity must match relative emphasis areas as stated in mission | **AACSB**<br><br>Data collected annually & presented in maintenance of accreditation report | 5 Year, plus annual reports |
| BS CS | specific assessment activities for each goal | Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes | **ABET** | 6 Year |
| **Program /Major** | <u>Costs</u><br><br><u>Viability</u> – # of majors<br><br><u>Productivity</u> - # of grads<br><br><u>Inputs</u> – faculty qualifications & scholarship (AQ/PQ)<br><br><u>Outputs</u> – student learning outcomes | Each major must remain viable and productive<br><br>Majors must demonstrate to the state they are producing high-quality outcomes (graduates)<br><br><u>Outcome examples</u>:<br>Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors | **CPR**:<br>Comprehensive Program Review reported to the USG<br><br>Data collected via annual progress & planning review | 5 Year * |
| **Course** | Individual course objectives & course-embedded assessment | Course-level objectives must contribute to the objectives for the major<br>Department should demonstrate that course objectives are carried out in each course<br>Degree-level and program-level assessment may be carried out within individual courses<br>College must document the qualifications of faculty for each course taught | **SACS**<br><br>Data collected via Compliance Assist | 5 Year |

* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.

# College of Business
# Assurance of Learning Rubric:

# Analytical Skills

To support the mission of the university and the college, the faculty …will: continuously improve the quality of our undergraduate and graduate programs by developing students' analytical skills.

- Assessment measure, analytical skills: Faculty evaluate the ability of students to collect data, form accurate conclusions, and make supportable recommendations based on rigorous analysis.
  - Learning Outcome On average, students score at the midpoint or above on each item on the rubric.

| **Date:** _____ **Assignment/ Project Title:** _____<br><br>**Course:** _____ **Section/time:** _____<br><br>**Student Name(s):** _____ | **Not Used / NA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
|---|---|---|---|---|
| | | | | |
| **College-wide assessment items** | | | | |
| **The student(s):** | | | | |
| Used data appropriate to the question at hand | | | | |
| Used appropriate methodologies to analyze the data | | | | |
| Drew conclusions appropriate for the data & methodology employed | | | | |
| Made recommendations supportable by the completed analysis | | | | |
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| **Course-specific assessment items** | | | | |
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**USING THIS RUBRIC**

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Use this form to summarize and report section-level outcomes.
  - By section, aggregated totals within each column for the assessment items used.
  - For numeric/letter grades, for example, a grade of "C" equates to "Meets Expectations," lower than "C" is "Below Expectations," and higher than "C" "Exceeds Expectations."

# College of Business
# Assurance of Learning Rubric:
# Communication Skills – Oral Reports

To support the mission of the university and the college, the faculty …will: continuously improve the quality of our undergraduate and graduate programs by developing students' communication skills.

- Assessment measure, oral communication skills: Faculty who give individual student grades for oral presentations will use the standard, college-wide rubric as a component of their grading criteria.
    - Learning Outcome Students in each program will receive individualized feedback multiple times on their oral presentation skills as they progress through the program. The college-wide rubric forms the core of course-level rubrics.

| **Date:** _____ **Assignment/ Project Title:** _____<br>**Course:** _____ **Section/time:** _____<br>**Student Name(s):** _____ | **Not Used / NA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
|---|---|---|---|---|
| | | | | |
| **College-wide assessment items** | | | | |
| **The presenter(s):** | | | | |
| Included technology that was integrated appropriately and seamlessly | | | | |
| Presentation materials were easily readable (e.g., appropriate font size, colors, and amount of material on each slide) | | | | |
| Made appropriate eye contact with the audience | | | | |
| Made appropriate handoffs/transitions with other team members | | | | |
| Stayed within the specified time limits | | | | |
| Delivered a report that was logically organized | | | | |
| Delivered a report that was persuasive | | | | |
| Delivered a report that was interesting | | | | |
| Avoided excessive note reading and "back-to-the-audience" reading of the presentation screen | | | | |
| Were dressed professionally | | | | |
| Avoided slang expressions ("you know"), inappropriate/sexist language, and "fillers" (e.g., Uh…) | | | | |
| Avoided nervous or distracting body language | | | | |
| Used appropriate voice volume for the room/audience | | | | |
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| **Course-specific assessment items** | | | | |
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**USING THIS RUBRIC**

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Use this form to summarize and report section-level outcomes.
    - By section, aggregated totals within each column for the assessment items used.
    - For numeric/letter grades, for example, a grade of "C" equates to "Meets Expectations," lower than "C" is "Below Expectations," and higher than "C" "Exceeds Expectations."

# College of Business
# Assurance of Learning Rubric:
# Communication Skills – Written Reports

To support the mission of the university and the college, the faculty …will: continuously improve the quality of our undergraduate and graduate programs by developing students' communication skills.

- Learning Outcome Students in each program will receive individualized feedback multiple times on their written communication skills as they progress through the program. The college-wide rubric forms the core of course-level rubrics.

| **Date:** _____ **Assignment/ Project Title:** _____<br><br>**Course:** _____ **Section/time:** _____<br><br>**Student Name(s):** _____ | **Not Used / NA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
|---|---|---|---|---|
| | | | | |
| **College-wide assessment items** | | | | |
| **The written report:** | | | | |
| Contains no spelling errors and punctuation mistakes | | | | |
| Is formatted and assembled in a manner consistent with professional/corporate standards | | | | |
| Correctly cites prior works in an appropriately constructed bibliography | | | | |
| Contains no plagiarized sections or sentences | | | | |
| Is clearly written and sequenced in a logical manner | | | | |
| Uses appropriate grammar, sentence construction, and professional language | | | | |
| Appropriately addresses the subject matter expectations for this course and this assignment | | | | |
| Contains conclusions/recommendations that are supportable and realistic | | | | |
| Contains conclusions/recommendations that are consistent with the report contents and the course | | | | |
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| **Course-specific assessment items** | | | | |
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**USING THIS RUBRIC**

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Use this form to summarize and report section-level outcomes.
  - By section, aggregated totals within each column for the assessment items used.
  - For numeric/letter grades, for example, a grade of "C" equates to "Meets Expectations," lower than "C" is "Below Expectations," and higher than "C" "Exceeds Expectations."

# College of Business
# Assurance of Learning Rubric:
# Ethical Awareness & Corporate Responsibility

To support the mission of the university and the college, the faculty …will: distinguish our undergraduate and graduate business programs, leveraging the university's liberal arts foundation, by emphasizing ethical principles, dilemmas, and professional codes.

- Assessment measure, ethics: Students … develop ethical understanding through classroom case analysis.
  - Learning Outcome Students identify and cope with ethical issues encountered in the workplace.

| **Date:** _____ **Assignment/ Project Title:** _____<br>**Course:** _____ **Section/time:** _____<br>**Student Name(s):** _____ | **Not Used / NA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
|---|---|---|---|---|
| | | | | |
| **College-wide assessment items** | | | | |
| **The student(s):** | | | | |
| Correctly identify the major ethical and social responsibility issues presented | | | | |
| Identify stakeholders and consider the situation from different points of view | | | | |
| Consider available alternatives | | | | |
| Consider how decisions affect stakeholders under various alternatives | | | | |
| Consider decisions from various ethical perspectives/frameworks (e.g., duties, rights, justice) | | | | |
| Demonstrate understanding of relevant ethical concepts/constructs (e.g., values, moral courage) | | | | |
| Demonstrate understanding of contemporary ethical issues | | | | |
| Recognize biases that influence ethical decision making | | | | |
| Demonstrates an understanding of the importance of leadership in achieving ethical practice | | | | |
| Demonstrate an understanding of corporate governance and policies relative to ethical practice | | | | |
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| **Course-specific assessment items** | | | | |
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**USING THIS RUBRIC**

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Use this form to summarize and report section-level outcomes.
  - By section, aggregated totals within each column for the assessment items used.
  - For numeric/letter grades, for example, a grade of "C" equates to "Meets Expectations," lower than "C" is "Below Expectations," and higher than "C" "Exceeds Expectations."

# College of Business
# Assurance of Learning Rubric:

# External Projects

To support the mission of the university and the college, the faculty …will: distinguish our undergraduate and graduate business programs, leveraging the university's liberal arts foundation, by
Enhancing student understanding of responsible citizenship

- Assessment measure, citizenship: The school will track student involvement in course-related service projects, student club service activities, and other service learning activities.
    - Learning Outcome The quality of the service project is measured using a rubric.

Developing students' core business knowledge

- Assessment measure, external projects: The school will measure the quality of (external) projects.
    - Learning Outcome The quality of the external project is measured using a rubric.

| **Date:** _____ **Assignment/ Project Title:** _____<br><br>**Course:** _____ **Section/time:** _____<br><br>**Student Name(s):** _____ | **Not Used / NA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
|---|---|---|---|---|
| | | | | |
| **College-wide assessment items** | | | | |
| **The student(s):** | | | | |
| Have selected a project that is appropriate for a business course | | | | |
| Demonstrate an understanding of the specific needs of the client's industry | | | | |
| Demonstrate an understanding of the client's organizational culture | | | | |
| Correctly identify the specific needs of the client firm | | | | |
| Propose one or more realistic solutions for the needs of the client | | | | |
| Prepared written materials for the client that have a professional appearance | | | | |
| Exhibit professional working relationships among members of the team | | | | |
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| **Course-specific assessment items** | | | | |
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**USING THIS RUBRIC**

- Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
- Change "the client" to something you see fit when you assess student understanding of responsible citizenship.
- Use this form to summarize and report section-level outcomes.
    - By section, aggregated totals within each column for the assessment items used.
    - For numeric/letter grades, for example, a grade of "C" equates to "Meets Expectations," lower than "C" is "Below Expectations," and higher than "C" "Exceeds Expectations."