



Bunting College of Business and Technology

Academic Assessment Outcomes

2022/2023
(7/01/2022 – 6/30/2023)

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The J. Whitney Bunting College of Business and Technology
Academic Assessment Outcomes, 2022/2023

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College of Business and Technology
Georgia College & State University
Academic Assessment Outcomes, 2022/2023

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 2023 are shown below.

- BBA students exceeded expectations for ethical issues and their resolution.
- BBA students demonstrated an ability to evaluate the effect of globalization and cross-culturalism in a business environment.
- BBA students did an excellent job improving their oral communication skills through elevator pitch presentations.
- BBA students were able to apply appropriate analytical techniques in business environments.
- Accounting majors provided positive data on graduate school acceptance, interviews, and employment offers.
- Management majors demonstrated an ability to identify appropriate quantitative management techniques to solve managerial problems.
- MIS majors were able to design, implement, and maintain information technology infrastructure.
- Economics majors demonstrated an ability to think critically, reflectively, and flexibly while analyzing real-world economic events.
- Finance majors are equipped with a broad knowledge base in finance.
- Marketing majors demonstrated a broad mastery across the discipline of marketing.
- The ETS results showed that our students' individual scale score mean was higher than the national mean. Finance was the only area below 50th percentile. The goal of 50th percentile in each area was almost met.
- MACC students demonstrated advanced knowledge of accounting theories and practice.

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 discussed the ways to improve the finance score in ETS and plan to emphasize the ETS topics in their lectures in AY 2024. Per the Board of Regents approval, the College of Business and Technology started offering the BS program in Finance in Fall 2022. We expect the ETS score in Finance will improve in a following year.
- The elevator pitch competition will continue to be integrated into MKTG 3161 sections to improve students' oral presentation skills.

- BBA, Economics, Accounting, Computer Science, Management, and Marketing will continue to use the ETS exam to assess students' knowledge of the functional areas of business.
- MLSCM will use a supply chain management simulation to assess students' business logistics and supply chain management principles.
- MMIS students will be required to write and submit a paper to an academic conference in MMIS 6299.
- MACC will track job placements of graduating MACC students next year.

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, the BS in Computer Science, and the BS in Finance. 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 outcomes are available through the Watermark software to all College of Business and Technology 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 and Technology

Academic Assessment Outcomes, 2022/2023

Introduction

This Assessment Outcomes report, along with the information available in Watermark for the College of Business and Technology, describes assurance of learning outcomes for the academic year 2022/2023, 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 and Technology

The college offers the following undergraduate programs: Bachelor of Business Administration (BBA), BA and BS in Economics, BS in Computer Science, and BS in Finance. There are several different majors within the BBA degree (e.g., management, marketing, accounting, 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 and Technology

The College of Business and Technology 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 and Technology

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 of Business and Technology Strategic Planning Task Force was charged with crafting a 2022-2027 strategic plan including a review and revision to our vision, values, and mission. The new strategic plan was affirmed by the College of Business and Technology Leadership Board on April 14, 2022 and ratified by the college faculty on April 29, 2022.

Vision Statement

The J. Whitney Bunting College of Business and Technology aspires to be the preeminent business school among public liberal arts colleges and universities by

delivering innovative programs of excellence.

Mission Statement

The mission of the J. Whitney Bunting College of Business and Technology is to develop agile business professionals and socially responsible citizen leaders who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, technical competence, and effective communication, while building upon the attributes of a public liberal arts education.

Implications of the Mission

The faculty of the J. Whitney Bunting College of Business and Technology define a liberal arts education as an ethos that develops capable intellectual processes that prepare students for leadership, life-long learning, civic engagement, and continuous professional development. Our student-faculty interactions foster attributes such as openness to inquiry and discovery, the consideration of challenging questions, and the reassessment of 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 through experiential learning that bridges theory with practice. We teach our students to think, communicate, and analyze effectively within a global context.

Guiding Values: We value the following hallmarks of a Georgia College liberal arts education: Respect for others, Open communication and transparency, Ethical behavior, Diversity, equity, and inclusion, Social responsibility, Technology acumen, Entrepreneurial mindset, and Global perspective.

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 and Technology 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 and Technology 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 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 and Technology.

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.

Assurance of Learning Outcomes for the BBA Program – 2022/2023

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. 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 assessed for the CBK are given below with the assessment results.

BBA Goal 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 goal. Ethical issues were assessed in BUAD 2172 Business Ethics with an individual test. The students were tested to identify the several stakeholders affected by a corporation's decision regarding an ethical issue and explain how each stakeholder is impacted by the corporate decision. The desired standard of achievement is 90% of students would score a 100% on this goal. Results of an individual test in BUAD2172 showed that 96% of the students were able to successfully answer the questions based on the readings assigned and the discussions held during class. The percentage that did not meet the outcome usually could identify most stakeholders but were more likely not able to completely explain the impact a corporate decision had on a stakeholder. The matters were tested after reading material was assigned and after several class sessions discussing these issues. These issues are a major component of the Business Ethics class. Much effort was given to make sure the class has considered the material and been a part of many discussions explaining the impact. The instructor added an additional Case Study and had an outside speaker present on corporate responsibility. The instructor plans to add an additional assignment that asks the students to consider the ethical impact of a corporate decision using a current example in 2023-2024.

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 83% of the 49 students assessed were able to score higher than 75% on the assessment. An additional question covering the ethics of software piracy was added to the assessment. Previously, the assessment had four questions. This meant that only students with perfect scores were able to score higher than 75%. The additional question creates more nuance in the assessment which more accurately gauges the students' understanding of ethics involved in the Information Systems field. For Fall 2024, we will add a class discussion that covers the ethical implications of software piracy, including using torrent sites to download movies for free, to the existing course activities. This will allow the students who are still struggling with the concept to have a chance to interact with their peers to develop a deeper understanding.

BBA Goal 2: Evaluate the effect of globalization and cross-culturalism in a business environment.

Outcome: 2.1. Understand the logistics/supply chain function in global markets.

LOGS 3181 International Logistics was used to assess students' understanding of the global trade environment, the cultural aspects, and the resources needed to develop, The J. Whitney Bunting College of Business and Technology 2022-2023 Assessment

operate and sustain competitive advantages through the logistics/supply chain function in global markets. Students must complete a global ocean carrier simulation and an international business case. The instructor will move the class back to a flipped version to better prepare students before they arrive for face-to-face instruction. The targets are that 80% of students will be able to establish their companies and operated profitably over a ten-year (simulated time frame) period and 80% of groups will be able to correctly identify and apply the qualitative issues of culture to the business case to make an informed recommendation of which ports of entry and countries should be used by their company to enter an overseas market. The results show that 92.9% of students in Fall 2022 and 91.7% of students in Spring 2023 were able to operate the international ocean carrier company profitably (i.e., positive value of the corporation) and 80% of groups in Fall 2022 and 100% of groups in Spring 2023 demonstrated understanding of the impacts, processes and costs of entering an overseas market. The outcome was exceeded. The instructor made minor corrections and improvements to current assignments and updated certain slides. The instructor will move the class back to a flipped version to better prepare students before they arrive for face-to-face instruction. Since it is a new student learning outcome, we will assess it again in 2023-2024.

Outcome: 2.2. Understand international culture and diversity issues.

Global issues were also assessed in MGMT 4145 International Management with an individual Quiz of 25 questions covering three chapters on managing international culture and diversity issues. An individual in-class quiz of 25 multiple-choice standard questions from a library of 300 questions was used for this assessment. The desired standard of achievement is 70% of students will score 75% or higher. This target was met by 80% of the students scored 75% or higher. The three chapters covering management of national and organizational cultural distance and diversity issues as part of the global management process were presented in a seated class environment. The instructor emphasized the topic in lectures, and assigned students to present chapters in class. Since it is the main course about global management issues, we recommend continuation of the assessment to determine the efficacy of the instrument and to close the loop.

BBA Goal 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. 39 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 is 70% of students tested would answer at least 70% of the exam questions correctly. This would require students to answer at least 28 out the 39 questions correctly. The results of AY 2023 assessment show that 76% of the students answered at least 70% of the exam questions correctly assessed correctly answered at least 28 out of the

39 questions or 70%. This met the desired standard of achievement of 70% of the students assessed answering at least 70% of the questions correctly. In AY 2023, the instructor selected a set of multiple-choice questions across the course from exams administered during the Fall 2022 and spring 2023 semesters. This 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 similar multiple-choice questions to review before the exam. These review questions were added to the student's homework website and were a required graded assignment before the exam. While the results for AY 2023 met the desired standard of achievement, we will continue to assess this course with this goal in AY 2024 in hopes of repeating the percent of students meeting the goal. For AY 2024, the instructor plans to continue the review assignment in the students' homework website and require completion of the assignment before the exam.

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, was also used to assess analytical techniques. Totally 103 students in 4 sections in Fall 2022 and Spring 2023 were tested to assess students' abilities to apply the time value of money principle related to savings, investment, loan payments etc. The desired standard of achievement is 75% of students will score 70% or higher. The result shows that 76% of students scored at least a 70%. The target was met. A full-time faculty taught these sections and administered the tests with the same questions across the sections. The tests involved multiple-choice questions with only one correct answer. The target was 75%, and 76% of the students met or surpassed the expectation. We plan to review and update the exam questions in AY 2024. We will assess it again in AY 2024.

BBA Goal 4: Communicate effectively through written and oral media

Outcome: 4.1. Improve their oral presentation skills.

MKTG 3161 Principles of Marketing was used to assess oral skills through elevator pitch presentations. All assessments are based on the evaluation of business professionals, some of whom are recruiters. Students make their personal elevator pitch to a set of five to seven judges who use the standardized rubric. For each student, their evaluation is an average across the judges to whom they present. The desired standard of achievement is that 80% of students score at least a 75% on an individual elevator pitch presentation. There were 155 students in Fall 2022 and 140 students in Spring 2023 who completed this activity through MKTG 3161. 94% of students in Fall 2022 and 88% of students in Spring 2023 met or exceeded a score of 75% on an individual elevator pitch presentation. Three 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. The results show that more than 75% of

students scored above the 80% threshold on their individual Elevator Pitch scores, thus showing that they effectively communicated their personal skills and experience orally to the volunteer judges via the Zoom Competition. Current efforts to coach students and teach oral communication skills are working. The target was met. The competition is currently going through structural changes to adapt to needs of judges, students, faculty, and staff as it is now under new direction. The judge form was changed between Fall 2022 and Spring 2023 to aid in data collection and clarity for students and judges. Continue holding the first round of the competition virtually. Using a virtual format for the first round more students are exposed to recruiters for internships and career positions. As the College has fewer physical spaces during class periods open for the three to five concurrent judging rooms, using Zoom eases the physical burden of limited space. In a post-event survey to judges, only 2 out of 10 respondents answered a definitive "Yes" to the question "Would you be able to participate if the competition was in-person in Milledgeville, with 2 definitive "No" and 6 gave some form of maybe dependent on schedules and other campus events coinciding. We will assess it again in AY 2024.

Outcome: 4.2. Improve their written communication skills.

Written skills were assessed with the 6th out of ten written assignments in BCOM 2285 Business Communication. The desired standard of achievement is that 80% of students will score 70% or better on the assignment. The AY 2023 results show that 98% of the students scored 70% or higher, which exceeded the standard of achievement in the 8 sections in AY 2023. We've only assessed written assignments in the course. Next year, we will also look at one of the three oral presentations occurring during the semester.

BBA Goal 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, 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, information systems, quantitative business analysis, international issues, and legal and social environment) 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 AY 2023, the 50th percentile target was achieved in every area except finance (30th percentile). So the goal of 50th percentile in each area was almost met. The highest area was legal and social environment (88th percentile). Finance was still the lowest area as it was in previous years. Finance faculty discussed the ways to improve the finance score. They plan to emphasize the ETS topics in their lectures in AY 2024. The College has a new finance major now. With all these efforts, we hope the ETS score in finance will improve in AY 2024.

ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 2022, Spring 2023

	<u>GC</u>
Number of students tested	292
Range of individual scale scores	120-179
Individual scale score mean	153
National mean	148.7
Range of individual percentile scores	1% - 96%, more or less

Assessment Indicator Title	GC Mean Percent Correct	GC Percentile	National Institutional Means
Accounting	42	52	40.6
Economics	55	81	50.2
Management	62	77	56.7
Quantitative Business Analysis	40	77	34.3
Finance	40	30	41.4
Marketing	59	84	52.1
Legal and Social Environment	56	88	50.6
Information Systems	44	76	40.9
International Issues	47	62	44.5

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. Although we were not able to get percentile scores due to personnel changes in the Testing Center, our students' ETS raw scores from this year are considerably higher than the scores from last year. Given that we exceeded this goal last year, we feel it is reasonable to believe we have more than met this goal. We are revamping this goal due to the continued difficulty obtaining ETS percentiles in a timely manner. Our future evaluation method is as follows: The goal is that our students earn a percent correct above the national mean percent correct on the international issues component of the ETS exam. Department faculty discussed and agreed that the goal of achieving outcomes in the upper 50th percentile of the schools 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. We will employ percent correct data as part of our assessment of outcomes during the next academic year.

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. In other words, 75% of students must score at least 75%. Department faculty set this target level after considerable discussion. Department faculty are comfortable that this minimum achievement level demonstrates at least "average" student performance. A total of 412 students were assessed with 309 meeting or exceeding expectations, which is 75%. This meets our target of 75%. We are going to continue to employ a variety of interventions (including supplemental instructors) in an effort to improve in this area. Remedial actions instituted in earlier assessment cycles will be maintained in ECON 2100 and ECON 2106: 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 depending on available funding.

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. After considerable discussion, department faculty set this target level since they agreed that this minimum level of achievement demonstrates at least "average" student performance. In AY 2023, the evaluated student papers met or exceeded expectations in each category. The outcome was exceeded. The faculty that reviewed the capstone papers specifically mentioned that students this year "seem to be doing a better job of incorporating advice". Given that student performance met or exceeded expectations in each category, we plan to maintain our approach from the past few years. The following strategies will again be utilized this year to maintain or improve student outcomes for academic year 2024: 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. More emphasis will be placed on tools/techniques for finding articles related to student research topics, as well as exposure to the assets available in the library to assist student with finding related articles. In econometrics (ECON 4340), exam 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 ECON 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). 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 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) is assessed by department faculty using primary trait analysis to judge for proper paper composition. 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. After considerable discussion, department faculty set this target level since they agreed that this minimum level of achievement demonstrates at least "average" student performance. The evaluated student papers met or exceeded expectations in each category except for spelling and grammar. The target was not met. We were just below the 3.0 standard for spelling and grammar, but met our goal in the other two categories. Actions implemented in previous years to help with these skills have led to an upward trend based on previous assessment results, therefore, modifications implemented previously will be maintained for AY 2024 along with a couple of new changes: Review 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., literature 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. Emphasis will be placed on the increased use of Grammarly when writing.

Economics Program Goal 4: Developing students' core business knowledge.

Outcome: 4.1. demonstrate comprehension of micro- and macro- economic principles.

Students take the ETS major field test in economics exam in ECON 4990 Senior Seminar each spring semester. Students' mean score for total economics and sub-scores on the micro- and macro- economic components of the exam are 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. 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. Student performance on the ETS was very strong this year likely due, in part, to the quality of our senior class. Although percentiles for subject scores are not available yet, given that we exceeded this goal last year and our student scores from this year are considerably higher than the scores from last year, we feel it is reasonable to believe we have more than met this goal. We are revamping this goal due to the continued difficulty obtaining ETS percentiles in a timely manner. Our future evaluation method is as follows: The goal is that our students earn a percent correct above the national mean percent correct on the international issues component of the ETS exam. Department faculty discussed and agreed that the goal of achieving outcomes in the upper 50th percentile of the schools 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. We will employ percent correct data as part of our assessment of outcomes during the next academic 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, 4, and 6 and the Overall Goal. Each program goal is associated with one or two student learning outcomes.

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

Outcome 1: Students will be able to recognize design and development principles.

CSCI 4320 is used to assess PI 1 through final exam questions asking students to identify and state design and development principles. The desired standard of achievement is 80% of students will score an 80 or above on the final exam. The results show that 73% of students were able to exhibit an understanding of "best practice" design and development principles. The target was not met. Students were split into

teams of 4 or 5 developers and were assigned a software development project from an outside client. One team were continually missing sprint goals and fell behind delivery schedule. The instructor was required to directly manage and participate in order for the client to receive delivery. We will continue to monitor it to establish trends. We will assess it again in 2024-2025.

Outcome 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 the students who submit the project should score at least an 80. The results show that 84% of the students scored above an 80. Among the 19 students in class, 16 students scored above a 90. The target was exceeded. Students in CSCI3342 have been doing well in implementing and evaluating the designed solution for a UDP network program. We will continue to monitor student progress and assess it again in 2024-2025.

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

Outcome 1: Students will be able to identify professional, legal and ethical issues.

It's assessed in CSCI 2800 through the course final exam that provides students with several scenarios and asking students to identify the professional, legal, and ethical challenge demonstrated by the scenario. The desired standard of achievement is students must score higher than an 80 on the course final exam. The AY 2023 results show that 100% of the students scored above a 90. The outcome was exceeded. Final exam consisted of questions designed to evaluate students abilities to correctly identify professional responsibilities, legal obligations, and evaluate ethical dilemmas in the roles as information technology professionals. This course will no longer be required for CS majors. Assessment plan in 2024-2025 will be changed to assess a student outcome in other courses.

Outcome 2: Students will be able to understand professional, legal and ethical issues.

Student are asked to write a 10-page research paper discussing a current or possible ethical challenge in the field of information technology in CSCI 2800. The desired standard of achievement is students must score higher than an 80 on a semester research paper. The AY 2023 results show that 100% of the students met expectations. The outcome was exceeded. Student were required to exhibit an understanding of responsibilities of information technology professionals with a 10-page term paper. The students selected a topic from a set of ethical questions facing information technology such as privacy, AI, false information, etc. 100% of students were able to successfully submit a final paper with a grade above an 80.

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

Outcome 1: Students will be able to analyze a complex computing problem.

It's assessed in CSCI 4520 through questions 8-15 on exam 3. 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 more than 80% of all students correctly answered 80% of the questions. The target was met. 16 out of 18 students answered 80% or more of the questions correctly. The results showed that the students are able to analyze a complex computing problem based on the technique DP. We will use other classes or class components to continue monitor student performance. The students understand Dynamic Programming and are able to analyze the performance of a given DP-based solution. So we can evaluate this student learning outcome using other classes or class components. We will assess it again in 2024-2025.

Outcome 2: Students will be able to apply computing principles to identify solution.

Student projects 1, 2, and 3 in CSCI 4710 are designed to measure the student ability in applying computing principles to identify solution. Project 1 is using C++ or Java to write a program that can accepts a set of attributes and produces all possible subsets of the attributes. Project 2 is writing a C++ or Java program that can input from a set of superkeys, and output all possible candidate keys from the input to an output file. Project 3 is writing a program in C++ or Java that can input from an input file that contains a set of functional dependencies (F) and a set of all attributes (R) for a relation, and output all possible superkeys for the relation to an output file. The desired standard of achievement is that the class average for each project is 70%. The results show that the class average of project 1 was 100%. The class average of project 2 was 95%. The class average of project 3 was 100%. The target was exceeded. We plan to assess it using other classes or class components. We will assess it again in FY 2025.

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

Outcome: All students are required to pass CS ETS major test. The score to pass is 132.

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. All CS students are required to pass CS ETS major test. The passing score is 132. Our goal is that the average of our ETS scores should be above the national average. The ETS report shows that 25 students took the ETS major field test in Spring 2023. The average score is 148.7. The highest score is 181 and the lowest one is 131. Three students need to retake it in order to graduate. The average score of our students is 148.7 while the national average is 148. So the outcome is met. We will continue to use the ETS test to assess our overall goal.

BS Program in Finance

The BS program in Finance is designed to provide essential knowledge in finance, accounting, statistics, mathematics and economics, building a strong foundation for graduates to apply their financial knowledge and analytical skills in programming, forecasting and financial technology. While the program aims to prepare students to be financial analysts in for-profit, non-profit, and government organizations, the inherent flexibility of the program, paired with a liberal arts education, enables graduates to pursue careers in myriad fields related to finance. In addition, the program is designed to serve as preparation for graduate studies in finance and related business disciplines.

Finance Program Goal 1: Students are equipped with a broad knowledge base in finance.

Outcome: Students masters the foundation knowledge of finance such as financial statement, risk and return, time value of money, financial markets, financial instruments, financial theories, etc.

This goal was assessed in FINC 3131 Business Finance with student tests, homework, quiz, and individual and group projects. The desired standard of achievement is more than 70% of the students achieve 60% or higher for the course. The results show that In Fall 2022, 48/55 students achieved a grade of 60% or higher; In Spring 2023, 40/48 students achieved a grade of 60% or higher. So, in total, 88/103 (85%) surpassed the 60% benchmark, which exceeded the target. The instructor plans to revise assessment questions and review more practice problems before exams. Since it is a new student learning outcome, we will continue to assess it next year.

Finance Program Goal 2: Students can articulate finance problems with a global perspective.

Outcome: Students understand the issues in international financial markets such as foreign exchanges, direct foreign investments, country risk, etc.

We assessed it with tests, homework, quiz, individual and group projects, and presentations in FINC 3240 International Finance. The desired standard of achievement is more than 70% of the students achieve 60% or higher for the course. There were 19 students enrolled in the class. The results show that all students earned 60% or higher grades for the course. The target was exceeded. The instructor plans to revise assessment questions and review more practice problems before exams. Since it is a new student learning outcome, we will continue to assess it next year.

Finance Program Goal 3: Students develop critical thinking skills in financial decision making.

Outcome: Students can solve finance questions related to portfolio theory, asset pricing models, option strategies, personal financial planning, etc.

We assessed it with student tests, homework, quiz, individual and group projects, case studies, and presentations in FINC 3100 Personal Finance. The desired standard of achievement is more than 70% of the students achieve 60% or higher for the course.

The results show that in Fall 2022, 41/44 students achieved a grade of 60% or higher; In Spring 2023, 56/63 students achieved a grade of 60% or higher. So, in total, 97/107 (91%) achieved the 60% benchmark. The target was exceeded. We will complete more practice problems in class to better prepare students for exams. Since it is a new student learning outcome, we will continue to assess it next year.

Finance Program Goal 4: Students are equipped with effective communication skills.

Outcome: Students demonstrate effective written communication skills.

It was assessed with student essays or reports in FINC 3830 Financial Markets & Institutions. The desired standard of achievement is more than 70% of the students achieve 60% or higher in essays or reports. There were 15 students enrolled in the class. The results show that all of them earned 60% or higher grades for the course. The target was exceeded. The instructor plans to revise assessment questions. Since it is a new student learning outcome, we will continue to assess it next year.

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. The results of Accounting majors taking the exam are similar to past years. Accounting majors scored in the 99th percentile in the area of accounting and above the 50th percentile in all other areas of the exam. The desired standard of achievement was met. Below are the ETS results of Accounting majors in recent years. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY 2024.

Area	AY17	AY18	AY19	AY20	AY21	Fall 21	Spring 22	AY23
Accounting	99	98	99	99	90	97	95	99
Economics	97	69	91	99	84	17	78	94
Management	87	75	88	97	84	96	67	88
Quantitative Business Analysis	99	90	97	99	91	81	81	95
Finance	71	44	62	82	27	76	59	76
Marketing	83	78	88	92	89	51	94	70
Legal and Social Environment	94	44	88	93	92	53	91	88
Information Systems	66	58	39	79	37	98	84	56
International Issues	93	94	97	95	63	69	90	72

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 AY 2023, this program goal was assessed in ACCT 2101 with excel modules. Students must complete a set of 9 modules covering excel functions used in business. The target is that at least 75% of Students will score at least 75% on the 9 excel modules. The assessment included 50 students in the fall and spring semesters of AY 2023. 34 of the students, 68% scored at least a 75% on the 9 modules. The desired standard of achievement was not met. The instructor feels that students do not take the assignments seriously and believe they will have little effect on their overall grade in the course. We will change the weight of the assignments in the course to change this and assess this goal again in FY24 with this course. We plan to continue to assess in AY 2024 in the ACCT 3000 courses with a module on Excel functions. This will allow the department to assess student knowledge of more advanced excel functions.

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 in ACCT 3000. 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 AY 2023, 21 of the 43 (49%) graduating seniors will not be attending graduate school. Of those students 81% had received interviews. 65% had a job offer or had accepted a job offer. The desired standard of achievement was met. 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 in ACCT 3000. The desired standard of achievement for this goal is 50% of students graduating with a BBA are accepted to graduate school. Of the 43 graduating seniors, 22 (51%) will be attending graduate school after graduation. 50% of them will be attending the MAcc at GCSU. Of the students attending graduate school, 68% report attending interview with employers with all receiving a job offer. The desired standard of achievement was met.

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 AY 2023.

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. The standard of achievement is that management students score an average of 70% on the exam questions about applying statistical concepts such as central location and dispersion, sampling and sampling distributions, confidence intervals, hypothesis testing, ANOVA, and regression analysis to directly solve business problems. The assessment results show that the overall average score (two sections per semester) was a 77% in Fall 2022 and a 74% in Spring 2023. The student learning outcome was met. We recommend continued emphasis on applying statistical concepts to analyze business scenarios through problem solving in-class and homework assignments. The changes the instructor plans to make include putting more emphasis on interpreting and using mathematical information, and engaging students with more in-class real world problem solving and discussions. Students need more practice for hypothesis testing, regression, and ANOVA to master these concepts. We will assess it again to close the loop.

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

We used the AY 2023 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 87.5% of the eight individual exam items in the business statistics category, which exceeded the 50% standard. The student learning outcome was met. We will continue to use it to monitor student performance in a following year.

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 standard of achievement is that management students score an

average of 70% on the exam questions. Results from answers to the exam questions about supply chain performance, quality management, control charts, product design, operations planning, and capacity planning show that the average score was a 79%, which exceeded the 70% standard. We recommend continued emphasis on applying quantitative operations management techniques/tools through problem solving and encouraging students to learn how these techniques/tools can be used in operations and supply chain management to solve managerial problems, more specifically, providing more exercises and reviews on some “technically difficult subject areas” such as capacity and operations planning. The instructor plans to provide a thorough review of required statistical/mathematical techniques for operations management and embed more discussions/games to facilitate students’ learning on these topics.

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

We assessed this student learning outcome with the AY 2023 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 student learning outcome was met. We will continue to use it to monitor student performance in a following 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 MGMT4145. An individual quiz of 25 multiple-choice questions covering three chapters on managing international culture and diversity issues from a library of 300 questions was used for this assessment. The standard of achievement is that 70% of students in the class score 75% or higher. The results show that 80% of the students met expectations in Fall 2022. The target was met because the instructor emphasized the topic in lectures, and assigned students to present chapters in class. Since it is the main course about global management issues, we recommend continuation of the assessment to determine the efficacy of the instrument and to close the loop. We will assess it again in Fall 2023.

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

We used the 2022-2023 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for the individual exam item in the international and cross-culture management category, which exceeded our standard. The student learning outcome was met. We will continue to use it to monitor student performance in a following year.

Management Information Systems (MIS) Major

Program goals were updated in Fall 2019. There are four goals now. We assessed all of them in AY 2023.

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.

Two homework assignments and one exam in three sections of CBIS 3210 (two sections in Fall 2022 and one section in Spring 2023) were used to assess this goal. The desired standard of achievement is that 80% of students will meet an 80% performance level. The assessment result shows that CBIS 3210-02 from Fall and CBIS 3210-01 from Spring met the outcome with respectively 80.39% and 80.61%. However, CBIS 3210-01 from Fall didn't meet the outcome with 70.24%. The aggregated result reveals that 77.08% of the students get a grade of 80% or more. The outcome is not met. The CBIS 3210-01 section from Fall 2022 is the only section that didn't meet the outcome. This section is scheduled at 8 am in the morning. Students that didn't do well in modeling and in the class in general are the students who didn't attend class on a regular basis. New attendance/participation strategies should be tested to stress the importance of coming to class and participating to class activities. A new attendance/participation strategy will be implemented for the CBIS 3210 classes starting in Fall 2023. Students should be able to see their current attendance grade on GeorgiaView at any time. The instructor should email the students that fall below a 70% attendance grade at midterm. We will also continue to give multiple examples of both DFDs and ERDs in class and online (via GeorgiaView), continue to give class practices for both DFDs and ERDs, have the students submit their in-class practices to the instructors to get some feedback on their practices and how to improve (without stressing about a grade), and encourage students to attend class (especially at 8 am) by stressing the importance of attending class to do well in this class and by giving them some incentives (participation grade).

Student Outcome 1.4120 - 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 85% of students must average 85% or higher. 85% was chosen because it is a course for senior majors. The outcome was assessed through two student assignments during the Fall 2022 semester. One is Data Cleaning and Data Management using Microsoft Excel and Microsoft Access. Each student was expected to submit their class schedule data for the fall semester. After compiling multiple sections of courses, students began to perform several data cleaning steps, analyze the course data, build relationships across several different tables, and interpret the data analysis results during their class presentations. 84.8% (39/46) of students achieved a score of 80% or higher on this assignment. Another assignment is Fundamentals of Tableau. In this assignment, students analyzed pharmaceutical sales data across multiple regions using Tableau. They were tasked to create various visualizations (including a dashboard), calculate

fields, and interpret the data analysis results. 89.1% (41/46) of students achieved a score of 80% or higher on this assignment. The outcome standard was met for the two assignments. The course instructor will dedicate more time and effort to collaborate with students to aim for higher scores in the upcoming semesters and review homework assignments. Predictive analytics is the practice of using statistical analysis and data mining techniques to assess the probability of future outcomes based on historical data. As for the next steps, the course instructor plans to add a module about Predictive Analytics, and it is a business intelligence software developed by SAP.

Student Outcome 1.4140 - Students will design and implement an effective performance dashboard/scorecard system to support enterprise strategies.

It was assessed through the final dashboard assignment in CBIS 4140 during the Spring 2023 semester. The desired standard of achievement is that 85% of students must earn an 85% or higher on their Term Project/Dashboard Assignment because it is a senior capstone course. When students present their data analysis results and findings using Analytic Solvers and Tableau at the end of the semester, this learning experience has provided them with a great opportunity to design an effective performance dashboard/scorecard system to support enterprise strategies. 94.1% (32/34) of students achieved a score of 80% or higher on this assignment. The outcome standard was met for the final class project as listed here. However, there is still room for improvement in the course. The course instructor plans to work with students to help them achieve higher scores in the upcoming semesters and increase rigor. Business forecasting involves predicting future trends based on historical data and various analytical methods, which can be seen as a vital aspect of decision-making and planning for an organization. As for the next steps, the course instructor plans to add a module about business forecasting. Topics may include the introduction to time-series analysis and visualization techniques applied to time-series analysis.

Program Goal 2: 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 80% of students will achieve an 80% or better on the assignment. 81% of the students scored over 80% on the assignment. The outcome is met. We consider writing SQL code to be a skill. We spent a considerable amount of time in class practicing writing SQL code by using multiple business scenarios in which the students needed to write SQL code to create the database tables and enter hypothetical data. We believe that the practice and repetition was very helpful in their ability to be successful in the assessment. We are going to continue to emphasize practice and repetition in the writing of SQL statements that allow the students to create database tables and ask questions of the data in Fall 2023.

Program Goal 3: 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 building out a network using the Cisco Packet Tracer software. Students are asked questions on subnetting, protocol selection, and router and switch configurations. The goal is 80% of the students should be able to answer 80% of the questions correctly. In AY 2023, 80.82% of the students (59 out of 73) achieved a score of 80% or higher. Initially, there were 75 students enrolled; however, two students withdrew from the course at the commencement of the semester. The outcome was met. The students' performance on this assessment was exceptionally strong. Their success can be attributed to the considerable amount of time devoted to practicing with packet tracer tutorials during both in-class sessions and homework assignments. This emphasis on practical learning contributed significantly to their excellent results. Moving forward, we are committed to enhancing both the content and delivery of the networking portion of the course. Our aim is to ensure a more comprehensive and effective learning experience for our students in this specific area.

Student Outcome 3.4218 - Students will pass the TestOut Network Pro Exam.

Students are expected to take a certification exam that covers advanced networking topics at the end of the semester in CBIS 4218. The goal is 80% of the students should be able to answer 80% or more of the questions on the exam correctly. 80% was chosen because it is a course for senior majors. Two sections of CBIS4218 were assessed across the Fall 2022 and Spring 2023 semesters. 48 students were assessed between these two courses. 43.75% of the students scored greater than 80% on the certification exam. The outcome was not met. This assessment fell short of the desired outcome. Many of the students in this course are seniors. This course requires a large amount of hands-on work in the classroom in every class of the semester. Many of the students are happy enough with their course grade by the end of the semester and prefer not to put in the amount of time needs to get an excellent grade on a two-hour cumulative exam consisting of hands-on labs. We may look to see if there is a better way to more accurately assess their knowledge with a graded activity that they are more motivated to invest themselves into. We are going to reassess how we are assessing this course to make sure that the assessment used is an accurate representation of the students' knowledge and abilities in this subject matter in Fall 2023.

Program Goal 4: Students will be able to demonstrate the characteristics of effective team members.

Student Outcome 4.3120 - Students will demonstrate the ability to work in teams effectively.

Students are expected to self-assess their performance as a team member. The goal is 80% of the students will achieve an 80%. Using the AAC&U Teamwork Value Rubric, The J. Whitney Bunting College of Business and Technology 2022-2023 Assessment

allow students to conduct a self-evaluation at the end of the course after learning about effective teamwork and participating in numerous team activities and projects. The rubric measures 5 criteria: (1) contributes to team meetings, (2) facilitates the contributions to team members, (3) individual contributions outside of team meetings, (4) fosters constructive team climate, and (5) responds to conflict. While (1) and (2) were slightly lower than 80% met and exceeded, the average of all 5 criteria was 81% met or exceeded expectations. The outcome was met. Our plan is that students will participate in several team activities throughout the semester. At the end of the semester, each team member will complete a self-assessment of their individual teamwork skills to measure how well they have improved. A pre-test will be added to allow students to assess their perceptions of their ability to work effectively in teams at the beginning of the course and compare it with the end of the course post--assessment. Each semester the course instructor will add more to the course to help facilitate the learning of effective teamwork skills. From this finding, the instructor will try to add an activity on how to manage team conflict.

Marketing Major

The marketing program assessed four goals in AY 2023.

1 Students will identify/analyze major ethical dilemmas in marketing.

Outcome 1.1 - MKTG 3162 Students will demonstrate an understanding of topics relevant to ethics in consumer behavior, marketing, and public policy.

This is measured in MKTG 3162 Consumer Behavior where students must demonstrate an understanding of topics relevant to ethics in consumer behavior, marketing, and public policy. Ten embedded exam items were used across two sections in AY 2023. The desired standard of achievement is 80% of the students must meet or exceed a score of 80% on embedded exam questions. Out of the 52 marketing majors enrolled in the course, 79% met or exceeded the expectation. The target was not met. Although we did not meet our goal, our results were only slightly below our target. As compared to last assessment cycle, in this cycle, only one semester was assessed, and after reviewing the included assessment items, the instructor realized that two of the questions were poorly worded in a way that may have skewed the results. These questions will be changed going into the next assessment cycle. This was our second year assessing marketing ethics in a new course (MKTG 3162 Consumer Behavior), so for continuous improvement, we will maintain this assessment method for the 2023-2024 cycle. To ensure we meet expectations, the instructor will add an in-class reflection activity to accompany the related videos and real-life examples that were previously used in conjunction with the textbook material. The wording for two of the assessment items has been adjusted to ensure greater clarity and accuracy of findings. We will continue to assess marketing ethics in Consumer Behavior. This will occur across both semesters for the 2023-2024 academic year.

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 five multiple-choice exam questions in MKTG 4166 in Fall 2022 and Spring 2023. The standard of achievement is 80% of students will meet or exceed a score of 80% on embedded exam questions about marketing across cultures. In Fall 2022, out of the 72 responses, 88.9% of students met or exceeded the expectation. In Spring 2023, out of the 61 responses: 85.9% met or exceeded expectation. The outcome was met. For AY 2023, students' scores were well above our target goal of 80%. We plan to continue to assess cultural marketing competency in MKTG 4166 using 5 embedded exam items. For continuous improvement and to ensure we meet or exceed our goal, the instructor will maintain the supplemental readings and assignments that were previously used. Further, to increase rigor and challenge understanding of how the international environment specifically impacts promotional choices, one of the previously used items will be replaced with a new, more challenging question. During the 2023-2024 cycle, we will maintain the previously used form of assessment, but one item will be replaced with a more rigorous question.

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). Students must demonstrate acceptable levels of oral communication/confidence/ability to present to an appropriate audience. The target is 80% of students should meet or exceed the standard of 80%. For Fall 2022, 93% of students met or exceeded a score of 80% on an individual elevator pitch presentation. There were 23 students who participated through MKTG 4198. For Spring 2023, 77% of students met or exceeded a score of 80% on an individual elevator pitch presentation. Out of the 3 classes, the individual class percentages were 83.3%, 62%, and 96% reaching the desired outcome. The target was not met. The faculty suspects an outside issue led to inconsistent scoring in the class with a 62%. A possible reason for this inconsistency is a lower pool of volunteers available to judge during the time of this class. The elevator pitch competition is currently going through structural changes as it is now under new direction. The judge form was changed between Fall 2022 and Spring 2023 to aid in data collection and clarity for students and judges. Given that we did not meet our goal, several changes will be made to ensure our goal is met going forward. During COVID, the competition was adapted to a virtual format. While this has benefits from a logistical standpoint, in order to increase the rigor of the competition for graduating seniors, as of Spring 2024, we will move the first round of the competition to in-person judging. Our hope is that using an in-person format will ensure greater preparation among students and increased opportunities for networking and student recruitment. For 2023-2024, we will retain the same method of assessment, but the elevator pitch competition for MKTG 4198 students will be held in person rather than virtually.

4 Students will be able to show mastery over marketing topics.

Outcome 4.1 - 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. We expect an overall score of marketing majors scoring in the 90th percentile or better in the Marketing section of the ETS exam. This is based on last year's assessment. In the 2022-2023 academic year, students' scores were in the 92 percentile for the Marketing ETS results. These figures were up from the 76 percentile in Summer/Fall 2021 and the 90 percentile in Spring 2022. The outcome was met. Our results demonstrate improvements from the past several assessment cycles and show adequate mastery of general marketing knowledge among our graduates. In 2023-2024, we will continue to measure mastery of Marketing concepts with the ETS and maintain the goal of students scoring at the 90th percentile for the upcoming review cycle.

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. Georgia College 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 AY 2023.

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 standard using case studies.

It was assessed with a liquidation case study that involves preparing financial
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statements for a company in liquidation using U.S. GAAP. In ACCT 6155 Advanced Financial Accounting, the students were presented with a case involving a company facing liquidation. Using the accounting standards for companies that are not going concerns, the students created the required financial statements. The desired standard of achievement is 100% of students must earn an 80% or higher on the project. The result shows that all students received an 80% or higher on the project. The outcome was met. Fall 2022 was the first semester the liquidation case study was used. We will continue to assess this objective in the 2023-2024 academic year to obtain more results before considering any changes that might be made.

Goal 3: Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.

Outcome: 3.2 Students will be able to prepare a valuation analysis.

Students are required to prepare a valuation analysis of a publicly traded company. Forecasts are based upon historical financial statements and other business information. The desired standard of achievement is that 100% of students earn an 80% or higher for the project. In ACCT 6350 Analysis and Valuation, students chose a company to provide a valuation analysis. Students used historical financial statements and current year information about a company to create projected financial statements for the company. From the projected financial statements, students used a discounted cash flow approach to determine a reasonable stock price for the company they chose. The results show that 100% of students earned an 80% or higher on the project. The assessment outcome was met. In the 2024 Spring semester, the professor will introduce some changes to the project assessment. The project will be presented in class rather than only submitted, and the class will have discussion on the analysis objectives, methods and tools applied, interpretation of results in relation to economic and industry changes. Additionally, the project will be in two phases, in phase one students will provide an overview on the company and the analysis of the financial statements. The second phase is forecasting the financial statements and preparing the valuation.

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 in ACCT 6165 Professional Accounting Research. The target is 100% of students will receive an 80% or higher on the assignment. The results show that all students assessed received an 80% or higher on their written business communication. For their final exam, students wrote a business memo explaining the appropriate financial reporting for a bank on a particular topic. The outcome was met. The final exam project, which covered various banking topics, was particularly relevant in Spring 2023 because of the many bank failures that were happening at that time. Before the final exam, the instructor had taken a day to discuss the recent bank failures. It is unlikely that the instructor will do that in Spring 2024. In prior assessments, the emphasis has

been on how well students can quickly assess and apply relevant guidance. Historically, students have done very well with this. In Spring 2024, it may make sense to have the final exam require greater effort at locating the relevant guidance. We will continue to assess this objective in the 2023-2024 academic year to establish trends.

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. The result reveals that over 90% of students were able to enter the accounting profession within three months of graduation from the MAcc program. The target was exceeded. Almost all of our students had jobs lined up with CPA firms before graduating. (Note: Students did not necessarily start work until later than 3 months after graduation. Firms often delay the start to give graduates a chance to work on their CPA licensing.) The one exception was a student who was planning to go to dental school and did not intend to work in accounting in the first place. Employment is a core competency of the MACC program. In the current economic environment, all of our graduate students find jobs in accounting if they pursue those jobs. The only way we might improve here is by making students more aware of accounting opportunities outside of working for CPA firms. We have made some steps in that direction by creating an accounting career fair just for non-profits and governmental employers.

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 2023.

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 2.2: Students will be able to analyze and solve common supply chain design issues.

Students in LOGS 6649 are required to analyze and solve various networking problem via embedded exam questions. The desired standard of achievement is to have 80% of the students earn a grade above 80%. The result shows that the overall average was a 76%, which is below standard. Among the 7 topics assessed, 3 of them were above standard. They are network concepts 83%, maximum flow model problem 83%, and assignment model problem 89%. However, 4 topics were below standard - minimal spanning tree model problem 62%, minimal spanning tree solution 75%, maximum flow model solutions 67%, and assignment model solution 57%. The outcome was not met. As a baseline (first

year of assessment), there is room for improvement. We will assess it again in LOGS 6649 in Spring 2024. Care will be taken reviewing study guide materials and accompanying video recording, seeking to more effectively communicate concepts for embedded exam questions falling below standards.

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

Outcome 3.2: Students will understand the critical components of supply chain management and their impact on the firm and broader supply chain.

In LOGS 6634, students are asked to complete a supply chain management simulation that requires them to negotiate with other supply chain companies, produce or sell manufactured products, set inventories, hire/fire sales force, determine facility locations for product and/or operations, manage capital and resources and remain profitable while working within their supply chain. This will be done in a competitive environment with competitor company-teams. The goal is that 80% of students will be able to establish their companies and operated profitably over simulated time frame. They will be evaluated using a balanced scorecard with nine specific measure totaled into a cumulative result (financial performance, market performance, marketing effectiveness, investment in the future, wealth, asset management, manufacturing productivity/quality, financial risk and supply chain risk). 7 of 7 (100.0%) teams (100% of students) successfully operated their companies within the supply chain management simulation. The scores were bimodal, but even the lower group all were profitable and had a positive balanced scorecard score by the end of the simulation time frame. Furthermore, 42.9% of the participants were extremely successful in operating their companies. Even the lowest scoring team was able to move into positive territory by the final quarter of the simulation. The overall results highlighted the learning of the students on how to operate within a supply chain. The outcome was exceeded. The success of the student groups within the simulation demonstrated their learning key supply chain strategy concepts and tools. Furthermore, the balanced scorecard measures highlighted the groups' ability to make practical decisions that positively affected the success of not only their company's performance, but also increased the entire supply chain's efficiency with partner companies up and downstream of their operations. We plan to re-assess it in LOGS6634 in Spring 2024.

Outcome 3.4: Student will be able to identify core inventory and distribution issues within supply chain management.

In LOGS 6654, students are asked to complete an inventory management simulation (HBR simulation). The simulation is an internet inventory management simulation where students manage replenishment of a small, franchised hardware store. Students must decide how many units to order for two different types of products given holding costs, setup costs for ordering and stock outs. The desired standard is to have 80% of the students earn a grade above 80%. Students will be evaluated based upon their total inventory costs achieved within the simulation. The result shows that 100% of the students successfully managed their inventory within the inventory simulation earning 80% or higher. The outcome was met. The success of the student groups within the inventory simulation demonstrated their learning of the core inventory and distribution

issues within supply chain management. We plan to assess it again in LOGS 6654 in Summer 2024. This required course is only taught in summer based on the MLSCM cohort schedule.

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. We assessed two of them in AY 2023.

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 articulate the role of ERP systems to support and integrate business processes.

It was assessed in MMIS 6198. Students engage in a sequence of forum discussions, exploring the diverse functions of an ERP system and its integration within a business context. The target is for 85% of the students to attain an accuracy of 85% or above in the visualization assignment. Out of the cohort of 26 students, it was observed that a total of 15 students surpassed the designated threshold of 85% competency. Regrettably, 9 students fell short of meeting this proficiency benchmark. Among these, 2 students achieved scores within the 80% range, while an additional 2 students attained scores within the 75% range. Alarming, the remaining 5 students were unable to attain the minimum standard of 70%, underscoring the need for further intervention and support in their learning journey. The target was not met. A significant portion of the student body exhibited a commendable proficiency in articulation, offering thoughtful insights and engaging in substantive discussions concerning the multifaceted realm of ERP topics. These discussions not only showcased their grasp of the subject matter but also underscored their capacity to discern the intricate interplay between ERP systems and the dynamic landscape of business operations. Through their discerning contributions, these students illuminated the intricate connections that bind ERP functionalities to the overarching goals and functioning of businesses, thereby exemplifying a comprehensive understanding of the subject matter at hand. To enhance students' proficiency in discussions about ERP and business integration, future strategies should encompass a well-structured curriculum covering ERP fundamentals, practical scenarios, and industry insights. Incorporating interactive workshops, collaborative projects, and current examples from diverse sectors will enable students to grasp the practical implications of ERP systems in business contexts.

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: 2.6299 Students will be able to describe common IT-related problems and propose solutions based on current industry publications.

This was assessed with research articles in MMIS 6299 in AY 2023. Students will write and submit a paper to an academic conference. The goal is 90% of the students will get their articles published. It turns out that 100% of the students were able to get their papers published. The target was exceeded. This class only had four students. The students worked with faculty in groups of two. Both articles were published as full peer-reviewed articles in the Issues in Information Systems. We need to be ready to increase the number of students taking this course. This will require more faculty to assist in reviewing and working with student groups. The research class will be taught again in Fall 2023.

College-Wide Assurance of Learning Activities
College of Business and Technology Assessment Meetings

Wednesday, August 9, 2023

The Associate Dean and the College Assessment Coordinator provided Assessment 101 training to all assessment coordinators and all faculty who started work here Jan 1, 2022 or after on the university's annual assessment day.

Faculty members teaching in the common business knowledge courses (CBK) led by the College Assessment Coordinator met and discussed the 2022-2023 assessment results, close the loop of 2021-2022, and 2023-2024 assessment plans, and reviewed CBK objectives and curriculum mapping.

The College Assessment Coordinator shared the information of the 2022-2023 ETS report. The Director of Institutional Effectiveness provided an update on the next Southern Association of Colleges and Schools (SACS) Accreditation Visit.

Faculty members in each program, led by The College Assessment Coordinator and Program Assessment Coordinators, also met and discussed each program's 2022-2023 assessment results, close the loop of 2021-2022, and 2023-2024 assessment plans, and reviewed CBK objectives and curriculum mapping.

The summaries from each of these meetings were presented at the annual college assessment meeting on September 8, 2023.

Friday, September 8, 2023

Forty-one faculty members attended the annual COBT fall assessment meeting. Each program reported back to the College of Business and Technology faculty on assessment activities during the 2022-2023 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2023?
- 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, economics, and finance. The College Assessment Coordinator 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 Taskstream. 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 2023-2024.

In total thirty-eight faculty members participated in the 2022-2023 assessment. The College Assessment Coordinator announced that thank-you cards will be sent to the assessment participants.

Addendum

College of Business and Technology Degrees Conferred

DEGREES CONFERRED BY CIP

Degrees Conferred by CIP

Coll Desc	Cip Code	Cip Descr	Degree Acronym	Graduation Fiscal Year				
				2019	2020	2021	2022	2023
College of Business & Technology	110701	Computer Science	BS	25	12	15	21	23
	111003	Comp & Info Systems, Auditing	CERG				4	
	111004	Web/Multimedia Mgmt & Webmstr	BBA	41	51	56	58	62
			CERG				1	2
	111099	Com/Info Tch Serv Adm/Mgmt Oth	CERG					1
	229999	Legal Profess & Studies, Other	CER0					4
	520101	Business, General	MBA	34	21	21	28	20
	520201	Business Admin/Management, Gen	BBA	108	105	92	80	111
	520203	Logistics/Materials Management	MLSCM	43	33	44	31	29
	520301	Accounting	BBA	51	48	43	61	37
			MACCT	31	41	22	31	23
	520601	Business/Managerial Economics	BA	3	1		4	1
			BS	17	20	21	13	17
	520801	Finance, General	BS					3
	521206	Info Resources Mgmt/CIO Trng	MIS	13	19	25	16	15
	521401	Business Marketing/Management	BBA	96	110	92	117	101
Grand Total				462	461	431	465	449

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 and Technology**

Date	Activity	Responsible Party
Fall/spring	Programs & majors in the College collect and assess student work.	Individual faculty 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 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 Associate Dean Department Chairs Assessment Coordinators 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 Department Chairs
October	A Report of Institutional Effectiveness is completed and submitted to the Board of Regents.	Provost/Deans
Nov-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 Assessment Coordinators Individual Faculty

Appendix II: College of Business and Technology 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, MMIS, MACC, MLSCM	All activities are mission driven 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 Faculty qualifications are established by AQ/PQ standards Portfolio of faculty research productivity must match relative emphasis areas as stated in mission	AACSB 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> <u>Viability</u> – # of majors <u>Productivity</u> - # of grads <u>Inputs</u> – faculty qualifications & scholarship (AQ/PQ) <u>Outputs</u> – student learning outcomes	Each major must remain viable and productive Majors must demonstrate to the state they are producing high-quality outcomes (graduates) <u>Outcome examples:</u> Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors	CPR: Comprehensive Program Review reported to the USG 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 Department should demonstrate that course objectives are carried out in each course Degree-level and program-level assessment may be carried out within individual courses College must document the qualifications of faculty for each course taught	SACS 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.