



**The J. Whitney Bunting College of Business**

# **Academic Assessment Outcomes**

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

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

**Executive Summary**

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

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

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

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

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

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

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

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

### **Introduction**

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

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

### **Undergraduate Programs in the College of Business**

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

Undergraduate degrees offered by the college comply with the major area exit exam policy of the university (see Section 3.04.10 of the GCSU Academic Affairs Handbook). The overarching learning goals of each undergraduate program are driven by the mission statement and goals of the college.

### **Graduate Programs in the College of Business**

The college of business offers the following graduate programs:

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

### **Mission and Goals of the College of Business**

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

### **Vision Statement**

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

### **Mission Statement**

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

### **Implications of the Mission**

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

**Guiding Values:** We value the following hallmarks of a Georgia College liberal arts education: Respect for others, Open and transparent communication, Ethical behavior, Diversity and inclusiveness, Social responsibility.

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

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

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

1. Leverage the University's liberal arts foundation as measured by assurance of learning in developing students' analytical and communication skills, understanding of diversity, global and cross-cultural awareness, and ethical behavior.
2. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.
3. Enhance student engagement in professional development, career preparation, and leadership.
4. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.

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

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

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

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

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

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

Objective Five: Enhance faculty and staff development and recognition.

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

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

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

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

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

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

**BBA Goal 1: Apply appropriate analytical techniques in business environments**

*Outcome: 1.1. Understand and account for transactions impacting the stockholder's equity section of the balance sheet.*

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

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

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

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

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

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

*Outcome: 2.1. Understand the effect of globalization on e-commerce.*

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

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

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

**BBA Goal 3: Communicate effectively through written and oral media**

*Outcome: 3.1. Improve their oral presentation skills.*

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

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

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

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

**BBA Goal 4: Demonstrate basic functional abilities across core business subjects**

*Outcome: 4.1. Develop core business knowledge.*

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

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

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

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

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

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

## **Assurance of Learning Outcomes for the Majors**

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

### **BA & BS Programs in Economics**

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

#### **Economics Program Goal 1: Fostering global understanding and cross-cultural awareness.**

*Outcome: 1.1. demonstrate knowledge of global economic issues.*

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

#### **Economics Program Goal 2: Developing analytical skills.**

*Outcome: 2.1. demonstrate analytical reasoning through applications of micro-economic principles.*

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

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

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

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

### **Economics Program Goal 3: Developing students' communication skills.**

*Outcome: 3.1. produce written research assignments that demonstrate the ability to organize a research paper.*

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

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

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

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

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

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

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

#### **Goal 1: Apply computer science theory and software development fundamentals to produce computing-based solutions.**

*PI 1: Students will be able to demonstrate and apply knowledge of mathematical functions to analyze a given algorithm.*

We assessed this outcome with an exam question of an algorithm in CSCI 3680 to close the loop from the last assessment cycle. Students must provide the mathematical function in Big-O to analyze how efficient the algorithm is. We targeted the passing rate at 60%, and we have more than 70% of the students answer the question correctly. Thus, we are able to close the loop. We plan to assess it again during the year 2021-2022.

*PI 2: Students will be able to recognize an appropriate algorithm to solve a problem.*

Four multiple-choice quiz questions in CSCI 4520 were used to assess PI 2. The desired standard of achievement is that 90% of the students correctly answered 3 of 4 questions. The results show that 64% of students answered at least 3 questions correctly. Only three students correctly answered the first question. Most of the students did not fully understand the purposes of two similar graph algorithms, Dijkstra and Kruskal. In AY2018, 95% of the students assessed met or exceeded the expectation with a set of different questions. We plan to spend more time to discuss the applications of different graph algorithms. We will assess it again during the year 2021-2022.

#### **Goal 3: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.**

*PI 1: Students will be able to share in work of teams.*

A student project in CSCI 4710 was used to assess PI 1. Part 1 of the project was used to measure the understanding of teamwork and what good teamwork would be. Students need to complete the part at the beginning of the semester. Part 2 was used to measure how students share their work in a team. This part needs to be completed at the end of the semester. The results show that all of the students understood what teamwork is and how to contribute to a team. 25 out of 26 students (96%) were satisfied with their teammates. The target was met. The target was also met in AY2018. We thus plan to assess another goal next year.

*PI 2: Students will be able to share in work of teams.*

A team project in CSCI 3342 was used to assess PI 2. Two students were assigned to work on a project as a team using the pair programming model with one acting as the driver and the other acting as the

observer/navigator. The project contains two parts -- a TCP server and a TCP client. The two members of a team are expected to switch their roles to work on each different part of the project. The standard of achievement is student teams score at least 80% for 3 out of 4 teams. The results show that 12 students formed 6 teams. One team earned 90% and the other teams earned 100%. The target was met. The result of AY2018 also showed that 90% of the students exceeded the expectation. Although the target was met in both AY2018 and AY2020, we discussed that measuring team work by student grades may not provide clarity on how well each team functions. We plan to add a form for the students to fill out to gather further details in fall 2020.

#### **Goal 5: An ability to communicate effectively with a range of audiences.**

*PI 1: Students will be able to produce a variety of documents for technical and non-technical audiences.* We assessed it in CSCI 4320. In 2017-2018, students submitted an Installation Guide for their software. It wasn't until after the semester ended the client received the instructions and realized more details were needed. The solution was that in 2019-2020, an installation video will be required in addition to the user guide. The video must provide evidence the steps in the user guide would work. We implemented it in 2019-2020. All projects should have a corresponding video to support written installation guide. The software should be able to be successfully installed if the instructions are followed. Due to the COVID-19 pandemic and unexpected switch to online instruction, students did not have the software working in a state to install on the clients site. Instead, the students demonstrated to the client their section of the code. Their presentations were video taped. We have switched to having the entire class work on developing software for one client. Having all students work on one project will result in only one installation guide being needed. There are other documents the students create including user stories/ requirement specifications and minutes of meetings the clients can review. Perhaps these other documents may be more viable to assess. We plan to continue our collaboration with the client. Written documentation accompanying all sprint demos will be used as evidence for this PI instead of just waiting until the final installation guide.

*PI 2: Students will be able to prepare and deliver oral presentations.* In CSCI 2350, students are broken into teams to develop a small software project. The team prepares a presentation describing their project, the design process, implementation challenges and solutions, and a brief demonstration of their project. Presentation is followed by a question-and-answer session to provide more specific details. The standard of achievement is that students will be able to effectively speak about their highly technical subject in a manner that is understandable to non-technical audience. In Fall 2019, there were 6 teams of 4 students that presented their projects. All teams received satisfied goal by achieving above average rating on project and presentations. Out of the 24 students, 2 students did not meet the individual standards for professional appearance and speaking such as inappropriate dress, overly casual speech, inability to address questions, and a lack of preparation for their portion of the speaking. In Spring 2020, there was one team of 5 students who conducted their presentation via online conferencing. All students achieved an above average rating for their project presentation. The target was met. All teams also met the requirements in AY2018. We plan to assess it again in a following year. Students will be evaluated on their professional appearance, speaking manner, clarity of information present, and ability to clearly address ad hoc questions. Students will be provided with a list of best practices to follow when giving professional presentations including proper attire and speech patterns. Students will be required to prepare an outline of their presentation to be evaluated and reviewed prior to their presentation.

## **BBA Programs**

### **Accounting Major**

#### **Program Goal 2**

**Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.**

*Outcome: Integrate the knowledge gained in various functional business areas.*

We assessed it with the ETS exam in MGMT 4195. The desired standard of achievement is that  
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Accounting majors will score above the 80th percentile in the area of accounting on the ETS exam. Accounting students scored a 99% in that area of the ETS exam. These results were expected and are similar to previous years due to the continual amount of in class discussion. The time allotted in class to questions and discussion allows the students to vocalize confusion and create a deeper level of understanding. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY2021.

Area	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20
Accounting	97	99	99	98	97	99	98	99	99
Economics	85	63	77	88	92	97	69	91	99
Management	90	88	99	92	89	87	75	88	97
Quantitative Business Analysis	72	41	50	95	82	99	90	97	99
Finance	88	69	90	81	79	71	44	62	82
Marketing	95	89	94	86	61	83	78	88	92
Legal and Social Environment	96	95	97	88	95	94	44	88	93
Information Systems	92	95	95	94	97	66	58	39	79
International Issues	90	81	98	86	89	93	94	97	95
<b>Overall</b>	<b>89</b>	<b>80</b>	<b>89</b>	<b>90</b>	<b>87</b>	<b>76</b>	<b>81</b>	<b>83</b>	<b>93</b>

### Program Goal 3

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

*Outcome: Develop basic Excel software skills while completing financial transaction during the accounting cycle.*

For AY2020 this program goal was assessed in ACCT 2101 with an excel project. Students must answer a set of multiple choice questions over basic excel functions. The target is that 70% of Students will answer at least 75% of the questions correctly. The results show that 42% of the 126 students answered all questions correctly. That is, 85% of students assessed answered at least 75% of the questions correctly. The desired standard of achievement was met. These results were expected due to the continual amount of in class use of these basic excel functions. The time allotted in class to the basic excel function use allows the students to develop a mastery through long term use. We plan to continue to assess in AY2021 in the ACCT 2101 courses with a set of multiple choice questions to establish trends.

### Program Goal 4

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

*Outcome: Respond to ethical dilemmas using a written memo.*

This goal was assessed with exam questions about ethical dilemmas in ACCT 4135. Students must correctly answer a set of 27 multiple choice questions. The target is that 70% of Students will answer at least 70% of the questions correctly. A total of 49 students were assessed during an ethics module in the class. All students were able to answer at least 70% of the questions correctly. The target was met. The module also contained several written assignments before the assessment with multiple choice questions. The module contained learning objectives that focused on the ethics rules for CPAs and the AICPA Code of Professional Conduct. Students are motivated to perform well on this module because their understanding of the material will have an impact on their professional life in the future. The target was also met in AY2019. Since the desired standard of achievement was met twice in a row, the department is discussing a threshold increase for next year.

### Program Goal 6

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

*Outcome: Students will communicate effectively using a written memo.*

Students are required to complete a written assignment over an ethical dilemma in ACCT 4135. The

desired standard of achievement is 70% of students will meet or exceed expectations in all areas of a written communications skills rubric. In the fall 2019 semester 26 students were assessed with a written assignment during the ethics module of the auditing course. All 26 students successfully completed the assignment and at least met expectations in all areas of the rubric. The module in this course contained several written assignments before the assessment. Problem areas for students continued to be the use of appropriate grammar and sentence construction as well as spelling and punctuation errors. These areas of concern were able to be addressed by the instructor before the assessment. In AY2019, the desired standard of achievement was also met with 80% of assessed students met expectations. We plan to use the College of Business written communication rubric for the next assessment in a following year.

### **Program Goal 7**

#### **Students will be able to enter the accounting profession in a wide range of careers.**

*Outcome: Receive interviews or accept offers of employment from employers in accounting fields.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement is 50% of students graduating from the BBA program and not attending graduate school will have at least one interview with a prospective employer before graduation. 11 students graduated in the fall 2019 semester. 6 of those 11 are not attending graduate school. 3 (50%) had attended at least one interview before graduation. In Spring 2020 semester, the survey was delayed until August because of the COVID-19 shutdown. This has caused response rates to drop considerably. 17 Students graduated in the Spring with only 6 (35%) completing the survey. All 6 of these students were currently attending graduate school. The desired standard of achievement was met in the Fall 2019 semester and probably would have been met in the spring semester if the COVID-19 virus had not disrupted the semester by sending students home to finish classes online and shutdown the economy. This is similar to the past results in AY2019 and meets the desired standard of achievement. We are continuing to reach out to graduates to offer career advice and help with interview opportunities. We will continue to survey graduating students to determine future employment or graduate school plans. We will increase student participation in the annual Accounting Career Fair scheduled for September.

### **Program Goal 8**

#### **Students will be able to enter graduate school.**

*Outcome: be accepted to graduate school.*

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal was 50% of students graduating with a BBA are accepted to graduate school. In Fall 2019, 5 of 11 (45%) graduating students reported attending grad school after graduation. Of those students, 4 reported attending interview and 3 had accepted job offers. This is similar to past results. In Spring 2020 semester, the survey was delayed until August because of the COVID-19 shutdown. This has caused response rates to drop considerably. 17 Students graduated in the Spring with only 6 (35%) completing the survey. All 6 of these students were currently attending graduate school. 4 of those 6 students (67%) have accepted job offers. We continued to reach out to students though LinkedIn after the survey and discovered 4 more are currently attending graduate school. The desired standard of achievement was not met in the Fall 2019 semester, but was met in the spring semester even with the COVID-19 virus disruptions. For the total number of graduates in AY2020, 15 out of 28 (53%) are attending graduate school. In the AY2019 survey, 68% (26/38) of BBA graduates reported acceptance to a graduate school program. We will continue to survey graduating students to determine future employment and graduate school plans. We will increase student awareness of CPA course requirements during the ACCT 3000 course.

### **Management Major**

Management program has six program objectives. We assessed three of them in AY2020.

**Management Program Objective 1: Students will demonstrate an ability to identify appropriate quantitative management techniques to solve managerial problems.**

*Student Learning Outcome 1.1: Students will demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.*

This student learning outcome was assessed with course embedded exam questions in MGMT3101. Fully 45% of total exam points were allocated to applying statistical concepts of expected value, spread, sampling, confidence intervals, and one-sample hypothesis testing to directly solve business problems. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. The assessment results show that the combined techniques including sampling, hypothesis testing, and confidence intervals achieved 76.3% correct, which exceeded the standard of 70%. The successful practices of the instructor include having students study in at least 3 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" the math and translate it into simple English from centrality to one-sample hypothesis testing, and removing 1n attribute-data hypothesis testing that allowed more time for remedial work at the beginning of class. The instructor plans to add more practice summarizing results and translating formulae in simple English, both in homework and on exams. In AY2019, the assessment results showed 74% correct, which also exceeded the standard of 70%. Because we have assessed this learning outcome to monitor student performance two years in a row and they both exceeded the expectations, we plan to assess a new learning outcome in AY2021.

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

We used the AY2020 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 57% of the seven individual exam items in the business statistics category, which exceeded the 50% standard. The results turned out as expected because we increased the course rigor of MGMT3101 Business Statistics. In addition, the results in AY2019 also exceeded the 50% standard. We will assess another student learning outcome in AY2021.

**Management Program Objective 2: Students will demonstrate an ability to use quantitative management techniques to solve managerial problems.**

*Student Learning Outcome 2.1: Students will demonstrate an ability to use mathematical concepts to solve business problems.*

This student learning outcome was assessed with course embedded exam questions in MGMT3165. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. Results from answers to the exam questions about forecasting - regression show that the measures were met at the 78% level, which exceeded the 70% standard. To be more specific, results for regression interpretation were good while students' grasp of how to run regression (ID of independent variable and dependent variable in a business problem) proved to be more challenging. The instructor plans to provide additional coursework for improved understanding of set up and solving. In AY2019, the measures were met at the 77% level, which also exceeded the target. The program plans to assess another student learning outcome in AY2021.

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

We assessed this student learning outcome with the AY2020 ETS reports. The ETS results show that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category, which exceeded the 50% standard. The AY2019 ETS results also showed that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category. Since we have assessed it twice in the Management program and they both exceeded the standard, we will assess a new learning outcome next year.

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

*Student Learning Outcome 3.1: Students will develop an understanding of managing in a global environment.*

We assessed it with the student quiz method in MGMT4195. This is the first year this course has been used for the assessment of global management issues. The chapter on global management issues was presented when classes were being held in a seated environment, but was not assessed until after we entered the quarantine period due to COVID-19. The individual quiz used for this assessment was accomplished online with each student receiving a random sample of ten multiple choice or true/false questions from a question library of 119 questions. The standard of achievement is that 70% of students meet expectations. The department reviewed the standard as set by the assessors and deemed 70% to be reasonable for benchmarking purposes. The results show that all the students in the class met or exceeded the expectations. Results indicate that we have met the desired outcome. We also assessed it and met the desired outcome last year. We thus plan to assess another learning outcome in AY2021.

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

We used the AY2020 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct was slightly below the national average for the two individual exam items in the international and cross-culture management category (.1 percent below for one item and 1 percent below for the other item). The student learning outcome was not met. The ETS results in AY2019 showed that our percentage correct exceeded the national average for 100% of the two individual exam items in the international and cross-culture management category, which exceeded the 50% standard. The student learning outcome was met last year. We will continue to use the measurement to monitor student performance in a following year to see if there is an improvement.

**Management Information Systems (MIS) Major**

Program goals were updated in fall 2019. There are four goals now. We assessed three of them in AY2020. The other one was not completed due to the online switch in March 2020. When the faculty meet to discuss assessment in August 2020, the fact that the targets achievement level was different for each assessment was discussed. In 19-20, the target levels ranged from 70% of the students would meet an 85% performance level to 90% of the students would meet a 70% performance level. The faculty decided that for 20-21 the target level of achievement would be standardized. The 3000 level classes will have a target level of 80% of the students meeting an 80% performance level while the 4000 level classes will have 85% meeting 85%. The reasons are as follows. 3000 level classes consist of majors and minors as well as majors that later switch majors or become minors. It was felt that a low B (80%) was appropriate based on these actors. 4000 level classes consist of majors only and should have a higher standard. In addition, senior level students should be better at achieving the MIS goals and objectives, therefore, 85% of students should meet an 85% level of performance.

**Program Goal 1: Students will use analysis techniques to determine business requirements.**

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

Three homework assignments and one exam in three sections of CBIS 3210 (two in Fall 2019 and one in Spring 2020) were used to assess this student outcome. The desired standard of achievement is that 85% of students will meet expectations of achieving 70% based on the attached rubrics and calculations. The result shows that 83% of the 100 students met or exceeded expectations. The outcome was not met. The Spring section didn't perform as well as in the two Fall sections. A possible explanation for this performance difference could be the switch from face-to-face classes to online classes. Students also were more reluctant to contact the instructor virtually to ask questions. We plan to give multiple examples of both DFDs and ERDs in class and online. We will be prepared for possible switch to online classes and online DFD and ERD exercises by having those exercises ready and discuss the corrections online

via videos.

*Student Outcome 1.4210 - Students will analyze data to generate information and knowledge that lead to informed decisions for businesses.*

It was assessed with a series of hands-on assignments using various analytics tools in CBIS 4210. The desired standard of achievement is that 70% of students will average 85% or higher. The result shows that 40 out of 56 students scored above an 85% on the weekly homework assignments, which amounts to 71.4% of the students met this measurement. We met our expectations for 70 % above this threshold, but some of the scores were not even close to 85%. While it would be nice to get a higher percentage above 85%, it will be good to get the ones not meeting this expectation higher. We plan on emphasizing the assignment grades more in the next cycle. We will make the Homework Grade worth more towards the final grade in the course. And the Online GaView Grade will remind the students of where they are at on the cumulative Assignment Grade and not just each Individual grade component.

**Program Goal 2: MIS students will be able to use problem solving techniques in the development of databases and software applications.**

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

The final SQL assignment in CBIS 3214 was used for the assessment. The target is 90% will achieve a 70% or better on the assignment. These are majors, and they should be successful in using SQL. In AY2020, all but 2 students (63 out of 65 students; 97%) achieved a 70 or better on the final SQL assignment. Only 3 students achieved a 90 or better (4.6%). The mean grade was an 84. The final assignment required students to be able to create, update, and retrieve data from database tables. A wide variety of SQL commands were needed to accomplish this. Students did a good job on this assignment. An assignment similar to this one will continue to be used to assess the students' grasp of SQL in spring 2021.

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

The outcome was assessed with a question on the final exam in CBIS 4210. It requires the students to program a decision and iteration control structure. The target is 75% of students will meet expectations of scoring an 80% on that question. Expectations are that the students will have a fundamental understanding and be able to program with only minor errors. 80% was chosen because it is a course for majors. The results show the average score on this assessment was 86.8%. 12 of the 55 students did not get an 80% or better. The minimum was a 65.22%. There were 4 students that had perfect scores. Overall students did well on this assessment. They showed a good understanding of programming fundamentals. Most had little to no errors. We have implemented using python as the language to teach the fundamentals of programming, now we will continue to assess this new language and teaching techniques to see the impact the language has on students.

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

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

Students were given an exam in CBIS 3213 for their assessment consisting of 19 questions directly related to protocols, networking hardware and differences in networking media. The goal is 82% of the students should be able to answer 70% or more of the questions correctly. The result shows that 81.5% of the students scored 70% or greater on the exam. Students practically met the goal of the assessment. We have been converting to a pedagogy that does not use a textbook. This means that we are probably getting close to having the content and delivery focused in. We will be adding more online content through the LMS to support the in-class content.

## Marketing Major

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

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

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

This is measured in MKTG 3168 Sports Marketing where students are asked to examine and write about an ethical dilemma in marketing. Students must find and briefly report on an ethical issue in sports, discuss why it may or may not be a problem for the sport and sports organization, what, in their opinion, is the ethical thing to do, do they think the sport (league or organization) should do that, why or why not, and whether the student expects them to do it. Depending on the topic they may also include what has been done already to address the controversy. The goal is 80% of students will score 80% or higher on the assignment on ethics in marketing. The results showed that 84 of 91 (92%) students writing on and presenting to class their selected controversial ethical issue scored 80% or higher on this course's major individual effort requirement. The results turned out beyond expectation because students were given ample instruction leading into the assignment defining Ethical, Moral, and Controversial terms, and from clear assignment and lectured process steps and requirements aiding them in their selection of an ethical issue and their analysis, critical thinking and reporting of what had, had not or should be done to address the issue. While 92% was down from last year's 95%, it was consistent 92% from the year before. This goal is an important area of emphasis throughout the marketing course, and needs to be monitored consistently. We are continuing to longitudinally study this important measure for 2020-2021.

### **2 Students will be able to demonstrate knowledge of differences in marketing across cultures.**

*Outcome 2.1 - Mktg 4166 Measure students' knowledge of differences of marketing across cultures.*

This goal was assessed with MKTG 4166 in both Fall 2019 and Spring 2020, by two different instructors, using the same 5 embedded exam items. The standard of achievement is 80% of students will meet or exceed a score of 80% on embedded exam questions about marketing across cultures. Overall 81% (102/126) students met or exceeded expectations. So the goal of 80% was met. We plan to review the questions to see if this captures the information the way we want it to.

### **3 Students will be able to demonstrate effective oral communication skills.**

*Outcome 2.1 - Mktg 4198 Present an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience.*

This is measured in our capstone course MKTG 4198 as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). Overall, 97% of the students met or exceed the standard of 80% or better, which far exceeded the 80% overall goal. For Fall 19 (14 of 16, 88%) and Spring 19 (77 of 78, 97%), overall 97% (91/94) met or exceeded the standard. These results were better than the last 3 years' results (18/19 92%, 17/18 94%, 16/17 86%) exceeded our expectations and we plan to continue our longitudinal analysis of this important measure for our Marketing majors.

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

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

Nationally normed results from the ETS exam have been used as a guideline to determine how well students are retaining the key concepts from the major as compared to their peers nationwide. This is measured through the ETS. We expect an overall score of marketing majors scoring in the 90th percentile or better for the Marketing discipline assessment. Leading up to the 2019-2020 year, Marketing students in the previous 3 years scored in the 99th percentile for majors and in the 92nd percentile for all students. For the 2019-2020 year, however, scores were lower, in the 85th percentile, for Marketing students and for students, overall. This was below the 90th percentile goal, although was still above the 80th percentile goal of most other programs which also use the ETS. With the COVID

pandemic, ETS scores were not administered in the Spring semester, so only reflect the results for students who completed the program in the Fall. Marketing students generally tend to complete the program and take the ETS exam in the Spring semester. Students who complete the program in the Fall tend to be those who are delayed in their coursework and often perform less well than Marketing students that complete the program in the Spring. While the results were less than the goal, it was still above the goal of 80th percentile, set by other BBA programs. We will continue to measure mastery of Marketing concepts with the ETS.

## **Assurance of Learning Outcomes for Graduate Programs**

### **Georgia WebMBA® Program**

The Georgia WebMBA® is a 30 semester hour program offered by a consortium of six AACSB-accredited Colleges within the state. All courses are taught online by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an online program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University offer courses and admit students who follow a common curriculum. GC currently employs course-level assessment of its WebMBA® offerings, and the WebMBA® program creates its own assessment report. The Georgia WebMBA assessment information is in a separate report.

### **Master of Accounting Program**

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. There are seven MACC goals. We assessed four of them in AY2020.

Goal 1: Students should be able to demonstrate advanced knowledge of accounting theories and practice.

Outcome: 1.1 Students will be able to apply appropriate accounting standards using case studies.

Students were given a specific assignment on a final in Acct 6165 (Professional Accounting Research) to research restructuring costs related to employee benefits, IT service terminations, and retraining and relocation costs. Students were examined on the effective proposed implementation of an FASB accounting standard in a case study. The goal is all students should receive an 80% or higher. The results show that all students received an 80% or higher. Specifically, all students demonstrated an ability to do the following: (a) Read and understand the details of a particular case requiring a decision about the appropriate accounting treatment; (b) Locate the relevant accounting guidance for the case; and (c) Properly apply the relevant accounting guidance to the details of the case. In contrast, three of the 40 students did not receive an 80% or higher on assessment last year. So there is an improvement from AY2019 to AY2020. We will then not be assessing this objective in the 2020-2012 assessment cycle.

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

Outcome: 4.1 Students will be able to assess ethical dilemmas.

Students are required to answer ethical dilemmas based on PCAOB and AICPA audit questions derived from the CPA Exam section. The desired standard of achievement is that all students will score at least 80%. The results show that all students assessed successfully addressed case studies concerning ethical and professional dilemmas faced by auditors and audit firms. The students were presented with case studies involving situations where professional and ethical values would affect decision making. All students demonstrated an ability to recognize the relevant professional standards as well as the ethical values underlying those standards. In AY2019, all student scores also exceeded 80%. We will then not

be assessing this objective in the 2020-2012 assessment cycle.

Goal 6: Students should be able to communicate effectively.

Outcome: 6.1 Students will write a properly formatted memorandum documenting the research and application of an accounting standard.

Students are required to effectively write a proposed use of an accounting standard. The target is all students should receive an 80% or higher. The results show that all students assessed received an 80% or higher on their written business communication based upon a memo they wrote in response to a case study. All students demonstrated the following skills: (a) an ability to write a coherent business memo that states a clear conclusion and then provides evidentiary support to justify that conclusion; (b) an ability to write concisely; and (c) an ability to use proper grammar and spelling. In contrast, all but one student met expectations. So there is an improvement from AY2019 to AY2020. We will continue to assess this objective in the 2020-2021 assessment cycle.

Goal 7: Students should be able to enter the accounting profession in a wide range of careers.

Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

Job placements of graduating MACC students are tracked using a survey instrument/structured interview. The target is that 90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2019-2020. It turned out that 91% of our graduates had positions within 3 months of graduation. The target was met. In prior years, we had 100% of graduates placed within 90 days of graduation. We believe that the pandemic explains our numbers dropping in this time period. Nonetheless, we met our job placement expectations. Employment is a core competency of the MACC program. It will be reassessed.

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

Two Program Objectives of the Master of Logistics and Supply Chain Management Program were assessed in AY 2020.

Program Objective 2: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.

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

In LOGS 6653, the outcome was assessed with a case analysis which involves the assessment of risks associated with international supply chain challenges. The case study process allows students to take information regarding a real world situation and apply their own analysis on the problem. They are asked to act as consultants in this situation and determine the most ideal country to produce a product as well as make recommendations to bring costs down in a production/manufacturing environment. While a major portion of this case study involve the application of risk assessment techniques in international management, the students must also interpret their results to solve the case problem. The desired standard of achievement is 80% of students should meet expectations. Results show that 100% - 19 of 19 students met expectations. Results turned out as expected because deliberate discussion of the case study situation was brought up earlier in the semester, making sure a stronger link was articulated between the learning of the techniques and how it could apply to future situations. In AY2019, 90% of students met expectations. There is an improvement from 90% in AY2019 to 100% in AY2020. We will then not assess it next year.

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

Outcome 3.1: Student will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

In LOGS 6690, the outcome was assessed with an individual case analysis which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics/supply chain environment. The goal was that 80% of students should meet expectations. Two cases were evaluated. 52% of students assessed (13 out of 25) met expectations on Content Reflection Papers. 48% of students assessed (12 out of 25) met expectations on Content Discussions. This course was taught by a different faculty member than last year. The new instructor will be adding more content that contained ethical dilemmas to the course reading to challenge students to think more critically regarding their ethical stance and decisions regarding supply chain management. He will also provide additional information and examples on summary versus synthesis. It will be assessed again in spring 2021.

## **Master of Management Information Systems Program**

The mission of the MMIS program is to develop graduate-level information technology consultants, analysts, and managers having the knowledge and skills to apply information technology solutions to the problems in business and society and to also prepare students for terminal degree candidacy. The MMIS program teaches required classes over a two-year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting.

Goal 1. Students will be able to evaluate how IS planning, management, and strategy influence the organization in a business environment.

Outcome: 1.6198 Students will be able to understand criteria for high-quality information, and apply these criteria to evaluate information.

It was assessed in MMIS 6198. Students are given a dataset and asked to create visualizations with the data in Lumira. Then students are asked to individually answer questions about the data and how the visualizations can help with complex decision making. The target is that 85% accuracy or higher for each student. The results of the Lumira analytics assignment were 24 out of 29 students were able to meet the expectation of 85% or higher accuracy. Of the students that did meet the expectations, most did so with 100% accuracy. The five students who did not meet expectations missed more than 2 of the 10 questions about the visualizations. For our next assessment, students will participate in an ERPsim and develop dashboards to help with complex decision making. They will submit their visualizations and explanations of how each were used as part of an assignment.

Outcome: 1.6293 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems.

It was assessed with a written assignment in MMIS 6293. Students must prepare a written strategic analysis evaluating the business value of an emerging trend in information systems. The desired standard of achievement is that 90% of the students will achieve an 85% or better on the analysis. The result shows that 100% of students scored 85% or better on the 15-point rubric. All students met expectations. The same assignment will be used in summer 2020 to see if these results hold. Students will be asked to prepare a written strategic analysis evaluating the business value of an emerging trend in information systems and the analysis is evaluated with a rubric for research skills, business value, and writing skills.

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

Outcome: 2.6295 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the organization.

This was assessed through MMIS 6295 certification exam in AY2020. Upon completion of the course, students are asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students are asked to demonstrate skills in computer network security. They are also given real world scenarios using high-end industry standard equipment where they must understand network

and server configurations. The goal is 85% of the students will pass the certification exam. Thirty students took this exam. The average score was 1480, but the pass rate was only 68%. The high score was a 2000, and the low was 520. The target was not met perhaps because students were not properly prepared to take this exam. Most did not need to pass the exam to get the grade they wanted in the class. This is a skills-based exam, and if students look answers up online, they will not do well on the exam in a timed environment. Students will be required to pass the certification exam to pass the class. This is not a high standard. However, due to the amount of "information" on the internet, we are finding students are deferring to the "information" on how to work through labs and quizzes, instead of working through the material. To encourage more active learning, we hope the new requirement will be sufficient.

Outcome: 2.6298 Students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value.

It's assessed in MMIS 6298 through a semester-long project that consists of a systems analysis, with some design, of a typical information system. The objective of the project is to provide a simulation of a real-life development project. The target is 85% of students will receive a rubric score of 80 or better on this project. In AY2020, 100% of students exceeded expectations by scoring exceed expectations on the "Correct application of analysis and design principles" in the rubric for the assignment. All student groups received 98 or better on the project rubric. We had covered this information thoroughly in class so these results were expected. We will change it to an individual assessment and assess it again in spring 2020.

Goal 3. Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.

Outcome: 3. 6299 Students will demonstrate an ability to identify the ethical issues, and their appropriate solutions, in each phase of the research process.

It was assessed with an exam question in MMIS 6299. Students must identify the ethical issues, and their appropriate solutions, in each phase of the example research process. The desired standard of achievement is that 85% of the students will score 85% or higher on this essay question. The result shows that 21 out of 24 (87.5%) students who took the midterm exam scored 85 % or higher on this Midterm Essay Question identifying the ethical issues in the research cited. Thus we met our goal of 85 % for this measurement. While meeting our expectations considering the current business dynamics in industry, we need to place a little more emphasis on ethics and detecting poor ethics in the literature the students review for inclusion in their papers. We will implement this change for the Spring 2021 Term.

## **College-Wide Assurance of Learning Activities**

### **College of Business Assessment Meetings**

#### **Friday, August 7, 2020**

Faculty members teaching in the common business knowledge courses (CBK) had a meeting on the university's annual assessment day to discuss the results of 2019-2020 assessment and plans of 2020-2021 assessment. The COB Assessment Coordinator presented an information item from AACSB 2020 Standards.

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

The summaries from each of these meetings were presented at the annual fall COB assessment meeting on October 23, 2020.

#### **Friday, October 23, 2020**

Forty-two faculty members attended the annual COB fall assessment meeting. Each program reported back to the College of Business faculty on assessment activities during the 2019-2020 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2020?
- Were learning outcomes met?
- What did each program learn from those activities?
- What will each program change as a result of the assessment?

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

Summaries from these reports were presented earlier in this document, and details are located in Watermark. Feedback on each summary will be provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college assessment coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 20-21.

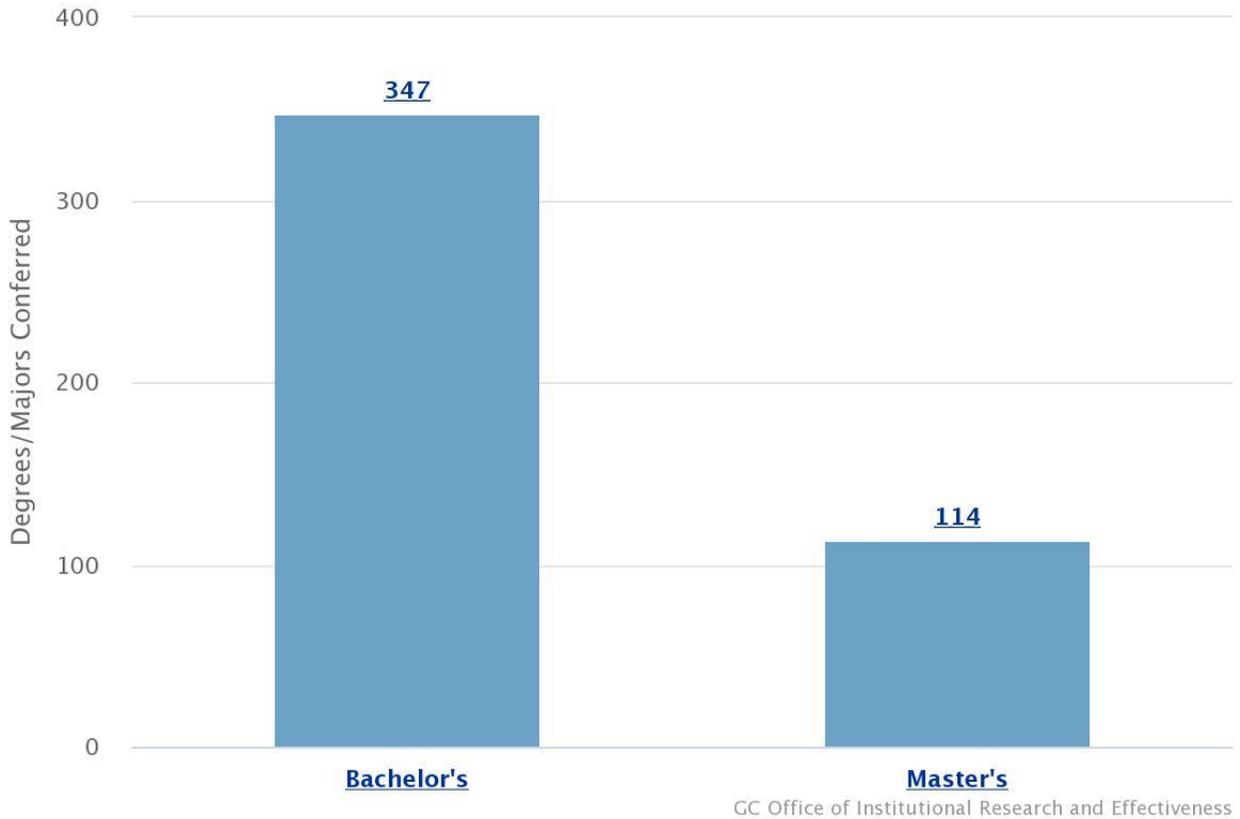
In total thirty-three faculty members participated in the 2019-2020 assessment. The COB Assessment Coordinator announced that a thank-you card will be sent to each assessment participant in November.

**Addendum**

**FY 2020 – College of Business Degrees and Majors Conferred**

**GC Degrees and Majors Conferred for Fiscal Year 2020**

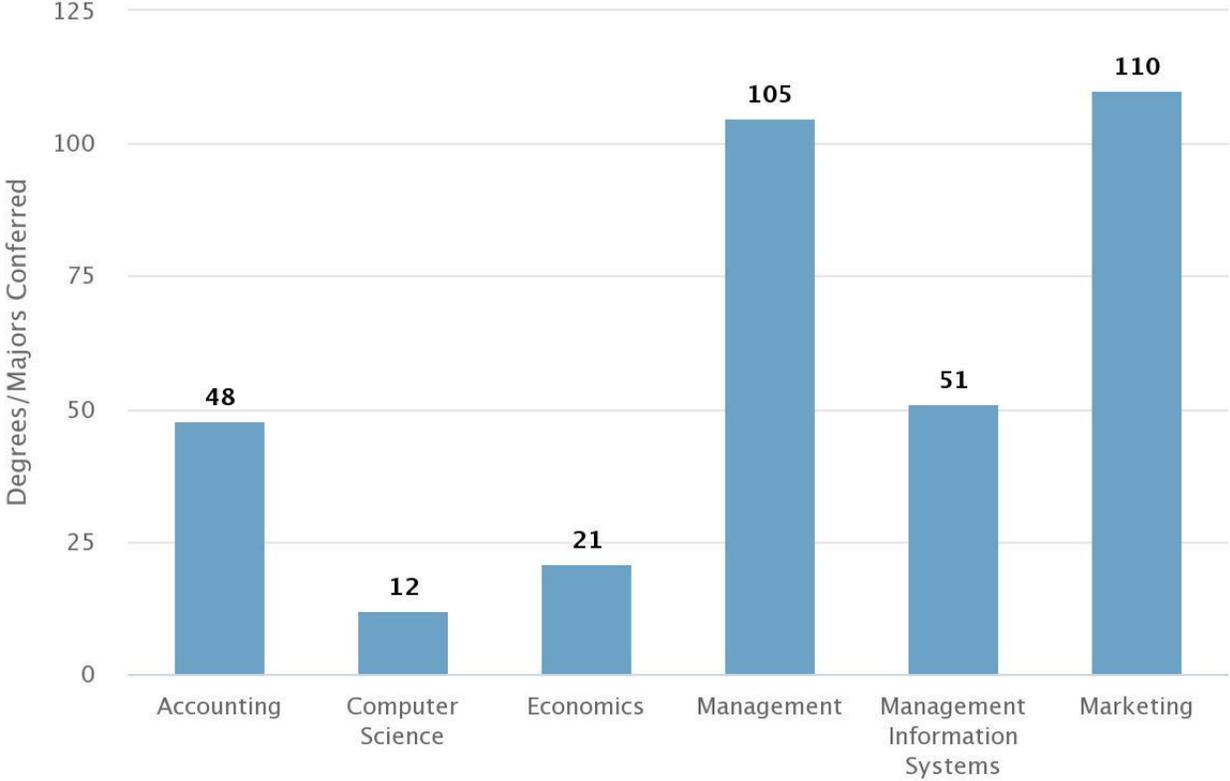
Source: Office of Institutional Research and Effectiveness, Mid-Term Census Snapshot



Bachelor's Degrees:

### GC Degrees and Majors Conferred for Fiscal Year 2020

Source: Office of Institutional Research and Effectiveness, Mid-Term Census Snapshot

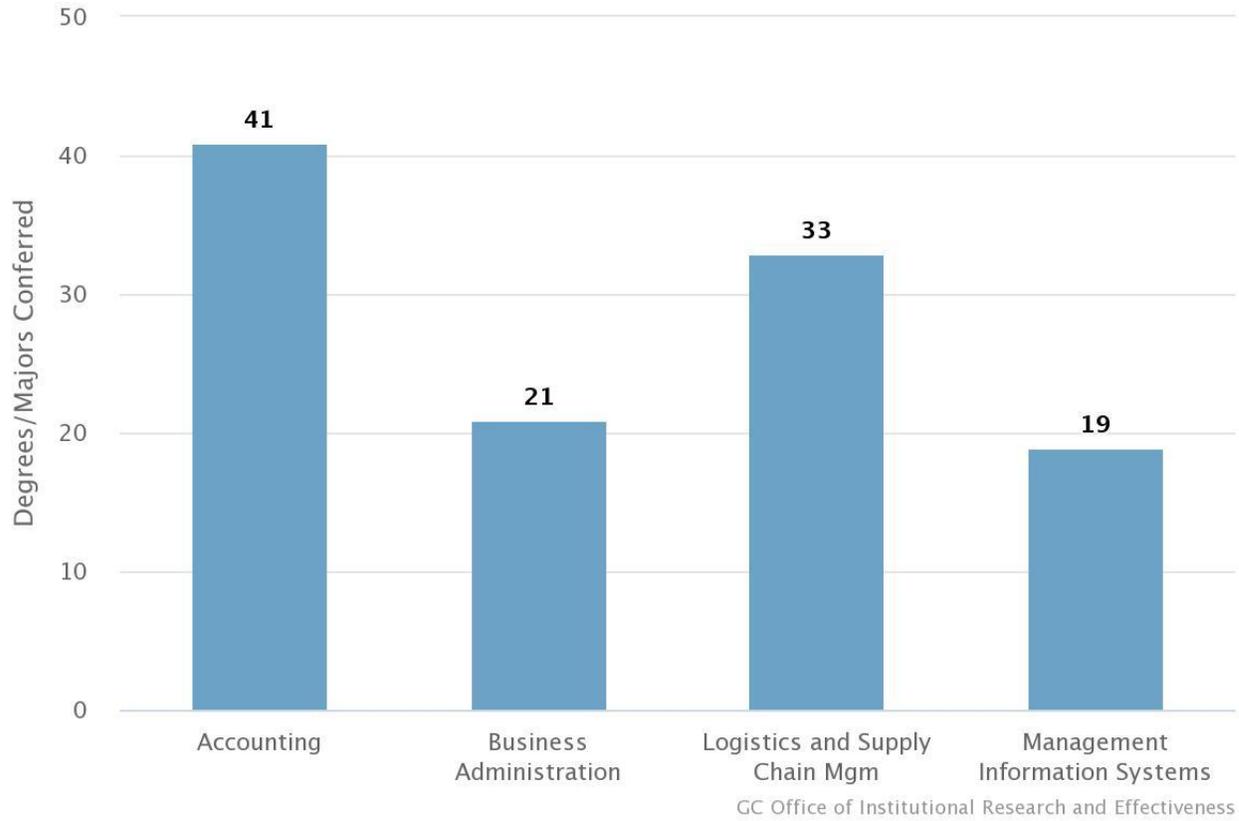


GC Office of Institutional Research and Effectiveness

Master's Degrees:

### GC Degrees and Majors Conferred for Fiscal Year 2020

Source: Office of Institutional Research and Effectiveness, Mid-Term Census Snapshot



## 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.

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
September	The College reviews assessment results from the previous year along with plans for programs & majors to insure execution during the spring term. Summaries for each program are entered into Watermark Taskstream.	Dean 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
Oct-Feb	The University Assessment Team reviews each program's assessment data and provides feedback to Assessment Coordinators. Assessment Coordinators update Compliance Assist for the coming academic year, reflecting changes made as a result of the previous year's feedback process.	Department Chairs Assessment Coordinators Individual Faculty

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

### Operating Principles:

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

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

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