



Bunting College of Business and Technology

Academic Assessment Outcomes

2024/2025
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The J. Whitney Bunting College of Business and Technology
Academic Assessment Outcomes, 2024/2025

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College of Business and Technology
Georgia College & State University
Academic Assessment Outcomes, 2024/2025

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, MACC, MLSCM, and MMIS programs in the college.

Key program assurance of learning outcomes for AY 2025 are shown below.

- This is the first year that graduation surveys have been used as an indirect measure for assessment. Survey results indicate that our students were confident in their ability to demonstrate basic functional abilities across core business subjects.
- BBA students excelled in improving their oral and written communication skills through elevator pitch presentations and written assignments.
- BBA students demonstrated an ability to evaluate the effect of globalization and cross-culturalism in a business environment.
- Accounting majors provided positive data on graduate school acceptance, interviews, and employment offers.
- Management majors showed proficiency in using quantitative management techniques to solve managerial problems.
- Marketing majors were able to identify and analyze major ethical dilemmas in marketing.
- Finance majors were equipped with a broad knowledge base in finance.
- Economics majors demonstrated comprehension of micro- and macro- economic principles.
- MIS majors were able to determine requirements for a business information system.
- Data Science majors demonstrated an ability to design and implement a solution to a data science problem.
- MMIS students showcased consistent mastery of advanced database management concepts.

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

- 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.
- Accounting faculty will create a mock exam aligned with ETS outlines to improve student performance on the ETS exam.
- The elevator pitch competition will remain integrated into MKTG 3161 sections to improve students' oral presentation skills.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.

- MACC will track job placements of graduating MACC students next year.
- MLSCM live sessions will be mandatory rather than recommended.
- We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding learning outcomes.

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, the BS in Finance, and the BS in Data 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 outcomes are available through the Watermark Planning & Self-Study 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 Planning & Self-Study. The Georgia WebMBA reports assessment information in a separate report.

The J. Whitney Bunting College of Business and Technology Academic Assessment Outcomes, 2024/2025

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 2024/2025, 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 Planning & Self-Study, and summary information is presented in this report.

Assurance of Learning Outcomes for the BBA Program – 2024/2025

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 85% of the students were able to successfully answer the questions based on the reading assigned and the discussions held during class. The goal was not met. 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. These 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 had 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 believes that this material was successfully presented and tested. The instructor plans to add an additional assignment that asks the students to complete a research report on a corporation that the student would like to work for based on how that corporation's decisions affect the various stakeholders in 2025-2026.

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 to three sections of CBIS 2220 totaling 108 students. The assessment results indicate that 94% of the 108 students assessed were able to score higher than 75% on the assessment. The student learning outcome was met. Ethics content was offered more extensively online. As a result, students had more time to spend with the ethics material outside of class. Since ethical issues have become an important topic in the fields of Information Technology and Information Systems, we plan to distribute the assessment to more sections in upcoming semesters to ensure that the results represent all students.

Outcome: 1.3. Identify and evaluate ethical issues and their resolution.

This goal was also assessed using graduation surveys. In the CBK assessment meeting in August 2024, faculty decided to assess this goal using graduation surveys as an indirect measure. The standard of achievement is 90% of students are at least confident that they have achieved the student learning outcome for the BBA degree. Results from the 2024–2025 graduation surveys show that 99% of students were at least confident in

their ability to identify and evaluate ethical issues and their resolution. The student learning outcome was met. This is the first year that graduation surveys have been used as an indirect measure for assessment. We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding this learning outcome.

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

Outcome: 2.1. Understand the effect of globalization and cross-culturalism in a business environment.

MKTG 4175 International Marketing Strategies was used to assess students' understanding of globalization and cross-culturalism in a business environment. An individual online quiz of 25 questions through Pearson MyLab, covering three chapters on the challenges and management of international cultural and diversity issues was used for this assessment. The desired standard of achievement is that 70% of students will grade 75% and above. The results show that 79% (15 out of 19) of students in Summer 2024 and 80% (33 out of 41) of students in Fall 2024 graded 75% and above. The target was met by a total of 48 of 60 students (80%) for the two courses in 2024-2025. Although three chapters directly address globalization, cultural factors and impact, to varying degrees, they are present in every aspect of international marketing covered in this course, market research, market analysis, logistics and distribution, trade organizations, advertising and promotions, etc. Globalization and cross-culturalism are, and will remain, central to both the seated and online classes. The individual online quiz of 25 multiple choice and true and false questions were drawn from a library of 300+ questions used for this assessment. We recommend continuation of the assessment to close the loop. For Summer 2025, the class will switch from the Pearson/MyLab text and materials to a similar, but more current McGraw-Hill text and materials. The questions used in the quizzes and exams will be very similar, or the same, as in the previous classes. A number of changes will be incorporated into the Summer 2025 International Marketing class: beginning in Summer 2025, students will be required to download the free BBC News app and refer to it daily. Current events (i.e., tariffs; supply and logistical challenges, etc.) will be part of class discussions and quizzes; students will take virtual tours of the two major Georgia coastal ports at Savannah and Brunswick, as well as the new Inland ("Blue Ridge Connector") Port in Hall County, Georgia; and guest speakers with international marketing experience from Proctor & Gamble, the Coca-Cola company, the Kellogg company, Porsche USA and others will share their experiences and insights with the class via Zoom recordings. Additional changes will also be made as necessary to prepare students for the requirements and dynamics of international trade and marketing.

Outcome: 2.2. Understand international culture and diversity issues.

Global issues were also assessed in MGMT 4145 International Management with a quiz 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. The results show that 84% (51 out of 61 students) in Fall 2024 and 75% (21 out of 28 students) in Spring 2025 scored at least 75% on the

quiz. This target was met by overall 81% of the students scored 75% or higher in AY 2025. The three chapters covering the management of national and organizational cultural distance and diversity issues as part of the global management process were presented in a seated class environment. Since it is the main course about global management issues, we recommend continuation of the assessment to determine the efficacy of the instrument. The instructor plans to revise assessment questions and provide a review session before the test in AY 2026.

Outcome: 2.3. Evaluate the effect of globalization and cross-culturalism in a business environment.

This goal was also assessed using graduation surveys. In the CBK assessment meeting in August 2024, faculty decided to assess this goal using graduation surveys as an indirect measure. The standard of achievement is 90% of students are at least confident that they have achieved the student learning outcome for the BBA degree. Results from the 2024–2025 graduation surveys show that 97% of students were at least confident in their ability to evaluate the effect of globalization and cross-culturalism in a business environment. The student learning outcome was met. This is the first year that graduation surveys have been used as an indirect measure for assessment. We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding this learning outcome.

BBA Goal 3: Apply appropriate analytical techniques in business environments

Outcome: 3.4. Successfully apply the appropriate accounting technique to sample business scenarios.

ACCT 2102 Accounting Principles II was used for this assessment. The assessment consists of two problem-type test questions on Test 3: 1) students prepare the Statement of Cash Flows using data for a sample firm consisting of Balance Sheets and Income Statements and 2) students prepare two Income Statements, one prepared using Absorption Costing and one prepared using Variable Costing using data for a sample firm. Both questions require students, using a sample data set, to classify, calculate, and present financial information according to Generally Accepted Accounting Principles (GAAP). The desired standard of achievement is 70% of students will score at least a 70% on each question. The results of AY 2025 assessment show for one question only 51% of the 104 students successfully prepared answers while for the other question at least 80% of the 82 students (4 sections of ACCT 2102) successfully prepared answers that earned a grade of 70% or higher. Both selected problems require students to interpret a data set for a sample firm. This requires identifying relevant data, classification of transactions, calculations of various accounting metrics, and presentation of data. To be more specific, Question 1 is selected because it is the first test problem in the semester that requires specific accounting techniques and Question 2 is selected because students encounter it much later in the semester on a test that is more difficult than prior tests. These results indicate that ACCT 2102 students meet this assessment standard early on and later in the semester. The instructor's plan to increase the level of difficulty of Question 1 in the Fall 2024 semester led to the standard not being met. The standard for the second question was met again this year. We will continue to monitor

these two questions going forward in hopes of repeating or improving the percentage of students who meet the standard listed here for AY 2025-2026.

Outcome: 3.5. Demonstrate an ability to use operations management concepts to solve business problems.

It was assessed with course embedded exam questions in MGMT3165 Operations Management. Students are expected to achieve an average grade of 70% on the exam questions about supply chain performance, productivity, project management, forecasting, process strategies, layout strategies, and work measurement. Results from answers to the exam questions about supply chain performance, productivity, project management, forecasting, process strategies, layout strategies, and work measurement show that the average score was a 77%, which exceeded the 70% standard. In the first part of the course, students acquired Operations Management concepts through a combination of traditional lectures and collaborative problem-solving in team settings. Assessment during this phase included three examinations, along with both individual and group assignments completed in and outside of class. To support student learning, written exam reviews and problem sets with solutions were provided, supplemented by in-class review and problem-solving sessions. In the final six weeks of the semester, a project component was integrated into the course to enable students to apply the operations management knowledge gained earlier to real-world problems. Students engaged in this project collaboratively through team-based work, reinforcing both theoretical understanding and practical application. We will increase the clarity in instructions, revise the chapters' slides and examples, update the exam questions based on exam results in the classes, improve the project description, and add one more location for the project implementation.

Outcome: 3.7. Apply appropriate analytical techniques in business environments.

This goal was also assessed using graduation surveys. In the CBK assessment meeting in August 2024, faculty decided to assess this goal using graduation surveys as an indirect measure. The standard of achievement is 90% of students are at least confident that they have achieved the student learning outcome for the BBA degree. Results from the 2024–2025 graduation surveys show that 98% of students were at least confident in their ability to apply appropriate analytical techniques in business environments. The student learning outcome was met. This is the first year that graduation surveys have been used as an indirect measure for assessment. We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding this learning outcome.

BBA Goal 4: Communicate effectively through written and oral media

Outcome: 4.1. Demonstrate effective oral communication 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 three 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 187 students in Fall 2024 and 209 students in Spring 2025 who completed this activity through MKTG 3161. For each semester, four faculty members integrated the competition into six MKTG 3161 sections, preparing students through activities incorporated in the course. In addition, outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. The results indicate that 93 % of students in Fall 2024 and 85 % of students in Spring 2025 met or exceeded a score of 75% on an individual elevator pitch presentation, 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 competition is currently going through structural changes as it is now under new direction. As the competition changes to adapt to needs of judges, students, faculty, and staff, no changes to the assessment measures are currently recommended. The judge form was changed between Fall 2022 and Spring 2023 to aid in data collection and clarity for students and judges. Faculty are working to train judges to improve consistency in scoring. The online version of the workshop was updated in Spring 2025 to improve student completion and attention to the training material. Fewer classes were included in the Spring 2025 competition, leading to a reduced need for judges, therefore better communication and explanation of expectations to the judges who participated, leading to greater consistency.

Outcome: 4.2. Improve their written communication skills.

Written and presentation skills were assessed with the sixth out of eight written assignments in BCOM 2285 Business Communication. The means of assessing the outcome is written document and oral presentation. The desired standard of achievement is that 80% of students will score at least 80% on the assignment. The AY 2025 results show that 92% of students made at least an 80%. The outcome was met. The students did well on the assignment, showing their understanding of professional writing as well as organizing and presenting the written information to the class. We worked on making sure the language used for the document would translate easily into the spoken delivery. We plan to make this assignment a team situation to add in the difficulty of working with various personalities as well as writing a document and then delivering it orally. We will assess it again in AY 2026.

Outcome: 4.3. Communicate effectively through written and oral media.

This goal was also assessed using graduation surveys. In the CBK assessment meeting in August 2024, faculty decided to assess this goal using graduation surveys as an indirect measure. The standard of achievement is 90% of students are at least confident that they have achieved the student learning outcome for the BBA degree. Results from the 2024–2025 graduation surveys show that 98% of students were at least confident in their ability to communicate effectively through written and oral media. The student learning outcome was met. This is the first year that graduation surveys have been used as an indirect measure for assessment. We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding this learning outcome.

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 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 2025, the 50th percentile was achieved in areas except accounting (33rd percentile) and finance (25th percentile). So the goal of 50th percentile in each area was not met. The highest areas were marketing and legal and social environment (79th percentile). The lowest area was still finance (25th percentile) as it was in previous years. We requested confidential review copies of the ETS exam to investigate why our students struggled in certain areas in November 2024. We distributed the review copies to chairs, assessment coordinators, and finance faculty. Accounting fell below the 50th percentile two years in a row - 42nd percentile in AY 2024 and 33rd percentile in AY 2025. We met and discussed ways to improve ETS scores in accounting. Accounting faculty will create a mock exam along with solutions and ETS topic outlines for students to review before taking the ETS exam. We hope our ETS scores will improve with our collective efforts.

ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 2024, Spring 2025

	<u>GC</u>
Number of students tested	310
Range of individual scale scores	123-183
Individual scale score mean	152
National mean	149.5
Range of individual percentile scores	1% - 99%, more or less

Assessment Indicator Title	National Institutional Means	GC Means	GC Percentile
Accounting	41.2	40	33
Economics	50.5	52	54
Management	57.1	61	74
Quantitative Business Analysis	35.2	37	63
Finance	42.3	40	25
Marketing	52.5	58	79
Legal and Social Environment	50.9	55	79
Information Systems	42.0	42	53
International Issues	45.0	46	52

Outcome: 5.2. Demonstrate basic functional abilities across core business subjects.

This goal was also assessed using graduation surveys. In the CBK assessment meeting in August 2024, faculty decided to assess this goal using graduation surveys as an indirect measure. The standard of achievement is 90% of students are at least confident that they have achieved the student learning outcome for the BBA degree. Results from the 2024–2025 graduation surveys show that 98% of students were at least confident in their ability to demonstrate basic functional abilities across core business subjects. The student learning outcome was met. This is the first year that graduation surveys have been used as an indirect measure for assessment. We will administer graduation surveys again in AY 2026 to monitor students' confidence levels regarding this learning outcome.

Assurance of Learning Outcomes for the Majors

Complete assessment information for every major is located in the new software Watermark Planning & Self-Study. 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 Planning & Self-Study.

BS Program in Economics

The BS degree program 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 earn at least 50th percentile on global questions on 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. All students enrolled in our Senior Seminar course took the ETS during the Spring Semester of 2025. They scored well above the national mean on this component of the ETS (57% current for our students while the national mean is 38.6% correct). 57% correct is at the 99th percentile nationally. The outcome was exceeded and our students scored well above the national mean. Our future evaluation method is as follows: We will work to clarify to students that the ETS is essential for our assessment efforts and ETS scores will continue to be a prominent determinant of student grades in Senior Seminar 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 (meeting or surpassing 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 agree that this minimum achievement level represents at least "average" student performance. A total of 524 students were assessed with 440 meeting or exceeding expectations, which is 84%. This meets our target of 75%. We are going to slightly modify existing practices. Remedial actions instituted in earlier assessment cycles will be maintained in ECON 2100 and ECON 2106: supplemental online 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 (1. Application of economic terms, 2. Application of economic concepts and theory, 3. Identifiable question to be answered, 4. Analysis of the topic, 5. Usage of data, and 6. Ability to draw reasoned conclusions) will demonstrate competency (meeting or surpassing 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 because this minimum level of achievement represents at least "average" student performance. In AY 2025, the evaluated student papers met or exceeded expectations in each category (the scores ranged from 3 to 4, all of which were 3.0 or higher). The outcome was exceeded. Given that student performance met or exceeded expectations in each category, we plan to maintain our approach from the past few years in order to gather more data and look for trends. The following strategies will again be utilized next year to maintain or improve student outcomes: 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 (1. acceptable format and paper organization, 2. correct spelling and grammar usage, and 3. acceptable citations and bibliography) will demonstrate competency (meeting or surpassing expectations, i.e., an average score of 3.0 or higher out of 5). Department faculty set this target level after considerable discussion. It is felt by the faculty that this minimum achievement level represents at least "average" student performance. The evaluated student papers met or exceeded expectations in each category. The scores ranged from 3 to 4, all of which met or exceeded the 3.0 standard. The target was met. 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 2026 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 earn a percent correct above the national mean percent correct on the ETS exam and both the micro and macro components. 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. All students enrolled in our Senior Seminar course took the ETS during the Spring Semester of 2025. Our average score was 173.9 and our median score was 175. The national

average score was 154.2 and the national median score was 154. We scored well above national numbers for both average and median. The class's average score of 173.9 is at the 88th percentile nationally. Our mean and median scores on the micro and macro focused portions of the exam were also well above the national numbers. For micro our average was 71 and the national average was 54 and our average score is at the 83rd percentile nationally. For macro our average was 70 and the national average was 54 and our average score is at the 84th percentile nationally. So the outcome is met. We will work to clarify to students that the ETS is essential for our assessment efforts and ETS scores will continue to be a prominent determinant of student grades in Senior Seminar. Given that student performance met or exceeded expectations in each category, we plan to maintain our approach from the past few years to confirm that our assessment approach and measures are appropriate. Our economics program is microeconomics focused and the economics curriculum requires only two courses in macroeconomics – principles and intermediate. For most students, the macro courses are completed during the fall semester of their junior year while ETS testing is taken during the spring of their senior year. So, 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 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: 2.1. Students will be able to recognize design and development principles.

CSCI 3341 is used to assess the first goal through a student assignment asking students to write a C/C++ or Java, which expands the assignment #1. The added functions of the program must include: Assign each process a unique process ID, and a random number generated by the generator serves not only as the priority but also as the total time (in milliseconds) that is needed to run the process (CPU burst). Also, change the range of random numbers to [1-20]; Create a ready queue that can handle 5 processes at a time in the Round Robin fashion. Each process is assigned two millisecond time slice to run on CPU. When a process has used up its time slice one time and still needs more time to run will be put back to the ready queue, otherwise the process will be terminated and moved out of the system; The output of the priority

queue (long term-queue) becomes the input of the ready queue; Print out all the process IDs in the priority queue when a new process is entered the queue; and Print out all the process IDs and their time left to be executed when a process is entering, putting back, or leaving the ready queue. The desired standard of achievement is reaching the class average grade of 80% on the assignment. The results show that the class average was 100%, with a median of 100% and a standard deviation of 0%. The target was met. We will continue to monitor it to establish trends.

Outcome: 2.2. Students will be able to implement and evaluate the designed solution for a given problem.

CSCI 4320 is also used to assess this goal through an assignment asking students to design and create a solution for a local corporate client - Fouts Bros in AY 2025. The client requested a marketing website for their fire trucks. The students were split into two teams. The objective was to complete the assignment to the satisfaction of the client. The goal is to complete the assignment to the satisfaction of the client. The expectations of the client were surpassed with outstanding comments made by executive level management at Fouts Bros. These results exceeded expectations, indicating that the outcome was successfully achieved. We will assess other courses in 2025-2026.

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

Outcome: 4.1. Students will be able to identify professional, legal and ethical issues.

It's assessed in CSCI 3343 through course embedded exam questions. Professional and legal responsibilities within the IT arena were lectured in class. There were four specific questions on the midterm exam and two on the final exam where the students must identify possible ethical concerns, legal responsibilities, and reporting requirements. The desired standard of achievement is students must achieve at least an 80% on the questions. The AY 2025 results show that 100% of the students achieved the objective set for this assessment. The outcome was exceeded. We will assess other courses in 2025-2026.

Outcome: 4.2. Students will be able to determine their responsibilities in professional, legal and ethical issues.

Professional and legal responsibilities within the IT arena were lectured in CSCI 4320. There were four specific questions on the midterm exam and two on the final exam where the students had to identify possible ethical concerns, legal responsibilities, and reporting requirements. The desired standard of achievement is students must achieve at least an 80% on the questions. The AY 2025 results show that 100% of the students achieved the objective set for this assessment. The outcome was exceeded. We will maintain the assessment strategy and assess other courses in 2025-2026.

Goal 6: Analyze a complex computing problem and to apply principles of

computing and other relevant disciplines to identify solutions.

Outcome: 6.1. Students will be able to analyze a complex computing problem.

It's assessed in CSCI 4520 through questions 11-15 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 75% of the students correctly answered 80% of the questions. Dynamic programming is a powerful and difficult concept in CS. 9 out of 12 students answered 80% or more of the questions correctly. 3 missed some concepts, especially how to convert a list to a graph for the solution. The target was not met. We will revise measurement and assess it again in the next assessment cycle.

Outcome: 6.2. Students will be able to apply computing principles to identify solution.

It's assessed in CSCI 3212 through exam questions that ask students to identify solutions (Cache and Virtual Memory) to solve the following problems in computer architecture: 1) Memory access being slow when compared to the speed of the CPU and 2) Memory size being too small when compared to the memory requirement of a program. The desired standard of achievement is that at least 75% of the students are able to identify the correct solutions. In AY 2025, two test problems were given: for one test problem, 17 vs. 2 students were able to identify the correct solution; for the other test problem, 18 vs. 1 students were able to identify the correct solution. Overall, 92% of the students were able to identify the correction solutions. The outcome was met. We will assess it again to establish trend in 2025-2026.

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

Outcome: All students are required to pass CS ETS major test.

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. The ETS exam serves as our senior exit requirement and all CS students are required to pass CS ETS major test. The passing score is 130. Our goal is that the average of our ETS scores should be above the national average. The ETS report shows that four students scored above the median and five scored below it. We will continue to monitor performance. The median score for the nine students was 143, compared to the national median of 147, so the target was not met. Several students who were expected to perform well scored lower than anticipated, possibly because they did not take the test seriously. Faculty should 1) remind students of the importance of achieving a strong score; 2) clarify exam logistics such as preparation materials and testing location; and 3) create a chatbot to address common questions that may help improve future outcomes. We will continue to use the ETS test to assess our overall goal.

BS Program in Data Science

The mission of the Data Science program is to equip students with the essential data science knowledge to prepare them as data scientists for industry and other organizations as well as further graduate studies. We assessed six student learning outcomes (SOs) across four courses (CSCI 3410, CSCI 3711, CSCI 2810, CSCI 4711) using a variety of methods, including assignments, projects, and exams. Of these six outcomes, five were met and one was not met.

Goal 1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

Outcome: 1.2. Students will be able to apply principles of computing/data science to identify a solution.

We assessed it with a course embedded exam in CSCI 3410. Students are required to identify a solution to a programming problem. The standard of achievement is that 80% of the students will be able to sketch out a correct solution. The results show that three out of five Data Science students in the class were able to identify a correct solution. It is hard to interpret the result as the sample size is too small (only 5 Data Science students in the class of 21 students, where the majority of the students are CS majors). Besides, the programming problem given does not really require Data Structures knowledge in CSCI 3410. A reasonably good student who has taken two programming courses (CSCI 1301 and CSCI 1302) should be able to handle this problem without much difficulty. What are the potential issues? 1) The students are not well prepared for the course. 2) The programming problem is confusing to them. 3) Data Science students are less interested in hard-core programming tasks like this. And 4) The target is too high. Besides, among those Computer Science students, the result is 74%. We will help students strength their programming skills during summer/winter break before they take CSCI 3410. For example, the instructor will email all the students of CSCI 3410 in Fall 2025 a list of programming problems to practice during the summer break. Corrective actions are being implemented. Specifically, incoming CSCI 3410 students are now asked to solve a list of problems during the summer/winter break to strengthen their programming skills. A new course tailored for data science students has been suggested to replace the current computer science-oriented data structures course.

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

Outcome: 2.1. Students will be able to design and implement a solution to a computing/data science problem.

We assessed it with a student assignment in CSCI 3711. Students are required to formulate a data science problem of their interest, design and implement a solution to the problem. The goal is that 80% of students should be able to demonstrate the ability to design and implement the solution. The results show that 7 (100%) of 7 students earned a grade of 80% or higher in their reports. These results clearly indicate that the desired outcome was successfully achieved. We will continue to monitor and assess the outcome every two years.

Goal 3: Communicate effectively in a variety of professional contexts.

Outcome: 3.1. Students will be able to produce a variety of documents for technical and non-technical audience.

We assessed it with a student assignment in CSCI 3711. Students are required to create a project proposal, a mid-project report, and a final project report. The goal is that more than 80% of the students earn a grade of 80% or higher in their reports. The results show that 7 out of 7 students earned a grade of 80% or higher in their reports. Since all students (100%) earned a grade of 80% or above, this exceeded the target. We will assess another course in the next assessment cycle.

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

Outcome: 4.2. Students will be able to determine their professional, legal, and ethical responsibilities.

We assessed it in CSCI 2810 IS/CS Professional Development. The course cover the following topics: Introduction to Ethical and Legal Aspects of Computing, Ethics, Business Ethics, Computer Ethics, Ethical Software Engineering, Legal Aspects of Computing, Computer Crime, and Professional Responsibility of Computer Professionals. We conduct weekly discussions and quizzes, along with a midterm and a final exam, to evaluate the covered topics. Each quiz consists of 25–30 multiple-choice questions, and each exam comprises 60 multiple-choice questions and a few written questions. These assessments measure understanding of the course material. The desired standard of achievement is the class average of overall grade is at least an 80%. The results show a class average of 86.23% with median 89.14% and standard deviation 14.89%. This is the second year we starting assessing student learning outcomes for this new program. And it is the first time we assessed this student learning outcome. We will maintain the assessment strategy to establish trend.

Goal 5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Outcome: 5.2. Students will be able to fulfill their duties of their team roles (whether as a team member or as a team leader).

We assessed it in CSCI 4711 Machine Learning with a student project that students must perform team roles. Students need to work on a semester-long project in a team with 2 to 3 members and use a peer review form to evaluate students' performance in their roles. The desired standard of achievement is that more than 80% of students earn "Good" or "Excellent" rating in the peer-review evaluation. The results show that 7 (100%) of 7 students earned a rating of "Excellent" in peer-review evaluation. The results indicate that the desired outcome was successfully achieved. Other courses may be used to assess this outcome. We will assess another course in the next cycle.

Goal 6: Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholder needs.

Outcome: 6.1. Students will be able to apply theory and techniques through the data science lifecycle of a problem.

We assessed it with a student project in CSCI 4711 Machine Learning. Students are expected to work on a semester-long project, through each stage of the lifecycle, to apply theory and techniques to solve a selected problem. The target is that more than 80% of students/teams earn a grade of 80% or higher on their projects. The results show that 7 (100%) of 7 students of students earned a grade of 80% or higher on their projects. The results indicate that the desired outcome was successfully achieved. Other courses may be used to assess this outcome. We will assess another course in the next cycle.

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: 1.1. 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 1 with a course embedded exam. The desired standard of achievement is that more than 70% of the students must achieve 60% or higher on the final exam. The results show that 96% of the students surpassed a 60% performance in the course, which exceeded the target. It is recommended to introduce a graded mock quiz—either with no credit or minimal credit—prior to each major exam. These quizzes would simulate the actual exam environment and content, allowing students to realistically gauge their level of preparedness. Although they will not count toward the final grade, they can serve as valuable diagnostic tools. This approach is expected to enhance students' self-awareness regarding their strengths and weaknesses, leading to more targeted and effective study strategies. In addition, to incentivize continuous engagement and reinforce learning, it is recommended that online practice assignments be incorporated into the course grading structure. Assigning a modest portion of the course grade to these exercises will likely increase student participation and effort. Regular practice not only improves retention and application of key concepts but also helps students identify areas requiring additional review.

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

Outcome: 2.1. Students understand the issues in international financial markets such as foreign exchanges, direct foreign investments, country risk, etc.

We assessed it with a comprehensive final exam in FINC 3240 International Finance. All students are assessed based on their performance of the comprehensive final exam with the goal that at least 70% of students will receive a 60% or higher. The results show that 81% of the students who took the course surpassed a 60% performance in the course. The outcome was exceeded. We have the following two recommendations to help improve this student outcomes. First, we recommend incorporating brief, consistent, and more regular discussions on current international financial news into class meetings. These discussions can focus on events such as central bank decisions, currency movements, or geopolitical developments, helping students connect classroom theories with real-world applications. It also allows instructors to evaluate their understanding based on participation and engagement with current issues. To support assessment beyond final grades, the instructor may consider using short written reflections or discussion-based rubrics to evaluate students' ability to connect theory with real-world scenarios. Second, the currency pair analysis project is a strong tool for reinforcing course concepts. I suggest enhancing this by offering more structured feedback during the project stages. This can help students refine their analytical approach and improve their understanding of exchange rate dynamics and international market behavior. Additionally, incorporating a detailed grading rubric focused on students' analytical reasoning and use of course concepts will allow for a more skill-based evaluation.

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

Outcome: 3.1. Students understand key concepts and models in investments, portfolio management, and personal finance.

We assessed it with a final exam in FINC 3100 Personal Finance. The desired standard of achievement is 70% of students must achieve a final exam grade of at least 60%. The results show that 81% of the students reached the 60% benchmark in Personal Finance. The target was exceeded. Students currently take weekly quizzes in which a question bank provided by the author is available to all students but students are only assigned a subsection of these questions. For example, a quiz question bank may have 15 questions and students are randomly assigned 12 for their quiz. Students can access all questions and may use the questions (answers provided after quiz due date) to study for exams. In AY 2026, the instructor will increase the size of the question bank to provide students with more feedback and practice problems.

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

Outcome: 4.1. Students demonstrate effective written communication skills.

It was assessed with case studies in FINC 3830 Financial Markets & Institutions. Students complete three case studies, which required written content, analysis, and an understanding of various course topics. The desired standard of achievement is at least 80% of students will earn a 80% or better on 2 of 3 required case studies in the course. The results show that 36 (92%) of 39 students earned at least an 80% on two of three case studies. The target was exceeded. Of note, major changes were made within this class in an effort to improve student writing. Students greatly improved between 2024 and 2025 as a result of these interventions in which students were graded on both their writing and their use of finance topics. Overall grades on each case study were an average of their writing and finance-specific sub-grades. The intervention is provided below: The instructor plans to teach six different modules, with each module containing a couple of chapters, totaling 20 chapters. The course grading is based on homework assignments, in-class knowledge checks and participation, achieving the BMC certificate, and three examination tests. To assess the students' effective writing communication skills, the instructor will incorporate hypothetical case studies into class discussions as part of the course lectures. Additionally, the instructor will assign case studies that require written reports as part of the existing homework assignments. By completing these assignments and writing reports for each case study, we believe students can improve their writing skills along with their knowledge about the financial markets. After the above major intervention, we seek to gather more data before considering additional changes.

BBA Programs

Accounting Major

Building on a strong liberal arts foundation, accounting program promotes the development of technical accounting knowledge and the communication, interpersonal, and critical thinking skills necessary for success as an accounting professional. The mission of the BBA Accounting program is to prepare students for productive careers in accounting.

Program Goal 2

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

Outcome: 2.1. 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 an 80th percentile or higher in the area of accounting on the ETS exam. The results of the ETS exam for AY 2025 indicate that accounting students scored above the 80% percentile of the ETS exam. In fact, accounting students consistently score above the 90% percentile on the exam. The desired standard of achievement for accounting majors was met in accounting by scoring in the 97th percentile in that area of the ETS exam. These results were expected and are like previous years. Below are the ETS results of Accounting majors

in recent years. We will continue to assess this program goal during MGMT 4195 with the ETS exam. To ascertain that students maintain the achievement goals, Accounting faculty will provide all students with a review document, which addresses the accounting concepts and content on the ETS exam.

Area	AY19	AY20	AY21	Fall 21	Spring 22	AY23	AY24	AY25
Accounting	99	99	90	97	95	99	98	97
Economics	91	99	84	17	78	94	88	74
Management	88	97	84	96	67	88	94	84
Quantitative Business Analysis	97	99	91	81	81	95	88	84
Finance	62	82	27	76	59	76	36	45
Marketing	88	92	89	51	94	70	90	90
Legal and Social Environment	88	93	92	53	91	88	87	92
Information Systems	39	79	37	98	84	56	25	22
International Issues	97	95	63	69	90	72	51	86

Program Goal 3

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

Outcome: 3.1. Develop basic Excel software skills while completing financial transaction during the accounting cycle.

For AY 2025, this program goal was assessed in ACCT 3000 Accounting Profession 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 a 75% on the 9 excel modules. The assessment included 60 students in the fall and spring semesters of AY 2025. 57 out of the 60 students (95%) scored at least a 75% on the 9 modules. This met the desired standard of achievement set for this goal. The Department determined that students need more experience in software used by accountants in the field, especially Excel. Therefore, this goal will continue to be assessed via Excel assignments. We may also be able to include some AI related assignments in this assessment.

Program Goal 7

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

Outcome: 7.1. Receive interviews or accept offers of employment from employers in accounting fields.

This program goal is assessed every year with a survey of seniors during their last semester. 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 that 50% of graduating students who are not attending graduate school will receive interviews or offers of employment before graduation. Therefore, students will be able to enter the accounting profession in a wide range of careers. In AY 2025, there were a total of 39 accounting graduates or prospective graduates. Of those, 28/39 (72%) of the students had internship or job-

related interviews; 11/39 (28%) were not planning on attending graduate school. Of those not planning on attending graduate school, 7/11(64%) accepted job offers. Overall, the desired standard of achievement was met. The ACCT 3000 course has successfully introduced students to the accounting profession through student leadership conferences, résumé development and internships. Therefore, as students prepare for graduation, we will continue to assess this goal with a survey of graduating seniors in AY 2026 as they participate in these high impact learning activities.

Program Goal 8

Students will be able to enter graduate school.

Outcome: 8.1. be accepted to graduate school.

This program goal is assessed every year with a survey of seniors during their last semester. 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 at least 50% of BBA graduates (not immediately pursuing a career) will enter graduate school after graduation. In AY 2025, 28 of 39 (72%) students reported their intention to attend or were already accepted into a graduate program. 21 of the 28, (75%) will attend the MAcc program at GCSU. Of the 28 students attending graduate school, 7 (25%) also reported having had a job offer. The desired standard of achievement was met. We will continue to assess this goal with a survey of graduating seniors in AY 2026 as they continue to participate in high impact learning activities in ACCT 3000. These activities include student leadership conferences, résumé development, internships, accounting career fairs, etc. in preparation for students' graduation.

Management Major

Management program aims at providing the highest possible quality of instruction, research and associated services for our students, the institution, and the community, and to ensure that our graduates are qualified to assume managerial responsibilities in business organizations. The program provides opportunities for students to acquire management skills, learn and practice managerial techniques, and to experience decision-making simulations which approximate the operational business environment. Management program has seven program goals. We assessed three of them in AY 2025.

Management Program Goal 2: Students will demonstrate a general understanding of organizational behavior principles.

Student Learning Outcome: 2.1. Students will demonstrate a general understanding of motivation theories.

This student learning outcome was assessed with nine course embedded exam questions in MGMT3155. The standard of achievement is that management students score an average of 70% on the targeted exam questions. Results from answers to the nine questions on the student exam covering an understanding of motivation theories show

that the measures were met at the 79% level in fall 2024 and 83% level in spring 2025, both of which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. The outcome was achieved because the instructor emphasized the topic in lectures and provided a review session. Moving forward, the instructor plans to incorporate a case study to further enhance students' understanding of motivation theories.

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

We used the AY 2025 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 83% of the six individual exam items in the organizational behavior 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 Goal 3: Students will demonstrate a general understanding of human resource management principles.

Student Learning Outcome: 3.1. Students will demonstrate an understanding of the HRM concept of Just Cause.

We assessed it with four course embedded exam questions of the HRM concept of Just Cause in MGMT4105. The results show that 93% in fall 2024 and 96% in spring 2025 scored at least a 70%. The threshold of 70% scoring in excess of 70% was far exceeded during both semesters. The outcome was met because the instructor spent extended time on this topic to stress this key topic and gave students a chance to practice it with scenarios/case studies. In the future, the instructor plans to have an in-class activity that allows students to apply the information in a manner similar to the exam questions related to this topic.

Management Program Goal 6: Students will demonstrate an ability to use quantitative management techniques to solve managerial problems.

Student Learning Outcome: 6.1. 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 targeted exam questions. Results from answers to the exam questions about supply chain performance, productivity, project management, forecasting, process strategies, layout strategies, and work measurement show that the average score was a 77%, which exceeded the 70% standard. In the first part of the course, students learned Operations Management concepts through a combination of traditional lectures and collaborative problem-solving in team settings. In the final six weeks of the semester, a project component was integrated into the course to enable students to apply the Operations Management knowledge to real-world problems. We will continue with lecture and project-based learning. The following improvements are

expected for the future: increase clarity in instructions, revise slides and update examples, update exam questions, improve the project description, and add one more location for the project implementation.

Student Learning Outcome: 6.2. Students are able to use mathematical concepts to solve managerial problems.

We assessed this student learning outcome with the AY 2025 ETS reports. The ETS results show that our percentage correct exceeded the national average for 100% of the two individual exam items in the operations management category, which exceeded the 50% standard. The student learning outcome was met. Since it is an important student learning outcome in the Management program, we will continue to use this measurement to monitor student performance in AY 2026 to obtain longitudinal data.

Management Information Systems (MIS) Major

Management Information Systems program is designed to develop in-depth hands-on knowledge and skills in the application of information technology to problems and opportunities in business and society. We assessed three program goals in AY 2025.

Program Goal 1: Students will be able to determine requirements for a business information system.

Outcome: 1.1. Students will analyze business processes and procedures using modeling techniques.

Two homework assignments in CBIS 3210 Business Analysis were used to assess this goal. Students are expected to develop solutions through process modeling, requirements analysis, and systems design techniques across the systems development life cycle phases, demonstrating competency in business process design and redesign. Students must complete Data Flow Diagram (DFD) and Entity-Relationship Diagram (ERD) homework assignments to demonstrate their ability to analyze business processes and model data structures using standard modeling techniques. The desired standard of achievement is that 80% of students enrolled will achieve 80% or better on the DFD and ERD assignments by term end. A total of 79 students across 3 sections (Fall 2024 and Spring 2025) were assessed using the DFD and ERD homework assignments. Students were evaluated on their ability to model business processes and data structures using standard diagramming techniques. 69 students (87%) achieved 80% or better on the combined assignments, exceeding the target threshold of 80%. Therefore, the performance standard for this learning outcome was met. We will revise the late submission policy to encourage steady progress and reduce procrastination, ensuring students have sufficient time for feedback and mastery of each module in AY 2026.

Program Goal 2: Students will be able to design and create a well-designed,

database driven website.

Outcome: 2.1. Students will be able to design and implement database solutions using SQL.

The final SQL assignment in CBIS 4110 Introduction to Database was used to assess students' ability to use structured query language to retrieve, edit, and store information in a relational database. Students are expected to design and implement database solutions using fundamental concepts of database management, including data models and database languages. Students must use structured query language (SQL) to retrieve, edit, and store information in relational databases, demonstrating competency in database design and data management. The target is that 80% of students enrolled will achieve 80% or better on the final SQL assignment. Across the academic year, student performance on the final SQL assignment improved notably. In Fall 2024, 30 of 37 students (81%) scored 80% or better, meeting the target but leaving room for growth, as several students struggled with multi-table joins, aggregate functions, and nested subqueries. In Spring 2025, performance increased to 40 of 42 students (95%) scoring 80% or better, again meeting the target but with a substantially higher mastery rate. This improvement suggests that instructional adjustments, increased practice, or clearer scaffolding between terms strengthened students' understanding of complex SQL concepts and enhanced overall competency. Because this is a key student learning outcome in the MIS program, we will continue using this measure during AY 2026 to track student performance and build longitudinal data.

Outcome: 2.2. Students will be able to demonstrate structured logic in full-stack development.

A student assignment in CBIS 4210 Generative AI Full Stack Development was used to assess this goal. Students are expected to design and implement functional full-stack applications that demonstrate structured programming logic, modular code organization, integration with a relational database, and deployment to a live environment. Students must also use AI-assisted development tools responsibly to support code creation, debugging, and documentation, while maintaining an understanding of the underlying programming concepts and structures. Students independently design, implement, and deploy a full-stack, database-driven web app (Module 5 "Dup") without step-by-step scaffolding. Evidence includes Git repo, live URL, and README. Work is evaluated with a complete rubric; students must perfect each assignment to advance (mastery model). The target is that 80% of students enrolled at will achieve get a perfect score on Module 5 Dup. A total of 25 students were assessed using the Module 5 "Dup" full-stack independent build assignment. Students were evaluated using the established four-dimension rubric (Programming Logic, Modularity, Data Integration, Deployment & Documentation). 22 of 25 students (88%) achieving Meets or Exceeds—above the target threshold of 80%. Therefore, the performance standard for this learning outcome was met. Students who did not meet expectations demonstrated common issues in one or more of the following areas: integrating CRUD queries correctly, resolving deployment configuration errors, or maintaining consistent naming and modular structure. Overall, the majority of students demonstrated strong competency in structured programming logic and the ability to apply full-stack development practices—while responsibly incorporating AI-assisted

tools for debugging, code refinement, and documentation. Although the outcome target was met, several students who did not meet expectations fell behind due to the flexible pacing of assignment submissions. Allowing students to progress entirely at their own pace resulted in a backlog for some, limiting opportunities for timely feedback and revision. Beginning the next assessment cycle, a structured late submission policy will be implemented. Each module will have soft due dates for pacing and a hard cutoff date that must be met in order to advance to the next module. Students who fall behind will be required to attend scheduled in-person or virtual support sessions until they are caught up. This adjustment is intended to maintain the mastery-based learning structure while ensuring students have consistent momentum, adequate time for feedback, and clearer progression checkpoints.

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

Outcome: 3.1. Students will be able to demonstrate a working knowledge of networking infrastructure.

Students are given a final Packet Tracer project in CBIS 3213 Intro Information Technology for their assessment consisting of building out a network using the Cisco Packet Tracer software. Students are expected to design and implement network infrastructure solutions that demonstrate knowledge of networking media, protocols, and hardware configurations. Students must configure routers and switches, implement subnetting schemes, and select appropriate protocols for data communications, while maintaining an understanding of security principles, hardware components, software systems, and project management fundamentals necessary for IT infrastructure deployment. Students are asked questions on subnetting, protocol selection, and router and switch configurations. The goal is that 80% of students enrolled will achieve 80% or better on the final Packet Tracer project. A total of 36 students were assessed in Fall 2024 using the final Packet Tracer network design project. Students were evaluated using Cisco Packet Tracer software to build a network demonstrating knowledge of subnetting, protocol selection, and router/switch configurations. 31 students (86%) scored 80% or better on the project, exceeding the target threshold of 80%. Therefore, the performance standard for this learning outcome was met. Because this is a key student learning outcome in the MIS program, we will continue using this measure during AY 2026 to track student performance and build longitudinal data.

Marketing Major

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

afforded to students seeking direct involvement in actual business situations. The marketing program assessed four goals in AY 2025.

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

Outcome: 1.1. 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 in AY 2025. The desired standard of achievement is 80% of students must score 80% or higher on the embedded exam questions. In Fall 2024, out of the 68 responses, 82% met or exceeded the expectation. In Spring 2025, out of the 63 responses, 95% of students met or exceeded the expectation. The target was met. For this assessment cycle, students' scores were above our target goal of 80%. For continuous improvement, we will maintain this assessment method for the 2025-2026 cycle. Following slight modifications to the assessment items in previous assessment cycles, to ensure continuous improvement, we will maintain the current ten embedded items.

Program Goal 2: Students will be able to demonstrate knowledge of differences in marketing across cultures.

Outcome: 2.1. Measure students' knowledge of differences of marketing across cultures.

This goal was assessed with five multiple-choice exam questions in MKTG 4166 in Fall 2024 and Spring 2025. Students in MKTG 4166 Advertising and Promotion must demonstrate an understanding of topics relevant to cross cultural marketing. The standard of achievement is 80% of students will score 80% or higher on embedded exam questions about marketing across cultures. In Fall 2024, out of the 63 responses, 100% of students met or exceeded the expectation. In Spring 2025, out of the 69 responses, 100% met or exceeded expectation. The outcome was met. We will maintain assessment strategy. A new textbook was implemented for AY 2024-2025, and the improvement in results indicate the new text and changing the structure of the course enabled more time to cover international advertising, leading to better scores and assessment outcomes.

Program Goal 3: Students will be able to demonstrate effective oral communication skills.

Outcome: 3.1. 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 Strategic Marketing as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). Students must deliver an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience. The target is that 90% of students should meet or exceed a score of 80% on

an individual elevator pitch presentation. In Fall 2024, 44% of students met or exceeded a score of 80% on an individual elevator pitch presentation. There were 18 students who completed this activity through MKTG 4198. In Spring 2025, 75% of students met or exceeded a score of 80% on an in-person individual elevator pitch presentation. 50% of students scored 90% or better. There were 105 students who completed this activity through three sections of MKTG 4198. This semester was our third semester piloting an in-person competition, with the students presenting in front of a panel of 2 or 3 outside judges in-person in a conference room on campus. The goal was not met. The results show that not enough students in MKTG 4198 scored above the 80% threshold on their individual elevator pitch scores. Students continue to struggle with the challenge of giving their pitch in-person, and during the spring semester, there was an issue with judging consistency. The in-person aspect adds additional stress, and the students are more nervous, which we have found leads to lower scores than students receive online. In the spring semester, additional class time was dedicated to working on writing and practicing pitches during class which improved scores compared to the fall semester. We also noticed significant differences between the scores that the two sets of judges gave. We plan to train the judges more thoroughly to decrease the inconsistency and will continue to provide additional resources and training to better prepare students for the in-person pitch format.

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

Outcome: 4.1. 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. The desired standard of achievement is that marketing students should score at the 90th percentile or better in the Marketing section of the ETS exam. In the 2024-2025 academic year, students' scores were in the 86th percentile for the Marketing ETS results. The outcome was not met. However, the results show vast improvement over last year's figure of 57th percentile. We will continue to use the ETS exam and maintain the goal of students scoring at the 90th percentile for the upcoming review cycle. Given the variability in scores over the past several years, we will maintain this assessment measure for 2025-2026.

Assurance of Learning Outcomes for Graduate Programs

Georgia WebMBA® Program

The Georgia WebMBA® is a 30-semester hour program offered by a consortium of seven 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, Georgia Southern University, Kennesaw State University, University of West Georgia, Valdosta State University, Columbus State University, and Augusta University

offer courses and admit students who follow a common curriculum. Georgia College currently employs course-level assessment of its WebMBA® offerings, and the Georgia WebMBA® program creates its own assessment report. The 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 program goals. We assessed four of them in AY 2025.

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 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 score an 80% or higher on the project. The result shows that 93% of students received an 80% or higher on the project. The outcome was not met. Fall 2022 was the first semester the liquidation case study was used. Our assessment measure demands 100% of students meet objective. That is probably not a reasonable demand. Having over 90% meet the objective is indicative of success.

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 should score an 80% or higher on 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 received an 80% or higher on the project. The assessment outcome was met. The objective is unrealistic, although it was met during the current year. We should not require 100% of students to meet an objective to be satisfied with program performance. We will change the target in the 2025-2026 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 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 96% of 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 company where there may be substantial doubt about whether the company is a going concern. The outcome was not met. We intend to keep this objective and measurement of the objective and will assess the objective again in 2025-2026. For years the program met all of its assessment of objectives, but in the prior two years we have not met all objectives. It is possible that we are admitting more borderline students than before, but it is also possible that we need changes to the curriculum or pedagogies. The department has a new chair and a new graduate assessment coordinator, so we are at a good time to rethink the program and its assessment strategies.

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 personal knowledge of students, LinkedIn, and other evidence as necessary. Also, job placement is considered met if the student has a starting date for work confirmed within 90 days of graduation, since it is not unusual for students to begin work well after graduation. The target is that 90% of all students will enter the accounting profession within 90 days of graduation. The result reveals over 90% job placement within 90 days of graduation from the MAcc program. The target was met. Job placement is a key indicator of program success and will be maintained as an assessment measure going forward.

Master of Logistics and Supply Chain Management Program

The mission of the Master of Logistics and Supply Chain Management program is to educate current and prospective logistics and supply chain managers in critical thinking and communication skills, and in domain knowledge of the logistics and supply chain discipline. The advanced education in logistics and supply chain theories, concepts and practices will prepare the students to apply their knowledge, skills, competencies, and perspectives to enable their organizations to compete effectively and efficiently in today's interconnected global economy. Two Program Goals of the Master of Logistics and Supply Chain Management Program were assessed in AY 2025.

Program Goal 1: Students will demonstrate the ability to identify appropriate

management techniques to solve logistics/supply chain problems.

Outcome: 1.3. Students will analyze a common supply chain purchasing problem and determine the appropriate strategy.

To assess this goal, students in LOGS 6650 Purchasing & Materials Management were assigned a buyer/supplier dyad relationship project, which could be done either in teams or individually. The students identified one strategic relationship to review utilizing the business sourcing model mapping template found in the text and supporting documents. Students had to assess what type of relationship was being employed by the supplier/buyer dyad and determine if it is the right sourcing business model to be used. Some of the guidelines provided to the students are as follows: 1) Identify one buyer / supplier relationships in the firm. 2) Read up on documentation around the relationship. 3) Interview parties on both sides of the relationship. How does it really work? 4) Are there opportunities to improve? If so, where? How big is the opportunity? and 5) What steps for improvement would you recommend? The results of this analysis were PowerPoint files and a twenty-minute presentation via Zoom of their findings. After the presentation each student was questioned about their work. All students met with the faculty member for at least an hour. The desired standard of achievement is to have 80% of the students earn a grade above 80%. Of the nine students only two decided to complete the project as a team. Seven of the eight groups (87%) completed the assignment successfully without any revisions. Many groups had multiple emails and meetings to successfully complete the project. One student did not follow the instructions and had difficulty understanding and reading English. The faculty met with the student via Zoom to discuss the project, share the exact output expectations, but still failed to assist the student in completing the project with a passing grade. His grade for the assignment was 50%. The outcome will be assessed again in AY 25-26. Given the seven-week course schedule it is difficult to build a meaningful relationship with the students. Additionally, students failed to follow the instructions as noted in GAView, the syllabus and the announcements. They even ignored a video with instructions will be posted at the beginning of the class, and students could be reminded of the video before they begin their projects. More emphasis was placed on these resources this past year with little results. Going forward, live sessions will be made mandatory, and not just recommended.

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

Outcome: 3.5. Students will identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

In LOGS 6690 Logs & Supply Chain Leadership, students are required to provide a synthesis reflection paper related to leadership ethics in supply chain management. Students were assigned readings from the leadership theory textbook chapter entitled "Leadership Ethics", supplemented by peer-reviewed academic journal articles focused on ethical leadership in logistics and supply chain management. Students were required to submit a written synthesis that: 1) Evaluates the key ideas presented in the assigned readings. 2) Reflects critically on the ethical challenges relevant to leadership in logistics. 3) Integrates personal insights, professional experiences, and critiques of the material. 4) Articulates ethical questions or disagreements prompted by the content. And 5) Offers a

clear, concise, and comprehensive summary of lessons learned. The desired standard of achievement is to have 80% of the students earn a grade above 80%. Only two out of seventeen students earned a grade of 80% or higher, with one student not completing the assignment. The outcome was not met. The material for this objective was required in the first module of the semester during the first two weeks of the course. It's clear this assignment needs to be moved to later in the term to allow students additional time to develop the skills needed for success. So we will change the assessment timeline within course in 2025-2026.

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. 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 2025.

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

Outcome: 1.1. Students will analyze organizational requirements, model business processes, and design information systems solutions that address complex organizational challenges.

In MMIS 6298 Systems Analysis & Design, students complete two comprehensive assignments that assess their ability to analyze organizational requirements and design information systems solutions. The ERD (Entity-Relationship Diagram) Homework assignment evaluates students' capability to model data structures and relationships. The DFD in Visio assignment assesses students' proficiency in modeling business processes and information flows using professional diagramming tools. Together, these assignments measure competency in the fundamental modeling techniques required for systematic information systems analysis and design. The target is that 90% of students enrolled will achieve a 90% or better average across both assignments. The Spring 2025 results show that 88% of students (21 of 24) achieved the target of 90% or better on the combined ERD and DFD modeling assignments, falling short of the 90% target threshold by 2.5 percentage points. One of the three students who did not meet the target stopped submitting assignments after the first few weeks but never officially dropped the course despite instructor outreach. Excluding this disengaged student, 21 of 23 actively engaged students (91.3%) would have met the target, indicating that the assessment and instruction are effective for students who remain engaged and demonstrating that the vast majority of graduate students successfully master business process modeling techniques using ERD and DFD methodologies. The outcome was not met. Because this is a key student learning outcome in the MMIS program, we will continue using this measure during AY 2026 to track student performance and build longitudinal data.

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

Outcome: 2.1. Students will evaluate, design, and implement database management systems to support organizational information needs.

This was assessed with a SQL Lynda Certification Assignment in MMIS 6296 Database Management. Students complete a LinkedIn Learning certification course on database management emphasizing advanced SQL concepts including queries, database views, and stored procedures. The course covers view objects, query performance optimization, ACID principles, transactions, data consistency, and stored procedure development. Students demonstrate proficiency through practical exercises using Docker containers and SQL commands, submitting a video demonstration of completed exercises and obtaining a LinkedIn Learning certificate. The desired standard of achievement is that 90% of students enrolled will achieve a 90% or better average for the assignment. Both Fall 2024 and Spring 2025 exceeded the target of 90% of students achieving 90% or better on the SQL Lynda Certification assignment. Fall 2024 achieved 100% success (25/25 students), and Spring 2025 maintained strong performance at 97% (35/36 students), with only one student below the threshold despite a 44% increase in enrollment. These results show that graduate students consistently master advanced database management concepts such as queries, stored procedures, ACID principles, and transaction management. The LinkedIn Learning certification, paired with practical Docker and SQL exercises, provides a rigorous and effective assessment of both theoretical understanding and applied skills. The 97-100% success rate across two cohorts confirms that the assessment and course design are well-calibrated for graduate-level expectations and aligned with current industry practices. We will revise measurement next time to better align with our outcomes.

Outcome: 2.2. Students will conceptualize, plan, execute, and evaluate comprehensive MIS projects that integrate business strategy with technology implementation.

This was assessed with a Capstone Final Report and Presentation in MMIS 6299 Business & Technology Project. Students complete a comprehensive capstone project in which they modernize or improve a business process using information systems. Working individually or in teams, students conceptualize, plan, execute, and evaluate a technology solution that aligns with organizational goals. Students produce a written final report and a professional presentation that demonstrate strategic alignment, project management competency, stakeholder communication, and the ability to integrate business strategy with technology implementation to create measurable business value. The goal is that at least 90% of students will score 90% or higher on project. It turns out that a total of 17 students completed the Capstone Final Report & Presentation assessment with an average Score of 93%. 11 Students scored 90% or higher (65%). 6 students scored in the "near proficiency" range 85–89% (35%). The lowest Score was 85% while the highest Score was 100%. Although the original target stated that 90% of students should score 90% or above, the results show that: most students performed strongly overall, with the average grade exceeding 93%, well above

the proficiency threshold. No student scored below 85%, indicating that every student demonstrated core competency in integrating business strategy with technology. The data suggests that while the top performance benchmark wasn't met, students are consistently achieving a solid foundational understanding, and many are very close to crossing into the target performance band. Because this is a key student learning outcome in the MIS program, we will continue using this measure during AY 2026 to track student performance and build longitudinal data.

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

Thursday, August 7, 2025

Faculty members teaching the common business knowledge (CBK) courses, led by the College Assessment Coordinator, met to review and discuss CBK objectives, curriculum mapping, the 2024-2025 assessment results, closing the loop activities, and the 2025-2026 assessment plans.

In total forty-one faculty members participated in the 2024-2025 assessment. The College Assessment Coordinator announced that thank-you cards would be sent to the assessment participants.

The College Assessment Coordinator shared the information of the CoBT graduation survey as an indirect measurement. The target was discussed in the meeting.

The Director of Institutional Effectiveness introduced the new assessment reporting software and provided an update on the accreditations.

Faculty members in each program, led by The College Assessment Coordinator and Program Assessment Coordinators, also met and discussed each program's 2024-2025 assessment results, close the loop of 2023-2024, and 2025-2026 assessment plans, and reviewed program objectives and curriculum mapping.

The summaries from each of these meetings were presented at the annual college assessment meeting on November 7, 2025.

Friday, November 7, 2025

Fifty-six 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 2024-2025 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2025?
- 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, finance, and data science. 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 P&SS. 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. Feedback was used to make needed changes for 2025-2026.

Addendum

College of Business and Technology Degrees Conferred

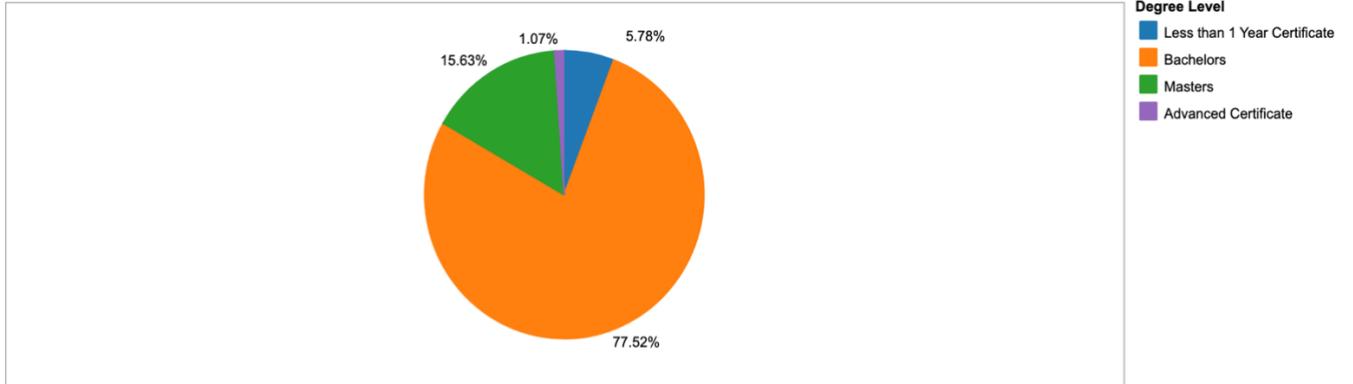
Degrees Conferred by CIP

Coll Desc	Cip Code	Cip Descr	Degree Acronym	Graduation Fiscal Year				
				2021	2022	2023	2024	2025
College of Business & Technology	110701	Computer Science	BS	15	21	23	14	10
	111003	Comp & Info Systems, Auditing	CERG		4		4	1
	111004	Web/Multimedia Mgmt & Webmstr	BBA	56	58	62	66	59
			CERG		1	2	2	
	111099	Com/Info Tch Serv Adm/Mgmt Oth	CERG			1	6	4
	229999	Legal Profess & Studies, Other	CER0			4	37	27
	307001	Data Science, General	BS					1
	520101	Business, General	MBA	21	28	20	10	10
	520201	Business Admin/Management, Gen	BBA	92	80	111	123	97
	520203	Logistics/Materials Management	MLSCM	44	31	29	16	11
	520301	Accounting	BBA	43	61	37	56	38
			MACCT	22	31	23	14	24
	520601	Business/Managerial Economics	BA		4	1		
			BS	21	13	17	15	18
	520801	Finance, General	BS			3	5	28
	521206	Info Resources Mgmt/CIO Trng	MIS	25	16	15	14	28
521401	Business Marketing/Management	BBA	92	117	101	111	111	
Grand Total				431	465	449	493	467

FY 2025 College of Business and Technology Degrees and Majors Conferred

FY 2025 - Degrees, Majors and Certifications Conferred

College of Business & T...



		Less than 1 Year Certificate	Bachelors	Masters	Advanced Certificate	Grand Total
College of Business & Technology	Accounting		38	24		62
	Business Administration			10		10
	Computer Science		10			10
	Data Science		1			1
	Economics		18			18
	Finance		28			28
	IS Data Analytics				4	4
	IT Auditing				1	1
	Legal Studies	27				27
	Logistics and Supply Chain Mgm			11		11
	Management		97			97
	Management Information Systems		59	28		87
	Marketing		111			111
	Total		27	362	73	5
Grand Total		27	362	73	5	467

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 Planning & Self-Study 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 Planning & Self-Study.	Dean Associate Dean Department Chairs Assessment Coordinators Individual faculty
June-Oct	On-cycle programs submit GC Comprehensive Program Review reports, using Watermark Planning & Self-Study 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, BS, 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	AACSB 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	ABET	6 Year
Program /Major	<u>Costs</u>	Each major must remain viable and productive	CPR: 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>Outcome examples:</u> Benchmarking, accreditation criteria, external indicators such as license & certification results, graduate college & job placement, awards/honors		
	<u>Inputs</u> – faculty qualifications & scholarship (AQ/PQ)			
	<u>Outputs</u> – student learning outcomes			
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.