



The J. Whitney Bunting College of Business

Academic Assessment Outcomes

2013/2014
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Academic Assessment Outcomes, 2013/2014

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College of Business, Georgia College & State University
Academic Assessment Outcomes, 2013/2014

Executive Summary

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

Key program assurance of learning outcomes for AY 2014 follow.

- Students do a good job meeting targets related to globalization learning goals.
- Students consistently have issues reaching targets for analytical learning goals. For example in an attempt to improve students' analytical learning, economics has employed on-line assignments and additional tutors while accounting has instituted a limit to the number of times a class may be repeated.
- The ETS trends upwards over the past 10 years for BBA students.
- BBA students are consistently able to recognize ethical issues and propose appropriate solutions.

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

- Macro topic review sessions will continue to be provided as part of the Senior Seminar class (ECON 4990) in an effort to raise student performance above the 50th percentile.
- In BCOM 2285, students will explore the writing theory in "chunks" in 14-15 in order to see if the number meeting expectations will increase.
- CS students met expectations in the algorithmic principle during FY11 and FY13 but did not meet the expectations during FY12. CS faculty agreed to increase the credit hours of CSCI3680 from 3 hours per semester to 4 hours per semester starting in fall 2014 to allow more time to cover these concepts.
- Due to issues meeting learning objectives in accounting, the accounting faculty agreed that students who repeat upper level accounting courses more than twice will probably have difficulty completing the degree and would be more successful in other majors. A grade requirement policy for continuing as an accounting major was proposed and approved by the accounting faculty on May 8, 2014.
- During assessment training, MIS faculty recognized that they were over assessing, and it was recommended that MIS have three program goals assessed by six outcomes.

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

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

The J. Whitney Bunting College of Business Academic Assessment Outcomes, 2013/2014

Introduction

This Assessment Outcomes report, along with the information available in Compliance Assist for the college of business, describes assurance of learning outcomes for the academic year 2013/2014, 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 and SACS, that students in every program are achieving program-level learning goals.

Undergraduate Programs in the College of Business

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

Graduate Programs in the College of Business

The college of business offers the following graduate programs:

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

Mission and Goals of the College of Business

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

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

Implications of the Mission

- Faculty members are actively engaged in scholarship. The college values various forms of scholarship. However, given the mission of the university and the college, faculty scholarship in the college emphasizes contributions to practice, and learning and pedagogical scholarship.
- We serve many groups, including undergraduate students, graduate students, working adults, and a variety of organizations. Our undergraduate students rank among those at leading universities in the state in terms of entry level SAT scores; most attend school full time. Our graduate programs serve both full-time and part-time students, with degree completion ranging from one to three years.
- Capable business professionals possess knowledge and skills within the core business disciplines and have a specialized understanding of their chosen field. Business knowledge and skills are developed through learning both inside and outside the classroom.

- Responsible citizenship implies a global perspective, an appreciation of diversity, and an awareness of ethical issues and obligations. Responsible citizens contribute to their community.
- A liberal arts education helps develop an inquisitive mind, analytical reasoning, effective communication skills, and community involvement.

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

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

1. *Distinguish our undergraduate and graduate business programs, leveraging the university's liberal arts foundation, by*
 - 1.1. Enhancing student understanding of responsible citizenship
 - 1.2. Emphasizing ethical principles, dilemmas, and professional codes
 - 1.3. Fostering global understanding and cross-cultural awareness
2. *Continuously improve the quality of our undergraduate and graduate programs by*
 - 2.1. Developing students' analytical skills
 - 2.2. Developing students' communication skills
 - 2.3. Developing students' core business knowledge
3. *Enhance programs for graduate and professional learning by*
 - 3.1. Marketing the MBA program and its concentrations
 - 3.2. Developing workshops for external constituencies
 - 3.3. Incorporating appropriate technology into the college's programs and in state-wide consortiums
4. *Improve faculty, staff, and student services by*
 - 4.1. Enhancing student honor societies, service clubs, and advisory boards
 - 4.2. Providing exemplary academic advising services
 - 4.3. Developing initiatives for student professional growth
 - 4.4. Fostering career placement and networking opportunities
 - 4.5. Supporting faculty and staff development, and faculty scholarship
 - 4.6. Increasing external funding and reallocating existing state funds

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

Assurance of Learning Outcomes for the BBA Program – 2013/2014

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

BBA Objective 1.1: Identify and evaluate ethical issues and their resolution.

Student learning outcomes related to ethics from CBIS 2220 Principles of Information Systems and LENB 3135 Legal Environment of Business were used to assess this objective. Complete details are available in Compliance Assist, but in general, students were correctly able to identify and evaluate ethical issues.

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

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

Student learning outcomes related to globalization were assessed in MGMT 4145 and BCOM 4283. Complete details are available in Compliance Assist, but in general, students were correctly able to identify and evaluate the effect of globalization and cross-culturalism in a business environment

BBA Objective 2.1: Apply appropriate analytical techniques in business environments

FINC 3131, a junior/senior level class for all business majors, was used to assess analytical techniques. A total of 175 students were evaluated on the ability to apply the principles of the time value of money. The results were obtained based on the number of students choosing the correct answer to questions on in-class exams. The results show that 76.93% of students met or surpassed expectations for all six sections combined. This was a slightly lower result than in 12-13. This assessment will be used again next year for a longitudinal comparison.

BBA Objective 2.2: Communicate effectively through written and oral media

BCOM 2285, an Area F course for business majors, was used to assess written skills. In 12-13, 17% did not meet expectations for clarity, proper grammar, and punctuation, but the target of 80% was exceeded by 3%. More exercises were used for practice in 13-14. The number of students exceeding expectations increased from 26% to 46%, but the percentage not meeting increased from 17% to 25%. So only 75% met expectations. The target rate was 80%. The better students improved more, but the not as good students did not. Students will explore the writing theory in "chunks" in 14-15 in order to see if the number meeting expectations will increase.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. In 12-13, 83% met overall expectations for oral presentation skills exceeding the target of 60%. For 13-14 the target was raised to 85% after discussions that 60% (or the equivalent of passing) was too low for a senior capstone class. In 13-14, 83% (the same as 12-13) met the target so the new target rate was not met. Additional instructions on expectations will be provided in 14-15.

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

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

LENB 3135 was used to assess how well students could discuss the laws that relate to contracts, including the UCC. In 12-13, the target of 75% was not met. 73% of students met the target. For 13-14, more emphasis was placed on the UCC issues during classroom discussions. The fall semester students achieved 81% while the spring students achieved 78% so all the students improved and met the target of 75%. The same assessment will be conducted next year to collect longitudinal data.

MKTG 3161 was used to assess how well students identify key marketing concepts and apply them to real-world business problems. In 12-13, 74% met the target, but 80% was the target rate. Discussions by

faculty indicated that more repetition of concepts was needed throughout the course. In 13-14, 68% met the target, but another 16% only missed by 1 question. This assessment will be continued with continued emphasis on repetition of the key concepts for the 14-15 year.

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

The goal is the student average for each area to be at the 50th percentile of greater. The target was not met in accounting, economics, finance, international issues, or quantitative analysis in 13-14. It was discovered that the quantitative business analysis section contains two parts, and one of these parts (quantitative methods) is not covered in a CBK class. It is covered in the quantitative methods class which is only required for management majors and minors. Therefore, it will always be a struggle to reach the 50th percentile in quantitative business analysis. A 9 year trend chart is available in the details of this outcome on Compliance Assist. It shows that overall each area has increased through the years even though 13-14 was lower than 12-13. This test will continue to be used for comparison purposes.

ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 13, Spring 14

	<u>GC</u>	<u>Norming Group</u>
Number of students tested	192	31195
Number of institutions, nationwide		489
Range of individual scale scores	127–189	120-200 (scale range)
Individual scale score mean	156	152.1
Range of individual percentile scores	1% - 98%, more or less	
Institutional percentile score	60%, more or less	

Assessment indicators:

	<u>GC</u>	<u>Norming Group</u>
	<u>% correct</u>	<u>% correct</u>
1. Accounting	43	41.7
2. Economics	45	40.0
3. Management	62	54.6
4. Quantitative Business Analysis	42	36.5
5. Finance	42	42.7
6. Marketing	61	55.1
7. Legal & Social Environment	65	60.0
8. Information Systems	58	50.5
9. International Issues	47	40.6

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

BBA Objective 3.1: Marketing the MBA program and its concentrations

The college will develop direct mail, electronic and printed newsletters, and other promotional materials to promote course and workshop offerings.

- **Assessment:** The college will distribute at least one direct mail or electronic newsletter each semester that directly promotes graduate programs.
- **Outcomes:** We use a series of one-page flyers to promote each of the college's graduate programs. The flyers are used at job and graduate school fairs, as well as in mailings to students who have expressed an interest in our graduate programs. The college participated in graduate school fairs at GC, Mercer University, and UGA. The university sponsored a series of billboard advertisements to promote graduate programs and develop name recognition in the Macon market. The advertising campaign ran in conjunction with radio spots for the graduate open

houses at the Macon Center. In addition, graduate programs were featured in regional print advertising such as *Macon Magazine*.

BBA Objective 3.2: Developing workshops for external constituencies

In order to participate in regional economic and workforce development, the college will offer workshops of interest to professionals in central Georgia.

- **Assessment**: The college will offer at least one workshop each term.

Outcomes: The Minority Youth in Business Program is run each summer and averages 18 attendees. In 13-14, the Stock Market Game workshop was held in Macon (twice) and Albany for a total of 60 plus teachers. The AP Economics workshop was held in Atlanta for 30 teachers.

BBA Objective 3.3 Incorporating appropriate technology into the college's programs and in state-wide consortiums

Consistent with our liberal arts mission, the college's primary delivery mechanism is face-to-face classroom education. In an effort to retain students at GC for the summer, on-line sections of classes are being offered by the CoB. These classes use both software learning environments provided by the textbook publishers as well as the University System of Georgia's online classroom management system. In summer 2013, there were 26 strictly online sections. For summer 14, there were 34 strictly online sections.

The college supports the Regent's capacity objectives through the Georgia Web MBA as well.

- **Assessment**: The college will allocate faculty and other resources to the Georgia WebMBA®.
- **Outcomes**: Six faculty members taught nine sections of four different courses for the Georgia WebMBA® during the 13-14 AY. The Dean, the Director of Graduate Programs, and faculty members teaching or scheduled to teach in the Georgia WebMBA® attended cohort orientation sessions in August 2013 and January 2014.

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

BBA Objective 4.1: Enhancing student honor societies, service clubs, and advisory boards

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

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

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

BBA Objective 4.2: Providing exemplary academic advising services

As advising is now carried out by professional advisors in the Center for Student Success, this objective is no longer under the control of the College of Business and should be removed.

BBA Objective 4.3: Developing initiatives for student professional growth

- **Assessment:** The College will offer at least two professional growth activities each semester and will track student participation in the various activities.

Outcomes: During 2013-2014 students in the college of business had multiple opportunities for their own professional development. These activities took place, most in conjunction with the University Career Center, during 2013-2014.

The College of Business Advisory Board continues to host mock interviews to enable students to increase their interviewing skills. The college conducted its first “elevator speech” contest in fall 2014. A corporate sponsor provided prize money. This contest is now an annual event.

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

In spring 2014, the College of Business faculty voted to require professionalism for all the BBA majors. Accounting and MIS majors are required to take professionalism courses while the management and marketing majors have professionalism activities incorporated into existing major classes.

BBA Objective 4.4: Fostering career placement and networking opportunities

- **Assessment:** The College will track student participation in the various activities related to career development and interactions with managers.

Outcomes: During 2013-2014 students in the college of business had multiple opportunities for interactions with executives.

The Career Center had many documented interactions with individual COB students in activities such as appointment and walk-in advising, career fairs, networking events, class presentations, workshops, employer presentations and networking activities, etc. COB students were active Career Connection users in AY2014. The Career Center keeps statistics on all of these interactions. The Career Center had 8 regularly scheduled career fair type events appropriate for COB students allowing employers to network with students:

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

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

According to the 2014 NSSE survey results, 51.4% of seniors reported discussing career plans with a faculty member often or very often in the College of Business. This was the lowest of any college at GC. CoE was the highest with 85.7% reporting talking with faculty members about career plans. However, GC as a whole (61.7%) was 18 percentage points higher than the USG and 17 percentage points higher than the national mean on this question.

BBA Objective 4.5: Supporting faculty and staff development, and faculty scholarship

The college will facilitate faculty development, staff development, and faculty scholarship and will track participation.

- **Assessment:** The college will provide at least one faculty development workshop each fall and spring semester and will report faculty participation.
- **Assessment:** The college will make available at least one staff development activity each year and will report staff participation.
- **Assessment:** The college will support faculty research grants through revenue generated by the university's funding model for the summer terms. The college will monitor outcomes from research grant funding by self-reports from faculty who are awarded competitive grants.

Outcomes: Lynn Hanson attended NCADA (training for professional advisors). College funds were used in AY14 to send faculty members to faculty development activities and the administrative staff in the COB took advantage of the university staff development offerings. Five faculty research grants were awarded in summer 2014.

BBA Objective 4.6: Increasing external funding and reallocating existing state funds

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

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

Outcomes:

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

Grants to support College of Business programs included: Minority Youth & Business (from the Small Business Development Center, Georgia Council on Economic Education, and the BYIB Endowment), the National Council on Economic Education, and the Georgia Council on Economic Education

The Multimedia Technology Center (now called the Center of Design and Ecommerce) completes projects each year, such as Web site development. Those projects generate revenues for the college. A portion of that revenue is used to fund student employment.

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

In general, the NSSE survey, taken by GC students in spring 2014, speaks to the GC learning environment. The survey is taken by both freshmen and seniors. However, the College of Business does not have much interaction with freshmen so all information reported below only refers to seniors (n=46/47) who took the survey.

The 82.9% of CoB students reported their coursework emphasized forming a new idea or understanding from various pieces of information quite a bit or very much. This was higher than all colleges except CoE

(85.7%). In general, the GC student mean was higher than both USG and national NSSE scores for this item. On combining ideas from different courses when completing assignments, GC students surpassed the USG mean by 7 percentage points and the national mean by 8 percentage points. 80.9% of CoB students reported this occurring often or very often. This was second to the CoE (100%).

Over 68% of CoB seniors reported they reached conclusions based on their own analysis of numerical information. The next highest was the CoE with 57.2%. CoB students (59.6%) said they evaluated what others have concluded from numerical information compared to only 45.9% of GC students. GC as a whole was at the USG system mean for this. GC CoB seniors (87.3%) said their instructors used examples of illustrations to explain difficult points while the GC mean was only 81.5%. This was in line with the USG and national mean.

Assurance of Learning Outcomes for the Majors

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

BA & BS Programs in Economics

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

1.2.1: Demonstrate knowledge of global economic issues.

Assessment showed that student performance met expectations during FY 2013 and existing teaching methods were continued for FY 2014. Assessment showed that student performance again met expectations during FY 2014.

2.1.1: Demonstrate analytical reasoning through applications of micro-economic principles.

Assessment showed that student performance met expectations during FY 2013. Student achievement improved during FY 2013 due in part to actions taken during the previous year. Specifically, expanded usage of on-line assignments designed to help develop analytical skills and the use of supplemental instructors in selected classes.

Assessment for FY 2014 found that student performance fell below expectations even though the same practices were utilized. For FY 2015, it was decided that previous practices will be maintained, along with the addition of weekly practice quizzes that contain questions that require analytical thinking skills and stricter attendance policies to hopefully expose more students to analytical techniques that are taught during classes.

2.1.2: Produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real world economic events.

Student performance on all assessed areas (six traits), except one, met expectations during FY 2013. The assessed area that did not meet expectations was the "application of economic concepts and theory." Efforts to address this shortcoming include the following. The senior seminar (ECON 4990) instructor will enhance lectures on the importance of using economic modeling as a starting point for economic research papers. Instructors in other economics courses at the 3000 and 4000 level are also encouraged to increase attention during lectures on how important economic theory is for motivating and guiding empirical analysis.

Unfortunately, for FY 2014, student performance met expectations on only three of the six traits assessed. The areas that did not meet expectations (average scores below 3) were the "application of economic terms", "application of economic concepts and theory", and "ability to draw reasoned conclusions."

Additional efforts planned for FY 2015 to improve the below par traits include the following:

- 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.
- Faculty in ECON 4340 (Econometrics) and 4990 (Senior Seminar) will increase the number of economic academic journal articles required for papers to help with modeling and drawing conclusions.
- Instructors in other economics 3000/4000 level courses taught during the coming year will again focus greater attention during lectures regarding how important the use of economic theory is for motivating and guiding empirical analyses.

2.2.1: Produce written research assignments that demonstrate the ability to organize a research paper.

For FY 2013 students exceeded the goal (an average score of 3 or greater) on all three traits evaluated for organization and writing skills. This was an improvement over the previous year where students performed below expectations particularly on spelling and grammar usage. Since the target was achieved, no modifications were implemented for FY 2014.

For FY 2014 students performed below expectations on all traits evaluated. These results may be due, in part, to evaluation bias since the assessment review team was forced to replace one faculty member with another for this review cycle. The actions implemented in previous academic years to help with these skills appear to have made positive contributions based on a review of previous assessment results. Therefore modifications implemented for FY 2013 will be maintained for the coming academic year (shown below).

- Students will initiate their senior seminar research papers in the econometrics course (ECON 4340). By starting their senior research projects one semester earlier, students will have more time to improve their paper exposition during the spring semester when they take ECON 4990 (Senior Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students.

2.2.2: Demonstrate the ability to write a clear response to exam questions

Assessment showed that student performance met expectations during FY 2013 and existing teaching methods were continued for FY 2014.

Assessment showed that student performance again met expectations during FY 2014. No modifications will be undertaken for the coming academic year since the learning outcome was again met. Because performance by students has met expectations for several review cycles, plans are to discontinue assessment until a later date to be determined in the future.

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

For FY 2013 students performed well above the desired level of achievement on all components of the ETS major field test in economics exam: (1) the total economics mean score (2) the microeconomics mean sub-score and (3) the macroeconomics mean sub-score.

The macro sub-score was a dramatic improvement over several previous years and the improvement was attributed to changes instituted for FY 2013 that focused on macro topic review sessions during the senior seminar class (ECON 4990) provided to students prior to taking the ETS major field test in economics exam. This practice will continue going for FY 2014.

For FY 2014 assessment results show little movement from previous year assessments in all the areas evaluated. Students continue to perform very well on the “total- and micro-economics” components of the ETS exam. Unfortunately, performance on the “macro-economics” component of the exam once again slipped slightly below expectations. Macro topic review sessions will continue to be provided as part of the Senior Seminar class (ECON 4990) in an effort to raise student performance above the 50th percentile. Additionally, department faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam.

BS Program in Computer Science (CS)

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

The CS program would like to seek ABET accreditation. This program specific accreditation requires graduates to complete specific courses and meet specific learning objectives. The CS faculty members are currently working to align the curriculum with ABET requirements.

BS/CS Student Outcome 1: An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.

This program goal has been consistently assessed during the past three years under two CS courses, CSCI4520, and CSCI3680. Students met expectations in the algorithmic principle during FY11 and FY13 but did not meet the expectations during FY12. CS faculty agreed to increase the credit hours of CSCI3680 from 3 hours per semester to 4 hours per semester starting in fall 2014.

BS/CS Student Outcome 2: An ability to apply design and development principles in the construction of software systems.

This program goal has been assessed using CSCI1302. The desired standard of achievement was that 60% of CS students can implement programs for inheritance concepts. The results showed that students did not meet the expectations. Since the inheritance is quite a difficult and important topic which is widely used in the large real-world applications, it is difficult for students to master it and fully understand its benefit just in a lower-level class. The topic will be covered again and again in the other CS courses, such as CSCI2350, and CSCI4330. Therefore, the CS faculty decided that it was not appropriate to assess this goal using the lower-level CS courses.

BS/CS Student Outcome 3: An ability to function effectively on teams to accomplish a common goal.

This program goal has been assessed in CSCI4950. The results showed that the students did not meet the expectation. Some students chose not to do the assignment, while some others chose to do the minimum requirement of the assignment. The instructor suggested to use an early warning system to remind students for the assignment. No other changes are needed at this time.

BS/CS Student Outcome 4: An understanding of professional, ethical, legal, security and social issues and responsibilities.

This program goal has been assessed in CSCI4320. The students were asked to write an essay to identify professional, legal, ethical, and social issues they encountered in developing the software. The students did not meet the expectation since some of the students chose not to do the assignment, while some other students misunderstood the assignment. The instructor decided to use another method to assess the goal next time.

BS/CS Student Outcome 5: An ability to communicate effectively with a range of audiences.

This program goal has been assessed using ETS exam. The average score of our students should be above the national average. Our average score is 147, and the national average is 147.7. So the result showed that the outcome was not met. The CS faculty discussed the result, and realized that some of CS students took the ETS exam at the beginning of the semester before they finished all the CS major courses. The faculty decided to encourage CS students to take the exam toward the end of their last semester.

BBA Programs Accounting Major

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

Program Goal 1: Students will be able to demonstrate competency in the technical accounting knowledge necessary to produce, analyze, and communicate financial information for both internal and external users.

In past assessments this program goal has been assessed under intermediate courses with topics such as bonds and stock issuances, and tax courses with topics such as calculating adjusted gross income and preparing tax forms. Students met expectations in the tax courses during FY12 and FY13, while continuing to struggle with the accounting topics covered in the intermediate courses. These results lead the department to focus on the intermediate courses and student learning outcomes in FY14. Each year the assessment of the intermediate courses included a sample size of approximately 60 students with only approximately 50-60% of students meeting expectations. The desired standard of achievement determined by the accounting faculty was 75% of students would answer all multiple choice questions related to the assessed accounting topic correctly given on an exam during the course. FY14 results appear to be similar to the past with 55% of students meeting expectations on the bond topic in ACCT 3101 and 52% of students assessed meeting expectations in ACCT 3102.

After a review of past assessment reports, it appears the assessment of this program goal under the intermediate courses consist of a small number of multiple choice questions or 1 free response problem. The department faculty discussed the effects of a limited number of questions assessed and the student sample size. For the FY15, the desired standard of achievement was changed to 75% of students assessed will answer 75% of the multiple choice questions correctly or 75% of students assessed will score 70% or higher on a given free response question. This change aligns the desired standard of achievement for these courses with other courses assessed under other program goals. The faculty also discussed the number of students that are repeating these courses. From past enrollment, the instructors of the intermediate courses identified 3-5 students who have repeated the course more than twice. The faculty agreed that students who repeat upper level accounting course more than twice will probably have difficulty completing the degree and would be more successful in other majors. A grade requirement policy for continuing as an accounting major was proposed and approved by the accounting faculty on May 8, 2014. The policy states:

Students may take an upper-level accounting course a maximum of two times in attempting to earn a grade of "C" or higher. This limit would be placed on upper level (3000 or greater) accounting required or elective classes. If a student cannot achieve a grade of "C" or better in these first two attempts, they would not be allowed to enroll in any upper level accounting classes for a period of one year. This would not include any students that have withdrawn from a section and received a "W" on their transcript.

This policy will be implemented in Fall 2014.

Program Goal 2: Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.

This program goal has been assessed during MGMT 4195 with the ETS exam. The desired standard of achievement was for accounting major to score 50% or higher on all sections of the exam. This expectation was met in FY11, FY12 and FY13 with the exception of the quantitative business analysis section in FY12. The results of the ETS exam for FY14 have not been received as of this writing, but are expected to be similar to past year's results.

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

This program goal has been assessed in ACCT 3120 and ACCT 4125 in past years. Because expectations were met for ACCT 4125 in FY11, FY12 and FY13, only ACCT 3120 was assessed in FY14. In FY13 ACCT 3120 was assessed with a set of 8 multiple choice questions with the expectation that 75% of assessed students would answer all of the questions correctly. The results from FY13 assessment showed 65% of assessed students met expectations. While the FY14 assessment involved a free response question and a similar desired standard of achievement, the results were similar with 68% of students meeting expectations. This students learning outcome will be assessed again in FY15. The faculty believes that the grade requirement policy mentioned earlier will affect results for FY15.

Program 4: Students will be able to recognize and respond appropriately to ethical dilemmas.

This is the first year that this program goal has been assessed in the Business Ethics course BAUD 2172. 46 accounting major were assessed in FY14 with the expectation that 75% would score 80% or higher on a free response assignment. The results showed that 86% of assessed students met expectations. Since this is the first year assessing this program goal, we will continue to assess this course in FY15. Similar results are expected.

Program Goal 5: Students will be able to demonstrate an understanding of global business issues.

This is the first year this program goal has been assessed in the business ethics course BAUD 2172. 46 accounting major were assessed in FY14 with the expectation that 75% of assessed students would score 80% or higher in a free response assignment. Results showed that 89% of assessed students met expectations. Since this is the first year assessing this program goal, we will continue to assess this course in FY15. Similar results are expected.

Program 6: Students will be able to communicate effectively.

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

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

This program goal is assessed for the first time this year with a survey of seniors during their last semester. The desired standard of achievement for this goal is 50% of students actively seeking employment receive interviews or offers of employment before graduation. The results for FY14 showed 15 students will not be entering graduate school in the near future. Of those 15, 8 were actively seeking employment in the accounting field. 50% of those students have accepted offers of employment or interviewed for positions. Because the faculty would like to improve student's interview skills and employment opportunities, a professionalism course was added to the curriculum in FY14. The course targets sophomores and is designed to give students the opportunity to practice job search and networking skills through the development of a job search portfolio.

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

This program goal is assessed for the first time this year with a survey of seniors during their last semester. The desired standard of achievement for this goal is 50% of graduates will enter graduate school after graduation. The results for FY14 shows 38 students graduated in spring 2014. Of those 38 graduates, 23 will be entering grad school – 17 in MAcc at GCSU, 2 other majors at GCSU, 4 at other Universities. These results shows 60% of graduates are entering graduate school. 20% of these students have accepted employment offers.

Management Major

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

Program Goal 2: Students will demonstrate a general understanding of management principles and theory.

The results in FY13 led program faculty to assess a new student learning outcome, add/revise assessment questions, and spend more time covering critical topics more in depth. In FY14 students' knowledge of conflict and negotiation was assessed. Assessment results indicate that the outcome was met (e.g., in MGMT3155, 192.5% Improvements post vs. pre results). In addition, the ETS results show that percentage correct exceeded the national average for 78.57% of the individual exam items in the Management category, which indicates we were successful in helping students generate an understanding of management principles and theory.

Program Goal 3: Students will demonstrate a general understanding of human resource principles.

The results in FY13 led program faculty to add additional chapter quizzes (between exams), exam review sessions, and study outlines for exams. In FY14 students' knowledge of Equal Employment Opportunity and its implementation was assessed. Assessment results indicate that the outcome was met (e.g., in MGMT4105, 163% and 126% Improvements post vs. pre results). In addition, the ETS result shows that percentage correct exceeded the national average for 100% of the individual exam item in the Management category. It indicates we were successful in helping students generate an understanding of human resource management principles.

Management Information Systems (MIS) Major

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

For last year's assessment report we reported all the findings for our different outcomes. This is the first year we are going to create a report that is forward thinking. This year we had five program goals assessed by 20 different outcomes. Of which we assessed 13 of the outcomes this year. During assessment training we recognized that we were over assessing, and it was recommended that we go to three program goals and assessed by 6 outcomes.

Furthermore, upon review of the assessment we evaluated the current curriculum and completed a major revision of the overall program. In doing so, we hope to make our students more competitive in the marketplace and increase their marketable skills by staying current in the field of computing.

Based on the assessment cycle the following changes to assessment and courses were undertaken.

- 1) Modified exam questions to better reflect assessment requirements (CBIS 3218)
- 2) Shortened hands on exam to fit better into allotted time (CBIS 3217)
- 3) Added content on Web Accessibility (CBIS 3218)
- 4) Added content on Web Design principles (CBIS 3219)
- 5) Adopted nationally standardized test for assessment (CBIS 3213, CBIS 4225)

Although we implemented the recommendations from the FY2013 report, we did not assess the same courses this year due to the number of outcomes we have to assess for outcomes 1-4. However, we did

assess the last outcome #5. However the instructor did not implement the new standardized testing, instead he assessed the students on a final project. The instructor did not remember the recommendation, but will now move forward with the standardized testing for the assessment of the CBIS 3213 course. The CBIS 4225 will no longer be required and will not be assessed anymore.

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.

Outcome 1: Ethics in Marketing

- continued with previous year methodology, partially met objectives
- found problems with that methodology, general course with non-majors and problems with understanding of a key term on pre and post exam
- changed method for assessment for FY15 and beyond
- improved instruction because there is now modified the coverage of topic in assessed classes for better understanding of the topic in question that is being implemented in FY15
- modified goal will be included in FY15 in a marketing specific course, MKTG 3168
- this (modified) item will be continued in FY15

Outcome 2: Cultural differences in marketing

- continued with previous year methodology
- met expectations at a high level
- increased expectations from 70% (competent) to 80% (advanced) level for FY15
- the modified goal will be included for FY15
- the goal was met and can be considered positive in that regard, in terms of changes to the program it is believed that this is neutral because the department believes we are performing well on this item and will maintain instruction to continue the level of understanding we are currently getting for this item
- this item will continue to be covered in FY15

Outcome 3: Data analysis for marketing research

- Rewrote SLO to eliminate goal based on its coverage in item six and its basis in foundation courses before it
- it was a positive impact because it caused restructured coverage of regression and correlation in the marketing research course to provide more detailed exposure because students are not coming in with the skills so it will get more hands on classroom focus and external assignments
- goal will not be included going forward because it is needed by a small subset of majors and because course coverage is primarily outside of this course
- this item will not be continued in FY15

Outcome 4: Effective communication in marketing

- outcome met at 89% level (compared to goal of 80%)
- it was a positive impact because it improved instruction because given the goal's importance added emphasis in classes will be given going forward in order to increase student understanding in this area
- these modifications have been implemented
- this item will continue to be covered in FY15

Outcome 5: Segmentation and targeting in marketing

- rewrote SLOs for this item

- the assessment instrument was deemed unsatisfactory because knowledge of the subject area did not correlate highly enough to meeting expectation for the item, grammar mistakes lowered scores when that was not the item under assessment
- this item had a neutral impact on learning in FY14
- item will be eliminated FY15 because the team found confounds with its measurement and that it is covered in the final item covering mastery of the material

Outcome 6: Mastery of the discipline

- the outcome of students performing at the 90th percentile indicate that the goal is being met
- no changes to this goal will take place in FY15
- this was seen as a positive impact for the program because the team is stressing the core elements of understanding in the major, which should improve student learning and focus students on the fundamental aspects of the major
- this item will continue to be monitored

This was a very beneficial year. The department made progress in a number of areas, found problems with several of its assessment indicators, and improved both our courses and our assessments going forward in order to address them. The team found several problems. First, there was an issue with the pre- and post- quiz that has been used for our ethics indicator. Students show very significant improvement on the quiz, but with only 15 questions it has been a challenge for them to hit the 80% bar. In analyzing the instrument we found a number of students missing two questions that both required the definition of the term "redlining." While it is a useful term when studying ethics, if that definition was not remembered it was exceptionally difficult to get a passing score. Furthermore, because this was being administered in a core BBA class the students were not primarily marketing students so it was difficult to see if their results translated to results in the major. Another problem was found with our assessment indicator on segmentation and targeting. The professor examining this noted that the instrument, an essay, showed student learning on the topic, but grades did not reach the 80% level primarily due to marks down for basic grammar. Both of these topics were considered partially met because the learning was clearly there, but not at the level desired. It was, however, also indicated that there needed to be a change in assessing those areas. In another area, research, students were found to not have an understanding of regression and correlation at an 80% level. But in discussions with the team it was noted that this should be moved from a key goal because a majority of positions within the field do not require detailed knowledge of these areas. Furthermore, these are topics that are typically mainly covered in courses outside of the major and therefore was an inappropriate major outcome.

So, we went into the year with six goals, which can be briefly summarized as marketing discipline level knowledge of ethical reasoning, cultural difference understanding, data analysis, communication, segmentation/targeting, and general mastery of marketing. Data analysis was agreed to not be a goal that applied at the level of analysis to all majors. Both Data Analysis and Segmentation/Targeting are believed to be well captured in the last "mastery" of the subject goal and can therefore be rolled into that measure. For that reason we are moving from the six goals in FY14 to four more direct goals in FY15. The Ethics goal, while not met, does show improvement and that prompted the team to agree to measure that in a class that is predominantly marketing majors in a more comprehensive manner. This will move to MKTG 3168 (Sports Marketing) in which an ethical dilemmas assignment will be used to assess this item. The Cultural Differences goal continues to be met and the team believes that the 70% target (which the department has given to indicate "competent" knowledge of the topic) is being increased to 80% to indicate a more detailed level of understanding. The communications goal was met at 89% and the individual presentations used for that are being stressed even more than previously so we hope to continue our success with that assessment. As mentioned previously the Research and Segmentation goals were only partially met and are being rolled into our more holistic "mastery" of the topic goal. That goal is assessed by using ETS results for Marketing majors as compared to other marketing majors across the country. Our students performed in the 90th percentile, which is an exceptional result and indicates that our majors are leaving the program with a mastery of the material covered (as considered at a national level).

So while not meeting all goals we have honed in more clearly on what we want to stress, we have come up with several specific course changes that will allow us to better convey this material to our students, and we have a path going forward that is both clear and better in line with our departmental mission. For these reasons the department is confident that we have not only benefited from the process, but we have instituted changes that will better help us achieve our goals going forward.

Assurance of Learning Outcomes for Graduate Programs

Master of Business Administration Programs

There are two delivery methods for the MBA: the full time MBA and the part-time MBA. All assessment information for both delivery methods are detailed in Compliance Assist. The MBA has six learning goals. The goals that were assessed in 13-14 are discussed below.

Full time MBA Assessment:

1.1 Demonstrate competency in core business knowledge.

The ETS exam is used to compare students over time. The desired result is for our student average to be at the 50th percentile in each of the six subject areas. In 12-13, fall semester all but finance was above the 50th percentile while in spring, all but management was above 50%. In 13-14, all but managerial accounting was above the 50th percentile. The trend over the last 10 years (available in the details for this objective in Compliance Assist) is increasing. The ETS will continue to be used for comparison purposes.

2.1 Discuss and apply concepts, issues, and practical organizational concerns involving business ethics and social responsibility.

In 12-13, 100% of students achieved 90% or better. This class was not assessed in 13-14 because a part-time faculty member took over the course. A different assessment is planned for 14-15.

3.1 Communicate quantitative and qualitative information orally and in writing.

In 12-13, 85% of students met the target level. It was assessed in 13-14 to obtain longitudinal data. In 13-14, 90% of students met the target level. A different assessment is planned for 14-15.

4.1 To understand the complexity of ethical and global implications of marketing decisions.

In 12-13 100% met the target, but the area of weakness was providing an ethical theory and resolution for the ethical dilemma. The rubric was given to the students earlier in the class. This was done in 13-14, and there was an improvement in the ethical resolutions section. However, the target was not met in 13-14 because 1 student was below the target level. Also, the students were still weak in ethical theory. In 14-15, these topics will be addressed more frequently throughout the course.

5.1 Apply the concepts of the traditional job costing system to estimate the production cost of a product or service.

In 12-13, the target was exceeded so it was decided that more complex managerial accounting concepts would be used to address this student learning outcome in 13-14. The target was again met in 13-14 so a different assessment will be used in 14-15.

Part time MBA Assessment:

1.1 Demonstrate competency in core business knowledge.

The cohort is given the exam their first semester and again as a post-test their last semester. In 12-13, only 5 students were in the cohort. One student only improved his/her raw score by 1 point from pretest to post test. Even so, management and finance were the only two areas not increasing to the 50th percentile in the post test. In 13-14, the percentiles in all areas increased, but only marketing and management increased to the 50th percentile. The ETS exam will continue to be used to show the pretest post-test increase.

1.2 Creation of an integrated marketing communication plan.

In 12-13 the target was achieved. The course was changed to use groups to create this plan so it was no longer used as an individual student assessment in 13-14.

1.3 Develop an integrated budget based on market research and capital expenditure assumptions.

13-14 was the first year this was assessed. 67% of the students met expectations. Students had problems with making acceptable budget assumptions and a lack of understanding in order to apply basic budget concepts. This assessment will be used again next year as is to determine if it was just this group of students or if concepts need to be covered differently.

2.1 Identify legal and ethical issues in business.

In 12-13 100% of student met the target level of achievement. In 13-14, the course was taken over by another instructor and the assessment was not completed. A different objective will be assessed in 14-15.

3.1 Effective written communications.

In 12-13 100% of students met the target in both clarity, proper grammar and punctuation as well as in appropriateness if message design. In 13-14 more attention to basic writing was included and improvements were seen in students at the highest levels of achievement. Expectations were still met, but the level was less than 100%. In 14-15, students will continue using the more intensive grammar and punctuation tutorials and explore writing theory "in chunks".

4.1 Critically examine and evaluate different economic, political/governmental, and social/cultural systems and their impact on global business.

In 12-13, 100% of students met this target. It was assessed again on the study abroad trip in 14-15 with a different faculty member. 89% met the expectations with one student having a strong impact on the results. It will be assessed again next year with more practice in comparing and contrasting exercises before going on the trip.

5.1 Demonstrate how producers respond to different market structures.

In 12-13, 65% met the target which was 5% below expectations. More in class discussions were planned for 13-14. However, the faculty member teaching the course left without turning in any of the assessment results for 13-14. Therefore, a different student learning objective will be assessed in 14-15.

6.1 Perform analysis of informational and technical needs to aid in developing an IS plan.

In 12-13 100% of students met expectations. A different faculty member taught the class in 13-14. 92.6% of students met expectations, but the results could still be better. Next time, the topic will be started sooner and integrated more with other material.

Master of Accounting Program

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

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

Complete details are provided in Compliance Assist.

1. Be able to articulate and apply the principles of fund accounting including but not limited to: the theoretical basis of fund accounting; recording budgets in accounting records; applying the modified

accrual basis of accounting. Assessed in ACCT 6115 - Not for profit accounting. The assessment has not met its goals for the last three assessment cycles. In response, a curriculum change was made to reduce the topics within the course to allow additional focus on the topics which are not meeting assessments. As such, we will not assess for the following year until changes can be made effective next year. It will be replaced with Students will be able to assess dilemmas as defined by IRS Circular 230 in ACCT 6135. The new assessment will be an assessment of the learning goal 4: Students should be able to recognize and respond appropriately to ethical and professional dilemmas.

2. Effectively evaluate, analyze, and draw conclusions to a complex business transactions. Assessed in ACCT 6155 - Advanced Financial Accounting. The assessment has met its goal for the past three assessment cycles and will not be performed again. Most recent modification was to place a greater scoring weight for the project within the course. Modification improved scores from previous cycle as well as increase the general quality of writing. For next cycle, it will be replaced with learning goal 6: Students should be able to communicate effectively. It will be assessed in ACCT 6125 with the requirement of students to write an effective research proposal.

3. Compare a contrast differences between United States and International Accounting Standards based on a specific difference between the two standard setting agencies. Assessed in ACCT 6165. Assessment met its goal in FYE 2014. Assessment was modified to include case studies that allowed multiple correct answers to allow a better example of cultural differences between standard setting agencies. Assessment met expectations and will be continued for next year.

4. Students will be able to enter the accounting profession or accounting careers within 12 months of graduation from the Masters of Accountancy program. For FYE 2014, 90% of our students found employment within six months of graduation. This assessment reports the viability and ultimate outcome for our program for students to join the accounting profession.

Master of Logistics and Supply Chain Management Program

This program was moved to the College of Business from the College of Arts and Sciences. Academic year 12-13 was the first full year in the CoB.

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

The program goals are:

1. Evaluate and critically analyze how logistics and supply chain situations, information, and data influence the organization.
2. Assess how governmental, industry, and technology trends in the domestic and global logistics and supply chain area affect the organization.
3. Analyze logistics and supply chain industry best practices, and apply the appropriate best practices to the logistic and supply chain environment in the organization.
4. Investigate managerial risk and responsibility in light of legal and ethical issues relating to the logistics and supply chain area, and formulate the proper action policy for the organization in dealing with identified issues.

Complete details are provided in Compliance Assist.

Goals

1. Evaluate and critically analyze how logistics and supply chain situations, information, and data influence the organization.

The results from FY13 led program faculty to continue the method of assessment that was intended to develop student's evaluation and critical thinking skills. FY14 confirmed that the method of assessment is accomplishing this goal and will continued to be utilized.

2. Assess how governmental, industry, and technology trends in the domestic and global logistics and supply chain area affect the organization.

This goal was not assessed in FY14. It will be assessed in the spring semester of FY15. However, FY13 results showed that all of the assessment expectations were met and the same assessment techniques were continued for FY14. These methods will be assessed again in FY15 in order to gain longitudinal data to ensure the desired outcomes remain consistent.

3. Analyze logistics and supply chain industry best practices, and apply the appropriate best practices to the logistic and supply chain environment in the organization.

The results from FY13 led program faculty to continue the method of assessment that was intended to develop student's evaluation and critical thinking skills. FY14 confirmed that the method of assessment is accomplishing this goal and will continued to be utilized.

4. Investigate managerial risk and responsibility in light of legal and ethical issues relating to the logistics and supply chain area, and formulate the proper action policy for the organization in dealing with identified issues.

This goal was not assessed in FY14. It will be assessed in the spring semester of FY15. However, FY13 results showed that all of the assessment expectations were met and the same assessment techniques were continued for FY14. These methods will be assessed again in FY15 in order to gain longitudinal data to ensure the desired outcomes remain consistent.

It should be noted that all of the program goals were assessed in face-to-face classes. In FY 2015, the program is transitioning to online delivery, which may impact the methods of assessment of the program goals. The faculty are in the process of adjusting the methods of assessment to ensure program goals are still met through the online delivery method. In light of this, program goals and assessment methods may be adjusted in FY15.

Master of Management Information Systems Program

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

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome cannot be compared from year to year. What may be compared is whether or not the students are meeting the outcome which maps to the same goal from year to year.

1. Students will be able to evaluate how information systems planning, management, and strategy influence the organization.

In 12-13, 100% of students met expectations for the student learning outcome - 6295-Students will evaluate the strategic use of information technology in business. In 13-14, the student learning outcome - 6393-Determine how leadership styles influence the management of successful Information Technology projects - was evaluated. 100% of student met expectations for this outcome. Over the two years, two different courses were used to map back to Program Goal 1. In both cases, the students met the outcome.

2. Students will be able to assess how governmental, industry, and technology trends in information systems from the domestic and global environment affect the organization.

In 12-13, 100% of students met expectations for the student learning outcome - 6293-Students will prepare an IS investment proposal about emerging trends as a member of a team. This goal was not assessed in 13-14.

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

In 12-13, 93.3% met expectations for the student learning outcome - 6293-Students will perform a strategic analysis to determine where the emerging trends in information systems can provide business value. In 13-14, the student outcome -6298-Demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business information systems solution- was assessed. 93.75% of students met or exceeded expectations. In both cases, only one student did not meet expectations.

4. Students will be able to determine factors for controlling and securing information resources. In 12-13, 100% of students met expectations for the student learning outcome - 6295-Students will determine factors needed for securing information technology. This goal was not assessed in 13-14.

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

This program goal was not assessed in 12-13. In 13-14, the student outcome - 6393-Evaluate project risk and create a plan to manage that risk- was used for assessment. 100% of students met or exceeded the target.

Georgia WebMBA® Program

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

College-wide Assurance of Learning Activities

College of Business Assessment Meetings Tuesday, August 13, 2014

Faculty members teaching in the common business knowledge courses (CBK) met on the university's annual assessment day to discuss the results of 2013-2014 assessment and changes needed for 2014-2015. Twenty-five faculty members, led by the CoB Assessment Coordinator, discussed each CoB goal, assessment, and results.

On the same day, twenty-four faculty members met to discuss the MBA assessments and results from 2013-2014. The summaries from each of these two meetings were presented at the annual fall CoB assessment meeting.

Friday, September 5, 2014

Faculty members attended the annual CoB fall assessment meeting to be briefed on overall program assessment reports. Each major reported back to College of Business faculty on assessment activities during the 2013-2014 academic year.

Each report addressed three questions:

- What assessment activities were completed in AY 2014?
- What did you learn from those activities?
- What will you change as a result of the assessment?

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

Summaries from these reports were presented earlier in this document and details are located in Compliance Assist. Feedback on each summary was provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. This feedback was used to make needed changes for 14-15 and/or 15-16.

Appendix I: Assessment Calendar

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

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

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

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

Operating Principles:

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

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

Level of Reporting	Measures	Actions and Linkages	Reporting Entity	Reporting Cycle
Degree BBA, MBA, MMIS, MACC	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		
Program /Major	<u>Costs</u>	Each major must remain viable and productive	CPR: Comprehensive Program Review reported to the USG Data collected via academic program review (APR) system	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	SACS Data collected via university profile system (UPS)	5 Year
		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 (in UPS)		

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