



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

# **Academic Assessment Outcomes**

**2014/2015**  
**(7/01/2014 – 6/30/2015)**

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

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**College of Business, Georgia College & State University**  
**Academic Assessment Outcomes, 2014/2015**

**Executive Summary**

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

Key program assurance of learning outcomes for AY 2015 follow.

- Students do a good job meeting targets related to ethical behavior.
- Students consistently have issues reaching targets for analytical learning goals.
- The ETS results showed students exceeded the 50<sup>th</sup> percentile in all areas except finance in 14-15.
- BBA students are consistently able to recognize and evaluate the effect of globalization and cross-culturalism in a business environment.

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

- In 15-16 in BCOM 2285, the McGraw-Hill Connect tutorials and class assessments will be moved to the beginning of the term.
- In macro-economics, supplemental on-line assignments designed to develop student analytical skills, weekly quizzes with questions that require analytical thinking skills, and stricter attendance policies in principles courses to help ensure that students receive adequate exposure to analytical techniques.
- In management, the results in FY14 led program faculty to assess a new student learning outcome and spend more time covering critical topics in depth. In FY15 students' knowledge of job attitudes and values was assessed. Assessment results indicate that the student learning outcome was met.
- 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. This policy was implemented in fall 2014 and has had a small effect on the results of the FY15 assessment. For FY15, 65% of the students assessed in ACCT 3101 met expectations. This is an increase from the 55% that met expectations in FY14. In ACCT 3102, 68% of the students assessed met expectations in FY15. This is an increase from the 52% that met expectations in FY14.

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

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

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

### Introduction

This Assessment Outcomes report, along with the information available in Compliance Assist for the college of business, describes assurance of learning outcomes for the academic year 2014/2015, 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 – 2014/2015

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

- 1.1 Identify and evaluate ethical issues and their resolution
- 1.2 Evaluate the effect of globalization and cross-culturalism in a business environment
  
- 2.1 Apply appropriate analytical techniques in business environments
- 2.2 Communicate effectively through written and oral media
- 2.3 Demonstrate basic functional abilities across core business subjects

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

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

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

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

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

There is not a single course that all BBA students take for international business. Instead, students may select a course from one of several options. Student learning outcomes related to globalization were assessed in MGMT 4145– International Management and BCOM 4283- Global and Intercultural Business Communications. 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. BCOM 4283 will not be used for this assessment in 15-16. It is being replaced by MKTG 3180- International Marketing 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. In 13-14, 76.93% of 175 students met or surpassed expectations for all six sections combined. In 14-15, 224 students were assessed with 77.84% of students meeting or exceeding expectations. The following observations must be made about the tests. Two different full-time faculties taught the seven sections and administered the tests using similar, but different questions. The tests involved multiple-choice questions with only one answer being the correct one. It should be mentioned that based on the nature of the test, there was no way to determine why a particular answer (right or wrong) to a question was chosen. The same assessment will be used again in 15-16.

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

BCOM 2285, an Area F course for business majors, was used to assess written skills. In 14-15, 85% of students met or exceeded expectations for clarity. The dimension of writing without errors in punctuation and grammar was assessed as well, and only 76% met or exceeded expectations. In order to increase percentages in the exceeds and meets categories in 15-16, the McGraw-Hill Connect tutorials and the class assessments will be moved to the beginning of the term. All written work that would ordinarily be marked for clarity and correctness, therefore, would be postponed until after the first three weeks. With the clarity, punctuation and grammar components "satisfied," class work can focus on the psychological approaches for presenting business information and on interpersonal and group dynamics for completing writing tasks.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. In 12-13, 83% met overall expectations for oral presentation skills exceeding the target of 60%. For 13-14 the target was raised to 85% after discussions that 60% (or the equivalent of passing) was too low for a senior capstone class. In 13-14, 83% again met the target so the new target rate was not met. In 14-15, 83.33% met or exceeded expectations. Practice presentations will be used again in 15-16.

**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 14-15, the fall semester students met or exceed the target at an 80% rate while the spring semester seemed to be an anomaly as only 62% met or exceeded the target. The same assessment will be used in 15-16.

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

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

The goal is the student average for each area to be at the 50th percentile of greater. In 14-15, the target of 50% was met in every subject area except finance (38th). This test will continue to be used for comparison purposes.

**ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 14, Spring 15**

	<u>GC</u>
Number of students tested	277
Range of individual scale scores	130–189
Individual scale score mean	<b>155</b>
Range of individual percentile scores	1% - 99%, more or less

Assessment indicators:

	<u>GC</u>	<u>GC</u>
	% correct	Percentile
1. Accounting	43	57
2. Economics	46	82
3. Management	62	89
4. Quantitative Business Analysis	42	82
5. Finance	41	38
6. Marketing	58	77
7. Legal & Social Environment	64	74
8. Information Systems	57	82
9. International Issues	46	81

### **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 and Mercer University. The university sponsored a series of billboard advertisements to promote graduate programs and develop name recognition in the Macon market. A website campaign called Make Your Next Move was launched for the online programs. 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 14-15, the Stock Market Game workshop was held in Macon (twice) and Perry for a total of 40 plus 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 2015, there were 24 strictly online sections of undergraduate business classes. Additional online sections for undergraduate core and graduate classes were also offered.

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

**Assessment:** The college will allocate faculty and other resources to the Georgia WebMBA®.

**Outcomes:** Four faculty members taught eight sections of four different courses for the Georgia WebMBA® during the 14-15 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 2014 and January 2015.

### **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, student endeavors, and professional development.

***BBA Objective 4.2: Providing exemplary academic advising services***

As advising is now carried out by professional advisors in the Center for Student Success, this objective is no longer under the control of the College of Business and should be removed. The college's strategic plan is being revised during 15-16.

***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 2014-2015 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 2014-2015.

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

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

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 2014-2015 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 AY2015. The Career Center keeps statistics on all of these interactions. The Career Center had 8 regularly scheduled career fair type events appropriate for COB students allowing employers to network with students:

1. Part-Time Job Fair- August
2. Senior Picnic- August
3. Accounting Career Fair- September (coordinated by Accounting Department)
4. Internship Fair- October
5. Information Technology Career Fair- February (coordinated by IS/CS Department)

6. GC Career Expo & Interview Day- March
7. Career Opportunities Fair (Atlanta) – November, Sponsored by Georgia Careers Consortium
8. College-to-Career Fair (Atlanta) – April, Sponsored by GA Association of Colleges & Employers

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

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

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

**Assessment:** The college will provide at least one faculty development workshop each fall and spring semester and will report faculty participation.

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

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

**Outcomes:** Lynn Hanson attended NCADA (training for professional advisors). College funds were used in AY15 to send faculty members to faculty development activities and the administrative staff in the COB took advantage of the university staff development offerings. Two faculty research grants were awarded in summer 2015.

***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 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.

## Assurance of Learning Outcomes for the Majors

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

### BA & BS Programs in Economics

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

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

Assessment showed that student performance met expectations during AY 2014 and existing teaching methods were continued for AY 2015. Assessment showed that student performance again met expectations during AY 2015. No changes will be made.

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

Assessment for AY 2014 found that student analytical reasoning performance fell below expectations. For AY 2015, it was decided that practices used in the previous couple of years would 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.

Assessment for AY 2015 again found that student analytical reasoning performance fell below expectations. Assessment results show an increase in student performance over the previous year where during AY 2014 only 60.4% were judged to meet or exceed analytical reasoning competency while the number increased to roughly 67% for this year. Students showed improvement but still need supplemental hands-on experience with the type of questions that require analytical reasoning to answer. Remedial actions for AY 2016 will remain the same as the year before due to the positive responses observed. Specifically, supplemental on-line assignments designed to develop student analytical skills, weekly quizzes with questions that require analytical thinking skills, and stricter attendance policies in principles courses to help ensure that students receive adequate exposure to analytical techniques.

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

For AY 2014, student performance met expectations on 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."

For AY 2015 students performed marginally below expectations in five of the six traits assessed. The only trait assessed that met expectations was where students chose an "identifiable question to be answered." As has been true in previous years, students are not sufficiently grounding their analysis on a foundation of economic theory. Additionally, the interpretation of their empirical results is not sufficiently clear and sound. To improve student performance in these areas instructors, in recent years, have provided more examples in class to show how to use economic theory to motivate and guide research. Because these efforts have been reasonably successful, we plan to maintain the same strategies for FY 2016.

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

For AY 2014, students performed below expectations on all traits evaluated. Even though students didn't perform up to expectations, the actions implemented in previous academic years to help with these skills

appear to have made positive contributions based on a review of previous assessment results. For AY 2015, the average performance by students improved for proper use of “citations and bibliography”, stayed the same for “acceptable format and paper organization”, and declined for “correct spelling and grammar usage”. Two of the three traits evaluated were just marginally below expectations, but proper spelling and grammar usage is troublingly low with an average of score of only 1.92. Actions implemented in previous years to help with these skills have led to some improvements, therefore, modifications implemented initially in AY 2013 will be maintained for AY 2016. Additionally, the use of a department style guide for proper paper presentation of the senior research report will be emphasized in both the Senior Seminar (ECON 4990) and Econometrics (ECON 4340) courses.

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

AY 2014 assessment results show little movement from the 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. For AY 2015, macroeconomics 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 50<sup>th</sup> 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.

AY 2015 assessment results show improvement in all three areas evaluated. Students continue to perform very well on the “total- and micro-economics” components of the ETS exam. Performance on the “macro-economics” component of the exam showed significant improvement over the AY 2104. Given that student performance exceeded the goal of being in the upper 50th percentile for each area, no changes will be undertaken this year. However, plans instituted during previous years will be maintained for AY 2016 because of the erratic performance of students over the years on the “macro-economics” portion of 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 is seeking ABET accreditation. This program specific accreditation requires graduates to complete specific courses and meet specific learning objectives. The ABET self-study report was submitted before June 30, 2015. The visit and draft report will occur during 15-16. Results will not be known until August 2016.

The computer science program assesses its program goals on a rotation so every goal is not assessed every year. The goals that were assessed in 14-15 are listed below.

**CS Program Goal 2:** An ability to apply design and development principles in the construction of software systems.

This outcome was assessed using the projects from CSCI 3342 and CSCI 3341. The desired standard of achievement was that 80% of CS students will implement a network application, and 70% of CS students will implement the typical operating system's components. The results showed that students did not meet the expectation for the CSCI 3342 while they met the expectation for the CSCI 3341. Therefore, CSCI 3342 will add more labs related to the network programming during 2015-2016. CSCI 3341 will not be assessed, and another CS course will be used to assess the outcome in the next assessment cycle.

**CS Program Goal 3:** An ability to function effectively on teams to accomplish a common goal. This outcome was assessed by CSCI 4710. The goal is partially met. The reason that (1) did not meet the goal was that some students did not turn in the homework at all which skewed the average. For the people who turned in the homework, the average is 95. For this reason, we will re-assess this outcome with the same course again in the next assessment cycle and will push students to start the homework earlier and finish it on time.

**CS Program Goal 4:** An understanding of professional, ethical, legal, security and social issues and responsibilities. This outcome was assessed in CSCI 4320 and CSCI 4960. The desired standard of achievement was that 90 % of the CS students will be able to provide at least two examples of each issue they encountered for CSCI 4320, and 90% will be able to provide an example of at least one ethical issue they encountered in CSCI 4960. However, the students did not meet the expectations for CSCI 4960. CSCI 4960 will change the means of assessment since not all students will encounter ethical issues during their internship. Instead of asking the students to provide an ethical issue they ENCOUNTERED, they will be asked to describe the professional and ethical responsibilities they had during their internship.

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

This goal is assessed using the National ETS. Exam. Students take the ETS as part of CSCI 4320 – Software Engineering. In 14-15, our average was 146 and median was 148, while the national average was 149 and the median was 147. Among 16 students, six students were above the national average score; six students were below the national average score. The results did not meet our expectation which was that our average and median would be higher than the National average and median. The computer science faculty discussed the results. We will continue to use the ETS test.

## **BBA Programs**

### **Accounting Major**

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

**Accounting 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 from FY13 and FY14, it appeared 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 for FY15 aligned the desired standard of achievement for these courses with other courses assessed under other program goals.

In FY14 the faculty discussed the number of students that were 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 was implemented in Fall 2014 and has had a small effect on the results of the FY15 assessment. For FY15 65% of the students assessed in ACCT 3101 met expectations. This is an increase from the 55% that met expectations in FY14. In ACCT 3102 68% of the students assessed met expectations in FY15. This is an increase from the 52% that met expectations in FY14.

Faculty discussed the positive effects of using a homework software program for other courses (ACCT 2101 and ACCT 2102). Students seem to like the programs because they allow for repeat practice of homework problems. A new textbook from Pearson Publishing with this type of homework software will be implemented in the Fall 2015 for FY16 assessment of these courses and this program goal.

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

This program goal has been assessed during MGMT 4195 with the ETS exam. The desired standard of achievement for accounting majors is to score 50 percentile or higher on all sections of the exam. This expectation was met in FY13 and FY14. The results of the ETS exam for FY15 are similar to past year's results.

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

**Accounting 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 with students meeting expectations. Because of this, this program goal was not assessed in FY15. During the FY16 planning meeting, the faculty decided start assessing this goal again with a different course. In FY16 ACCT 3106, Accounting Information Systems, will be assessed with an accounting cycle problem given to

students as a final exam in the course. The desired standard of achievement is 80% of students completing the accounting cycle problem will score 80% or higher.

**Accounting Program Goal 4 -Students will be able to recognize and respond appropriately to ethical dilemmas.**

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

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

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

**Accounting Program Goal 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 and FY15. Only 45% of assessed students met expectations in all areas of the COB rubric during FY14. Areas of concern included: lack of eye contact, excessive note reading, and the use of slang expressions. Because of these results this course was again assessed in FY15 with the instructor focusing on these skills with smaller oral assignments before the assessed oral presentation. The FY15 results met faculty expectations in all areas of the COB rubric with the most problematic area still being the use of slang expressions and inappropriate language. Since this program goal has been assessed for four years and faculty expectations have been met, the department will not assess this goal in FY16. Oral and written communication is an important program goal and will be assessed again in the future.

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

This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal is 50% of students actively seeking employment receive interviews or offers of employment before graduation. The results for FY15 showed 20 of the 50 students graduating would not be entering graduate school in the near future. Of those 20, 14 were actively seeking employment in the accounting field. 42.8% of those students have accepted offers of employment or interviewed for positions. Because the faculty would like to improve student's interview skills and employment opportunities, a professionalism course was added to the curriculum in FY14. The course targets sophomores and is designed to give students the opportunity to practice job search and networking skills through the development of a job search portfolio. Because of this course internship participation increased in FY15 to total of 19 paid internships during the year from 17 in FY14. The faculty believes that this course will continue to improve students' networking skills and increase the number of available internships and employment opportunities. We will continue to survey the graduates in FY16.

**Accounting Program Goal 8 -Students will be able to enter graduate school.**

This program goal was assessed for the first time in FY14 with a survey of seniors during their last semester. The desired standard of achievement for this goal was 50% of BBA graduates will enter graduate school after graduation. The results for FY15 show 30 out of 50 students graduating in

FY15 plan to enter graduate school. Of those 30 graduates– 22 are planning to enter the MACC program at GCSU, 2 are planning to enter other programs at GCSU, 6 are planning to attend programs at other Universities. These results shows 60% of graduates are entering graduate school. 13% of these students have accepted employment offers before the completion of their graduate studies.

## **Management Major**

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

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

*Student Learning Outcome 1.1: Students will demonstrate a general understanding of job attitudes and values.*

The results in FY14 led program faculty to assess a new student learning outcome and spend more time covering critical topics in depth. In FY15 students' knowledge of job attitudes and values was assessed. Assessment results indicate that the student learning outcome was met (e.g., in MGMT3155, there is an 86% improvement from pretest to posttest, which exceeds the standard of 70% improvement).

Management students who did not meet expectations had access to additional problems. Because it is the first time we assessed this important learning outcome in the management program, we will continue to use it to monitor student performance longitudinally. We will add/revise assessment questions and assess this new student learning outcome again in FY16 to establish trends.

*Student Learning Outcome 1.2: Students will demonstrate a general understanding of management principles.*

We also used the FY15 ETS reports to assess students' understanding of management principles and theory. The ETS results show that the percentage correct exceeded the national average for 88.89% of the individual exam items in the Management category, which not only exceeds the 50% standard but also exceeds the ETS results in FY14, 78.57%, by more than 10%. The results indicate that we were successful in helping students generate an understanding of management principles and theory. The results also show that our program is dedicated to continuous improvement to achieve teaching excellence.

### **Management Program Objective 2: Students will demonstrate a general understanding of global management issues.**

*Student Learning Outcome 2.1: Students will develop and exhibit an appreciation of cultural differences.*

The assessment results in FY14 led program faculty to assess another new student learning outcome and add additional chapter quizzes between exams. In FY15 students' knowledge of cultural differences was assessed. The assessment results show that the outcome was met (e.g., in MGMT4145, all students met or exceeded the standard of 80% correct on each of the five measures. Four of the five measures were met at or above the 90% level. The fifth measure was met at the 85% level). It indicates that students understand the concepts related to cultural differences. Because it is the first time this important student learning outcome was assessed in the Management program, longitudinal data needs to be obtained to ensure enough students have understood the concepts. We will continue to assess this new learning outcome in FY16. Our plan is to keep the standard but add/revise assessment questions.

*Student Learning Outcome 2.2: Students will demonstrate a general understanding of global management issues.*

The ETS results were also used to assess students' understanding of global management issues. We found that, on the ETS, the percentage correct exceeded the national average for 100% of the individual exam items in the International Management category, which is greater than the 50% standard. It indicates that we were very successful in helping students generate an understanding of global management issues. Because it is the first time we assessed this important learning outcome in the management program, we will use it to monitor student performance longitudinally. We will continue to assess it in FY16 to establish trends.

### **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 the 13-14 assessment report, we reported all the findings for our different outcomes. This year (14-15), we assessed two of our three program goals through four student learning outcomes. AY15 was the last year that our previous curriculum was taught to our juniors. They will finish out the old curriculum as seniors in AY16. In AY16, our new curriculum will be taught to our junior MIS majors. Therefore, AY15 was the last year the complete old curriculum was taught.

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

In CBIS 3212, only 66% met or exceeded which is less than the 80% target. Students still have issues with the basic control structures. On the surface, this was a simple loop to modify. However 1/3 of the class was not able to do this. Only one completely got it correct. The ones who met the expectations, understood the loop, but did not initialize the intX variable to 1 to start. This would have been caught when they programmed code. Writing it out is often more difficult (even though they were allowed a syntax cheat sheet). This class will not be taught again. Due to changes in the program's curriculum (to include SAP/business analytics), this class will be combined with the advanced course resulting in one course in programming. Many of the students who did not meet expectations were not MIS majors. They will never code again. The new course will be a senior level class of all majors or almost all majors. This will be tested again in fall 2016 in the new course.

In CBIS 3214, the results indicated that 84% of students exceeded or met expectations which was above the desired standard of 80%. The results show that the students met or exceeded the desired outcome of 80%. However, additional practice in class and instructional examples could improve the results even more.

In CBIS 4214, this was an exceptionally below average class. Many of the students were just lazy and did not care if they did not live up to expectations. Overall, these projects were the sorriest the professor had ever seen. This assessment will be done again next year.

**MIS Program Goal 2 - MIS students will be able to design, implement, and maintain information technology infrastructure.** In CBIS 3213 - Introduction to Networking, although our students did better than most other schools in questions from the Network Pro Certification exam, they still struggled with several objectives. Overall, their worst area was network connection configurations. We will spend more time on this area in the future, as it will have the greatest impact on their overall scores. We will also try to review this material several times throughout the semester, showing how it relates to other course material.

## Marketing Major

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

This year's assessment is far more mixed than assessments in previous years. Of the four outcomes that we are assessing, Ethics, Oral Communications, Cultural Differences, and Field Knowledge, two of the four outcomes that were met in the previous two years were not met this year. Each outcome is discussed below in terms of where we were going into the year, how we performed, and our plans for moving forward.

### **Goal 1 (ethics): Students will identify/analyze major ethical dilemmas in marketing.**

This goal is assessed in Sports Marketing - MKTG 3168. Students complete an assignment on ethical issues in sports marketing. Because of problems with the Ethics component of our FY14 assessment the measurement was revised for FY15 to examine ethics in the Sports Marketing class. Students performed above expectation this year, with the standard set at 80% of students performing at 80% or better on the assignment. The result was 93% performing at that level. It is believed by the members of the department that our ethical foundations for students are good and this measure confirms that belief. For FY16 we will use this measure once again because it will give us the ability to look at this data over time and because it is a new measure that appears to be a valid tool to measure this construct.

### **Goal 2 (cultural differences): Students will demonstrate knowledge of differences in marketing across cultures.**

This goal is assessed in International Marketing - MKTG 4175 by writing essays on several questions addressing cultural differences. The cultural difference outcome was modified this year because in FY14 the goal was deemed successful if 80% of students in the MKTG 4175 International Marketing class were competent at the 70% level and at that level there was a success rate of 100%. The department felt that the 70% level was not enough of a challenge and we set the goal this year to 80% success at the 80% level to better match our other goals and the goals of other departments within the College. This year 88.6% of the class met or exceeded expectations at the higher 80% level. This is consistent with our goals and an indication of the success of the class at giving students this knowledge. For FY16 this goal will be continued at the current level.

### **Goal 3 (oral communications): Students will be able to demonstrate effective oral communication skills.**

This goal is assessed in the Strategic Marketing - MKTG 4198 capstone course. Oral presentations are an important aspect of the major. This measure has been used for multiple years without change in the capstone course as students undertake an "elevator pitch" and that is judged based on a rubric that has been consistent across that time. That measure was 91.5% in FY13, and 89% in FY14. This year it had a dramatic decrease to 70.9%. While the department considered that this might be anomalous it seemed such a large and quick drop that a number of measures were implemented to correct this problem, both within this course and in another marketing course that is a pre-requisite for it.

### **Goal 4 (mastery of the discipline): Students will be able to show mastery over marketing topics.**

This comprehensive goal is addressed in all marketing courses, but is assessed through the ETS exam that is given in the capstone course for the BBA, MGMT 4195. The exam is broken out by major so this is assessed by how majors perform on the marketing portion of that exam. An area of particular pride within the department historically has been performance of the students on the nationally administered ETS exam. Marketing students are evaluated based on their knowledge of their discipline specific questions. The results have been consistent enough, and good enough, that the bar has been set at performance at the 90th percentile. In FY13 that percentile was 94th, in FY14 it was 90th, but in FY15 it decreased to the

83rd percentile. While, again, this may be an anomalous reading it has been emphasized to the professors, particularly of those who are teaching Principles to further stress the major foundational elements that create the core knowledge of the discipline. While performance at the 83rd percentile is still quite high the department does not believe that lowering our bar to 80th percentile is an effective result from this year's assessment. For that reason the department is retaining the bar at 90th and if over the course of FY16 and FY17 we find that numbers remain suppressed then we will come up with specific point-by-point strategies for addressing the shortfall.

So the two measures that did not meet expectations will continue as they were for this year with the same expectations that we placed on them for the last several years. Specific measures are being taken to address the problem with individual oral presentations in MKTG 4198 in the hope that it will move the needle on that measure in that class. The ETS number is being currently addressed through an increased core influence in the foundation. The departmental belief is that the ETS results are anomalous so the FY16 results will be watched closely and if this is the new "normal" as measured in FY16 the department will create a comprehensive strategy to improve the results. Results for the ETS will also be examined going forward against other COB departments in order to make sure that the students within the discipline are living up not just to departmental, but to college, standards.

While not all measures had successful outcomes, FY15 is the first year all of the measures the department used for assessment appear to not only map well to college level goals, but also to get at the true core of department level goals. We feel we are getting at the underlying items we should be assessing and for that reason all four of these will be continued with the same scales and expectations in FY16. Doing so should give us high standards that we may need stretch to accomplish as well as good longitudinal data and with next year's data will provide a very clear indication of whether this year's results were a blip or a trend.

## Assurance of Learning Outcomes for Graduate Programs

### Master of Business Administration Programs

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

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

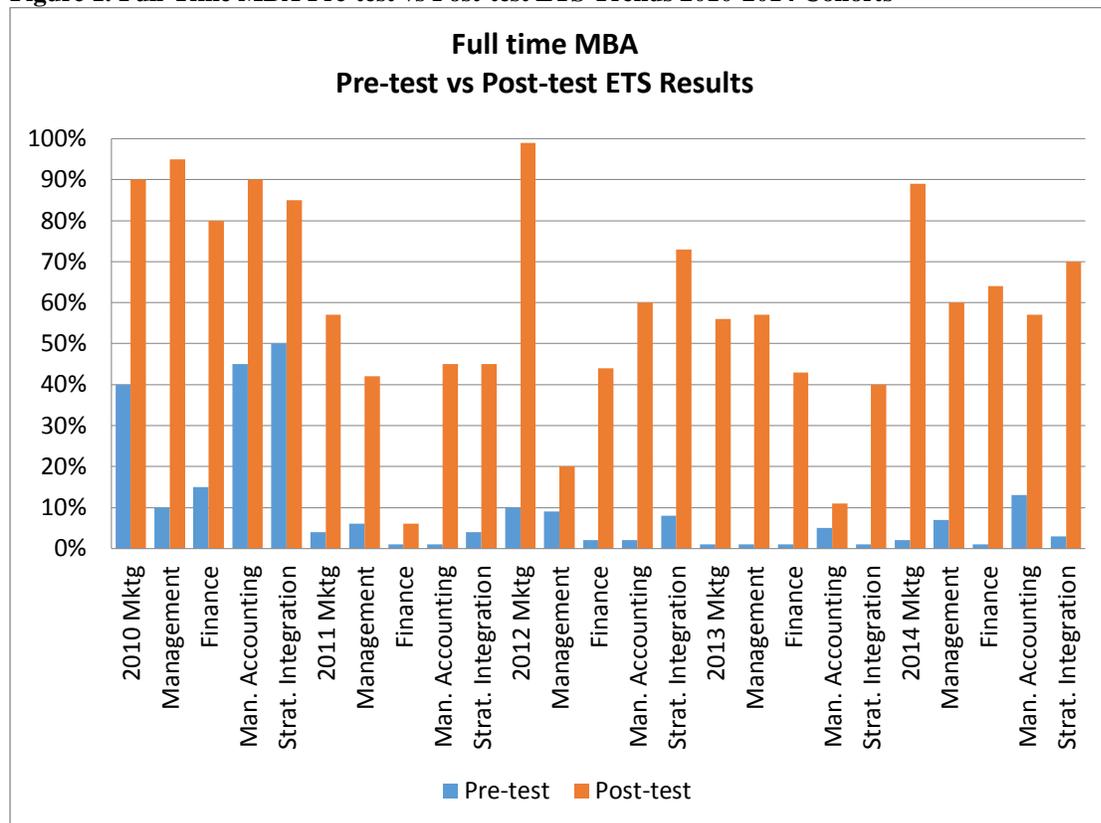
### Full time MBA

The last cohort accepted into the full time MBA program started in fall 2014. Because of this, faculty did not complete any course-level assessments of this program during the 14-15 year. Only the program level assessment was completed in 14-15.

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 50<sup>th</sup> percentile in each of the five subject areas on the post-test. The cohort that began in fall 14 was pretested that semester and post-tested in summer 2015. Only strategic integration did not reach the 50<sup>th</sup> percentile on the post-test. The results for all five years of the full time MBA are shown in the chart below.

**Figure 1. Full-Time MBA Pre-test vs Post-test ETS Trends 2010-2014 Cohorts**



## **Part time MBA**

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

### **1. Demonstrate competency in core business knowledge.**

The ETS exam is used to compare students over time. The desired result is for our student average to be at the 50th percentile in each of the six subject areas. In 13-14, all but managerial accounting was above the 50th percentile. In 14-15, every area was higher than the 50th percentile. Managerial accounting was the lowest at 78%. The ETS will continue to be used for comparison purposes.

### **2. Evaluate legal and ethical organizational issues.**

LENB 6960 had been used to assess the student learning objective - discuss and apply concepts, issues, and practical organizational concerns involving business ethics and social responsibility. However, a different faculty member taught the course in 14-15, and this student objective was not assessed. The goal of evaluate legal and ethical organizational issues will be assessed in 15-16 by a different student learning objective.

### **3. Communicate effectively.**

This goal was not assessed in 14-15. The goal of communicate effectively will be assessed in 15-16 by a different student learning objective.

### **4. Demonstrate an understanding of the effects of the global environment on organizations.**

MKTG 6930 had been used to assess the student learning objective – to understand the complexity of ethical and global implication of marketing decisions. However, a different faculty member taught the course in 14-15, and this student objective was not assessed. The goal of demonstrate an understanding of the global environment on organizations will be assessed next in 16-17.

### **5. Evaluate alternative courses of action using appropriate qualitative and quantitative tools**

The student learning objective - apply the concepts of the traditional job costing system to estimate the production cost of a product or service from ACCT 6900 has been used to assess this goal. 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 method of assessment was used in 14-15. An in-class exam and online homework was used, and 100% of students met or exceeded the target. This will not be assessed in 15-16. It will next be assessed in 16-17.

## **Master of Accounting Program**

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

1. Students should be able to demonstrate advanced knowledge of accounting theories and practice.
2. Students should be able to critically analyze accounting issues.
3. Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
4. Students should be able to recognize and respond appropriately to ethical and professional dilemmas.
5. Students should be able to demonstrate an understanding of global business issues.

6. Students should be able to communicate effectively.
7. Students should be able to enter the accounting profession in a wide range of careers.

Complete details are provided in Compliance Assist. A summary of the goals assessed in 14-15 is below.

3.1 Effectively develop a written research proposal. Assessed in ACCT 6125 - Seminar in Auditing. This is the first year of using this assessment and it met its expectations. However, specific issues were reported in the assessment that focused on grammar, sentence construction, weak summaries of articles, and deficient references. This will be reassessed in the next academic year with an additional focus on addressing these areas to improve writing skills.

4.1 Students will be able to assess ethical dilemmas as defined by IRS Circular 230. Assessed in ACCT 6135 - Seminar in Tax. Assessment exceeded its expectation for FYE 2015. This is the first year of the assessment, and we will attempt to increase the difficulty of the questions as well as their complexity to further test students understanding of this area. Therefore, we plan to assess this area again in 2016.

5.1 Compare and contrast differences between United States (FASB) and International Accounting Standards (IFRS). Assessed in ACCT 6165 - Professional Accounting Research. Assessment met its goal in FYE 2015 despite the use of case students with multiple answers. However, a re-occurring issue was discovered that saw virtually all students not fully utilizing all code available to support their conclusions. This goal will be re-assessed again in 2016 with greater emphasis placed in the scoring rubric to focus on the use of appropriate code.

7.1 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 2015, 97% of our students found employment by their graduation date. This assessment reports the viability of the MACC degree and ultimate outcome for our program for students to join the accounting profession. Assessment will continue for 2016.

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

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

The 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. The MLSCM went through significant transitions during the 14-15 year. This was the first year delivering the program online through a cohort model. Because of this, only two classes were offered each semester. In addition to transitioning to an online delivery method, new faculty were added at the beginning and during the middle of the year. As these faculty were added, classes were reallocated to specific faculty according to their area of expertise. Obviously, this created a change in the method of assessment for each class, which was different than

what was originally posted in Compliance Assist. Therefore, only two classes were taught by the same faculty from the previous year.

1.1 Develop a global logistics strategy for a large, consumer product organization.

This student learning outcome from LOGS 6647 was used to assess goal 1. 88% of student met expectations, exceeding the target of 80%. Results suggest that the method of assessment is achieving the desired outcomes, therefore, the method of assessment will be continued in the next assessment period.

1.3 Understand the critical components of supply chain management and their impact on the firm and broader supply chain.

This student learning outcome from LOGS 6634 was used to assess program goal 1 as well. 83% of students met or exceeded expectations which was greater than the target of 80%. While the results (numbers wise) meet the expectations sought for this outcome, it is based upon a small sample (class size was 6 students total). The class was a teach-out class for the program's transition from seated to fully online; therefore, there were few students in this class. Future classes will include fully online students recruited for a fully online program. Numbers within the class should provide an opportunity to examine the results of this outcome assessment with a better sample. This assessment data does indicate students' understanding of the critical components of supply chain management and their impact on the firm and broader supply chain. They were required to analyze a case study detailing the supply chain for a firm in China and provide possible solutions to address existing problems with the design of the supply chain and its functions. The case study itself was a good way for students to tie together not only their understanding of the critical aspects of supply chain management, but to also consider how they interact together. The case study and its assessment will be used again in future classes.

Moving forward, the faculty have discussed the need to make adjustments to the assessment goals and desired outcomes to match the goals and content of the program more closely. The assessment goals and outcomes will be adjusted at the beginning of the spring 2016 semester. This will allow adjustment of some of the course descriptions to align more specifically with the content and goals of each class, and there will be greater input from each professor that is leading and developing those curriculum.

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

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

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

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

In 13-14, the student learning outcome from MMIS 6393, determine how leadership styles influence the management of successful Information Technology projects, was evaluated. 100% of students met expectations for this outcome. In 14-15, the student learning outcome from MMIS 6293, evaluate the business value of an emerging trend in information systems, was assessed. All of the students met expectations. This goal will be assessed in MMIS 6393 in 15-16.

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 14-15, MMIS 6295 was used to assess this goal and 100% of students met expectations. MMIS 6293 was also used to assess this goal, and the target of 85% of students meeting expectations was met.

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

This goal was not assessed in 14-15. It will be assessed in 15-16.

4. Students will be able to determine factors for controlling and securing information resources. This goal was not assessed in 14-15. It will be assessed in 15-16.

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

This goal was not assessed in 14-15. It will be assessed in 15-16.

### **Georgia WebMBA® Program**

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

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

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

Faculty members teaching in the common business knowledge courses (CBK) met on the university's annual assessment day to discuss the results of 2014-2015 assessment and changes needed for 2015-2016. Faculty members in each program, led by the CoB Assessment Coordinator and program assessment coordinators, met and discussed each program's goals, assessments, and results.

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

### **Friday, September 11, 2015**

Twenty-three faculty members attended the annual CoB fall assessment meeting to be briefed on summary program assessment reports. Each major reported back to College of Business faculty on assessment activities during the 2014-2015 academic year.

Each report addressed three questions:

- What assessment activities were completed in AY 2015?
- What did you learn from those activities?
- What will you change as a result of the assessment?

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

Summaries from these reports were presented earlier in this document, and details are located in Compliance Assist. Feedback on each summary in Compliance Assist was provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. This feedback was used to make needed changes for 15-16 and/or 16-17.

## Appendix I: Assessment Calendar

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

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

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