The J. Whitney Bunting College of Business

Academic Assessment Outcomes

2015/2016
(7/01/2015 – 6/30/2016)

December, 2016
Executive Summary

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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 2016 follow.
- Students do a good job identifying and evaluating the effect of globalization and cross-culturalism in a business environment.
- Students consistently have issues reaching targets for analytical learning goals.
- The ETS results showed students exceeded the 50th percentile in all areas except finance in 14-15 and 15-16.
- Economics majors continue to perform very well on the total and micro-economics sections of the ETS exam.

Key actions taken as a result of assessment are listed below.
- In the senior seminar economics class, macroeconomics review sessions will continue to be provided as an effort to keep students’ performance on the Economics ETS exam above the 50th percentile.
- Accounting will continue to use supplemental instructors in 3101 and 3102 (Intermediate Accounting) to improve performance in technical accounting knowledge.
- Master of Logistics and Supply Chain Management students will be required to show more precision and a demonstration of experimentation in the simulation used to solve logistics/supply chain problems.

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 2015/2016, which:

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

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

In March 2016, the College of Business faculty approved an updated mission and new strategic plan. Therefore, this is the last year that the above mission and goals will be assessed. The updated mission and goals will be evaluated for the 2016-2017 year.
Assurance of Learning Outcomes for the BBA Program – 2015/2016

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. In LENB 3135, the nature of the ethics question was changed between fall and spring semesters. The results dropped to 82% of students meeting or exceeding expectations in the spring (from 97% in the fall). The question required independent research by the students. This question will be used again in 16-17.

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 specifically for international business. Starting in 15-16, BUAD 2172-Business Ethics was used to assess how well students recognize some of the ethical/moral problems present in businesses involving multicultural constituencies. Students were required to 1) write a paper addressing seven global challenges with respect to a specific global villager they have been assigned and 2) participate in a quiz and exercise associated with the global village dealing with wealth distribution and multicultural constituencies. Out of five sections of the class that were evaluated, the minimum level of student achievement on any part of the assessment was 90%. This assessment will be repeated in 16-17.

Student learning outcomes related to globalization were also assessed again in MGMT 4145–International Management as well. 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**
In 2015-2016, ACCT 2101 was added to the assessment for analytical techniques. Nine multiple choice questions from the final exam, some of which required calculations to be conducted, were used to assess how well students understand and account for transactions impacting the stockholder’s equity section of the balance sheet. The results showed that only 50% met the target of 75% or more correct answers. This was an improvement from the pilot group in spring 2015. The fall 15 group had a new textbook that included video lectures. It was required that the students view these lectures before attending class. Next time, an interactive classroom tool will be incorporated into ACT 2101.
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. In 15-16, a total of 292 students took the test. The results, taking all seven sections together, show that 84.25% of students meet or surpassed expectations which is an improvement over the last two years. This assessment will be used again in 16-17.

**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 15-16, in the dimensions of clarity (83%) and grammar (89%), students met or exceeded expectations, but in punctuation, only 62% met or exceeded expectations. Greater emphasis will be placed on peer grading for next year.

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. In 15-16, 83% or more met or exceeded expectations on every item except avoided excessive not reading and “back to the audience” reading of the presentation screen.

**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 was 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 was used in 15-16. For fall semester, 74% met or exceeded expectations, and in spring 16, 72% met or exceeded expectations.

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 was used again in 15-16, but the post questions were included on the final exam rather than a separate post-test. This increased the value of the questions to the students and 93% of students taking both the pre and post questions scored the targeted 80% or higher on the post questions.

The Undergraduate Curriculum Committee decided that only the ETS will be used in the future to assess core business knowledge so the LENB 3135 and MKTG 3161 assessments will not be repeated next 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. In 14-15, the target of 50% was met in every subject area except finance (38th). In 15-16, all areas except finance were again at the 50th percentile or higher. Finance was only at the 34th percentile. This test will continue to be used for comparison purposes.
ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 15, Spring 16

Number of students tested 270
Range of individual scale scores 120–189
Individual scale score mean 155
Range of individual percentile scores 1% - 100%, more or less

Assessment indicators:

<table>
<thead>
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<th>% correct</th>
<th>Percentile</th>
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<td>3. Management</td>
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<td>8. Information Systems</td>
<td>55</td>
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<tr>
<td>9. International Issues</td>
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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 Facebook and LinkedIn advertising campaign was used to promote the online graduate programs.

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 had 29 attendees in 2016 with over 100 applicants from states as far away as New Jersey. The Center of Design and E-Commerce was awarded a USDA grant for $63,000 in fall 2015. This funding is being used to provide tutorials and web development services to rural areas in the surrounding areas. Over 75 individuals attended a lunch and learn workshop in early August 2016.

BBA Objective 3.3 Incorporating appropriate technology into the college’s programs and in statewide 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 2016, there were 25 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:** Five faculty members taught nine sections of four different courses for the Georgia WebMBA® during the 15-16 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 2015 and January 2016.

### 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 so this will no longer be listed in the 16-17 report.

**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 2015-2016 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 2015-2016. The College of Business has an alumni networking event each fall and spring semester.

The College of Business Advisory Board continues to host mock interviews to enable students to increase their interviewing skills. The college continued to conduct the “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.
**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 2015-2016 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 AY2016. 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 Fifth 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 AY16 to send faculty members to faculty development activities and the administrative staff in the COB took advantage of the university staff development offerings. Staff professional development workshops were offered in fall and spring Two faculty research grants were awarded in summer 2016.

**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.

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 CODEC was awarded a $63,000 USDA grant in fall 2015.

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 2015-16 and existing teaching methods will continue for AY 2016-17.

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

Assessment for AY 2015-16 found that student analytical reasoning performance was assessed to be slightly below expectations (desired achievement level is 75% overall competency—meets or surpasses expectations) but improved over the previous academic year to this year's performance level of 70.1%. Department faculty decided that practices used in the previous couple of years would be maintained: supplemental online assignments designed specifically to develop student analytical skills, 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 results show an increase in student performance over the previous year where during AY 2014-15 approximately 67% were judged to meet or exceed analytical reasoning competency while the number increased to 70.1% 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 2016-17 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 2015-16, students performed marginally below expectations in three of the six traits assessed. The traits assessed that met expectations were an “identifiable question to be answered”, “usage of data”, and “ability to draw reasoned conclusions”. The student papers reviewed this year showed marked improvement on the technical/analytical aspects of their research papers, especially in their usage of economic data and the ability to draw reasoned conclusions from their analysis. As has been true in previous years, students are not sufficiently grounding and building their senior thesis 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 improved performance in recent years, we plan to maintain the same strategies for AY 2016-17.

**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 2015-16 students performed slightly below expectations on two of the three traits evaluated. Even though students didn’t overall 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 2015-16, the average performance by students improved for all three traits measured. “Paper format and organization” met expectations while proper use of “citations and bibliography”, and “correct spelling and grammar usage” fell just slightly below expectations. (This year’s student performance may be skewed downward on these traits since one of the papers was written by an international student with less experience writing in English). Actions implemented in previous years to help with these skills have led to improvements, therefore, modifications implemented initially in AY 2013 will be maintained for AY 2016. Additionally, peer review of draft papers prior to submission is being considered as a requirement which may be especially useful to nonnative English speaking students.

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

AY 2015-16 assessment results again show very good overall performance in the 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 improved once again to where students performed in the 66th percentile. For AY 2016-17 macroeconomics topic review sessions will continue to be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain 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 achieved ABET accreditation in August 2016, retroactive to October 2014. The next accreditation visit will occur in fall 2020.
We assessed Goals 1, 3, and 5 in AY16. Each program goal has two principal indicators.

**Goal 1: An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer based systems.**

Program Indicator 1: Understand the fundamentals of the mathematical principles.
CSCI 3680: Discrete Structures
Program Indicator 2: Students will be able to recognize an appropriate algorithm to solve a problem
CSCI 4520 (PI 2): Algorithms

This outcome was assessed using the exam or quizzes from CSCI 3610 and CSCI 4520. The desired standard of achievement for CSCI 3610 was that both sections’ average scores exceeded the goal, 70%. The outcome has been met. The desired standard of achievement for CSCI 4520 was that 80% of CS students should solve the exam question 5 correctly. The results showed that students have met the expectation. The results from both assessments were satisfactory. Therefore, we might assess the goal using the other courses next time.

**Goal 3: An ability to function effectively on teams to accomplish a common goal.**

Program Indicator 1: Students will be able to learn to work on teams.
CSCI 3212: Computer Organization & Architecture
Program Indicator 2. Students will be able to fulfill duties of team roles.
CSCI 4710: Databases

This outcome was assessed using the projects and assignments from CSCI 3212 and CSCI 4710. The desired standard of achievement for CSCI 3212 was that 80% of team members would be observed by the instructor and assessed by their teammates as contributing well to their team. The instructor did not provide the results at the end of the semester. The desired standard of achievement for CSCI 4710 was that (1) the average of the homework that measured students’ understanding of teamwork should be 70 or above, (2) the average of the team projects should be 70 or above. The outcomes were well beyond the goal (>= 70%) we set. Therefore, the goal and the outcome were met. We will re-assess CSCI 3212 in the next assessment cycle.

**Goal 5: Students will demonstrate an ability to communicate effectively**

Program Indicator 1: Students will be able to produce a variety of documents for technical and non-technical audiences.
CSCI 4320: Software Engineering
Program Indicator 2: Students will be able to prepare and deliver oral presentations.
CSCI 4520: Analysis of Algorithms

This outcome was assessed using the projects from CSCI 4320 and CSCI 4520. Students were required to create user documentation for their software including an Installation Guide and User Guide. The results showed that students met the expectation for CSCI 4320. No changes were needed. Nowadays printed user guides and installation guides are not created. However, we will continue to require them because they could be easily converted into online help. The desired standard of achievement for CSCI 4520 was that 90% of teams should be able to deliver a professional presentation. The results showed that students met the expectation. The instructor will continue to go over the rubric in the class before the presentation.

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

This goal was assessed using the National ETS Exam. Students take the ETS exam as part of CSCI 4320 Software Engineering. In 15-16, our average was 157 while the national average was 149. 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.

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.

Assessments of the past intermediate courses in FY 13 and FY14 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 those reports, it appeared those assessments of this program goal under the intermediate courses consist of a small number of multiple choice questions. 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. This change for FY15 aligned the desired standard of achievement for these courses with other courses assessed under other program goals.

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. While improvements were made from FY14, the faculty decided to adopt a new textbook from Pearson Publishing that includes a homework software program. Students seem to like these types of programs because they allow for repeat practice of homework problems.

The FY16 assessment results for ACCT 3102 and ACCT 3101 included multiple choice questions with students answering the majority of those questions correctly and partially meeting the desired standard of achievement. During the FY16 assessment meeting, faculty discussed the cause of these results. It was felt that the homework software program with the adoption of a new textbook had a positive effect as well as use of supplemental instructors. The supplemental instructor program was new for FY16 and included meeting twice per week with an additional instructor and special sessions before exams. During these sessions, this instructor reviewed problems and exercises suggested by the professor. Attendance was voluntary, but highly suggested for struggling students. The supplemental instructor program and the assessment of ACCT 3102 and ACCT 3101 will be continued for FY17.

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 80% or higher in the area of accounting and 50% or higher on all other sections of the exam. This expectation was met in FY14 and FY15. The results of the ETS exam for FY16 are expected to be similar to past year’s results, but are currently unavailable.

The J. Whitney Bunting College of Business 2015-2016 Assessment Outcomes 13
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
Overall | 89 | 80 | 89 | 90 | 87

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

During the FY16 planning meeting, the faculty decided to start assessing this goal again after a year break. For FY16 ACCT 3106, Accounting Information Systems, was assessed with an accounting cycle problem given to students as a final exam in the course. The desired standard of achievement was determined to be 80% of students completing the accounting cycle problem will a score of 80% or higher. During FY16, 31 students were tasked with taking unstructured accounting information from a hypothetical business enterprise and entering this data into an accounting software package and produce the financial statements for a period of time.

The assignment required students to have a proficiency in setting up the accounting system which included establishing a chart of accounts, entering customers, entering vendors, producing sales invoices, producing vendor invoices and entering general journal entries as appropriate. The transactions included in the exercise were basic financial accounting transactions that one would expect to encounter in an introductory financial accounting course. The final product was submitted through D2L.

The minimum grade was an 80%. The maximum grade was a 97%. The average grade was an 88% with a standard deviation of 4.76%. There were 11 grades of 90% or above. There were 20 grades of 80% - 89%. The expectation was that all students would achieve a grade of 80%. The desired standard of achievement was met. Since this was the first year that this program goal was assessed under the Accounting Information System course, the faculty decided to continue to assess this course again in FY17.

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 or FY16, because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK. The faculty discussed assessing this program goal in an upper level accounting course in FY18.

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 or FY16, because the percentage of students meeting expectations was so high and a similar program goal is assessed in the CBK. The faculty discussed assessing this program goal in an upper level accounting course in FY18.
Program Goal 6
Students will be able to communicate effectively.
This program goal has been assessed in ACCT 4135 in past years. 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 several years and faculty expectations have been met, the department did not assess this goal in FY16. This program goal will not be assessed in FY17.

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.

In FY16 of the 50 students graduating, 34 (68%) were seeking employment. 26 of those (76%) had received interview, job offers or had accepted jobs. Of the 16 students not seeking employment, 9 were planning to attend graduate school, with 8 of those 9 attending the GC MACC program. This meets the desired standard of achievement of 50% of students actively seeking employment receive interviews or offers employment.

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 GC, 2 are planning to enter other programs at GC, 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. In FY16, 21 of the 50 students graduating (42%) were planning to attend graduate school. While this is a smaller percentage than FY15, the faculty determined the cause to be from a larger number of students seeking and accepting employment. In FY16, only 7 of the 50 graduates (14%) were not planning to attend graduate school or seeking employment before graduation.
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 assessment results in FY15 led program faculty to use a new measurement to assess this student learning outcome and add additional chapter quizzes between exams. In FY16 students' knowledge of job attitudes and values was assessed with course embedded exam questions. Results from answers to eight questions on the student exam covering an understanding of job attitudes and values show that the measures were met at the 72% level, which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Because it is the first time we used the measurement to assess this important student learning outcome in the Management program, longitudinal data need to be obtained to ensure enough students have understood the concepts. We will continue to use it to monitor student performance in FY17. We will revise the assessment questions and assess this student learning outcome again in FY17 to establish trends.

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

We used the FY16 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 83.33% of the individual exam items in the Management category, which exceeded the 50% standard. Our results also exceeded the 50% standard in FY14 and FY15 (more specifically, 78.57% in FY14 and 88.89% in FY15). We have used this learning outcome to monitor student performance three years in a row and they all exceeded the standard. So we plan to assess a new student learning outcome in FY17.

Management Program Objective 2: Students will demonstrate a general understanding of human resource management principles.

Student Learning Outcome 2.1: Students will understand Equal Employment Opportunity and Affirmative Action.

The results in FY15 led program faculty to assess this new student learning outcome. In FY16, students’ understanding of Equal Employment Opportunity and Affirmative Action was assessed with the pretest vs. posttest method. The department reviewed the standard as set by the assessors and deemed 70% improvement from pretest to posttest to be reasonable for benchmarking purposes. The assessment results show that there was a 49% increase from pre-test to post-test, which is below the standard of 70% increase. The learning outcome was not met; however, at the time the instructor administered the pre-test he had previously discussed Equal Employment Opportunity and Affirmative Action in some of his lectures. This perhaps caused there to be a smaller increase than if the students had been unfamiliar with the topic at the time of the pre-test assessment. Because it is an important learning outcome that we assess in the management program, we will continue to use it to monitor student performance longitudinally. The instructor will give the pre-test assessment before lecturing the topics to be assessed in FY17.

Student Learning Outcome 2.2: Students will exhibit knowledge of the laws commonly used in the areas of discrimination.

It was the first time we assessed students’ understanding of the laws relevant to discrimination. This new learning outcome was assessed with the pretest vs. posttest method. The assessment results show that
there was a 110% improvement from pretest to posttest, which exceeded the standard of 70% improvement. Because it is an important learning outcome that we assessed for the first time 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 FY17 to establish trends.

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

Student Learning Outcome 3.1: Students will develop and exhibit an appreciation of cultural differences.
The assessment results in FY15 led program faculty to assess this student learning outcome and spend more time covering critical topics in depth. In FY16 students’ knowledge of cultural differences was assessed with course embedded exam questions. Results from answers to five items on the student exam covering Hofstede’s categorization of cultural differences show that students achieved 87.8% correct on the five measures, which exceeded the standard of 80%. Students appear to grasp the concepts of cultural differences. Although it is an important student learning outcome in the Management program, we have assessed it two years in a roll and they both exceeded the expectations. So we plan to assess a new learning outcome in FY17.

Student Learning Outcome 3.2: 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, percentage correct exceeded the national average for 67% 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. In FY15, our percentage correct also exceeded the 50% standard. We have used this learning outcome to monitor student performance two years in a row and they both exceeded the standard. We plan to assess a new learning outcome in FY17.

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.

Last year we updated the MIS curriculum. This year we started working with the new courses and curriculum. We have seen an increase in enrollments, in both majors and minors. This year we assessed each of our 3 program goals using the different courses in the program.

Student Goal 1. MIS students will be able to determine requirements a business information system.
CBIS 4212 - Analyze and design a business information system solution.
We assessed this course by looking at individual and group assignments. The average for individual scores was a 70%, while 6 out of the 6 teams met the objective with an average of 80%, showing the students do better with group work over individual work. This course has been moved to a junior level course and is now 3210.

Student Goal 2. MIS students will be able to design and create a well-designed, database driven web site.
CBIS 3212 - Demonstrate the fundamentals of programming structures. This course was removed from the curriculum and not taught in FY16.
CBIS 3214 - Use structured query language to retrieve, edit and store information to a database. Students were asked to import a database and query the database using various SQL commands. The students were able to complete the tasks with a 90% success rate. For those who were unsuccessful additional time and help with the instructor was needed in a one on one environment. Students were asked to meet with the instructor individually to discuss the issues with their programs.

CBIS 4214 - Design, develop, debug, and implement a functional, web-based application using scripting languages and multimedia.

This class was probably the best class ever overall with 21.4% exceeding expectations and having almost completely working projects. Another 43% met expectations with at least 80% of their functions working properly. The final 35.6% were below expectations. Usually, only 2-4 of their functions works properly with a couple being even below that. Often students get overwhelmed at the end when they discover they have waited too long to ask for help or, despite warnings, have not put forth the needed effort/time to complete the project. Most of these students are not interested in careers in programming or web development and will go into IT Support, networking, or analysis instead.

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

CBIS 3213 - Demonstrate a working knowledge of networking media, protocols and hardware. This was the first year the newly developed Introduction to Information Technology course was taught. The course was broken into four sections, project management, computer hardware, computer networking and system administration. Students were assessed in the computer networking section. Each student was given a project where they put together a simulated networking environment that covered by WAN and LAN technologies. Of the 78 students assessed, only 7 students fell below the 80% threshold. The average score was 89%.

**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 sociat 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 considerably more positive than in FY15 when several goals were unmet. In this administration two goals are reported and both met or exceeded expectations. There were however extenuating circumstances regarding the examination of the other two. They are not listed as unmet, because data did not come back at all so we are going to examine those in the next cycle. One was not tested this year, and another is inconclusive because although it was administered, data on the results come from outside the University and that data wasn't received this year.

The department has arrived at a very functional goal set covering the basic areas of: Ethics, Oral Communications, Cultural Differences, and Field Knowledge. In FY12-FY14 while goals tended to be met there also was some inconsistency in the measures that has been ironed out to the point that the measures now appear to be both valid representations of the constructs we are attempting to assess, as well as challenging goals that we need to continue to focus on to achieve. In FY15 the Oral Communications and Field Knowledge goals were not met so basic changes were implemented to emphasize those key areas.

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 Sports 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. In FY15 this goal met or exceeded with a target of 80% reporting at a level of 93%. In FY16 this level was consistent with the previous year coming in at 92%. It is believed by the members of the department that our ethical foundations for students are good and this measure accurately captures that aspect of the program so it will be continued in FY17.

Goal 2 (cultural differences): Students will demonstrate knowledge of differences in marketing across cultures. This goal is assessed in International Marketing - MKTG 4175. In FY15 it was assessed by student essays on several questions addressing cultural differences during an in-class administration of an exam. 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. Last 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. During FY16 the course was administered on-line and the goal was not measured. The department is planning to measure this in the FY17 cycle adjusting the goal so it will still be 80% achieving at the 80% level, but it will be modified to allow for online administration of that standard.

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. In FY15 there was a dramatic decrease to 70.9%. A number of measures were implemented to correct this problem (and, in fact, the department continues to come up with additional methods to bolster this skill among our graduates). In FY16 the success rate moved up to 81% so this goal is once again being met. This goal is set at a challenging level that is administered in the capstone course so it is believed it is a good reflection of the program's ability to impart this skill on its graduates. It will continue to be assessed in FY17.

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. Foundations have been emphasized to address this. Unfortunately ETS numbers for FY16 were not obtained as related to the national sample. The department is retaining the bar at 90th and if over the course FY17 we find that numbers remain suppressed then we will come up with specific point-by-point strategies for addressing the shortfall. If comparative data continues to be unavailable for this measure in FY17 then the department will modify the way this assessment item is measured.

So two measures were met and two measures were not reported this year. All of the measures for the department appear sound and map well to college level goals, but also to get at the true core of department level goals. With the minor modification of creating an online administration of the cultural differences goal all measures will remain consistent for the FY17 administration. It appears that last year's anomalous levels were not a serious problem, but the department is continuing to stress all of these key items.
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

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.

1.1 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%. In 15-16, the percentiles ranged from 57-69% so for the second year in a row every area was above the 50th percentile. 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.
The part-time faculty member did not return information on this in 15-16.

3.1 Communicate quantitative and qualitative information orally and in writing.
In 15-16 this goal was measured using the COB written rubric in MMIS 6920. All of the students met or exceeded expectations in all areas of the rubric. However, a team assignment was used so this is not the best way to determine if all students are truly capable of meeting the expectations.

4.1 To understand the complexity of ethical and global implications of marketing decisions.
This goal was not assessed in 15-16.

5.1 Demonstrate competencies regarding capital budgeting decisions.
A new student learning objective was used in FINC 6940 to assess this goal in 15-16. 96.43% of students met or exceeded the expectations.

The graduate curriculum committee is working to determine which goals will be assessed by what student learning objectives 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 15-16 is below. For academic year 2015-2016, the masters of accountancy program assessed for learning outcomes through assigned coursework and embedded problems. All learning assessments met their goals for the year.

Assessment results are included as part of the goals. However, two assessments of learning goals were written assignments. While they did make their assessments, we found a fundamental weakness in writing skills (written research proposal and comparison of international accounting standards to domestic). The faculty have started working with the business communications faculty as well as outreach to non-business faculty who teach in the core curriculum in written communications to improve written results.

For academic year 2017, we plan to continue existing assessments from 2016. This will be the third year for three of the assessments. If these continue to meet their assessment goals, we will begin examination of goals 1, 2, and 3. Assessment goal 7, Students will enter the accounting profession in a wide range of careers, will be assessed annually.

**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 MLSCM went through significant transitions during the 14-15 year. This was our 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, we only had two classes that were taught by the same faculty from the previous year. We have updated the assessment data for those classes for the 14-15 year.

Moving into FY2016, the faculty have adjusted the assessment goals (from 3 to 4) and desired outcomes to align more clearly with the goals and content of the program. This allowed us to adjust some of the course descriptions to align more specifically with the content and goals of each class, and we gained greater input from each professor that is leading and developing the curriculum for each course. These adjustments allowed us to improve our delivery and assessment of the program curriculum as we adjusted for online delivery and had consistent faculty teaching the courses.

**MLSCM Program Objective 1:** Students will demonstrate an ability to identify appropriate management techniques to solve logistics/supply chain problems.

**Student Learning Outcome 1.2:** Students will be able to develop leadership strategies to solve logistics/supply chain problems when working with multiple functions within and across firm boundaries.
This student outcome was not assessed in FY2015. In FY2016, this outcome was assessed with an individual leadership development paper which involves identification of the issues pertaining to difficult situational issues within supply chain management that require an understanding of leadership theories and best practices: graded with rubric. The goal was that 80% of students should meet expectations.

Results demonstrate that 100% of the students met or exceeded expectations. The results demonstrate that students have completed the assignment that reveals the critical thinking necessary to demonstrate growth in their understanding of various leadership theories and how they can apply those theories to their own philosophy of leadership with their roles in the logistics/supply chain environment. The results show that this method of assessment is strong in allowing students to articulate their understanding of leadership and how they have experienced leadership in their current profession. It also allows the student to demonstrate how their philosophy of leadership has been challenged and stretched over the course of the semester. This is a very self-reflective class, so the outcomes are not specific in terms of answers on an exam, but a demonstration of the critical thinking that shows growth over the course of the semester. At present, there will be no modifications made to this assessment strategy, as the results are excellent and exactly what was expected.

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

**Student Learning Outcome 2.2:** Students will be able to analyze and solve common supply chain network design issues.

This outcome was not assessed in FY 2015. In FY 2016, this outcome was assessed with an individual case analysis, which involves the use of simulation to solve supply chain network design issues, including warehouse locations, transportation mode selection, balancing supply and demand. The students are required to run the simulations, download and analyze the data and make decisions to address logistics and supply chain issues that arise, graded with rubric.

The results demonstrate that at least 80% of the students understood how to use simulation to solve supply chain network design issues, including warehouse locations, transportation mode selection and balancing supply and demand. The results suggest that the method of assessment is working as expected. The simulation allows students to experiment with and solve supply chain design issues. This assignment is an introduction to simulation and it allows students to see the impact of each decision they make immediately. The students must then communicate their learning and articulate their solutions in order to complete the simulation successfully. However, since this is the first class this simulation has been utilized in, the assignment will require more precision and demonstration of experimentation in the simulation moving forward. This will increase the learning of the students and will challenge them to think critically at higher levels.

**Student Learning Outcome 2.3:** Students will be able to quantitatively formulate, solve, and interpret mathematical solutions.

This learning outcome was not assessed in FY2015. In FY2016, this outcome was assessed with course embedded exam questions. The desired standard of achievement was that 80% of students should meet expectations. The results demonstrate that 84% of the students who took the exam understood how to use the analytical and mathematical concepts to solve the problems given to them. Right now, it seems that the current methods of teaching and assessment are successful according to the data. However, since the outcome of successful students was 84%, that still leaves room for improvement. It is important to note that when this course was taught, there were students from several masters programs in the course. It is expected that moving forward, this course will be for the MLSCM cohorts only, which will give a stronger indication of the level of course content mastery of the students in relation to the assessment expectations. This goal will be assessed for FY 17 and FY 18 in order to ensure acceptable results. In light of this, there will be minimal changes in the course and assessment format.

**MLSCM Program Objective 3:** Students will demonstrate a general understanding of business logistics and supply chain management principles.
Student Learning Outcome 3.5: Students will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

This outcome was not assessed in FY2015. In FY2016, this outcome was assessed with an individual case analysis, which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics/supply chain environment: graded with rubric. The desired standard of achievement was that 80% of students should meet expectations. These results demonstrate that 100% of the students could identify difficult ethical issues concerning both individual and corporate leadership. This case analysis is a good example of making difficult ethical decisions. The course content offers multiple readings that examine ethical issues from a variety of perspectives. This case allows students to integrate the material they read and develop leadership through the way they demonstrate their understanding of the situations the case outlines. This method of assessment will continue to be used in classes moving forward without any modification.

MLSCM Program Objective 4: Students will demonstrate a general understanding of global logistics and supply chain issues.

Student Learning Outcome 4.1: Students will be able to understand the global trade environment and the resources needed to develop, operate and sustain competitive advantages through the logistics/supply chain function in global markets.

This outcome was not assessed in FY2015. In FY2016 this outcome was assessed by requiring each student to work in a team to develop and simulate a global supply chain plan as if they were developing a new product to distribute and sell in the U.S. This project will be completed in a group framework and will include both group and individual assessment. A dual rubric will be applied; one by the instructor on the students’ comprehensive presentation skills and one that allows the students group peers to evaluate each member of the team. Students are required to develop a global distribution plan, including developing strategies for moving inventories across global boundaries, aligning information systems and developing a global logistics network for the product from supplier’s supplier through the production process and through the end consumer. The desired standard of achievement is that 80% of the students will meet expectations as outlined in the rubrics.

The results indicate that each student understood the steps involved in developing and simulating a global supply chain, including distribution plans, moving inventories across global boundaries, aligning information systems and developing global logistics networks. The results suggest that the students demonstrated their understanding to both the professor and their peers through the dual rubric assessment strategy. The results indicate that the students understood the course material and understood how to apply the concepts they learned in this class, as well as previous classes. It should be noted that this was the first time that the professor utilized this method of assessment with a simulation and a project with this big of a scope. In light of this, some leeway was given to students as this assessment strategy was new to both the professor and the students. Moving forward, more specificity will be outlined in the requirements of the deliverables in order to ensure greater demonstration of the mastery of the course materials both individually and together as a team.

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.

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

After being assessed in 13-14 and 14-15, this goal was not assessed in 15-16. It will be assessed in both MMIS 6293 and 6295 in spring 2017.
Program Goal 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. After being assessed in 13-14 and 14-15, this goal was not assessed in 15-16. When the faculty met in August 2016, it was decided that this goal was another way of saying goal one. Therefore, this goal was dropped and only goal 1 will be used in 16-17.

Program Goal 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 was assessed with MMIS 6298 and MMIS 6393 in 15-16. In 6298, the student learning objective: students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business IS solution was used and students were assessed through an exam question. 17% exceeded expectations and 83% met expectations.

In 6393, students were assessed on a final project for the students learning objective: Students will evaluate the different project management methodologies used in industry and apply these principles to a working project. In general, ALL of the groups met the standard at the required threshold. Each of the groups had a working software package. They each showed a good understanding of the different roles each person plays on the project management team. They also showed good teamwork skills in working together on the project throughout the semester. However, several students dropped the class early in the semester.

Program Goal 4. Students will be able to determine factors for controlling and securing information resources. This goal was not assessed in 14-15 or 15-16. When the faculty met in August 2016, they decided this goal was too specific to one course. This goal was eliminated.

Program Goal 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 or 15-16. It will be assessed in MMIS 6296 in fall 2017.

In conclusion, the five MMIS goals were reduced to three goals as part of the August 2016 MMIS assessment meeting. Numbers 2 and 4 were eliminated so 1, 3, and 5 are now 1, 2, and 3. Because classes are only taught once every two years (at this time), two required classes have been assigned each goal for assessment purposes. Goals one and three will be assessed in 16-17.

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 2015-2016 assessment and changes needed for 2016-2017. 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 9, 2016

Twenty-five 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 2015-2016 academic year.

Each report addressed three questions:
- What assessment activities were completed in AY 2016?
- 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 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/spring</td>
<td>Programs &amp; majors in the College collect and assess student work.</td>
<td>Individual faculty Assessment Coordinators</td>
</tr>
<tr>
<td>Aug-Sept</td>
<td>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.</td>
<td>Individual faculty Assessment Coordinators</td>
</tr>
<tr>
<td>September</td>
<td>The College reviews assessment results from the previous year along with plans for programs &amp; majors to insure execution during the spring term. Summaries for each program are entered into Compliance Assist</td>
<td>Dean Associate Dean Department Chairs Assessment Coordinators Individual faculty</td>
</tr>
<tr>
<td>June-Oct</td>
<td>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.</td>
<td>Associate Dean Department Chairs</td>
</tr>
<tr>
<td>October</td>
<td>A Report of Institutional Effectiveness is completed and submitted to the Board of Regents.</td>
<td>Provost/Deans</td>
</tr>
<tr>
<td>Oct-Feb</td>
<td>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.</td>
<td>Department Chairs Assessment Coordinators Individual Faculty</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Level of Reporting</th>
<th>Measures</th>
<th>Actions and Linkages</th>
<th>Reporting Entity</th>
<th>Reporting Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree</strong></td>
<td>All activities are mission driven</td>
<td>Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes</td>
<td>AACSB</td>
<td>5 Year, plus annual reports</td>
</tr>
<tr>
<td>BBA, MBA, MMIS, MACC, MLSCM</td>
<td>4 college-wide goals; specific assessment activities for each goal</td>
<td>Faculty qualifications are established by AQ/PQ standards Portfolio of faculty research productivity must match relative emphasis areas as stated in mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BS CS</strong></td>
<td>specific assessment activities for each goal</td>
<td>Must demonstrate a recurring cycle of faculty-led assessment, reporting, and review/change to curriculum based on assessment outcomes</td>
<td>ABET</td>
<td>6 Year</td>
</tr>
<tr>
<td><strong>Program /Major</strong></td>
<td>Costs</td>
<td>Each major must remain viable and productive Majors must demonstrate to the state they are producing high-quality outcomes (graduates)</td>
<td>CPR: Comprehensive Program Review reported to the USG</td>
<td>5 Year *</td>
</tr>
<tr>
<td>Viability – # of majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Productivity - # of grads</td>
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<td></td>
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</tr>
<tr>
<td>Inputs – faculty qualifications &amp; scholarship (AQ/PQ)</td>
<td>Outcome examples: Benchmarking, accreditation criteria, external indicators such as license &amp; certification results, graduate college &amp; job placement, awards/honors</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Outputs – student learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Individual course objectives &amp; course-embedded assessment</td>
<td>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</td>
<td>SACS</td>
<td>5 Year</td>
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</tbody>
</table>
* Programs can be triggered for early review by CPR if they fall below the thresholds set by the state for either viability or productivity.