



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

**Academic Assessment Outcomes**

**2017/2018**  
**(7/01/2017 – 6/30/2018)**

**December, 2018**



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Academic Assessment Outcomes, 2017/2018

Table of Contents

Executive Summary.....	2
Introduction, Undergraduate Programs, Mission & Goals.....	3
<b>Assurance of Learning Outcomes – Undergraduate Programs</b>	
• BBA Programs.....	4
• BA & BS Program Economics.....	7
• BS Computer Science.....	9
<b>Major-specific Assessment Outcomes, BBA Degree</b>	
• Accounting Major.....	10
• Management Major.....	11
• Management Information Systems Major.....	13
• Marketing Major.....	14
<b>Assurance of Learning Outcomes – Graduate Programs</b>	
• Master of Business Administration Programs.....	14
• Master of Accounting.....	15
• Master of Logistics and Supply Chain Management .....	16
• Master of Management Information Systems.....	16
<b>College-Wide Assurance of Learning Activities</b>	
• College of Business Assessment Meetings.....	18
<b>Addendum</b>	
• Outcomes Data of Accounting Major and Master of Accounting.....	19
<b>Appendices</b>	
• Appendix I: Assessment Calendar.....	24
• Appendix II: College of Business Assessment Hierarchy.....	25

**College of Business, Georgia College & State University**  
**Academic Assessment Outcomes, 2017/2018**

**Executive Summary**

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

Key program assurance of learning outcomes for AY 2018 are shown below.

- The ETS results showed that students exceeded the 50th percentile in all areas except finance (44th percentile) and information systems (48th percentile) in 17-18. The highest area was marketing (92th percentile). Although the lowest area was finance (44th percentile), there is a continuous improvement from 34th percentile in 15-16 and 36th percentile in 16-17.
- BBA students met expectations for analytical techniques in FINC 3131.
- Students continuously do a good job identifying and evaluating ethical issues.
- This was the first year the elevator pitch was incorporated into all sections of MKTG 3161 and was measured. Students exceeded expectations for oral skills.
- Management majors performed well on the assessment assuring they have a general understanding of organizational behavior principles.
- MIS majors met expectations for determining requirements of a business information system.
- Accounting majors provided positive data on graduate school acceptance and employment offers.

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

- An additional class session on modeling will be provided in CBIS 3210 to enable students to use modeling techniques better.
- Economics instructors throughout the department will provide more examples in their classes to show how to use economic theory to motivate and guide research.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- An installation video will be added for a software engineering project in CSCI 4320.

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

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

## **The J. Whitney Bunting College of Business Academic Assessment Outcomes, 2017/2018**

### **Introduction**

This Assessment Outcomes report, along with the information available in Watermark for the college of business, describes assurance of learning outcomes for the academic year 2017/2018, which:

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

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

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

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

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

The college of business offers the following graduate programs:

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

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

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

### **Vision Statement**

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

### **Mission Statement**

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

### **Implications of the Mission**

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

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

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

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

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

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

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

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

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

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

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

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

Objective Five: Enhance faculty and staff development and recognition.

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

Objective One is measured by assessing program goals through student learning outcomes. The details for objective one are located in Watermark, and summary information is presented in this report. Academic year 17-18 is the second year with these strategic objectives.

### **Assurance of Learning Outcomes for the BBA Program – 2017/2018**

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

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

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

***BBA Objective 1: Identify and evaluate ethical issues and their resolution.***

Student learning outcomes related to ethics from BUAD 2172 Business Ethics and CBIS 2220 Principles of Information Systems were used to assess this objective. In general, students were correctly able to identify and evaluate ethical issues and their resolution. In CBIS 2220, ethics specific test was given to two sections of totaling sixty eight students. 84% of students scored 75% or higher, which exceeded the desired standard of achievement 80%. Of the 16% that scored 75% or less, 67% missed a question about software piracy. In the future, program faculty will cover software piracy in greater detail. In addition, there are only four exam questions on the topic. More questions will be added to the test to assure a more accurate result.

An evaluation of ethical issues was also assessed in BUAD 2172. The desired standard of achievement is that 80% of students would score 80% or higher on a free response assignment. Results showed that 91% of the students scored 80% or higher, which exceeded the expectations. Because it is a new student learning outcome, 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 18-19.

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

Global issues were assessed in BUAD 2172. The desired standard of achievement is 80% of students would score 80% or higher on a free response assignment. Results showed that 78% of students met the expectations. To address the deficit, students scoring below 80% were required to meet with the instructor to address the problem and were given an opportunity to re-do the work. 6 of 10 students took advantage of this and their scores averaged 88%. 4 students (not considered in the previous 10) received a zero on the assignment due to plagiarism issues and were not allowed to re-do the assignment. Their scores of zero impacted the overall average. We will assess this learning outcome again in 18-19.

***BBA Objective 3: Apply appropriate analytical techniques in business environments***

ACCT 2101 was used for this assessment. In AY18, 8 multiple choice questions were given to students for the first time on the course final exam. Students have not been tested on this material before this assessment. The course format required students to watch videos produced by the textbook publisher on the chapter's learning objectives before attending class. During class the instructor answered student questions and demonstrated the solution to textbook problems. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. The results of AY18 assessment showed that 37.2% of the students assessed correctly answered at least 70% or 6 out of the 8 questions. It did not meet the target. Because students may not take an assessment administered on the final exam seriously if they have calculated that an improvement in their final grade in the course is not attainable, program faculty decided to change the assessment administration scheduling in AY19. A set of multiple choice questions across the course from exams will be administered during semesters in AY19. This will allow for a larger number of questions in the assessment as well as isolate the effects of a particular exam period and student apathy. The instructor in this course has also noticed an increase in student distraction from cell phone use during classes. The current research on cell phone use confirms the belief that cell phone apps are designed to be addicting. Because of this, the instructor of this course has instituted a very strict cell phone policy for AY18. Students are exposed to the research by watching a video on cell phone app design and are encouraged to place their cell phones out of reach during class. Any student using a cell phone during class is asked to leave immediately.

FINC 3131, a junior/senior level class for all business majors, has also been used to assess analytical techniques. Students taking the FINC 3131 course (11 sections in total) in Fall 2017 and Spring 2018 were tested to assess their ability to apply time value of money principles relating to savings, investment, loan payments etc., and demonstrate their critical thinking and problem solving skills in these areas. A total of 296 students took the test. Two full-time faculty members administered the tests using similar, but different questions. The tests involved multiple-choice questions with only one answer being the correct.

The results showed that, taking all the eleven sections together, 81.31% of students met or exceeded expectations. This assessment is scheduled again in AY19.

***BBA Objective 4: Communicate effectively through written and oral media***

BCOM 2285, an Area F course for business majors, was used to assess written skills. The target is 80% of students will meet expectations. Results showed that assessing for writing with clarity, grammar and punctuation, 85% met or exceeded expectations. Assessing for appropriateness of message design, 93% met or exceeded expectations. More attention to basic writing (grammar and punctuation) is still needed. Students in both sections were provided one-on-one conferences to reinforce proofreading skills and to reinforce their understanding of the need to proofread from a printed copy and read aloud their writing. These conferences were also used to reinforce the students' need to apply communication theory. In AY19, students will continue using the more intensive grammar and punctuation tutorials. Additionally, students will continue to practice deductive and inductive writing through homework exercises before they are tested on positive (deductive) and negative (inductive) cases.

MGMT 4195, the senior capstone class for all business majors, was used to assess oral skills through the final presentations. The desired standard of achievement is 85% of students will meet expectations. The results showed that 100% of students met expectations on nine items. 83% or more met the target on all except 3 items - Used time effectively; Avoided slang expressions and "fillers"; and Made appropriate handoffs/transitions with other team members. The outcome was partially met. These skills are most likely caused by a lack of rehearsal even though they are addressed in Business Communication classes as well as other courses with student presentations. These flaws will be emphasized during practice presentations. The instructor will continue to assess these items. In addition, program faculty decided to change the "meet expectations" standard to 80% from the current 85%. When evaluating individual presentations within the team, if just one of six students is assessed "below expectations" on an item (i.e. 17%), the item will be assessed below 85%. So 80% would be a more suitable target.

MKTG 3161 Principles of Marketing was also used to assess oral skills through elevator pitch presentations. The desired standard of achievement is that 75% of students will meet or exceed a score of 70% on an individual elevator pitch presentation. Results showed that 85% of 222 students in fall 2017 and 85% of 205 students in spring 2018 met or exceeded a score of 70%. Four faculty members integrated the competition into their MKTG 3161 sections, preparing students through activities incorporated in the course. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. This was the first year the elevator pitch was incorporated into all sections of MKTG 3161 and was measured. Other courses, across three business disciplines, are also incorporating the elevator pitch into classes so that roughly 35% of all College of Business students will experience the elevator pitch at least twice across their academic career. We will assess it again in 18-19.

***BBA Objective 5: Demonstrate basic functional abilities across core business subjects***

Because this goal covers a large area of knowledge, the ETS exam was used as an overall assessment. The Undergraduate Curriculum Committee decided that only the ETS would be used in the future to assess core business knowledge.

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

The goal is the student average for each area to be at the 50th percentile or greater. In 17-18, the 50th percentile was achieved in every area except finance (44th percentile) and information systems (48th percentile) so the goal of 50th percentile in each area was almost met. The highest area was marketing (92th percentile). Although the lowest area was finance (44th percentile), there is an improvement from 36th percentile in 16-17 and 34th percentile in 15-16. The undergraduate curriculum committee discussed the fact that we do not have a major in finance while most colleges do, which contributes to the lower average in this area. Although information system was below 50th percentile, GC mean percent correct

(52%) is higher than the national mean correct (51.3%). The ETS report will continue to be used as an overall assessment of the areas of business knowledge.

### ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 17, Spring 18

	<u>GC</u>
Number of students tested	306
Range of individual scale scores	129-188
Individual scale score mean	155
National mean	151.6
Range of individual percentile scores	0% - 99%, more or less

Assessment Indicator Title	GC Mean Percent Correct	GC Percentile	National Institutional Means
Accounting	48	82	43.1
Economics	45	74	40.4
Management	69	83	61.4
Quantitative Business Analysis	40	85	33.9
Finance	43	44	43.3
Marketing	59	92	50.5
Legal and Social Environment	49	64	46.7
Information Systems	52	48	51.3
International Issues	44	79	39.8

### Assurance of Learning Outcomes for the Majors

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

#### 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.*

Students take the ETS major field test in economics exam, a nationally standardized test of economic knowledge for senior-level undergraduates, in ECON 4990—Senior Seminar (each spring semester). Students' mean score on the international issues component of the exam is compared to those of students at other universities also taking the exam. The goal is that our students perform in the upper 50th percentile of schools taking the ETS field exam. Students scored in the 70th percentile, which is well above the goal of the 50th percentile. The results also show a significant increase in student performance on "international issues" relative to the past couple of years, increasing from the 53rd percentile in AY 2016 and the 44th percentile in AY 2017 to the 70th percentile for AY 2018. Plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

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

Faculty select a sample of multiple choice and/or short answer questions from sections of ECON 2100 and ECON 2106 and judge students' analytical reasoning ability. The target level is that at least 75% of sampled student responses will meet or surpass expectations. However, the results show that only 68% of sampled student responses met or exceeded analytical reasoning competency in AY18. It indicates a decrease in student performance over the previous year (79.3% met or exceeded expectations in AY17 and 70.1% were judged to meet or exceed analytical reasoning competency in AY16). To promote continuing success in this area, actions previously undertaken will remain in effect again for academic year 2019: supplemental on-line assignments designed to develop student analytical skills; periodic quizzes with questions that require analytical thinking skills; stricter attendance policies in principles courses to help ensure that students receive adequate exposure to analytical techniques; and enhanced usage of "supplemental instructors" (depends on available funding).

**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.*

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) is assessed by department faculty using primary trait analysis to judge (1) student abilities to apply economic principles and (2) student abilities to analyze an economic issue. The goal is that each trait evaluated in the sampled papers will demonstrate competency (meets or surpasses expectations; i.e., average score of 3.0 or higher out of a possible score of 5). For AY18, students met expectations, once again this year, on the trait "identifiable question to be answered" and their average scores fell slightly below expectations on the traits "application of economic terms", "application of economic concepts and theory", "analysis of topic", and "usage of data." Students' average score was considerably below expectations on the trait "ability to draw reasoned conclusions." This year students performed roughly equal to last year's performance levels on all the traits assessed. The student papers reviewed this year didn't show any improvement on the demonstration of knowledge of economic terms and the technical/analytical aspects of their research papers. As has been true in previous years, students are still not sufficiently grounding and building their senior thesis on a foundation of sound economic theory. To improve student performance in these areas, instructors throughout the department now provide more examples in their classes to show how to use economic theory to motivate and guide research. The following strategies will again be utilized, along with a couple of new ones, to improve student outcomes for AY19: students will continue to initiate their senior seminar research papers in the fall semester econometrics course (ECON 4340); the econometrics (ECON 4340) and senior seminar (ECON 4990) instructors will expand practices of teaching and modeling the use of economic theory as a starting point in economic research papers; in econometrics (ECON 4340), quiz questions will be added to exams that focus on finding articles; a theory section will be required for all senior thesis papers in ECON 4990; faculty in ECON 4340 (Econometrics) and 4990 (Senior Seminar) will increase the number of economic academic journal articles required for papers to help with modeling and drawing conclusions; peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990); and Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process.

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

For AY18, four randomly drawn student research papers from ECON 4990 (Senior Seminar) were assessed by three department faculty on three primary traits (acceptable format, correct spelling and grammar, and acceptable citations and bibliography). Students performed below expectations on all three traits evaluated. This is the second year in a row where students performed below expectations in all three areas. As noted last year, grading of the senior thesis papers by members of the review committee has become more rigorous over the years. Actions implemented in previous years to help with these skills have led to improvements based on previous assessment results. Modifications implemented initially in academic year 2013 will be maintained for AY 2019 along with a couple of new initiatives: students will continue to initiate their senior seminar research papers in the econometrics course (ECON 4340); revise the style guide, which has been available to students for a number of years, with a focus on improving the way student's present information and paper organization. (e.g., lit review before theory); peer review will be employed and emphasized in early drafts of papers during Senior Seminar (ECON 4990); and Senior

Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process.

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

Students accomplished the desired level of achievement, being in the upper 50th percentile, on the all three of the components of the ETS exam—total score (83rd percentile), the microeconomics sub-score (86th percentile) and macroeconomics sub-score (60th percentile). The learning outcome was met for all three areas evaluated where we expect our students to score in the upper 50th percentile. Instructional revisions instituted during previous years will be maintained again in AY19 because they have generally led to enhancement of student performance on the “macro-economics” portion of the exam. Specifically, to help students recall their training in macroeconomics, review sessions on macroeconomic concepts will be provided as part of the Senior Seminar class (ECON 4990) in an effort to maintain student performance above the 50th percentile. Additionally, faculty will regularly examine the general content of the macroeconomics portion of the ETS exam to ensure that review sessions contain relevant information for students taking the exam. (Note: the Georgia College economics program is microeconomics focused and the economics curriculum requires only two courses in macroeconomics – principles and intermediate. For most students, the macro courses are completed during the fall semester of their junior year while ETS testing is taken during the spring of their senior year.) Current plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

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

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

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

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

CSCI 3680 is used to assess PI 1. The desired standard of achievement is that the average score of this exam question is 70, which is a passing grade. Although the average of the mid-term exam is 70.36, 68% of the students scored below 70 and the average is in low 60. The major reason could be our students don't like math. Even though they are taught to analyze an algorithm without math and can come to the same conclusion, they still cannot use the math notation to express the conclusion. We will discuss the solution to this problem and assess the outcome in a following year.

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

CSCI 4520 is used to assess PI 2. The desired standard of achievement is that 80% of the students should solve 80% of algorithm questions correctly. In AY18, overall 95% of the students met or exceeded the expectation. The result shows that the majority of the students can correctly recognize some major P and NP problems. We plan to evaluate the outcome using some other questions or another course for the next assessment cycle in AY 2019.

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

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

It is assessed in CSCI 3342. The project asks ten student teams to write a TCP server and a TCP client that can send/receive messages to each other. By assessing their "product", we intend to measure how successfully students have worked together as a team. The desired standard of achievement is that 80%

of the students should score 70% or above. The result of AY18 shows that 90% of the students exceeded the expectation, which is above the desired level of achievement.

*PI 2: Students will be able to fulfill duties of team roles.*

In the CSCI 4710 assignment, students' first task is to learn about what is team work. The second task is to reflect on their own teamwork effort based on research they have done in task 1. The third task is to rate their teammates performance, range from 0-100, to be as honest and fair as possible. The target is the average of the score should be 70, which is the passing grade. The average score of task 1 is 91.67 which is satisfactory. However, the average score of task 2 and 3 is 69.02 that is because of a few students did not submit the assignments. Nonetheless, the overall average is above 70, which met the goal.

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

*PI 1: Students will be able to produce a variety of documents for technical and non-technical audiences.*  
 In CSCI 4320, students completed user guide, installation guide and video for their software engineering project. In spring 2018, students completed everything appropriately and followed the presentation guidelines, but after the semester ended when the client and we installed the software, we found that the instructions were not complete. The user documentation assignment due date is before the project has completed --the students still have a few weeks to work on their code. Program faculty have decided to require an installation video in addition to the user guide video as evidence the steps will work.

*PI 2: Students will be able to prepare and deliver oral presentations.*

Students were required to compare different sorting algorithms and give a professional presentation on their findings in CSCI 4520. The desired standard of achievement is that 90% of students shall be able to deliver a professional presentation based on the course project. The rubrics from College of Business were used to grade the presentations. All teams summarized their findings and presented in an appropriate PowerPoint show. All teams matched or exceed the requirements in AY18. It's good to remind students to dress professionally. We may use another course to assess the outcome in AY19.

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

This goal was assessed using the ETS Exam. We continue to require every student to pass ETS major test. Students took the ETS as part of CSCI 4320 – Software Engineering. In 17-18, our average was 153 while the national average was 149. The computer science faculty discussed the results. It is recommended that the students should take the exam later in the semester. We will continue to use the ETS test.

**BBA Programs**

**Accounting Major**

**Program Goal 2**

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

In AY18, this program goal was assessed in 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 AY15, AY16, and AY17. However, it was not met in AY18. Accounting students scored below 50% in two areas on the ETS exam. Those areas were Finance and Legal & Social Environment. In both areas the scores were 44%. All other areas were above the desired standard of achievement of 50%, with Accounting at a high of 98%. Program faculty discussed the result and plan to change the desired standard of achievement to include only scores on accounting sections of the ETS exam in AY19.

Area	AY12	AY13	AY14	AY15	AY16	AY17	AY18
Accounting	97	99	99	98	97	99	98
Economics	85	63	77	88	92	97	69

Management	90	88	99	92	89	87	75
Quantitative Business Analysis	72	41	50	95	82	99	90
Finance	88	69	90	81	79	71	44
Marketing	95	89	94	86	61	83	78
Legal and Social Environment	96	95	97	88	95	94	44
Information Systems	92	95	95	94	97	66	58
International Issues	90	81	98	86	89	93	94
<b>Overall</b>	<b>89</b>	<b>80</b>	<b>89</b>	<b>90</b>	<b>87</b>	<b>76</b>	<b>81</b>

### **Program Goal 3**

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

For AY18 this program goal was assessed in ACCT 3116 with a tax project - students complete schedules 1040, schedule A (itemized deductions), schedule C (sole proprietor income), and schedule SE (self-employment tax). The desired standard of achievement was determined to be 80% or more of the students assessed complete the project successfully and score at least 80%. The result shows that 86% of the students assessed met the desired standard of achievement for the tax project. We will continue to assess this program goal with a tax project in the ACCT 3116.

### **Program Goal 7**

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

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal is 50% of students graduating from the BBA program and not attending graduate school will have at least one interview with a prospective employer before graduation. In the AY18 survey 50% (7/14) of students not planning to attend graduate school had attended at least one interview for employment. When including results from all students, 51% (23/45) had attended at least one interview. Results met the desired standard of achievement and are even better when we remove the students that have decided to not seek employment until after graduation. Those results show 70% (7/10) students who are not planning to attend graduate school and are seeking employment reported attending at least one interview. We will continue to assess this program goal in AY19.

### **Program Goal 8**

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

Accounting majors complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. The desired standard of achievement for this goal was 50% of students graduating with a BBA are accepted to graduate school. In the AY18 survey, 68.8% (31/45) of BBA graduates reported acceptance to a graduate school program. 6 (19%) of these students also report accepting job offers for employment after graduation from the graduate program. We will continue to survey graduating students to determine future employment and graduate school plans.

## **Management Major**

Management program has six program objectives. We assessed three of them in FY18.

### **Management Program Objective 1: Students will demonstrate a general understanding of business analytics.**

*Student Learning Outcome 1.1: Students will develop an understanding of business analytics process.*

Students' knowledge of the stages of the business analytics process was assessed with fifteen course embedded exam questions in MGMT3175. Six of the fifteen questions were above the 70% standard, ranging from 70% to 77%. The other nine questions were below the 70% standard, ranging from 46% to 69%. Management students who did not meet expectations had access to additional problems. The outcome was not met for the nine questions because reorganization of the course with new textbook

resulted in new questions and teaching methods. The instructor plans to stay with the new textbook and focus on emphasizing business analytics model and methods. We will assess this student learning outcome in a following year.

*Student Learning Outcome 1.2: Students will demonstrate an understanding of business analytics.*

We used the AY18 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 57% of the 14 individual exam items in the business analytics category, which exceeded the 50% standard. Our results also exceeded the 50% standard in AY 17 – percentage correct exceeded the national average for 86% of the 14 individual exam items. Because we have assessed this learning outcome to monitor student performance two years in a row and they both exceeded the expectations, we plan to assess a new learning outcome in AY19.

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

*Student Learning Outcome 2.1: Students will demonstrate a general understanding of job attitudes and values.*

The assessment results in AY17 led program faculty to add additional chapter quizzes between exams. In AY18 students' knowledge of job attitudes and values was assessed with nine course embedded exam questions in MGMT3155. Results from answers to the nine questions on the student exam covering an understanding of job attitudes and values show that the measures were met at the 74% level in fall 2017 and 72% level in spring 2018, both of which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Although it is an important learning outcome, we have assessed it in both AY 17 and AY18 and they both exceeded the 70% standard (the measures were met at the 74% level in AY17). So we plan to assess a new learning outcome in AY19.

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

We used the AY18 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 100% of the seven individual exam items in the organizational behavior category, which exceeded the 50% standard. The student learning outcome was met. This learning outcome was also met in AY17 - our percentage correct also exceeded the national average for 100% of the seven individual exam items in AY17. We have had a clear idea of trends. Therefore, we plan to assess a new learning outcome in AY19.

**Management Program Objective 3: Students will demonstrate a general understanding of human resource management principles.**

*Student Learning Outcome 3.1: Students will understand the process of making decisions concerning disciplinary situations and termination procedures and how these decisions may affect the company.*

It was the first time we assessed students' understanding of the process of making decisions concerning disciplinary situations and termination procedures. This new learning outcome was assessed with the pretest vs. posttest method in MGMT4105. 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 176% increase from pre-test to post-test in fall 2017, which exceeded the standard of 70% increase. However, there was only 65.6% correct on post-test. The instructor believes that part of this is because the post-test assessment was administered during the last few minutes of the last lecture of the semester, and students just wanted to get out of there at that point. The instructor made a change and had a better schedule for doing the assessment in spring 2018. The assessment results in spring 2018 showed that there was a 295% increase from pre-test to post-test, which exceeded the standard of 70% increase. There was 81% correct on post-test. This clearly indicates increased knowledge and understanding of the topic. The assessment results exceeded the expectations. We thus plan to assess a new learning outcome in AY19.

*Student Learning Outcome 3.2: Students will understand the underlying principles and administration of a performance appraisal system.*

The results in AY17 led program faculty to update assessment questions and assess this student learning outcome again. In AY18, students' understanding of a performance appraisal system was assessed with the pretest vs. posttest method in MGMT4105. The assessment results show that there was a 345% increase from pre-test to post-test in fall 2017 and a 544% increase from pre-test to post-test in spring 2018. They both exceeded the standard of 70% increase. In addition, there was 77.4% correct on post-test in fall 2017 and 81% correct on post-test in spring 2018. This clearly indicates increased knowledge and understanding of the topic. We have assessed this learning outcome two years in a row and they both exceeded the expectations (a 289% improvement from pretest to posttest in AY17). We thus plan to assess a new learning outcome in AY19. The assessment results in AY16 led program faculty to discuss and develop new program objectives to be assessed. We now have six program objectives. We assessed three of them in AY17.

## **Management Information Systems (MIS) Major**

### **Program Goal 1: MIS students will be able to determine requirements of a business information system.**

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

In AY18, the assessment was made using the Exam II grade (which entirely focuses in modeling using DFDs and ERDs) of three different sections of CBIS 3210 - Business Analysis (two sections in Fall 2017 and one section in Spring 2018). The desired standard of achievement is that 85% of students will meet expectations. The result shows that on average, 82.73% of the students met or exceeded the outcome. It indicates that the outcome was not met. The instructor plans on providing an additional class session on modeling during the course of next semester.

*Student Outcome 1.3214 - Students will be able to: use structured query language to retrieve, edit and store information to a database.*

Students were assessed with a specific SQL assignment in CBIS 3214. The desired standard of achievement is that 90% will achieve a 70% or better on the assignment. The result shows that 92% of students achieved a 70% or better on the final SQL assignment in spring 2018. We used a new book in AY18. This book will be used again to see if these results hold.

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

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

The assessment was given as part of the final exam in CBIS 4210 which required the students to program a decision and iteration control structure. The target is 75% of students will meet expectations. In AY18, only 63% of students met or exceeded the target. Many students do not care about programming and have calculated how bad they can make on the final and still pass with a C or better. This class has been switched from VB.Net to PHP starting in fall 2018. Next time a question needs to be used that includes both control structures but not arrays too.

*Student Outcome 2.4214 - Students will be able to: design, develop, debug & implement a functional web-based application using scripting languages and multimedia.*

The outcome was assessed with a final project in CBIS 4214. Students create an object-oriented database driven website that allows a user to 1) login, 2) create data that is stored in the database, 3) read from the database, 4) update to the database, and 5) delete records in the database. The target is

90% of students will achieve a 70% or better on the project. This course was taught over two sections in AY18. In the first section 15 of the 17 students were assessed at over 70% making it 88%. The second section was 20 out of 24 or 83%. The target was not met. Student were not ready for the advanced topics in this course. There was a suggestion to change the intro course to PHP to allow for more time for the concepts to resonate with the students.

## **Marketing Major**

The marketing program currently has three goals. The program met or exceeded expectations for all three during the 2017-2018 academic year.

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

#### *1.1-Mktg 3168 Students will identify/analyze major ethical dilemmas in marketing*

Students will find, identify and report on a controversial ethical issue in sports marketing demonstrating an understanding of the importance of ethics in business marketing. This is measured in our Sports Marketing courses where students are asked to write about an ethical issue in the field. The goal is for 80% to score 80% or higher on the assignment. In the previous cycle we had 97% of students meet or exceed the criteria. In the 2017-2018 year that number was still solid at 92% and continued to meet our goal.

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

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

This is measured in our capstone course MKTG 4198 as a score on the elevator pitch oral presentation given by students in the class (and judged by outside judges). In the 2016-2017 cycle 86% met or exceeded expectations of the 80% threshold. In the 2017-2018 year that number went up to 94%. So that goal was met as well.

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

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

Nationally normed results from the ETS exam have been used as a guideline to determine how well students are retaining the key concepts from the major as compared to their peers nationwide. This is measured through the ETS, where we expect an overall score of marketing majors scoring in the 90th percentile for the Marketing discipline assessment. In the 2017-2018 year we hit new highs, scoring in the 99th percentile for majors and in the 92nd percentile for all students, which was higher than the percentile for any other discipline within the college.

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

### **Master of Business Administration Programs**

The part-time MBA taught out in Warner Robins is being eliminated. The online WebMBA will be the only MBA offered by Georgia College. Due to this, fewer classes with typical class sizes of less than 10 are being offered as the final students complete the degree. Many part-time faculty are actually teaching the courses that are offered. Therefore, assessment data is difficult to obtain and virtually meaningless. Even the ETS exam was not given after spring 16. Therefore, there is nothing to report because no assessments were carried out in 17-18.

## **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 Watermark.

## **Master of Accounting Program**

The mission of the Master of Accountancy program is to provide students with quality professional accounting education. There are seven MACC goals. We assessed four of them in AY 2018.

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

Outcome: 3.1 Effectively develop a written research proposal.

ACCT 4135, Auditing Seminar is used to evaluate the development of a professional research proposal including analytics for a fictional audit. The scenario requires research into a real public company (Apple) and the associated risks of the audit. College of Business grading rubric is used for evaluation. Assessment requires that 100% of students earn a B or higher for the assignment. 23 students participated in the class. All student received a grade of 80% or higher. Specific sections of SAS/PCAOB code were found and properly implemented with logic and reason functional in an audit environment. Although the target is met, significant deficiencies in basic grammar caused the vast majority of issues loss of point in grading. Assessment meetings across the Department of Accounting and the College of Business report similar issues with grammatical errors and significant deterioration of writing skills.

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

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

Three multiple choice questions posed ethical problems for tax professionals in Tax Seminar. IRS Circular 230 provides ethical (and legal) guidance for all professional tax preparers. If a student chose the correct answer on all three questions, this was considered meeting expectations. Students who missed one or more questions did not meet expectations. During the academic year 2018, students met the desired benchmark when answering correctly two multiple choice questions. Therefore, an additional ethical question was added. The desired standard of achievement is that 80% of student would answer questions correctly. The result shows that 24 students (88%) answered the questions correctly. Only two students missed two questions and did not meet expectations. This is the third year of this assessment. It has met its target in each year and will not be reassessed in the 2018-2019 year.

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

Outcome: 5.1 Compare contrast differences between FASB (United States) and IFRS (International) accounting standards.

A written summary of the standards are required with a comparison of Assessment completed in the Financial Accounting Research Seminar - International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles. All students are expected to receive an 80% or higher on the assignment. As with previous assessments, students were able to research standards effectively and draw appropriate conclusions from comparison of the standards. Red-line rule based standards were appropriately noted within the standards. However, writing skills were found to be unacceptable in most completed assignments. College of Business administrators are working with other colleges and faculty to improve writing skills.

Goal 7: Students should be able to enter the accounting profession in a wide range of careers.  
Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2017-2018. 23 students graduated in 2017-2018 from the Macc Program. All students had job placements to the following firms: Aprio – 3, Cherry Bekart – 1, DHG – 1, Draffin – 2, Frazier – 6, Fulton – 1, GCSU - 1 (Accounting Function), Grant – 2, Hancock – 1, Mauldin – 1, MMM (Macon) – 1, and Porter Keadle 2. The target is met.

All existing assessments have been met for the last three years and will not be assessed in the 2018-2019 academic year except for evaluating student job placements. Job placements are viewed as an overall measure of effectiveness of the program's ability to meet the accounting profession's needs.

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

The following section will list each Program Objective and Learning Outcome of the Master of Logistics and Supply Chain Management Program.

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

Student Learning Outcome 1.3: Students will be able to analyze a common supply chain-purchasing problem and determine the appropriate strategy.

Student Learning Outcome 1.4: Students will be able to assess real world organizational logistics strengths and weaknesses via case study methodology.

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

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

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

Student Learning Outcome 3.1: Student will be able to understand the role and impact of purchasing and materials management within the broader context of logistics and supply chain management.

Student Learning Outcome 3.4: Identify core inventory and distribution issues within supply chain management

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

Student Learning Outcome 4.2: Students will be able to analyze and evaluate the global logistics strategy for a large, consumer product organization.

Overall, the student learning outcomes were assessed in LOGS 6647, LOGS 6649, LOGS 6650 and LOGs 6654 in AY 2018. We are currently meeting all of our assessment goals. We have followed up last year's assessments and closed the loop on the measures we assessed over the last two years. Moving into the 2018-19 year, we will assess different measures through different classes.

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

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

The MMIS program teaches required classes over a two year cycle. Therefore, the exact student learning outcome assessments cannot be compared from year to year. The goals were reduced from five to three in the August 2016 MMIS assessment meeting. Each goal will be assessed in two of the six required MMIS classes. Therefore, students are assured that there are two places in the curriculum that each program goal is covered.

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

Outcome: 1.1 Students will be able to understand criteria for high-quality information, and apply these criteria to evaluate information.

In AY18, students were given a dataset and asked to create visualizations with the data in Lumira in MMIS 6198. Then students were asked to individually answer questions about the data and how the visualizations can help with complex decision making. Assignments were completed with 87% accuracy, higher than the target 85%. The instructor will continue to use this assignment to assess the outcome for longitudinal purposes in AY19.

Outcome: 1.2 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems.

The outcome was assessed with a written assignment in MMIS 6293 in AY18. 100% of students met the goal. They all included business value even when some were launched in the end-consumer space. They were required to craft the essay/research paper in a manner or perspective from that of a CIO and did so. Next time a rubric will be used to better evaluate exactly how the paper meets the expectations.

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

Outcome: 2.1 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the organization.

This was assessed through MMIS 6295 in AY18. Upon completion of the course, students are asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students are asked to demonstrate skills in computer network security. They are also given real world scenarios using high-end industry standard equipment where they must understand network and server configurations. 85% of the students will pass the certification exam.

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

Outcome: 3.1 Students will demonstrate an ability to identify the ethical issues, and their appropriate solutions, in each phase of the research process.

It was assessed with an exam question in MMIS 6299. Students must identify the ethical issues, and their appropriate solutions, in each phase of the example research process. The desired standard of achievement is that 85% will score equal to or above 85% on this essay question. The result shows that 88% achieved a score of 85 to 100 with 90% average score on this question. Even though the objective was met, the instructor will still emphasize even more the ethical issues throughout the course more than he did this go round because the three answers below the objective were really pretty bad. The outcome will be assessed again in spring 2020 when the course is next taught again.

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

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

#### **Wednesday, August 15, 2018**

Faculty members teaching in the common business knowledge courses (CBK) had a meeting on the university's annual assessment day to discuss the results of 2017-2018 assessment and plans of 2018-2019 assessment. The COB Assessment Coordinator introduced the new assessment software Watermark.

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

The summaries from each of these meetings were presented at the annual fall COB assessment meeting on October 26, 2018.

#### **Friday, October 26, 2018**

Twenty-three faculty members attended the annual COB fall assessment meeting. The COB Assessment Coordinator shared an information item from AACSB. Then each program reported back to College of Business faculty on assessment activities during the 2017-2018 academic year.

Each report addressed four questions:

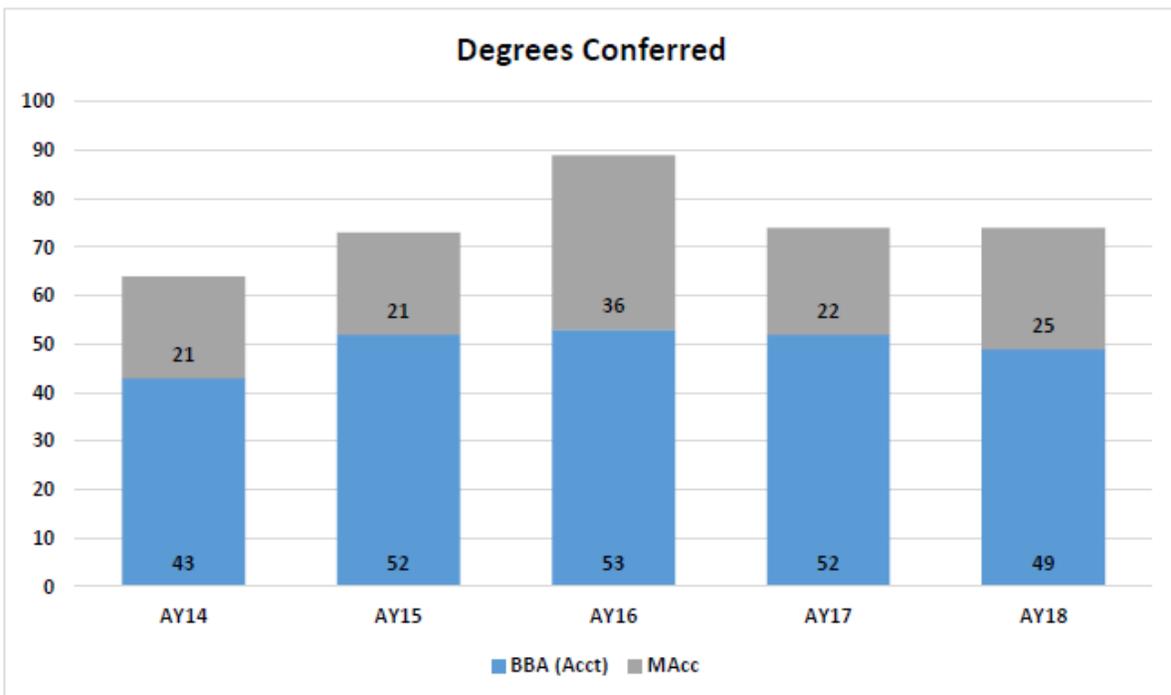
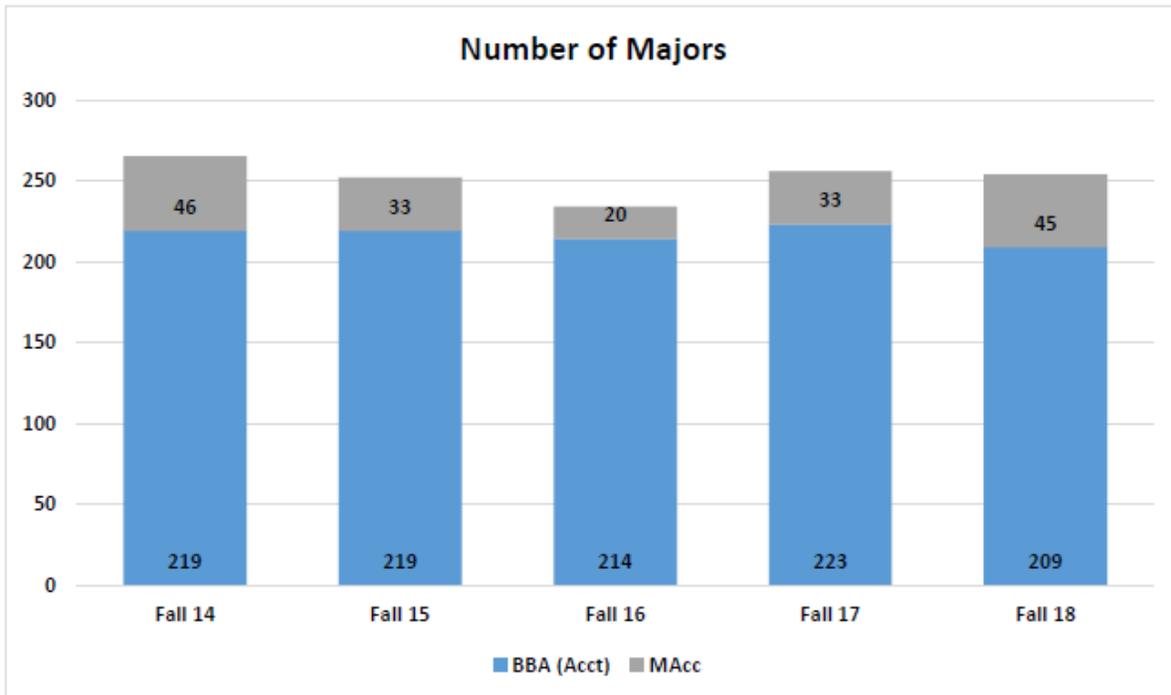
- What assessment activities were completed in AY 2018?
- Were learning outcomes met?
- What did you learn from those activities?
- What will you change as a result of the assessment?

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

Summaries from these reports were presented earlier in this document, and details are located in Watermark. Feedback on each summary will be provided to each program coordinator by the University Assessment Team (UAT). UAT consists of the University Assessment Coordinator, the college coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 18-19.

## Addendum

### Outcomes Data of Accounting Major and Master of Accounting



**BBA - GRADUATE OUTCOMES**

		GRADUATE SCHOOL: What are your plans for graduate school?				Total
		I do not plan to attend graduate school.	I will start the MAcc program at Georgia College next semester.	I will start another graduate program at Georgia College next semester.	I have been accepted to graduate school other than Georgia College.	
<b>EMPLOYMENT:</b> Which of the following best describes your current employment situation?	I have not looked for a job.	4	9	0	2	15
	I have applied for jobs but have not been invited to any interviews.	3	4	0	0	7
	I have attended interviews but have received no job offers.	2	7	0	1	10
	I have received a job offer.	2	2	0	0	4
	I have accepted a job offer.	3	6	0	0	9
	<b>Total</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>3</b>	<b>45</b>
	<b>Percentage</b>	<b>31%</b>	<b>62%</b>	<b>0%</b>	<b>7%</b>	

## MAcc - GRADUATE OUTCOMES

### Spring/Summer Graduate Placement (self-reported)

Employer	# placed
Aprio	3
Cherry Bekaert	1
Dixon Hughes Goodman	1
Draffin & Tucker	2
Frazier & Deeter	6
Fulton & Kozak	1
Georgia College	1
Grant Thornton	2
Hancock Asker	1
Mauldin & Jenkins	1
McNair, McLemore & Middlebrooks	1
Porter Keadle Moore	2

### Spring/Summer Graduate CPA Outcomes (self-reported)

Outcome	AUD	BEC	FAR	REG	Total
Passed on 1 <sup>st</sup> attempt	10	9	6		25
Passed on 2 <sup>nd</sup> attempt	2		2		4
Attempted – did not pass	4	2	4	1	11
Attempted – results not yet available			1	2	3
Not attempted	6	11	9	19	45
<b>TOTAL</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	

**CPA Results – NASBA reported**

**ALL TESTING EVENTS**

All sections	2015	2016	2017
Georgia College	43.5%	45.4%	57.8%
Ga Avg	53.0%	49.7%	51.7%
US Avg	49.8%	48.7%	48.3%
AACSB Schools	49.0%	53.5%	48.3%

AUD	2015	2016	2017
Georgia College	34.8%	33.3%	55.6%
Ga Avg	50.0%	47.4%	51.3%
US Avg	47.3%	45.9%	48.6%
AACSB Schools	47.0%	45.7%	49.2%

BEC	2015	2016	2017
Georgia College	51.3%	56.5%	50.5%
Ga Avg	60.2%	57.3%	48.1%
US Avg	56.5%	55.4%	53.0%
AACSB Schools	56.0%	55.4%	53.5%

FAR	2015	2016	2017
Georgia College	34.7%	39.3%	50.0%
Ga Avg	48.8%	44.5%	46.6%
US Avg	46.8%	45.6%	44.4%
AACSB Schools	45.2%	43.2%	43.8%

REG	2015	2016	2017
Georgia College	57.7%	58.0%	68.4%
Ga Avg	53.8%	50.0%	50.9%
US Avg	49.8%	48.4%	47.2%
AACSB Schools	49.0%	48.1%	47.0%

**FIRST-TIME TESTING EVENTS**

All sections	2015	2016	2017
Georgia College	45.7%	47.3%	62.0%
Ga Avg	57.2%	55.2%	56.8%
US Avg	55.0%	54.4%	52.9%
AACSB Schools	54.0%	53.5%	52.4%

AUD	2015	2016	2017
Georgia College	34.2%	21.7%	60.0%
Ga Avg	52.6%	49.9%	53.3%
US Avg	50.7%	50.0%	51.3%
AACSB Schools	49.7%	49.5%	51.4%

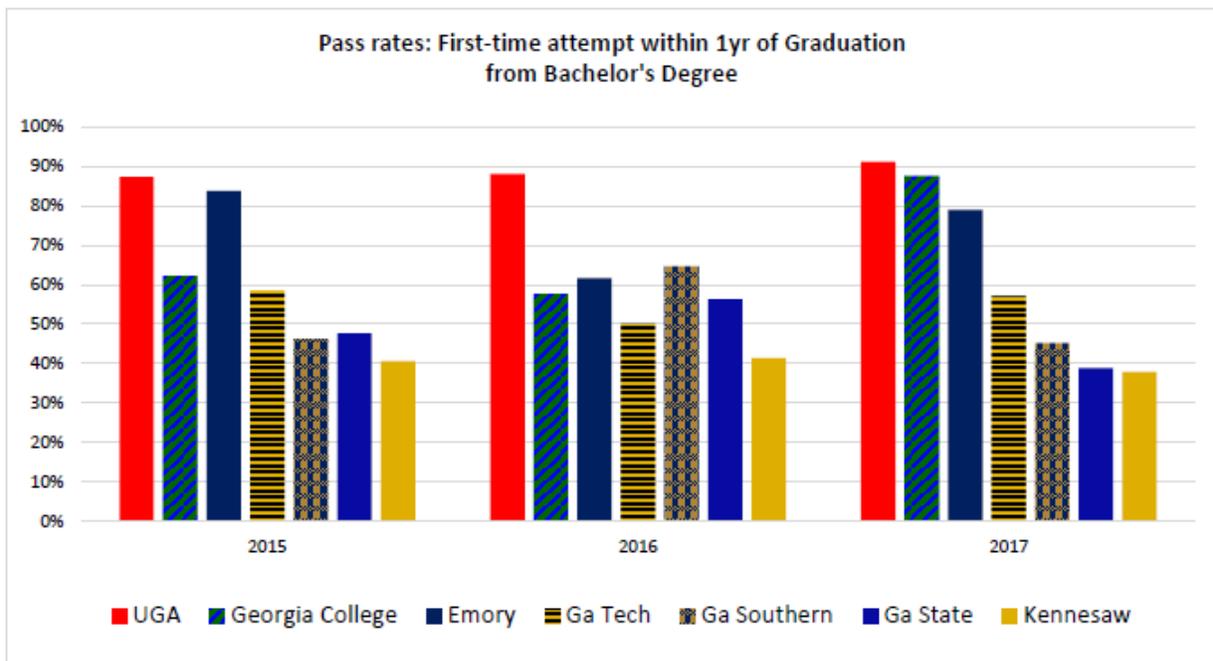
BEC	2015	2016	2017
Georgia College	52.0%	54.8%	75.0%
Ga Avg	68.5%	65.6%	66.3%
US Avg	65.1%	63.8%	60.5%
AACSB Schools	64.6%	63.4%	60.3%

FAR	2015	2016	2017
Georgia College	35.5%	42.9%	53.9%
Ga Avg	53.1%	50.0%	56.2%
US Avg	51.6%	50.6%	49.0%
AACSB Schools	49.5%	48.1%	47.7%

REG	2015	2016	2017
Georgia College	63.6%	63.3%	63.2%
Ga Avg	55.5%	54.7%	54.0%
US Avg	53.0%	52.3%	50.5%
AACSB Schools	52.5%	51.8%	50.1%

**Pass rates: First-time attempt within 1yr of Graduation from Bachelor's Degree**

All sections	2015	2016	2017
UGA	87.3%	88.1%	91.2%
Georgia College	62.2%	57.7%	87.5%
Emory	83.8%	61.7%	79.0%
Ga Tech	58.5%	50.0%	57.1%
Ga Southern	46.3%	64.6%	45.1%
Ga State	47.6%	56.3%	38.9%
Kennesaw	40.6%	41.4%	37.8%
<i>GC Rank</i>	4	5	2



## Appendix I: Assessment Calendar

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

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

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

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

### Operating Principles:

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

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

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

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