



The J. Whitney Bunting College of Business

Academic Assessment Outcomes

2018/2019
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**The J. Whitney Bunting College of Business
Academic Assessment Outcomes, 2018/2019**

Table of Contents

Executive Summary.....	2
Introduction, Undergraduate Programs, Mission & Goals.....	3
Assurance of Learning Outcomes – Undergraduate Programs	
• BBA Programs.....	4
• BA & BS Program Economics.....	8
• BS Computer Science.....	10
Major-specific Assessment Outcomes, BBA Degree	
• Accounting Major.....	11
• Management Major.....	13
• Management Information Systems Major.....	15
• Marketing Major.....	16
Assurance of Learning Outcomes – Graduate Programs	
• Georgia WebMBA® Program.....	17
• Master of Accounting.....	17
• Master of Logistics and Supply Chain Management	18
• Master of Management Information Systems.....	19
College-Wide Assurance of Learning Activities	
• College of Business Assessment Meetings.....	20
Addendum	
• Degrees Conferred by Level with Breakdown by Race/Ethnicity.....	22
Appendices	
• Appendix I: Assessment Calendar.....	24
• Appendix II: College of Business Assessment Hierarchy.....	25

College of Business, Georgia College & State University
Academic Assessment Outcomes, 2018/2019

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 2019 are shown below.

- The ETS results showed that students exceeded the 50th percentile in all areas except finance (45th percentile) in 18-19. The highest area was marketing (92nd percentile). Although the lowest area was finance (45th percentile), there is a continuous improvement from 34th percentile in 15-16, 36th percentile in 16-17, and 44th percentile in 17-18.
- BBA students met expectations for analytical techniques in FINC 3131.
- Students continuously did a good job identifying and evaluating ethical issues.
- The elevator pitch competition was integrated into BCOM 2285 and MKTG 3161 sections. Students exceeded expectations for oral presentation skills.
- Management majors performed well on the assessment assuring they have the ability to identify and use quantitative management techniques to solve managerial problems.
- MIS majors met expectations for determining requirements of a business information system.
- Economics majors demonstrated comprehension of micro- and macro- economic principles.
- All MACC students had received and accepted offers of employment prior to their degree completion.

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

- Transformative learning strategies will be used in CBIS 3210 in order to make the course more transparent and help students learn and apply the concepts of business analysis.
- CS faculty will incorporate more coding assignments in the next assessment cycle. Students will also be kept more up to date on current events in the coding world.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- More content that contained ethical dilemmas will be added to the course reading to challenge MLSCM students to think more critically regarding their ethical stance and decisions regarding supply chain management.

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, 2018/2019

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 2018/2019, 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 Taskstream, and summary information is presented in this report. Academic year 18-19 is the third year with these strategic objectives.

Assurance of Learning Outcomes for the BBA Program – 2018/2019

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.

Outcome: 1.1. Analyze how ethical principles relate to the development of laws and regulations that affect business practices.

Student learning outcomes related to ethics from BUAD 2172 Business Ethics and CBIS 2220 Principles of Information Systems were used to assess this objective. In general, students were correctly able to identify and evaluate ethical issues and their resolution. An evaluation of ethical issues was assessed in BUAD 2172 Business Ethics. The desired standard of achievement is 80% of students would score 80% or higher on this goal. 108 students were assessed across 3 sections of BUAD 2172. Results showed that 90% of the students scored 80% or higher, which exceeded the expectations. The other 10% of students who did not pass this assessment either failed the course or earned a D overall. We plan to emphasize the importance of business ethics in the lectures.

Outcome: 1.2. Identify ethical considerations when working with information systems in an organization.

CBIS 2220 Principles of Information Systems was also used to assess ethics in information systems. The standard of achievement is 80% of students score higher than 75%. An ethics specific exam was given in CBIS 2220. The assessment results indicate that 80% of students met the standard of scoring higher than 75%. The standard was met. The instructor is integrating more engaged classroom pedagogy that emphasizes using less lecture and more class activities. Students continue to miss the question covering software piracy. The instructor hopes that having the students discuss how software piracy affects business health will give them a better understanding of the subject.

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

Outcome: 2.1. Develop and exhibit an appreciation for cultural differences

We assessed it with the student presentation method in MGMT 4145 International Management. The standard of achievement is that 70% students meet expectations. The results show that all the students in the class achieved a presentation grade of 70% or better on a topic that indicates an understanding of managing in a global environment. Specifically, 8% students were above 90%, 71% students were 80%-89%, and 21% students were 70%-79%. Results indicate that we have met the desired outcome. While we have met the target, the instructor believes that our students are capable of more and should be held to higher expectations. The instructor also thinks we should focus on presentations and the papers from which those presentations stem. We plan to assess the learning outcome in another course in AY20.

Outcome: 2.2. Recognize some of the ethical/moral problems present in businesses involving multicultural constituencies.

Global issues were also assessed in BUAD 2172. The desired standard of achievement is 80% of students would score 80% or higher. 90 of the 108 students who registered for the course completed all three parts of this assessment. Of those 90, 82% scored 80% or higher on the overall assessment. This assessment was the last module for the semester. It appears that some students opted to not complete portions as they were satisfied with their overall grade at this point. Others failed or earned a D in the course. The instructor plans to emphasize the importance of completing all assignments and reach out to students who are struggling to encourage them to complete all assignments.

BBA Objective 3: Apply appropriate analytical techniques in business environments

Outcome: 3.1. Understand and account for transactions impacting the stockholder's equity section of the balance sheet.

ACCT 2101 Accounting Principles was used for this assessment. In AY19, 12 multiple choice questions were given to students for the first time on the course exams. 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. This would require students to answer at least 9 out of the 12 questions correctly. The results of AY19 assessment showed that 35% of the students assessed correctly answered at least 9 out of the 12 questions or 75%. It did not meet the target. But a small improvement was shown in the past assessments year by year. The data from past assessments indicate that a larger sample of students and a larger number of questions would report more accurate results. For AY20, the instructor will increase the number of questions to a total of 20. The instructor also plans to assess both the fall and spring semesters in order to include a larger number of students.

Outcome: 3.2. Demonstrate the ability to apply time value of money principles to quantitatively solve finance related problems.

FINC 3131 Principles of Finance, a junior/senior level class for all business majors, has also been used to assess analytical techniques. Students taking FINC 3131 (9 sections total) in Fall 2018 and Spring 2019 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 244 students took the test. The results show that, taking all the 9 sections together, 82.5% of students met or exceeded expectations. The following observations must be made about the tests. Two full-time faculties taught the 9 sections and administered the tests using similar but different questions. The tests involved multiple-choice questions with only one answer being the correct.

Outcome: 3.3. Demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.

In addition, it was assessed with course embedded exam questions in MGMT3101 Business Statistics. The assessment results show that the combined techniques including hypothesis testing, confidence intervals, ANOVA, and regression achieved 74% correct, which exceeded the standard of 70%. While some students were poorly prepared for the rigors of MGMT3101, overall students finished centrality, dispersion, and normal theory on a relatively "level playing field" as both math and interpretation scores were greater than 80%. We will assess it again in AY20. Since students scored better on recognizing which technique to use and deploying that tool than interpreting the results in simple English, the instructor plans to add more practice summarizing results in simple English, both in homework and on exams. The instructor also plans to provide additional homework assignments and problems related to hypothesis testing, confidence intervals, and regression.

BBA Objective 4: Communicate effectively through written and oral media

Outcome: 4.1. Improve their communication skills.

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 80% of students will meet expectations. This target was decreased from 85% based on the 2017-18 results. The results showed that 100% met expectations on nine items. 83% or more met the target on all except 2 items - Avoided slang expressions and "fillers"; and Made appropriate handoffs/transitions with other team members. More specifically, 50% did not meet expectations on the item "Avoided slang expressions ('you know'), inappropriate/sexy language, and 'fillers' (e.g., Uh...)". 100% did not meet expectations on the item "Made appropriate handoffs/transitions with other team members". The outcome was partially met. The primary issues with the low items were students using "fillers" (e.g. Uh...) and no use of transitions or handoffs between team members. 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. The instructor will emphasize these flaws during future practice presentations.

Outcome: 4.2. Improve their oral presentation skills.

BCOM 2285 Business Communications and MKTG 3161 Principles of Marketing were 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 96% of 156 students in fall 2018 and 94% of 151 students in spring 2019 met or exceeded a score of 70% in BCOM 2285. 98% of 243 students in fall 2018 and 91% of 146 students in spring 2019 met or exceeded a score of 70% in MKTG 3161. Business Communications and Marketing faculty members integrated the competition into their BCOM 2285 and MKTG 3161 sections, preparing students through activities incorporated in the courses. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch. Our goal is to have at least 35% of business majors participate in the elevator pitch competition at least twice before they graduate. With the increased participation, it is recommended that the thresholds for accomplishment be moved up - 80% of students will meet or exceed a score of 75% on an individual elevator pitch presentation.

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

Outcome: 5.1. Develop core business knowledge.

Because this goal covers a large area of knowledge, the ETS exam was used as an overall assessment. The Undergraduate Curriculum Committee decided that 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 18-19, the 50th percentile was achieved in every area except finance (45th percentile). The goal of 50th percentile in each area was thus almost met. The highest area was marketing (92nd percentile). Although the lowest area was finance (45th percentile), there is a continuous improvement from 44th percentile in 17-18, 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.

ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 18, Spring 19

	GC
Number of students tested	307
Range of individual scale scores	126-197
Individual scale score mean	155
National mean	149.3
Range of individual percentile scores	2% - 99%, more or less

Assessment Indicator Title	GC Mean Percent Correct	GC Percentile	National Institutional Means
Accounting	47	76	43.0
Economics	42	57	40.2
Management	69	83	61.2
Quantitative Business Analysis	41	88	33.9
Finance	43	45	43.1
Marketing	59	92	50.4
Legal and Social Environment	50	74	46.6
Information Systems	52	50	51.2
International Issues	42	62	39.7

Assurance of Learning Outcomes for the Majors

Complete assessment information for every major is located in Watermark Taskstream. 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 Taskstream.

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: Fostering global understanding and cross-cultural awareness.

Outcome: 1.1. demonstrate knowledge of global economic issues.

Students take the ETS major field test in economics exam, a nationally standardized test of economic knowledge for senior-level undergraduates, in ECON 4990—Senior Seminar (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 73rd percentile, which is well above the goal of the 50th percentile. The results show a modest increase in student performance on "international issues" relative to last year, but a significant increase relative to previous years, increasing from the 70th percentile in AY 2018 to the 73th percentile in AY 2019. The two-year average for AY 2016 and AY 2017 was the 49th percentile. This improvement may be due to heavier coverage of trade questions on the exam, or it may be due to more students taking our international finance class. We will monitor to see if curriculum changes need to be made.

Economics Program Goal 2: Developing analytical skills.

Outcome: 2.1. demonstrate analytical reasoning through applications of micro-economic principles.

Faculty select a sample of multiple choice and/or short answer questions from sections of ECON 2100 and ECON 2106 and judge students' analytical reasoning ability. The target level is that at least 75% of sampled student responses will meet or surpass expectations. The results show that 77.92% of sampled student responses met or exceeded analytical reasoning competency in AY19. This year's assessment result exceeded the learning outcome goal of seventy-five percent (75%) and was an improvement over last year's result of sixty-eight percent (68%). We believe this is due to the emphasis on analytical reasoning in our classes. The department chair will more closely monitor the implementation of previous actions.

Outcome: 2.2. produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real-world economic events.

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) is assessed by department faculty using primary trait analysis to judge (1) student abilities to apply economic principles and (2) student abilities to analyze an economic issue. The goal is that each trait evaluated in the sampled papers will meet or surpass expectations; i.e., average score of 3.0 or higher out of a possible score of 5. For AY19, students performed up to expectations on four of the six traits evaluated and marginally below for two others. This was an improvement since only one trait met expectations last academic year. Students met expectations on the traits "application of economic terms," "application of economic concepts & theory," "identifiable question to be answered" and "usage of data"; and their average scores were below expectations on the traits "analysis of topic", and "ability to draw reasoned conclusions." This is why the area received a "mostly" achievement of the learning outcome. This may be due to our capstone emphasizing oral presentation relative to written presentation. Students will continue to initiate their senior seminar research papers in the fall semester econometrics course (ECON 4340). By starting their senior research projects during the fall semester of their senior year, students will have more time to improve their research papers during the spring semester when they take ECON 4990 (Senior

Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. We also recommend a more direct connection between student grades in Senior Seminar and their follow-through regarding recommendations made by peers and, especially, faculty. It was clear that many students had done nothing to update their presentations after the initial in-class presentations. Given that faculty are attending this presentation and providing valuable feedback, this is a clear opportunity for students to improve their presentations. The same corrections should be made in the papers, as well. Since there is improvement from last year, we will continue in the use of milestone assignments in senior seminar (the capstone class).

Economics Program Goal 3: Developing students' communication skills.

Outcome: 3.1. produce written research assignments that demonstrate the ability to organize a research paper.

A random stratified sample of student research papers from ECON 4990 (Senior Seminar) was assessed by department faculty using primary trait analysis to judge for proper paper composition. Students met expectations again this year (an average score of 3 or greater) on the three traits evaluated to measure a student's organization and writing skills. Students performed at or above expectations on each of the traits designed to measure Organization and Writing Skills outcomes: "format and paper organization", "spelling and grammar usage", and "citations and bibliography." The capstone course now breaks the paper assignment into smaller assignments for each section of the paper. Actions implemented in previous years to help with these skills seem to have led to improvements based on previous assessment results. Therefore, modifications implemented in previous years will be maintained for AY 2020. This is especially true of the use of milestone assignments: Students will continue to initiate their senior seminar research papers in the econometrics course (ECON 4340). By starting their senior research projects one semester earlier, students will have more time to improve their paper exposition during the spring semester when they take ECON 4990 (Senior Seminar) and complete their projects. Additionally, prior to final submission of the senior seminar research paper, a complete paper draft will be required of students and detailed written comments listing needed revisions will be provided to students. 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). 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 4: Developing students' core business knowledge.

Outcome: 4.1. demonstrate comprehension of micro- and macro- economic principles.

Students accomplished the desired level of achievement, being in the upper 50th percentile, on all three of the components of the ETS exam—total score (86th percentile), the microeconomics sub-score (92nd percentile) and macroeconomics sub-score (70th percentile). This year's assessment results show that our students performed very well in each of the three areas evaluated. They continue to perform very well on the "total- and micro-economics" components of the ETS exam. Performance on all components of the exam, especially "macro-economics," improved this year relative to the previous year. Our students apply micro concepts in multiple upper-level classes, and they receive a macro review shortly before taking the ETS exam. Instructional revisions instituted during previous years will be maintained again this year 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. In addition, we will increase time spent on the macro review in senior seminar.

BS Program in Computer Science (CS)

The BS in Computer Science provides students with an understanding of the key principles and practices of computing and the underlying mathematical and scientific principles. It also provides students with the knowledge, skills, and experiences that enable them to enter the workforce in various fields of computer science and information technology or to pursue graduate studies in computer science. We assessed Goals 2, 4, and 6 and the Overall Goal. Each program goal has one or two principal indicators.

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

PI 1: Students will be able to recognize design and development principles.

CSCI 4320 is used to assess PI 1 through a final exam question – providing a description of the Design Patterns mentioned in the required videos. The desired standard of achievement is 80% of students will be able to do this. Only 9/15 students successfully described usage of design patterns in current or former projects on the final exam. The results did not turn out as expected because of the length of the test. By the time that students got to this question, there was little attention paid to making sure the question was completely answered. Faculty will expose the students to design patterns in other classes to help support the information learned in this course. One course does not seem like enough to introduce and master design and development principles. Multiple exposures to this topic may prove necessary.

PI 2: Students will be able to implement and evaluate the designed solution for a given problem.

CSCI 3342 is used to assess PI 2. Students were given a network programming project, which asked students to implement a UDP server and UDP client that can successfully communicate with each other by exchanging a few messages. The goal is that 80% of students should score a grade of at least a 75. The results show that 85% of students earned a grade of a 75 or above. We will continue to monitor the performance of the future CSCI 3342 classes. To be more specific, we will monitor the students who are likely to not turn in their work and give them more time to finish their project and modify the target to include only students who turned in their work for the calculation.

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

PI 1: Students will be able to identify professional, legal and ethical issues.

It is assessed in CSCI 3343 through a final exam question. Students were asked to discuss privacy, opt-in/opt-out and responsibilities of a company dealing with protected information. The desired standard of achievement is that 75% of students must answer the question correctly. The outcome was met. The results turned out as expected because of the increase in class time spent in discussing this issue. In class discussions were held regularly to facilitate the understanding of legal and ethical issues in computer science. Faculty will incorporate more coding assignments in the next assessment cycle. Students will also be kept more up to date on current events in the coding world. Projects on the current events may open their eyes to the importance of professional, legal, and ethical issues that exist in computer science today.

Goal 6: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

PI 1: Students will be able to analyze a complex computing problem.

It's assessed in CSCI 4520 through four exam questions. Student should be able to understand dynamic programming and analyze its efficiency when applied to a given problem. The goal is that 80% of students should answer 80% of the questions correctly. The results show that 54% of students did not answer 80% of the questions correctly, indicating the outcome was not met. The results did not turn out as expected because of the few number of questions allotted to this concept. We plan to add questions so that each of them has less weight related to dynamic programming. This will help specifically operationalize student understanding of complex computing problems. Faculty will be able to understand exactly which parts are confusing in order to better teach the next course.

PI 2: Students will be able to apply computing principles to identify solution.

Students were presented with several programming questions and asked to Identify the appropriate programming domain and select a computer language designed for that use in CSCI 4330. The desired standard of achievement is that 80% of students shall be able to successfully identify the proper language in 80% of the questions. The results show that 94% of students successfully identified the proper language in 80% of the questions. Students performed beyond expectations. This was due to multiple in-class assignments identifying programming domains of various languages and identifying problems that fall within those domains. We will continue to monitor the performance of the future CSCI 4330 classes. We will monitor the students who are likely to not turn in their work and give them more time to finish their project and modify the target to include only students who turned in their work for the calculation.

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

This goal was assessed using the ETS Exam. The ETS Major Field Test for Computer Science consists of 66 multiple-choice questions, some of which are grouped in sets and based on materials such as diagrams, graphs and program fragments. Our goal is that the percentage correct across our institution should be higher than the national average percentage correct. The ETS reports show that our percentage correct across all the CS areas is higher than the national average percentage, 49.7% vs 47.2%. The results turned out as expected because of the amount of class time spent reviewing the test and its contents. Students were well prepared to do well on this exam and had many opportunities to ask questions in class. We will continue to use the ETS test to assess our overall goal.

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.

Outcome: Integrate the knowledge gained in various functional business areas.

We assessed it with the ETS exam in MGMT 4195. The desired standard of achievement is that Accounting majors will score above the 80th percentile in the area of accounting on the ETS exam. Accounting students scored a 99% in that area of the ETS exam. These results were expected and are similar to previous years due to the continual amount of in class discussion. The time allotted in class to questions and discussion allows the students to vocalize confusion and create a deeper level of understanding. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY20.

Area	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19
Accounting	97	99	99	98	97	99	98	99
Economics	85	63	77	88	92	97	69	91
Management	90	88	99	92	89	87	75	88
Quantitative Business Analysis	72	41	50	95	82	99	90	97
Finance	88	69	90	81	79	71	44	62
Marketing	95	89	94	86	61	83	78	88
Legal and Social Environment	96	95	97	88	95	94	44	88
Information Systems	92	95	95	94	97	66	58	39
International Issues	90	81	98	86	89	93	94	97
Overall	89	80	89	90	87	76	81	83

Program Goal 3

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

Outcome: Students will complete a tax project.

For AY19 this program goal was assessed in ACCT 3116 with a tax project. Students must 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%. In Spring 2019, 87% of students successfully completed the project by scoring 80% or higher on the assessed tax project. The students who did not successfully complete the project were provided additional information detailing their errors. The results turned out as expected because of the continual feedback given throughout the process. Those that did poorly, however, failed to keep up with expectations as the project progressed. We plan to assess this program goal again in AY20 with another course and student learning outcome. In AY20 we will assess ACCT 2101 with an excel project.

Program Goal 4

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

Outcome: Respond to ethical dilemmas using a written memo.

Students are required to complete a written memo homework assignment in ACCT 3106. The desired standard of achievement is 70% of students completing the assignment will score a 70% or better. It was met with 78% (22/28) students scoring at least 70% on the written memo assignment. Students who did not score at least a 70% were provided with additional information detailing their errors. The results turned out as expected because of the amount of class time devoted to this topic. We decided to continue to assess this goal again in AY20 because this was the first year of assessment with this course and few students are enrolled in the course. We will use the college of business written communication rubric for the AY20 assessment.

Program Goal 6

Students will be able to communicate effectively.

Outcome: Students will communicate effectively using a written memo.

Students are required to complete a set of exam questions with a written answer in order to define descriptive, predictive, and prescriptive analytics in accounting information systems. The desired standard of achievement is 70% of students will articulate their written exam answers clearly and without grammar or spelling errors. The desired standard of achievement was met with 80% of assessed students completing written answers to exam questions without grammar or spelling errors. The results turned out as expected because students were warned of the grammar and spelling check prior to the exam. This allowed students to prepare ahead of time. We decided to continue to assess this goal again in AY20. We will also include the use of the college of business rubric for written communication with the AY20 assessment.

Program Goal 7

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

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

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 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 AY19 survey 83% (10/12) of students not planning to attend graduate school had attended at least one interview for employment. When including results from all students, 65% (25/38) had attended at least one interview. This is similar to past results and meets the desired standard of achievement. The ACCT 3000 course has successfully introduced students to the accounting profession through student leadership conferences, résumé development and internships. The results turned out as expected because students were continually pressured to find

interviews before the end of the semester. Most students were also self-motivated to find potential jobs. We will continue to assess this program goal in AY19. We will increase student participation in the annual Accounting Career Fair scheduled for September.

Program Goal 8

Students will be able to enter graduate school.

Outcome: be accepted to 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 AY19 survey, 68% (26/38) of BBA graduates reported acceptance to a graduate school program. 5 (19%) of these students also report accepting job offers for employment after graduation from the graduate program. The results turned out as expected because of the individual support that was offered for students applying to graduate school programs. We will continue to survey graduating students to determine future employment and graduate school plans. We will increase student awareness of CPA course requirements during the ACCT 3000 course.

Management Major

Management program has six program objectives. We assessed three of them in AY19.

Management Program Objective 1: Students will demonstrate an ability to identify appropriate quantitative management techniques to solve managerial problems.

Student Learning Outcome 1.1: Students will demonstrate an ability to identify appropriate statistical techniques to directly solve business problems.

It was the first time we assessed students' knowledge of applying statistical concepts to directly solve business problems. This new learning outcome was assessed with course embedded exam questions in MGMT3101. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. The assessment results show that the combined techniques including hypothesis testing, confidence intervals, ANOVA, and regression achieved 74% correct, which exceeded the standard of 70%. While some students were poorly prepared for the rigors of MGMT3101, overall students finished centrality, dispersion, and normal theory on a relatively "level playing field" as both math and interpretation scores were greater than 80%. The successful practices of the instructor include having students study in at least three 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" the math and translate it into simple English, de-contenting the class and spending more time on ANOVA and regression, substituting unannounced quizzes/homework grading for pre-lecture learning objective write-ups, and providing homework assignments relevant to the class. We will assess this new learning outcome again in AY20. Since students scored better on recognizing which technique to use and deploying that tool than interpreting the results in simple English, the instructor plans to add more practice summarizing results in simple English, both in homework and on exams. The instructor also plans to provide additional homework assignments and problems related to hypothesis testing, confidence intervals, and regression.

Student Learning Outcome 1.2: Students are able to identify appropriate statistical techniques to solve managerial problems.

We used the AY19 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct exceeded the national average for 86% of the seven individual exam items in the business statistics category, which exceeded the 50% standard. The results turned out as expected because we increased the course rigor of MGMT3101 Business Statistics. Since it is a new student learning outcome we assessed for the first time, 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 AY20.

Management Program Objective 2: Students will demonstrate an ability to use quantitative management techniques to solve managerial problems.

Student Learning Outcome 2.1: Students will demonstrate an ability to use mathematical concepts to solve business problems.

This is a new student learning outcome we assessed for the first time. It was assessed with course embedded exam questions in MGMT3165. The department reviewed the standard as set by the assessors and deemed 70% correct on the measures to be reasonable for benchmarking purposes. Results from answers to the exam questions about supply chain, forecasting, and quality management show that the measures were met at the 77% level, which exceeded the 70% standard. The successful practices of the instructor include having students study in at least three 2-hour blocks of time each week, having students meet in study groups outside of class at least once each week for 2 hours, requiring students to "take apart" math and translate it into simple English, and revisiting regression and adding it to Exam 2. We will assess this new learning outcome again in AY20. Students keyed so much on "technically difficult subject areas" (e.g. exponential smoothing vs regression) that much poorer scores resulted on the easier material. The instructor plans to increase the regression coverage in MGMT3165, reverting to the MGMT3101 approach with deep class activities and homework.

Student Learning Outcome 2.2: Students are able to use mathematical concepts to solve managerial problems.

We assessed this new student learning outcome with the AY19 ETS reports. The ETS results show that our percentage correct exceeded the national average for 100% of the three individual exam items in the operations management category, which exceeded the 50% standard. Since it is the first time we assessed this important student learning outcome in the Management program, we will continue to use this measurement to monitor student performance in AY20 to obtain longitudinal data.

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

Student Learning Outcome 3.1: Students will develop an understanding of managing in a global environment.

This is also a new student learning outcome. We assessed it with the student presentation method in MGMT4145. The standard of achievement is that 70% students meet expectations. The department reviewed the standard as set by the assessors and deemed 70% to be reasonable for benchmarking purposes. The results show that all the students in the class achieved a presentation grade of 70% or better on a topic that indicates an understanding of managing in a global environment. Specifically, 8% students were above 90%, 71% students were 80%-89%, and 21% students were 70%-79%. Results indicate that we have met the desired outcome. The results turned out as expected because students practiced in teams prior to their presentations. While we have met the target, the instructor believes that the 70% threshold is low; our students are capable of more and should be held to higher expectations. The instructor also thinks we should continue to focus on presentations and the papers from which those presentations stem. We plan to assess the learning outcome in another course in AY20.

Student Learning Outcome 3.2: Students will have a general understanding of international and cross-culture management.

We used the AY19 ETS reports to assess this new student learning outcome. The ETS results show that our percentage correct exceeded the national average for 100% of the two individual exam items in the international and cross-culture management category, which exceeded the 50% standard. The student learning outcome was met. The results turned out as expected because we covered the topic of cultural differences in several management courses including MGMT3141, MGMT3155, and MGMT4145.

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 in AY20 to establish trends.

Management Information Systems (MIS) Major

Half of the assessment targets were met while half were just short of meeting expectations. We are working to change the courses to add more interactivity to increase these results. The faculty members teaching the courses have a good understanding of what they believe the issues are with the objectives that were not met.

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.

Three homework assignments and one exam in three sections of CBIS 3210 (two in Fall 2018 and one in Spring 2019) were used to assess this student outcome. The desired standard of achievement is that 85% of students will meet expectations of achieving 70% based on the attached rubrics and calculations. The result shows that 85.7% of the students met or exceeded expectations. The outcome was met. The results turned out as expected because the students practiced process modeling and conceptual modeling through multiple exercises in class and as part of an applied semester-long project. Based on the instructor's comments regarding their original models, students are also able to revise the milestones later on the semester to correct their original errors, which leads to a greater understanding of the concept. After attending the "Design for Transformative Learning" course in July 2019, the instructor plans to use some of the strategies learned in this course to CBIS 3210 in order to make the course more transparent and use new pedagogical techniques to help students learn and apply the concepts of business analysis.

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

It was assessed with a specific SQL assignment in CBIS 3214. The desired standard of achievement is that 90% of the students turning in the assignment will achieve a 70% or better on the assignment. The result shows that 90.16% of the students achieved a 70% or better on the final SQL assignment in two sections of CBIS 3214. The fact that we spent so much time in class working on SQL assignments gave the students enough practice to successfully complete the final assignment. Since students are doing better with the interactive book, we plan to continue to use it.

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 80% of students will meet expectations of achieving a 70% on the question. In AY19, 83% of students met expectations with a 70% or better. Students did well. They were able to accomplish the tasks on the exam and showed good fundamental skills. They were also able to gather inputs from a user, create a calculation using an algorithm they developed and output the result to the screen for the end user. The rubric might need to be adjusted to better account for their true understanding.

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. The results show that 85.7% of students achieved a 70% or better. Outcome was not met. Students had a hard time understanding some of the fundamental concepts of programming since PHP is not a fundamental language. There are so many concepts that must be taught along with PHP for students to understand the complexity of the language. Faculty recommend to switch to a more fundamental language like Python. This language would allow for the fundamentals to be taught in a way that does not require concepts like HTML, CSS and Javascript.

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

Student Outcome 3.3213 - Students will be able to demonstrate a working knowledge of networking media, protocols and hardware.

Students were given a short survey for their assessment consisting of 15 questions directly related to protocols, networking hardware and differences in networking media. The goal is 80% of the students should be able to answer 70% or more of the questions correctly. It was assessed in two sections of CBIS 3213 in Fall 2018 and one section in Spring 2019. 76% of students answered 70% or more of the questions correctly. We had a custom book created that combined parts from three different text books to cover the three main areas of this class. The contents of these texts tended to be geared to a professional tech that would use it to prepare for a certification exam. We are looking for a text that is better suited for college students that are being introduced to the material for the first time. We hit our mark in the spring of 2019. We are going to be further implementing new classroom techniques to get more engagement in the classroom. We believe that shifting class time away for lecturing to more on hands work and peer instruction will help with better understanding of concepts.

Marketing Major

The marketing program assessed three goals. The program met or exceeded expectations for all three during the 2018-2019 academic year.

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

Outcome 1.1 - Mktg 3168 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 MKTG 3168 Sports Marketing where students are asked to examine and write about an ethical dilemma in marketing. Students must find and briefly report on an ethical issue in sports, discuss why it may or may not be a problem for the sport and sports organization, what, in their opinion, is the ethical thing to do, do they think the sport (league or organization) should do that, why or why not, and whether the student expects them to do it. Depending on the topic they may also include what has been done already to address the controversy. The goal is 80% of students will score 80% or higher on the assignment on ethics in marketing. In AY19, 95% of students met or exceeded the criteria. The results turned out beyond expectation because students were given ample instruction leading into the assignment defining Ethical, Moral, and Controversial terms, and from clear assignment and lectured process steps and requirements aiding them in their selection of an ethical issue and their analysis, critical thinking and reporting of what had, had not or should be done to address the issue. We are continuing to longitudinally study this important measure for 2019-2020.

2 Students will be able to demonstrate effective oral communication skills

Outcome 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). Overall, 92% of the students met or exceed the standard of 70% or better, which far exceeded the 80% overall goal. These results were slightly lower than the previous year (94%) although better than two years ago (86%). We plan to continue our longitudinal analysis of this important measure for our Marketing majors. We will adjust the standard from 80% of the students will meet or exceed the standard of 70% to 80% of the students will meet or exceed the standard of 80%.

3 Students will be able to show mastery over marketing topics

Outcome 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. We expect an overall score of marketing majors scoring in the 90th percentile or better for the Marketing discipline assessment. The 2018-2019 year matches last years' highs, scoring in the 99th percentile for majors and in the 92nd percentile for all students. Adjustments to course materials in reaction to lower ETS from a few years ago continue to demonstrate effectiveness in our teaching. We continue to demonstrate that our students demonstrate mastery of marketing concepts. We are going to longitudinally measure Marketing students mastery of Marketing concepts as it is a valuable means of assessment.

Assurance of Learning Outcomes for Graduate Programs

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 online by graduate faculty. The targeted population is students who have an undergraduate business degree but who need the flexibility offered by an online program. Georgia College, Columbus State University, Georgia Southern University, Kennesaw State University, 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 Taskstream.

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 2019.

Goal 1: Students should be able to demonstrate advanced knowledge of accounting theories and practice.

Outcome: 1.1 Students will be able to apply appropriate accounting standards using case studies.

Students were given a specific assignment on a final in Acct 6165 (Professional Accounting Research) to research restructuring costs related to employee benefits, IT service terminations, and retraining and relocation costs. Students were examined on the effective proposed implementation of an FASB accounting standard in a case study. The goal is all students should receive an 80% or higher. Three of the 40 students did not receive an 80% or higher on assessment. The three students did not choose the correct code because they failed to read the code correctly in a testing environment. Assessment will be continued into the 2019-2020 assessment cycle. It is the first year of assessment within this course.

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.

Students are required to answer ethical dilemmas based on PCAOB and AICPA audit questions derived from the CPA Exam section. The desired standard of achievement is that all students will score at least 80%. 26 students were assessed using an AICPA ethics question associated with auditing. A video presentation was made the class prior for evaluation and training. The valuation was graded on a 5-point scale with an 88% overall score. All student scores exceeded 80%. Results were acceptable because students were able to score greater than their requirement on the assessment based on watching a training video and the capacity to remember its content on an exam given immediately after its presentation. This assessment passed but was in its first year of assessment. It will be assessed again in 2019-2020.

Goal 6: Students should be able to communicate effectively.

Outcome: 6.1 Students will write a properly formatted memorandum documenting the research and application of an accounting standard.

Students are required to effectively write a proposed use of an accounting standard. The target is all students should receive an 80% or higher. 40 students were given the assessment. One student failed to meet the College of Business writing rubric for achieving an 80% or higher. The endemic writing issues university-wide as well as the technical topic of accounting limits any capacity to teach grammar in accounting courses. Faculty will discuss ways to introduce more writing instruction in the Spring 2020 semester.

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

Outcome: 7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACC program.

Job placements of graduating MACC students are tracked using a survey instrument/structured interview. 90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2018-2019. MACC program graduated 40 students. All students had received and accepted offers of employment prior to their degree completion (Fall, Spring, and Summer). Employment is a core competency of the MACC program. It will be reassessed.

Master of Logistics and Supply Chain Management Program

Two Program Objectives of the Master of Logistics and Supply Chain Management Program were assessed in AY 2019.

Program Objective 1: Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems.

Outcome 1.1: Students will be able to analyze a common supply chain inventory management problem.

In LOGS 6653, the outcome was assessed with a case analysis which involves the assessment of risks associated with international supply chain challenges. The desired standard of achievement is 80% of students should meet expectations. Results show that 90% of students in spring 2019 met expectations. The outcome was met, which indicates that students understood how to evaluate risks associated with international trade, identify the correct associated inputs and evaluate the benefit of this type of supply chain assessment compared to others for a real-world situation. Deliberate discussion of the case study situation was brought up earlier in the semester, making sure a stronger link was articulated between the learning of the techniques and how it could apply to future situations.

The outcome was also assessed with an individual case analysis which involves the calculation of EOQ, associated inputs, and an evaluation of the implementation of various inventory management processes, graded with rubric in LOGS 6654. 81% of students in AY 2019 met expectations. The instructor revised directions to be clearer and to be more direct in terms of what is expected, most students missed structural necessities in terms of the assignment itself, or with writing their analysis up, and not necessarily the calculation of EOQ.

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

Outcome 3.1: Student will be able to determine the appropriateness of various supply chain management models to supply chain problems.

In LOGS 6650, the outcome was assessed with an extended final project on analyzing a supply chain context for determination of appropriate supply chain management strategy and decision variables, with report deliverable to be graded by rubric. The goal was that 80% of students should meet expectations. Results show that 95% of students met expectations in Spring 2019, which demonstrated effective application of supply chain model.

Outcome 3.2: Student will be able to identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment.

In LOGS 6690, the 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. The goal was that 80% of students should meet expectations. When this metric was first established, the method of assessment was a case study. After receiving feedback from students, it was determined by the instructor that the case studies in the text did not align well with the overall learning objectives of the course, as they did not specifically focus on ethical issues in supply chains. Since that time, the new method of assessment was to include more reading directly related to ethical issues in supply chains and evaluate the learning of the students through discussion board participation and personal reflection papers for the module on ethics in supply chains. Results show that 80% of students met expectations on reflection papers and 85% of students met expectations on discussion posts in Spring 2019. The instructor plans to add more content that contained ethical dilemmas to the course reading to challenge students to think more critically regarding their ethical stance and decisions regarding supply chain management.

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 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 AY19. 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. The goal is 100% of the students will pass the exam with an 85% or better. 24 of the 30 students in the course (80%) passed the certification exam. The students might have performed better on this assessment if the grade distribution was higher. The instructor noticed students did just enough to get the grade they wanted in this course. This assessment will be completed again fall 19 for longitudinal purposes.

Outcome: 2.2 Students will demonstrate the understanding of the important role played by IS.

It's assessed in MMIS 6298 through a semester-long project that consists of a systems analysis, with some design, of a typical information system. The objective of the project is to provide a simulation of a real-life development project. The target is 85% of students will receive a rubric score of 80 or better on this project. All student groups received 98 or better on the project rubric. We had covered this information thoroughly in class so these results were expected. We will assess it again in spring 2020.

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 evaluate ethical managerial issues involved in database management.

It was assessed with an exam question in MMIS 6296. Students must evaluate ethical managerial issues involved in database management on a final exam question. The desired standard of achievement is that 85% of the students will meet expectations by receiving an 80% on this essay question by proposing an appropriate solution. The result shows that 97% of students met expectations. The results turned out as expected because the students were given opportunities to research the topic and provide thoughtful well researched responses. In the future, additional weight will be added to the final exam to encourage all students to complete it.

College-Wide Assurance of Learning Activities

College of Business Assessment Meetings Wednesday, August 14, 2019

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 2018-2019 assessment and plans of 2019-2020 assessment. The COB Assessment Coordinator presented an information item from AACSB Standard 8 (AoL) White Paper.

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, September 27, 2019

Thirty-five 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 2018-2019 academic year.

Each report addressed four questions:

- What assessment activities were completed in AY 2019?
- Were learning outcomes met?
- What did you learn from those activities?
- What will you change as a result of the assessment?

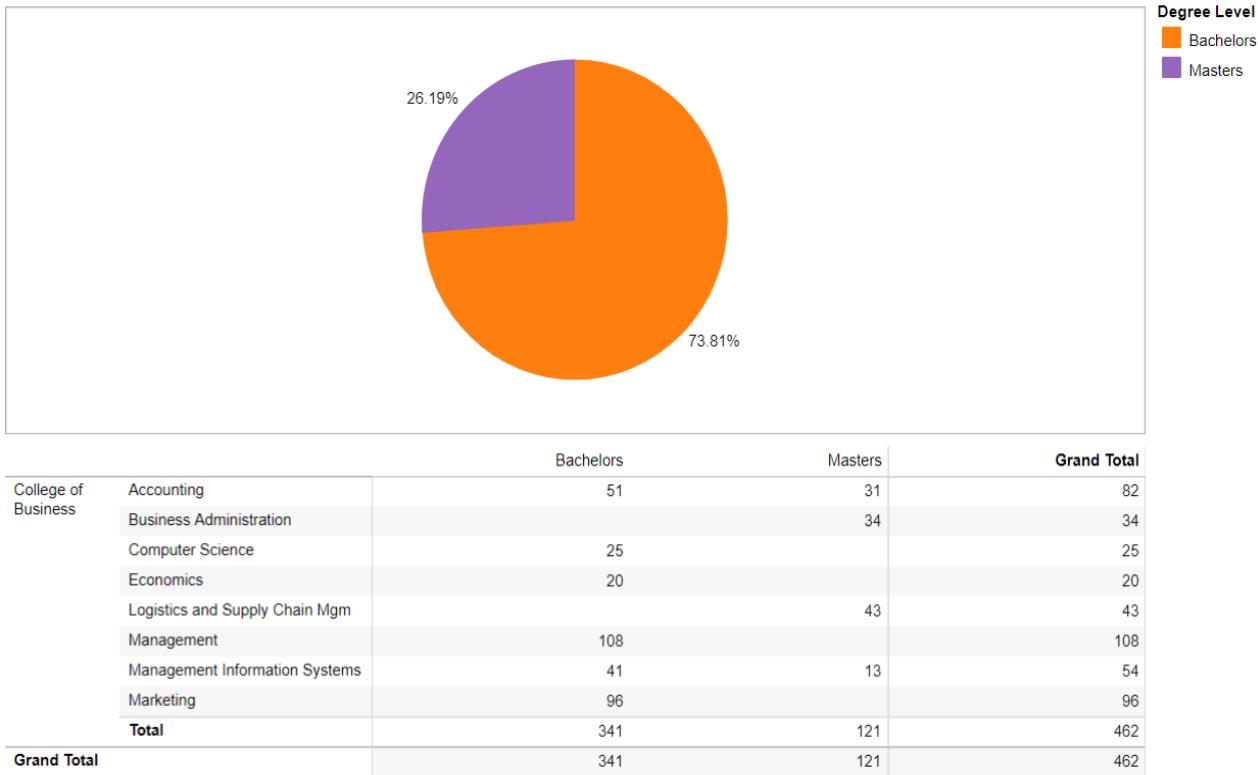
Included in the reports were the specific goals that each program assessed. Reports were given for the following undergraduate majors: accounting, management, marketing, management information systems, computer science, and economics. The Undergraduate Curriculum Committee reported on the assessment 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 19-20.

The COB Assessment Coordinator announced that a thank-you card will be sent to each assessment participant in October.

Addendum

AY 2019 – College of Business Degrees and Majors Conferred by Degree Level with Breakdown by Race/Ethnicity



Degree Level	USG Race/Ethnicity	2015	2016	2017	2018	2019
Bachelor's	American Indian or Alaskan N..		1	1		
	Asian	2	5	3	2	3
	Black or African American	10	8	7	12	9
	Hispanic or Latino	13	15	14	16	11
	Two or more races	7	4	11	4	11
	Unknown			1		2
	White	262	257	280	284	264
	Native Hawaiian or Other Paci..	1				
Total		295	290	317	318	300
Master's	American Indian or Alaskan N..	1				
	Asian	5	13	1	5	2
	Black or African American	3	11	10	7	10
	Hispanic or Latino	5	6	5	2	3
	Two or more races	4		1		4
	White	68	70	46	54	46
	Total	86	100	63	68	65
Grand Total		381	390	380	386	365

Appendix I: Assessment Calendar

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

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

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

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

Operating Principles:

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

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

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

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