The J. Whitney Bunting College of Business

Academic Assessment Outcomes

2020/2021
(7/01/2020 – 6/30/2021)

December, 2021

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**College of Business, Georgia College & State University
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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 2021 are shown below.
- BBA students did an excellent job improving their oral and written communication skills.
- BBA students met expectations for ethical issues and their resolution in BUAD 2172.
- BBA students demonstrated an ability to evaluate the effect of globalization and cross-culturalism in a business environment in MGMT 4195.
- Management majors demonstrated a general understanding of organizational behavior, business analytics, and human resource management principles.
- Marketing majors showed an understanding of the importance of ethics in business marketing.
- MIS majors met expectations for working in teams effectively.
- Accounting majors provided positive data on graduate school acceptance.
- Economics majors demonstrated comprehension of micro- and macro- economic principles.
- The ETS results showed that students exceeded the 50th percentile in all areas except accounting (48th percentile) and finance (19th percentile). The highest area was marketing (89th percentile). The goal of 50th percentile in each area was almost met.

Key actions taken as a result of assessment are listed below.
- Accounting majors will continue to complete a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers.
- Finance program faculty will ensure that review sessions contain relevant information for students taking the ETS exam. The College of Business approved a new Finance major proposal. We expect the ETS score in Finance will be improved once we have a Finance major.
- The elevator pitch competition will continue to be integrated into BCOM 2285 and MKTG 3161 sections to improve students' oral presentation skills.
- MMIS students will be required to pass a certification exam to pass the class MMIS 6295.
- MLSCM will use a global ocean carrier simulation and a global supply chain case to assess students' understanding of global logistics and supply chain issues.
- BBA, Economics, Accounting, Computer Science, Management, and Marketing will continue to use the ETS exam to assess students' knowledge of the functional areas of business.

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 Taskstream. The Georgia WebMBA reports assessment information in a separate report.

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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 2020/2021, 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 2020-2021 is the fifth year with these strategic objectives.

Assurance of Learning Outcomes for the BBA Program – 2020/2021

The student learning goals assessed 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 assessed for the CBK are given below with the assessment results.

BBA Goal 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 goal. Ethical issues were assessed in BUAD 2172 Business Ethics with an individual test. The desired standard of achievement is 80% of students would score 80% or higher on this goal. Results showed that 95% of the students were able to successfully answer the questions based on the reading assigned and the discussions held during class, which exceeded the expectations. The 5% that did not meet the outcome typically could not identify all stakeholders or successfully explain the impact a corporate decision had on a stakeholder. Much effort is given to make sure the class has considered the material and been a part of many discussions explaining the impact. The instructor plans to add an additional case study highlighting the stakeholders and the possible effects on these stakeholders.

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 79.4% met the desired standard of achievement. This was surprising because the assessment was open book due to changes made to the course to accommodate learning during the COVID-19 pandemic. Students still had a solid knowledge of ethics in Information Systems. The question that most students missed tested their understanding of software piracy. More emphasis will be made to discuss software piracy in the classroom. The instructor will add an additional question to the assessment to further assess ethic understanding in the information systems environment.

BBA Goal 2: Evaluate the effect of globalization and cross-culturalism in a business environment.
Outcome: 2.1. Develop and exhibit an appreciation for cultural differences.

MGMT 4195, the senior capstone class for all business majors, was used to assess global issues through questions embedded in an exam. The desired standard of achievement is 80% of students will score 70% or higher. This target was met by exactly 80% of the students. Of the two students who failed to meet expectations, one missed by only one question achieving a 69% and the other missed by two questions achieving a 62%. The chapter on global management issues was presented in a seated environment and was assessed on the final exam along with three other chapters. The exam consisted of 60 questions with 13 multiple choice or true/false questions randomized from a question library pertaining to global management issues. Ten students were randomly chosen for the assessment from a 20-student class. The instructor will assess on the whole class next time.

Outcome: 2.2. Understand international culture and diversity issues.

Global issues were also assessed in MGMT 4145 International Management with an individual Quiz of 25 questions covering three chapters on managing international culture and diversity. The desired standard of achievement is 70% of students will score 75% or higher. 55% of students did not meet expectations. The three chapters covering management of national and organizational cultural distance and diversity issues as part of the global management process were presented in a seated class environment. Individual in-class quiz of 25 multiple-choice standard questions from a library of 300 questions used for this assessment. Since this is the first year this course has been used to assess global management issues, recommend continuation of the assessment to determine the efficacy of the instrument. The instructor will emphasize the topics in lectures.

BBA Goal 3: Apply appropriate analytical techniques in business environments

Outcome: 1.1. 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 AY2021, 30 multiple choice questions were given to 184 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 21 out the 30 questions correctly. The results of AY2021 assessment showed that 66.8% of the students assessed correctly answered at least 21 out of the 30 questions or 70%. The target was not met. The instructor selected a set of multiple choice questions across the course from exams administered during the Fall 2020 and spring 2021 semesters. This allowed for a larger number of questions in the assessment as well as isolated the effects of a particular exam period and student apathy. Both of these issues had been discussed as a possible problem for past assessment results. The instructor also changed the class structure to include a set of lectured focused questions at the beginning and end of class. These questions focused on "things you should know after class today" and helped students stay on task during class. While the results for AY2020 met the desired standard of achievement, we continued to assess this course with this goal in AY2021 in hopes of repeating those results. AY2021 courses at GCSU were to be in a face to face format but still presented challenges with COVID requirements. Classes were scheduled for large classrooms with faculty and students wearing masks and social distancing. The desired standard of achievement may have not been met because of these restrictions in the learning environment. COVID social distancing requirements have been relaxed for AY2022, therefore we will continue to assess this course again to see if the target will be met.

Outcome: 1.2. 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. 253 students taking FINC 3131 (8 sections in total) in Fall 2020 and Spring 2021 were tested to assess their ability to apply time value of money principles relating to savings, investment, loan payments etc. The desired standard of achievement is 75% of students will score 70% or higher. The result shows that 70% of students scored at least a 70%. The target was not met. Two full-time finance faculty members taught the 8 sections and administered the tests using similar but different questions. The tests involved multiple-choice questions with only one correct answer. The result is worse than that of previous academic years, partially due to the effect of the required social distancing in the classroom that discouraged effective communication between the faculty and students. Meanwhile, it is noted that, controlling for the same teacher and teaching material, students in three sections performed much worse than others in the other five sections. The instructors plan to review and update the exam questions in AY2022.

BBA Goal 4: Communicate effectively through written and oral media

Outcome: 4.1. Improve their oral presentation skills.

MKTG 3161 Principles of Marketing was used to assess oral skills through elevator pitch presentations. The desired standard of achievement is that 80% of students will meet or exceed a score of 75% on an individual elevator pitch presentation. Results showed that 96% of 207 students in fall 2020 and 94% of 196 students in spring 2021 met or exceeded a score of 75%. Marketing faculty members integrated the competition into their 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. The target was met. The competition is expected to continue to be held virtually in the fall 2021. As a benefit of holding the competition virtually, there has been an increase in the number of recruiters who have participated as judges. Fall 2019 was an in-person, face-to-face competition with 23% of the judges being recruiters filling only 26% of the judging slots. Spring 2021 was virtual with 49% of the judges being recruiters filling 62% of the judging slots. In spring 2021, recruiters asked 245 students to connect with them regarding internships of career positions. Goals will be held the same for AY2022 as there remains many uncertainties due to the COVID-19 pandemic.

Outcome: 4.2. Improve their written communication skills.

Written skills were assessed with one of the twelve Business Communications written assignments in BCOM 2285. The desired standard of achievement is that 80% of students will score 70% or better on the assignment. The AY2021 results show that 85% of 207 students scored 70% or better, which exceeded the standard of achievement. The instructor plans to assess another written assignment in spring 2022.

BBA Goal 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, not individual courses, 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 AY2021, the 50th percentile was achieved in every area except accounting (48th percentile) and finance (19th percentile). The highest area was marketing (89th percentile). It's the first time the accounting score was below 50th percentile. Accounting faculty shared that the students didn't do as well last year during the pandemic with social distancing and mask wearing. Some students stopped coming to classes. We expect the accounting score to be above 50th percentile with no social distancing and mask wearing requirements in AY2022. Finance was still the lowest area as it was in previous years. Finance faculty reviewed the ETS topics and sample questions in the finance category and discussed the ways to improve the finance score. They plan to emphasize the ETS topics in their lectures in AY2022. They also discussed the possibility to provide a review session right before the ETS exam. The College of Business has had discussions of a new finance major. With all these efforts, we hope the ETS score in finance will improve in AY2022.

ETS MAJOR FIELD TEST, MGMT 4195, Summer & Fall 2020, Spring 2021

	GC
Number of students tested	228
Range of individual scale scores	123-187
Individual scale score mean	155
National mean	149.4
Range of individual percentile scores	0% - 98%, more or less

Assessment Indicator Title	GC Mean Percent Correct	GC Percentile	National Institutional Means
Accounting	44	48	43.1
Economics	43	66	40.1
Management	67	77	61.2
Quantitative Business Analysis	38	78	34.0
Finance	40	19	43.2
Marketing	58	89	50.4
Legal and Social Environment	49	65	46.8
Information Systems	54	71	51.4
International Issues	41	53	39.5

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. 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. Our senior students scored in the 87th percentile on international issues in the ETS exam, which above the target of 50%. The results show a marked increase in student performance on "international issues" relative to last year. The average percentile for the last five years is 61.2%. This year's improvement may be partly due to students at other universities experiencing a "Covid effect." We will closely monitor the ETS exam regarding the composition of the questions that comprise this performance measure and will decide if further action is needed in the future. Given these facts, no remedial actions will be undertaken again this year. We plan to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students. Additionally, we have hired a new lecturer for this academic year who is teaching international trade and international economic development.

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 achieve overall competency (meet or surpass expectations). Students meet expectations when they score at least 75% on selected questions. The results show that 72% of students met or exceeded expectations in AY2021. This year's assessment result did not meet the learning outcome goal of 75% and was lower than last year's result of 77.36%. The result shows student performance declined from last year. These are the same results as AY 2018 where students did not meet the threshold of expectations. We believe this decline in student performance was partly, if not mostly, due to disruptions from Covid-19. In order to promote continuing improvement in this area, actions previously undertaken will remain in effect again for academic year 2022: supplemental on-line assignments designed to develop student analytical skills and enhanced usage of "supplemental instructors". Current plans are to continue to assess student performance in this area due to its importance in the learning outcomes of our economics students.

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

For AY2021, four randomly drawn student research papers from ECON 4990 (Senior Seminar) were assessed by three department faculty on six primary traits 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 AY2021, students met expectations on all six traits evaluated "application of economic terms", "application of economic concepts and theory", "identifiable question to be answered", "usage of data", "ability to draw reasoned conclusions" and "analysis of topic". 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 provide more examples in their classes to show how to use economic theory to motivate and guide research. 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. 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. Next, encourage students to gather a better understanding of their datasets before estimating models. In addition, the following strategies will again be utilized, along with a couple of new ones, to improve student outcomes for AY2022 - 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. More emphasis will be placed on tools/techniques for finding articles related to student research topics as well as exposure to the assets available in the library to assist student with finding related articles. In 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 and 4990 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. Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process. Encourage help from experts outside of economics when appropriate. Incorporate student response to suggestions from faculty in the grading for ECON 4990. Current plans are to continue to assess student performance on these outcomes due to their importance for our economics students.

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 in AY2021. The goal is that each trait evaluated in the sampled papers will meet or surpass expectations; i.e., an average score of 3.0 or higher out of a possible score of 5. Students met expectations this year (an average score of 3 or greater) on two traits evaluated to measure a student's organization and writing skills. The outcome was met for "format and paper organization" and "citations and bibliography." The overall performance score (3.28) was above our threshold. We might consider putting more emphasis on the abstracts and introductions. A couple of the papers contained very similar content in the abstracts and intro sections. Since readers often read just the abstract, introduction, and conclusion, students should be taking more care in the writing quality and content of these sections. Certainly, the introduction should not contain a word-for-word restatement of the abstract. There was lack of consistency in formatting of tables, abstracts, and such. We will incorporate the following change in AY2022: Peer review will be employed and emphasized in early drafts of papers during Senior Seminar. Senior Seminar students will be required to complete milestone assignments to keep them on track and to detect problems earlier in the writing process. Consider encouraging or mandating that students use the writing center.

Economics Program Goal 4: Developing students' core business knowledge.
Outcome: 4.1. demonstrate comprehension of micro- and macro- economic principles.

Students took the ETS major field test in economics exam in ECON 4990 in AY2021. Students' mean score for total economics and sub-scores on the micro- and macro- economic components of the exam were 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 on each component measured. Students accomplished the desired level of achievement, being in the upper 50th percentile on the all three of the components listed in the table below—total score (90th percentile), the microeconomics sub-score (90th percentile) and macroeconomics sub-score (87th percentile). The learning outcome was met for all three areas evaluated where we expect our students to score in the upper 50th percentile. This year's assessment results show that our students performed extremely well in each of the three areas evaluated. However, these results may be partly due to the effect of Covid-19 on students at other institutions Therefore, instructional revisions instituted during previous years will be

maintained again this year because they have generally led to enhancement of student performance on the macroeconomics 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.

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 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 final exam questions asking students to correctly describe various development methodologies and identify appropriate scenarios for their use. The desired standard of achievement is students will correctly answer 75% of exam questions on development methodologies. The results show that 100% of students met requirements of correctly answering over 75% of exam questions. All students were able to successfully answer exam questions to identify development methodologies in scenarios described. We will continue to monitor it to establish trends.

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 the students who submit the project should score a grade of at least an 80. The results show that 70% of the students scored above an 80. The target was not met. It may be because students got a slow start with their first programming project during the pandemic when the class went online. We will continue to monitor the performance of the future CSCI 3342 classes. This year's result is likely an anomaly due to COVID. However, should this happen again, we plan to give extra instruction and opportunity.

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 five 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. One more exam question was added so that each of the questions have less weight related to dynamic programming. It helped specifically operationalize student understanding of complex computing problems. But among 31 students, eight students did not correctly answer 80% of the questions. Only 74% of the students scored above 80%, indicating the outcome was not met. The results did not turn out as expected because of online teaching that makes some students learn less. We will reassess it in fall 2021. We will also update exam questions.

PI 2: Students will be able to apply computing principles to identify solution.
Students were presented with ten exam questions identifying proper programming paradigm/language for specific problem sets in CSCI 4330. The desired standard of achievement is that 80% of students must answer 75% of the exam questions on problem domains correctly. The results show that 80% of students were able to correctly answer at least 8 out of 10 questions. Students performed beyond expectations. We will continue to monitor the performance of the future CSCI 4330 classes.

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 our average score should be higher than the national average score. The number of CS students who took ETS major field test is 19 in AY2021. Our average score is 148.5 with a median of 150. The highest score is 162 and the lowest one is 139. The passing score is 132. One student did not meet the minimum requirement of 132 at his first try. However, he passed it at his second try. The reported average and median do not count his first score. The national average is 148.4. So the target is met. The results turned out as expected because of the amount of class time spent reviewing the test and its contents. We will continue to use the ETS test to assess our overall goal.

BBA Programs

Accounting Major

Program Goal 1
Students will be able to demonstrate competency in the technical accounting knowledge necessary to produce, analyze, and communicate: financial information for both internal and external users.
Outcome: Demonstrate an understanding of revenue recognition by identifying performance obligations and allocating transaction prices.

We assessed it with a set of 5 multiple choice exam questions over revenue recognition in ACCT 3101. The desired standard of achievement is that 70% of assessed students are expected to answer at least 75% of the revenue recognition questions correctly given during an exam. A total of 56 students were assessed from the fall and spring semesters with a set of multiple choice questions. 70% of the students answered 80% of the questions correctly. The outcome was met. We will continue to assess in AY2022 with a set of multiple choice questions from ACCT 3101.

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. The results of Accounting majors taking the exam are similar to past years. Accounting majors scored in the 90% percentile in the area of accounting on the exam. The outcome was met. We will continue to assess accounting majors with the ETS exam in MGMT 4195 in AY2022.

Area	AY14	AY15	AY16	AY17	AY18	AY19	AY20	AY21
Accounting	99	98	97	99	98	99	99	90
Economics	77	88	92	97	69	91	99	84
Management	99	92	89	87	75	88	97	84
Quantitative Business Analysis	50	95	82	99	90	97	99	91
Finance	90	81	79	71	44	62	82	27
Marketing	94	86	61	83	78	88	92	89
Legal and Social Environment	97	88	95	94	44	88	93	92
Information Systems	95	94	97	66	58	39	79	37
International Issues	98	86	89	93	94	97	95	63

Program Goal 3
Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
Outcome: Develop basic Excel software skills while completing financial transaction during the accounting cycle.

For AY2021 this program goal was assessed in ACCT 2101. Students must answer a set of multiple choice questions over basic excel functions. The target is that 70% of Students will answer at least 75% of the questions correctly. 83 students from 3 classes were assessed in the spring 2021 semester with a set of multiple choice questions over basic excel functions. 35% of the students answered all of the questions correctly. 73% of the students answered at least 75% of the questions correctly. These results were similar to AY2020. We plan to continue to assess in AY2022 in the ACCT 3000 courses with a module on Excel functions. This will allow the department to assess student knowledge of more advanced excel functions.

Program Goal 4
Students will be able to recognize and respond appropriately to ethical dilemmas.
Outcome: Respond to ethical dilemmas using a written essay.

This goal was assessed with a written essay about ethical dilemmas in ACCT 4135. Students must submit a 500-750 word essay discussing what ethical dilemma arises from the efforts of a chosen interest group. The target is that 70% of assessed students will score at least an 80% of the written assignment. The desired standard of achievement was met with 74% of assessed students scoring at least an 80% on the ethical dilemma assignment. We will continue to assess in this goal in AY2022 with an ethical dilemma essay question in the business ethics course.

Program Goal 5
Students will be able to demonstrate an understanding of global business issues.
Outcome: Students will respond to global issues in written essay exam questions.

Students are assessed over their understanding of global issues using a set of three essay exam questions. The desired standard of achievement is 70% of assessed students will score at least a 70% on at least two of the three questions. For question one, 77% of students scored at least 70%. For question two, 77% of students scored at least 70%. For question three, 53% of students scored at least 70%. So the desired standard was met. While the desired standard was met, the result of question three requires the instructor to add additional resources concerning the theory so that students can prepare for the exam. We plan to continue to assess this goal in the Business Ethics course with the three global issues questions.

Program Goal 6
Students will be able to communicate effectively.
Outcome: Students will respond with a written essay to a given prompt during a class assignment.

Students are required to submit a 500-750 word essay addressing a set of issues concerning their chosen interest group. The issues include 1) How is the interest group funded? 2) How have they tried to influence policy? And 3) How does their lobbying group affect the greater good? The desired standard of achievement is 70% of assessed students will score at least 80% on the written assignment. The desired standard of achievement was met with 74% of assessed students scoring at least 80% on the written assignment. We plan to use the College of Business written communication rubric for the next assessment in AY2022.

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 AY2021, 18 of the 55 graduating students surveyed do not plan to attend graduate school. The desired standard of achievement is 50% of that group will receive interview or offers of employment before graduation. This year 8 (44%) had received interviews. This misses the desired standard of achievement by 1 student. We had a larger group of students attending graduate school this year which reduces the number of students assess under this goal. While we only had 8 students attending interviews with employers, 7 of those students had accepted job offers before graduation. We will continue to survey graduating students to determine future employment or graduate school plans. 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. Of the 55 graduating seniors, 37 (67%) will be attending graduate school after graduation. Of those 37 students, 19 have attended interviews with 10 accepting job offers. These results are similar to past results. 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 AY2021.

Management Program Objective 1: Students will demonstrate a general understanding of organizational behavior principles.
Student Learning Outcome 1.1: Students will demonstrate a general understanding of employee motivation.

This student learning outcome was assessed with eight course embedded exam questions in MGMT3155. Results from answers to the eight questions on the student exam covering an understanding of employee motivation show that the measures were met at the 80.16% level in fall 2020 and 82.12% level in spring 2021, both of which exceeded the standard of 70% correct on the measures. Management students who did not meet expectations had access to additional problems. Because it is an important learning outcome, we will continue to assess this learning outcome to monitor student performance in AY2022. We will emphasize the topic in lectures and add/revise the assessment questions and assess this student learning outcome again.

Student Learning Outcome 1.2: Students will demonstrate an understanding of organizational behavior.

We also used the ETS reports to assess the learning outcome of an understanding of organizational behavior. 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. We will continue to assess it in AY2022 to get longitudinal data.

Management Program Objective 2: Students will demonstrate a general understanding of business analytics.
Student Learning Outcome 2.1: Students will successfully apply analytical skills utilizing quantitative techniques.

Students' knowledge of Break Even Analysis was assessed with course embedded exam questions in MGMT3175 in line with four items of the College of Business Assurance of Learning Rubric of Analytical Skills. All the four items were above the 70% standard, ranging from 80% to 91%. Management students

who did not meet expectations had access to additional problems. We plan to assess it again in spring 2022 to compare face-to-face to online results.

Student Learning Outcome 2.2: Students will demonstrate an understanding of business analytics.

We also used the AY2021 ETS reports to assess this student learning outcome. The ETS results show that our percentage correct exceeded the national average for 54% of the 13 individual exam items in the business analytics category, which exceeded the 50% standard. Longitudinal data need to be obtained to ensure that enough students have understood the concepts. We will continue to use it to monitor student performance in AY2022.

Management Program Objective 3: Students will demonstrate a general understanding of human resource management principles.
Student Learning Outcome 3.1: Students will demonstrate an understanding of the HRM concept of Just Cause.

We assessed it with four course embedded exam questions of the Human Resource Management concept of Just Cause in MGMT4105. The results show that 83% in fall 2020 and 71% in spring 2021 scored at least a 70%, which exceeded the 70% standard. We will assess it again in AY2022 to establish trends. We plan to provide a review session for students before exams and/or provide a study guide for the exam to stress key topics.

Management Information Systems (MIS) Major
Program goals were updated in fall 2019. There are four goals now. We assessed all of them in AY2021.

Program Goal 1: Students will use analysis techniques to determine business requirements.
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 sections in Fall 2020 and one section in Spring 2021) were used to assess this student outcome. The desired standard of achievement is that 80% of students will meet an 80% performance level. The result shows that for each homework and the exam, the outcome felt short, ranging from 41% to 69%. Under the COVID pandemic, many students were sick or in quarantine for some weeks during the semesters and missed some of the classes. In addition, as attendance was not recorded and some students' lack of motivation during the pandemic, many students skipped the classes (especially the early morning classes) contributing not completing the homework assignments or doing poorly on those due to a lack of understanding of the concepts. We will add a pre-test to allow students to assess their perceptions of their ability to work effectively in teams at the beginning of the course and compare it with the end of the course post-assessment. Each semester the instructor adds more to the course to help facilitate the learning of effective teamwork skills. We will also continue to give multiple examples and class practices of both DFDs and ERDs in class and online and be prepared for possible switch to online classes and online exercises by having those exercises ready and discuss the correction online via videos (synchronous or asynchronous).

Student Outcome 1.4120 - Students will analyze data to generate information and knowledge that lead to informed decisions for businesses.

It was assessed with a series of hands on assignments using various analytics tools in CBIS 4210. The desired standard of achievement is that 85% of students will average 85% or higher. 85% was chosen because it is a course for senior majors. The result shows that 8 of 19 (42%) students in Assignment 2, 8 of 19 (42%) students in Assignment 3, 15 of 19 (79%) of students in Assignment 6, and 15 of 19 (79%) achieved a score of 85% or higher. None of the expectations were met for this learning outcome. Two of the assignments, Assignment 2 and Assignment 3, are very long and involve both extensive technical details as well as interpretation of results. Some students may be overwhelmed with the length of the

assignments. Assignments 6 and 7 also both include a technical component as well as interpretation of results, but are not as long as Assignments 2 and 3. It is worth noting that two students failed to submit Assignments 6 and 7. If those scores are removed from the computations, then the percentage of students achieving 85% or higher would rise to 88% for each assignment. Homework assignments will be reviewed for length, content, and relevance to the learning goal. Longer homework assignments include extensive technical material as well as interpretive questions. Breaking these assignments into a tutorial component to introduce technical concepts and an applied component which focuses on interpretation of results may be beneficial.

Program Goal 2: Students will be able to use problem solving techniques in the development of databases and software applications.
Student Outcome 2.3214 - Students will be able to use structured query language to retrieve, edit and store information to a database.

The final SQL assignment in CBIS 3214 was used for the assessment. The target is 80% will achieve an 80% or better on the assignment. In AY2021, 60% (42 of 69) students scored 80% or better on the assignment. The target was not met. This course was taught by a new instructor. The assignment covers advanced SQL skills. These skills need a strong fundament knowledge of basic SQL to become proficient. We are spending more time in class doing hands on SQL activities. This is giving the students time to work through SQL queries in an environment where they can receive instructor or peer support. We believe that giving the student the opportunity to learn from their peers and teach their peers will enhance their understanding of the SQL language in Spring 2022.

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

The outcome was assessed with a question on the final exam that requires the students to program a decision and iteration control structure in CBIS 4210. The target is 85% of students will meet expectations of scoring an 80% on that question. Expectations are that the students will have a fundamental understanding and be able to program with only minor errors. 85% was chosen because it is a course for majors. The results show that 9 of the 11 students in the course were able to complete the assignment fully. The other two students had very minor issues. The outcome was met. With such a small class size the principles taught in this course were easily covered multiple times in multiple ways. Students essentially had 1 on 1 teaching in this course. With larger class sizes, there is not the same level of teaching. We have implemented using python as the language to teach the fundamentals of programming and will continue to assess this new language and teaching techniques to see the impact the language has on students in Fall 2021.

Program Goal 3: 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 an exam in CBIS 3213 for their assessment consisting of 19 questions directly related to protocols, networking hardware and differences in networking media. The goal is 80% of the students should be able to answer 80% of the questions correctly. Three sections of this course were assessed over the 2020-2021 year. One section achieved the stated standard with 80% (28 of 35) of students scoring 80% or better on the exam. In the other two sections, 69% (28 of 35) and 63% (24 of 38) students scored 80% or higher on the exam. The outcome was not met. The course with the lowest percentage of students over 80% was a course that only offers to minors whereas the other two courses were offered to majors. There seemed to be a constant performance difference between the earlier and later sections of the course. The earlier class performed bettered in all activities than the later class. The change to a high flex delivery may have had an effect on the overall performance of the students. We plan to allocate more time in the semester to networking so that we can cover the subject more thoroughly and give students more time in class to practice building networks in the software in Fall 2021.

Student Outcome 3.4218 - Students will pass the TestOut Network Pro Exam.

Students are expected to take a certification exam at the end of the semester that covers advanced networking topics. The goal is 85% of the students should be able to answer 85% or more of the questions on the exam correctly. 1 of 17 (.05%) students scored 85% or better on the certification exam. The outcome was not met. This assessment uses an advanced networking certification exam. It is a big exam that requires solid preparation. Many of the students have a very good grade in the course up to taking this exam and are ok with performing poorly on it because it will not affect their grade too badly. The grade for this exam should be increased in relation to the overall grade in the course. The instructor will spend more time explaining the concepts associated with each lab assignment as the student work through the lab assignments in class in Spring 2022. This should give them a deeper understanding of why they are doing the steps involved in the labs.

Program Goal 4: Students will be able to demonstrate the characteristics of effective team members.
Student Outcome 4.3120 - Students will demonstrate the ability to work in teams effectively.

Students are expected to self assess their performance as a team member. The goal is 80% of the students will achieve an 80%. Using the AAC&U Teamwork Value Rubric, allow students to conduct a self-evaluation at the end of the course after learning about effective teamwork and participating in numerous team activities and projects. The rubric measures 5 criteria: (1) contributes to team meetings, (2) facilitates the contributions to team members, (3) individual contributions outside of team meetings, (4) fosters constructive team climate, (5) responds to conflict. While (1) and (2) were slightly lower than 80% met and exceeded, the average of all 5 criterial was 82% met or exceeded expectations. The outcome was met. It's interesting that the lowest scores are related to contribution to team members. Students are asked to reflect on their teamwork contributions. The instructor may need to provide time in class for them to discuss how they feel about their level of contribution. Students will participate in several team activities throughout the semester. At the end of Fall 2021, each team member will complete a self-assessment of their individual teamwork skills to measure how well they have improved.

Marketing Major

The marketing program assessed four goals.

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. During the 2020-2021 academic year, 102 of 105 (97%) students writing on and presenting to class their selected controversial ethical issue scored 80% or higher on this course's major individual effort requirement. This figure demonstrates improvement from the 2019-2020 academic year when 84 of 91 (92%) met the requirement. Students chose excellent and recent controversial ethical issues and covered why it may or may not be a problem for the sport, gave more than one point of view and sides of the issue. They offered their opinion, utilizing insights from instruction given during the semester, as to what they believe is the ethical thing to do, what they believe the sport should do or has done, and provided recommendations going forward. The results turned out beyond expectation because students were given ample instruction leading into the assignment which helped them to define ethical, moral, and controversial terms. They were given clear assignment instructions and steps regarding the requirements which aided them in their selection of an ethical issue and in their analysis, critical thinking, and reporting of what had, had not, or should be done to address the issue. For continuous improvement and due to the inconsistent availability to offer the MKTG 3168 elective every

semester, we are moving this outcome to Consumer Behavior (MKTG 3162) and using 10 embedded exam items across two sections for both semesters. This new assessment plan will begin for the 2021-2022 year and will continue as needed.

2 Students will be able to demonstrate knowledge of differences in marketing across cultures.
Outcome 2.1 - Mktg 4166 Measure students' knowledge of differences of marketing across cultures.

This goal was assessed with two sections of MKTG 4166 in Spring 2021 using 5 embedded exam items. The standard of achievement is 80% of students will meet or exceed a score of 80% on embedded exam questions about marketing across cultures. In AY2021, 76.5% (52/68) of students met or exceeded expectations, thus results fell slightly short of the 80% goal. Although results were slightly below our desired standard of achievement, several issues could be at play which can be addressed going forward. First, the course was taught in-person during the COVID-19 pandemic which caused disruptions to the learning experience and performance for some students. Second, because multiple faculty members have taught this course and different textbooks have been used, the assessment items that were initially selected for this measure were from a different textbook than the current faculty member used for her class. The textbook has been updated and the new one places a greater emphasis on international and cross-cultural marketing. We plan to continue to assess cultural marketing competency in MKTG 4166 using 5 embedded exam items. For continuous improvement and to ensure we meet or exceed our goal, two steps have been taken. The instructor is adding supplemental readings and assignments and a new textbook has been adopted.

3 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). The target is 80% of the students will meet or exceed the standard of 80%. Overall, 100% in fall 2020 and 99% in spring 2021 of the students met or exceed the standard of 80% or better, which far exceeded the 80% overall goal. These results were better than the last 4 years' results (19/20 97%, 18/19 92%, 17/18 94%, and 16/17 86%), which exceeded our expectations, and we plan to continue our longitudinal analysis of this important measure for our Marketing majors. After increasing the standard from a score of 70% to 80% and exceeding the goal, we will continue to assess this outcome using the higher standard to ensure that results replicate. A new team will be assuming responsibility for the Elevator Pitch Competition, which is where these scores are obtained, so continuing to use this assessment to measure oral communication competence is important during the transition and to assess any changes that might be made to modes of preparation.

4 Students will be able to show mastery over marketing topics.
Outcome 4.1 - 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. We expect an overall score of marketing majors scoring in the 90th percentile or better for the Marketing section of the ETS exam. This is based on last year's assessment. In the 2020-2021 academic year, the Marketing ETS results indicated a mean percent correct at 58% and our students' scores were in the 89th percentile. These figures were up from a mean of 57% correct and the 85th percentile in 2019-2020. While the results were just slightly less than the goal, it was still above the goal of 80th percentile set by other BBA programs and was higher than the 85th percentile reported in 2019-2020. Given that we did not meet our goal of students scoring in the 90th percentile, we will retain this method of assessment to continue to track performance on this exam longitudinally, especially as the negative impacts of the COVID-19 pandemic continue to lessen.

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. The Georgia WebMBA assessment information is in a separate report.

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 AY2021.

Goal 2: Students should be able to critically analyze accounting issues.
Outcome: 2.1 Students will be able to critically analyze accounting issues.

Students were given a specific assignment in ACCT 6165 (Professional Accounting Research) to develop and justify a position on the proper accounting for cryptocurrencies, a topic that has not yet been addressed by the FASB. Students will justify their position using existing accounting guidance plus research on positions taken within the accounting and business community. The desired standard of achievement is 100% of students earn an 80% or higher on the assignment. The result shows that 100% of students earned an 80% or higher on the assignment. The outcome was met. We will continue to assess this objective in the 2021-2022 academic year to establish trends.

Goal 3: Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.
Outcome: 3.1 Students will be able to effectively develop a written research proposal.

Students are required to perform risk analytics on an audit area (cash, accounts receivable, etc.) and will develop an audit plan in response to those risk analytics for a fictional company in ACCT 6125. The desired standard of achievement is that 100% of students earn an 80% or higher for the assignment. The results show that 100% of students earned an 80% or higher on the assignment. The assessment outcome was met. We will continue to assess this objective in the 2021-2022 academic year to establish trends.

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 in ACCT 6165. The target is 100% of students will receive an 80% or higher on the assignment. The results show that all students assessed received an 80% or higher on their written business communication based upon a memo they wrote in response to a case study. All students demonstrated the following skills: (a) an ability to write a coherent business memo that states a clear conclusion and then provides evidentiary support to justify that conclusion; (b) an ability to write concisely; and (c) an ability to use proper gramming and spelling. We will continue to assess this objective in the 2021-2022 academic year to establish trends.

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. The target is that 90% of all students will enter the accounting profession within 90 days of graduation throughout Academic Year 2020-2021. It turned out that we were not able to obtain full data due to the pandemic, but based on limited data it appears that we did meet this objective. Employment is a core competency of the MACC program. It will be reassessed.

Master of Logistics and Supply Chain Management Program

Three Program Objectives of the Master of Logistics and Supply Chain Management Program were assessed in AY 2021.

Program Objective 1: Students will demonstrate the ability to identify appropriate management techniques to solve logistics/supply chain problems.
Outcome 1.1: Students will be able to develop a process for analyzing the behavior of complex supply chain networks.

Facing globalization, increased product complexity, and heightened customer demands, companies are taking up advanced technologies to transform their supply chains. In LOGS 6647, students are asked to review and analyze supply chain management technology effectiveness in promoting things such as greater transparency, visibility, agility, resilience, etc. The case study process allows students to take information regarding a real world situation and apply their own analysis on the problem. The desired standard of achievement is to have 80% of the students earn a grade above 85%. Results show that 22 of 40 students (55%) earned a score of 85% or above. The outcome was not met. We will thus assess it again in Fall 2021 to see if the outcome will be met.

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

Students in LOGS 6650 were assigned a team project where the teams identified a strategic relationship to review utilizing the business sourcing model mapping template found in the text. Teams had to assess what type of relationship was being employed and determine if it is the right sourcing business model to be used. Some of the guidelines provided to the students are as follows: 1) Identify one buyer / supplier relationships in the firm; 2) Read up on documentation around the relationship; 3) Interview parties on both sides of the relationship. How does it really work? 4) Are there opportunities to improve? If so, where? How big is the opportunity? and 5) What steps for improvement would you recommend? The desired standard is to have 80% of the students earn a grade above 85%. The results of this analysis were PowerPoint files and a twenty-minute presentation via Zoom of their findings. After the presentation each team was questioned on their work. All teams met with the faculty member for at least one hour. Seven of the nine groups, 79%, completed the assignment 100% successfully without any revisions. The outcome was met. We plan to assess it again in Spring 2022.

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 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 is that 80% of students should meet expectations of 80% or above. It was assessed via graded discussion based upon the literature provided. Citations for the required readings are listed below. This was last assessed in Spring 2021 using both a discussion question and personal reflection synthesis. Two assignments were redundant, thus only a graded discussion was used for assessment. 37 of 42 (88%) of the students met or exceeded expectations. The goal was met. There is a significant improvement from 48% of students meeting expectations in AY2020. We will assess another outcome next year.

Program Objective 4: Students will demonstrate a general understanding of global logistics and supply chain issues.
Outcome 4.1: Student will understand the global trade environment and the resources needed to develop, operate and sustain competitive advantages through the logistics/supply chain function in global markets.

In LOGS 6653, students are asked to complete a global ocean carrier simulation that requires them to identify freight contract opportunities and recognize the global market nature of supply/demand to create competitive advantage and become profitable in the global market place. The goal was that 80% of students will be able to establish their companies and operated profitably over a ten-year (simulated time frame) period. 43 of 44 (97.7%) students were able to operate the international ocean carrier company profitably (i.e., positive value of the corporation). However, 36 of 44 were able to achieve over one billion euros in operating revenue (81.8%). Both measures highlight the successful learning on the part of the students in this semester. The outcome was met. We plan to re-assess it in Fall 2021.

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

In LOGS 6653, students are asked to complete a global supply chain case for a company. It involves sourcing products from two locations, shipping sub-components to three potential assembly sites, assembling consumer goods and onward movement to customer markets. The students will work in groups to analyze options, make recommendations and present to senior management. The goal was that 80% of student groups will demonstrate suitable case results (qualitative and quantitative) that would be acceptable to a mid-level SCM manager. 9 of 9 (100%) of the groups successfully completed the five phase supply chain selection project with results that would be acceptable to a mid-level manager. Every group successfully prepared an Executive Summary, Power Point Presentation, Business Case and Excel spreadsheets to evaluate potential supply chain suppliers. While there were a small number of weak individual components in the early phases of the project, but the time the complete projects were submitted, all nine groups exceeded the standards. The outcome was met. We plan to assess it again in Fall 2021.

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.

Goal 1. Students will be able to evaluate how IS planning, management, and strategy influence the organization in a business environment.
Outcome: 1.6198 Students will be able to understand criteria for high-quality information, and apply these criteria to evaluate information.

It was assessed in MMIS 6198. Students are given a dataset and asked to create visualizations with the data in Lumira. Then students are asked to individually answer questions about the data and how the visualizations can help with complex decision making. The target is that 90% of the students will achieve 90% accuracy or higher on the visualization assignment. The results of the Lumira analytics assignment were all 26 of the students completed the assignment and 81% of the students met or exceeded expectations. Of the ones who were below expectations, they may have needed additional time with the instructor to help them interpret the results of the assignment. We will provide additional class time for the students to work in teams and complete the analysis of the findings. Students will participate in an ERPsim and develop dashboards to help with complex decision making. They will submit their visualizations and explanations of how each were used as part of an assignment in Fall 2021.

Outcome: 1.6293 Students will prepare a written strategic analysis evaluating the business value of an

emerging trend in information systems.

It was assessed with a written assignment in MMIS 6293. Students must prepare a written strategic analysis evaluating the business value of an emerging trend in information systems. The desired standard of achievement is that 90% of the students will achieve a 90% or better on the analysis. The result shows that students completed a paper and presentation on a self-selected topic in emerging technology. 100% of students in this course attained a score of 90% or better. The reason for the high rate was likely due to the nature of the course and the flexibility in their own choosing of topics that were of interest to them and/or they have used in their workplace or have known of being used by a colleague or relative. For example, one of my students chose "How to Improve Your Training Program with Virtual and Augmented Reality" in which he/she had personal experience with due to the current Covid crisis. Students perform best when they have "skin" in the game and speak/write from experience. The instructor found that all of the students took this assignment from that perspective and therefore scored high. We will assess the same assignment in summer 2021 to see if the results hold.

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: 2.6295 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 certification exam in AY2021. 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 90% of the students will pass the certification exam. The MMIS students had a pass rate of 76% with a mean of 1508. During the same period all students in Georgia had a pass rate of 47% with a mean of 1235. Of the 17 students that took the exam, all but one passed. The target was met. When we switched to requiring the certification to pass the course, the students started taking the exam more seriously. One can tell by the study time within the system and the number of practice exam attempts that the students are trying to understand how to complete the lab-based exam questions. Students will be required to pass the certification exam to pass the class. This is not a high standard. However, due to the amount of "information" on the internet, we are finding students are deferring to the "information" on how to work through labs and quizzes, instead of working through the material. To encourage more active learning, we hope the new requirement will be sufficient.

Outcome: 2.6298 Students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business IS solution.

It's assessed in MMIS 6298 through a semester-long project that consists of 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 90% of students will receive a rubric score of 90 or better on this project. In AY2021, 23 of 25 (92%) students achieved a score of 90% or greater on this assignment. One of the challenges with this class is the wide variety of student background and experience related to the subject matter. To facilitate the learning experience, the instructor requested students to complete a questionnaire about their relevant background. Students were then assigned to groups so that each group contained a range of experience levels. Based on my observations and results of peer reviews, the groups were highly collaborative and worked to involve all group members in work activities which may have contributed to higher overall scores. We will use an individual assessment in Spring 2022. The amount of work associated with milestones was heavily weighted to the end of the semester which caused some topics to be trimmed to accommodate the available time. We plan to revise the milestones to redistribute the workload; this change should ensure that students have sufficient time during the semester to complete all required tasks.

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. 6296 Students will evaluate ethical managerial issues involved in database management.

It was assessed with a new discussion post assignment in MMIS 6296. It was considered a participation grade. Using Galileo, students were asked to find an article that discusses ethical issues involved in database management. They provided a summary of the article and a link to the article. They were asked to discuss what they learned from this article that might impact them or their organization in the future. The desired standard of achievement is that 90% of the students will meet expectations on the assessment rubric. The students who completed the assignment did a nice job of finding appropriate articles that included security concerns, privacy issues, and even analytical interpretations. They did a great job of summarizing the articles and describing how what they learned could impact them in the future. However, there were 6 students who did not complete the assignment and 2 that were below expectations. So, the finds were that 70% of the students met or exceeded expectations. This was the last assignment the students had in the class and they were told that it was for a participation grade. The instructor thinks this might be better presented toward the middle of the course and will ask students to be prepared to share their articles and summaries in breakout sessions during class time. The instructor will require this assignment in the middle of the semester and tell students they will discuss the articles in their teams during break-out session so they will need to have them prepared before class. The instructor is going to keep it as a participation grade but if the outcomes do not improve, it will be changed to a graded assignment.

College-Wide Assurance of Learning Activities

College of Business Assessment Meetings
Wednesday, August 11, 2021

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 2020-2021 assessment and plans of 2021-2022 assessment. The COB Assessment Coordinator presented information items about AACSB 2020 Standards and AACSB Accreditation Visit in September.

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 15, 2021.

Friday, October 15, 2021

Thirty-nine faculty members attended the annual COB fall assessment meeting. Each program reported back to the College of Business faculty on assessment activities during the 2020-2021 academic year.

Each report addressed four questions:
- What assessment activities were completed in AY 2021?
- Were learning outcomes met?
- What did each program learn from those activities?
- What will each program 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 assessment coordinators, the library coordinator, and the coordinator from student affairs. The feedback was used to make needed changes for 2021-2022.
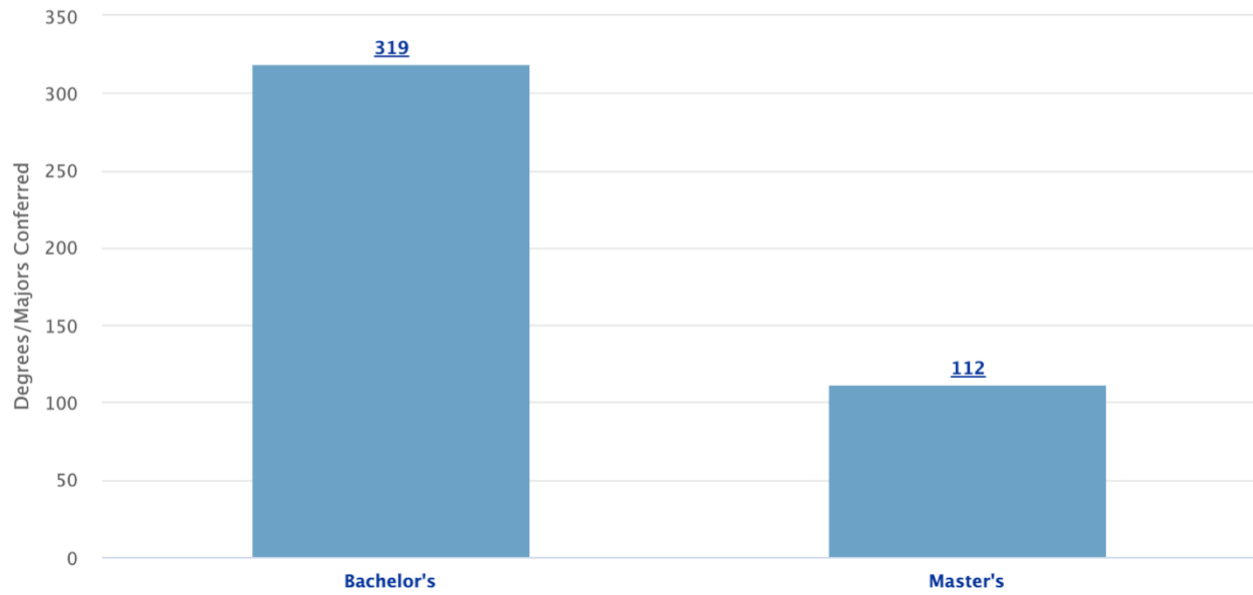
In total thirty-eight faculty members participated in the 2020-2021 assessment. The COB Assessment Coordinator announced that thank-you cards and bags will be sent to the assessment participants.
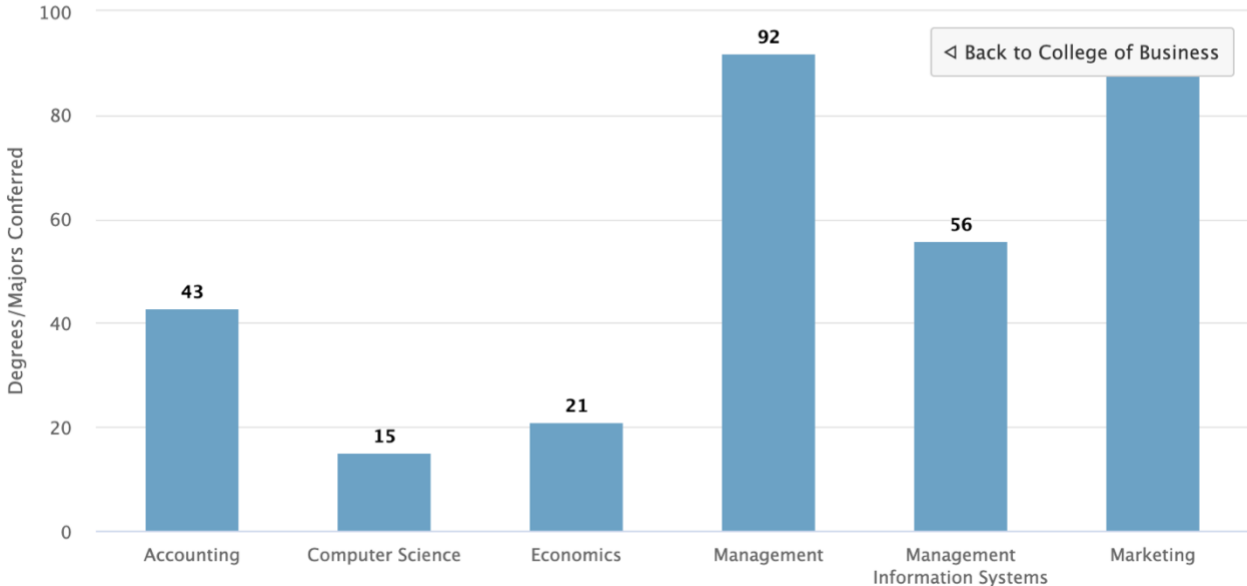
Addendum

FY 2021 – College of Business Degrees and Majors Conferred
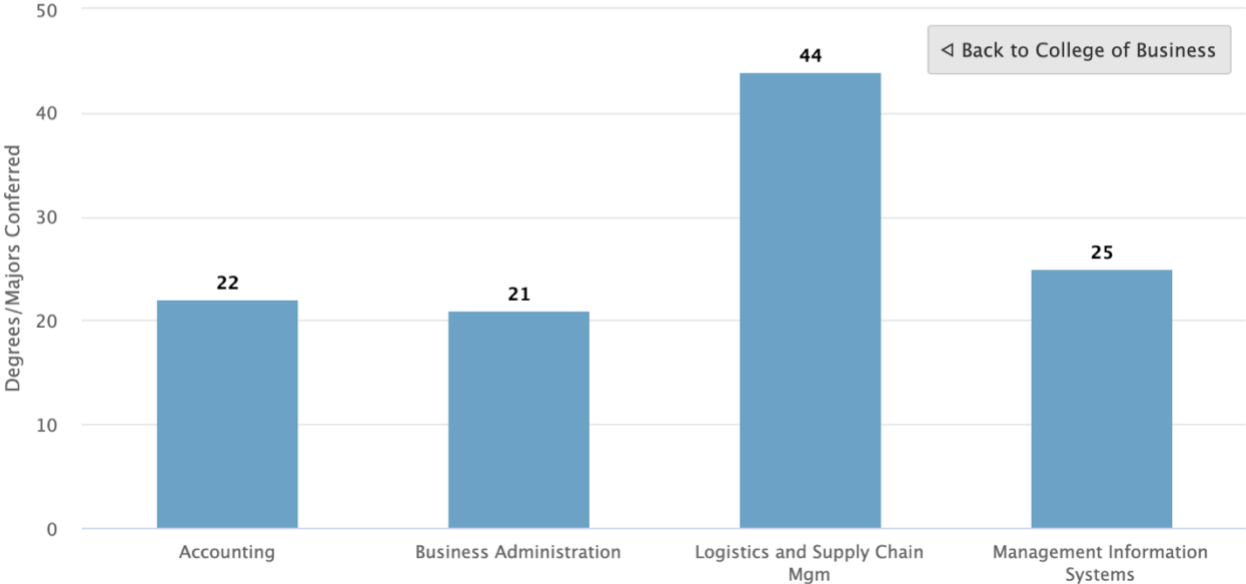
GC Degrees and Majors Conferred for Fiscal Year 2021

Bachelor's Degrees:

GC Degrees and Majors Conferred for Fiscal Year 2021

Master's Degrees:

GC Degrees and Majors Conferred for Fiscal Year 2021

◁ Back to College of Business

Major	Degrees/Majors Conferred
Accounting	22
Business Administration	21
Logistics and Supply Chain Mgm	44
Management Information Systems	25

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 Watermark Taskstream 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 Watermark Taskstream.	Dean Associate Dean Department Chairs Assessment Coordinators Individual faculty
June-Oct	On-cycle programs submit GC Comprehensive Program Review reports, using Watermark Taskstream 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

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 Data collected via annual progress & planning review	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.