

### Management Unit Assessment Plan (2016/2017)

<b>Unit Goal 1</b>	Provide a quality learning environment in which our students can complete course requirements in a timely manner.				
<b>Connection</b>	UWG Strategic Imperative 1, Goal A: Increase student persistence and timely progression to degree attainment. (Objective 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates; Objective 3: Increase student's access to and opportunities for academically-related interactions with faculty beyond structured classroom time.)				
<b>Justification</b>	The Management Department faculty feel strongly that it is our responsibility to help students complete their courses in a reasonable timeframe, to mentor students that may need additional assistance with course material, and to provide activities outside of the classroom that help prepare students for their future careers.				
	Description	Outcomes	Measures	Timeline	Person
<b>Action 1</b>	Make courses available during days/times that alleviate scheduling difficulties for most students. Also, offer flexible, online courses as an additional alternative.	At least 70% of students are satisfied with the availability of classes in their major.	Senior Exit Survey	Evaluated and reported on an annual basis.	Department Chair
<b>Action 2</b>	Schedule office hours so that students have sufficient access to additional help outside of the classroom.	At least 90% of students report that faculty are "Frequently" or "Regularly" available outside of class.	Senior Exit Survey	Evaluated and reported on an annual basis.	Department Chair
<b>Action 3</b>	Offer student associations that increase students' understanding of their major and allow interaction with faculty and practicing professionals.	Continue to offer memberships, quality activities, and support of faculty sponsors in the Management Club, the MIS Club, and Enactus.	Faculty who supervise these organizations will provide updates on their annual merit evaluation. Additional information may be collected by Department Chair.	Reported on an annual basis	Dr. Joan Deng, Mrs. Samantha White, Mr. Rick Sigman, Dr. Kim Green, and Department Chair

<p><b>Results</b></p>	<p>Action 1: Out of 112 responses during the 2016-2017 academic year, 58.9% of graduating seniors indicated that they had no problem with the availability of classes in their major. Unfortunately, this percentage decreased from the previous academic year (68.6%) and we did not achieve the 70% satisfaction level that was our target.</p> <p>Action 2: Results were very positive during the 2016-2017 academic year. Ninety-eight percent of graduating seniors indicated that faculty were "Frequently" (59.3%) or "Regularly" (38.9%) available to students outside of class. Our faculty do an outstanding job making themselves available to our students.</p> <p>Action 3: Our results remained very positive in terms of participation in our departmental student organizations.</p> <p>In the Management Club, Mrs. Samantha White, the faculty advisor, reported that she had between 25-30 student members. The Management Club has monthly member meetings with guest speakers. Over the past year, the Management Club coordinated Management &amp; Operations Employer Night with Career Services, made a site visit to Chick-Fil-A headquarters, hosted two trivia nights for students/faculty as a philanthropic activity (supporting the Soup Kitchen and the Humane Society), and hosted the faculty/staff vs. student kickball game.</p> <p>In the MIS Programming Club, Dr. Joan Deng, the faculty advisor, reported that she had 12 student members. During the year, the club hosted Mr. Juan C. Forero from Delta Air (March 8, 2017) and participated in a seminar on the job and internship process hosted by UWG Career Services (October 19, 2016).</p> <p>In the Enactus Club, Mr. Rick Sigman, faculty advisor, reported that he had 12 members. This organization hosted the Georgia Bowl and participated in the TiE business plan competition (researching how dining dollars are used on campus to make meals more affordable). Two student members were able to get mentors that invest in small businesses.</p>
<p><b>Improvement Plan</b></p>	<p>Action 1: On the Senior Exit Survey students noted that issues they encountered with course availability included: sections filling up quickly and having to use the course override system, not being able to get the teacher they wanted, not enough sections being offered on the day they wanted, and having to stay up until midnight to register. We continue to increase our online sections to offer flexibility to students as they register and 70% of students noted that we have the balance between online and face-to-face courses about right. Also, students show a preference for morning classes (48.4%) and Monday/Wednesday classes (43.9%). Within the year, BanWeb is scheduled to begin issuing scheduling tickets for course registration. We believe that this will greatly improve student satisfaction levels with course availability.</p> <p>Action 2: We exceeded our goal in this area. Ninety-eight percent of our seniors seemed to be able to get in touch with faculty in a timely manner. While it may be tough to improve this percentage, we are trying. Specifically, we are experimenting with a different approach to office hours. Traditionally, we have required faculty to have 10 hours of "in-office" hours each week. However, this approach does not reflect the manner in which students communicate with faculty in hybrid and online courses. Thus, while we continue to require faculty to communicate in an effective and timely manner</p>

with students, we now allow flexibility in the manner in which office hours are established. Faculty teaching face-to-face courses may continue to have physical office hours, while those teaching online may elect to establish virtual office hours. We believe that these changes will reflect the true manner in which faculty and students interact.

Action 3: During 2016-2017, Mrs. White created a Facebook page and a Twitter account for our department so that we can remind students of departmental events. We will continue to use this social media platform. Additionally, a 60" electronic screen was recently installed near our office area. We will use this display to advertise our clubs, departmental events, and RCOB events.

### Management Unit Assessment Plan (2016/2017)

<b>Unit Goal 2</b>	Effectively partner with our local community and other external stakeholders.				
<b>Connection</b>	UWG Strategic Imperative 3, Goal B: Create and cultivate new partnerships to support strategic initiatives. (Objective 1: In consultation with other educational institutions identify and develop opportunities for cooperative activities; Objective 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development; Objective 3: With individuals, foundations, and other service agencies, identify and develop partnerships, and activities that improve our communities.				
<b>Justification</b>	The Management Department feels that we have an obligation be active participants in our local community. Further, we believe that we must interact on a regular basis with our external environment if we are to provide cultural and professional opportunities for our students to learn and grow.				
	<b>Description</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Timeline</b>	<b>Person</b>
<b>Action 1</b>	Develop Faculty Exchange Program with Birla College in Kaylan, India (Mumbai suburbs).	Opportunity for students to interact with a faculty member from another country and for our faculty to gain exposure to another culture.	The approval and implementation of the exchange program.	Spring 2016 – Fall 2016	Dr. John Upson and Department Chair
<b>Action 2</b>	Encourage our student organizations to become involved in service activities in our local community.	The local community benefits from student participation. Students benefit by learning how they can make a difference in building stronger local communities.	The nature and extent of student engagement will be reported in the annual merit evaluation.	Ongoing	Faculty Advisors and Department Chair
<b>Action 3</b>	Invite local business leaders into the classroom to speak with students.	Students benefit from the experience of practitioners and are able to network.	Speakers in classrooms will be reported to the Director of External Services and Programs.	Ongoing	Department Faculty, Department Chair, Director of External Services and Programs
<b>Results</b>	Action 1: Dr. Upson served as a visiting professor as the Birla College in India at the end of Fall 2016 semester. During his week at Birla College, he lectured on Business Strategy and Small Business Management, and he led a discussion on the differing political environments in India and the United States.				

	<p>Action 2: The Management Club hosted two trivia nights for students and faculty as a philanthropic activity. In the fall semester, the trivia night supported the Soup Kitchen. In the spring semester, the trivia night supported the Humane Society.</p> <p>Action 3: Our faculty continue to invite local business leaders into their classes on a regular basis. For example, Mrs. White invited Danielle Pruitt and Chris Easterwood (Southwire), and Greg Campbell, Billy Jordon, and Steve Roempke (Fastenal) into her Human Resources class. Mr. Sigman invited Ally Turpen (Owner of PinIt Gifts), David DeSantis (Owner of CherryPickPrices.com), Patrick Thompson (Owner of ClutterXperts), Suzanne Johnson (Owner of Lofty Creations), Keith West (Owner of CFO Auto Supply Company), Mike Mullett (Owner of Laser Aviation), and Joe McCord (VP of the Franchise Doctor) into his small business courses. And Dr. Zachary invited Dr. Saara Julkunen, Deput Head of the Business School, University of Eastern Finland into her Managing Cultural Differences course.</p>
<p><b>Improvement Plan</b></p>	<p>Action 1: The faculty exchange program with Birla College in Kaylan, India is now complete. Over the next year we will continue to explore opportunities for our students and faculty to interact with individuals from other cultures. Specifically, we will focus on our Study Abroad Programs and our student exchange program with France.</p> <p>Action 2: We want to continue to do a better job publicizing how our students are working with the local community and give more students opportunities to get involved. Mrs. White has created a Facebook page and a Twitter account for our department so that we can better use social media to announce service opportunities. Additionally, we will be using a new 60" electronic bulletin board to announce service opportunities and to report on events where our students were involved. We hope getting the message out to more individuals will increase participation.</p> <p>Action 3: We will encourage faculty to invite more local business leaders to become involved with our students. Mr. Sigman will continue to take a lead role in this process. As a former consultant in the Small Business Development Center, he has many contacts in the West Georgia area. Additionally, with the increase in Visitor Parking on Front Campus Drive, the logistics of inviting guest speakers to campus is much easier.</p>

### Management Unit Assessment Plan (2016/2017)

<b>Unit Goal 3</b>	Ensure that the Management and MIS major programs engage in meaningful program assessment.				
<b>Connection</b>	UWG Strategic Imperative 4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision. (Objective 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.)				
<b>Justification</b>	A strong assessment program will ensure that programs are systematically evaluated and that there is a culture of continuous improvement.				
	Description	Outcomes	Measures	Timeline	Person
<b>Action 1</b>	Department will continue to collect data on the new Management major learning goals that were implemented in Summer 2015.	Collect Cycle 2 data on all Management learning goals.	Senior Exit Surveys, Class Assessments, and Field Exam.	Due November 15, 2017 to UWG office of Institutional Effectiveness and Assessment.	Department Chair and Faculty
<b>Action 2</b>	Department will continue to collect data on the new MIS major learning goals that were implemented in Summer 2015.	College Cycle 2 data on all MIS learning goals.	Senior Exit Surveys, Class Assessments, and Field Exam.	Due November 15, 2017 to UWG office of Institutional Effectiveness and Assessment.	Department Chair and Faculty
<b>Results</b>	<p>Action 1: Assessment activities continue in the department. By November 15, 2017, we will have two complete cycles of both direct and indirect measures for each of the four learning objectives in the Management major.</p> <p>Action 2: Assessment activities continue in the department. By November 15, 2017, we will have two complete cycles of both direct and indirect measures for each of the four learning objectives in the MIS major.</p> <p>Note: The complete assessment reports for both the Management and MIS majors are available in a separate documents.</p>				
<b>Improvement Plan</b>	We are on schedule and no changes to our current system are anticipated. By Fall 2018, we anticipate having results for three complete cycles across all Management and MIS learning outcomes.				

### Management Unit Assessment Plan (2016/2017)

<b>Unit Goal 4</b>	Create a work environment in which faculty and staff are engaged and satisfied.				
<b>Connection</b>	Employee Engagement Survey				
<b>Justification</b>	Results of the Employee Engagement Survey were rolled out during our September 18, 2015 fall faculty meeting. During this meeting, three action items (described below) were created by the Management Department faculty.				
	<b>Description</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Timeline</b>	<b>Person</b>
<b>Action 1</b>	Improve the work-life balance of department faculty (from Engage West Survey items Q69, Q70, and Q71).	Identify ways (e.g. flexible office hours) for faculty to have a better work/life balance and still provide excellent customer service for our students.	2017 employee engagement survey.	Fall 2016	Task Force – Mary-Kathryn Zachary, Samantha White, Leanne DeFoor, Philip Reaves, and Susana Velez-Castrillon. Will report recommendations during our November 11, 2016 meeting.
<b>Action 2</b>	Increase efforts within the department to recognize colleagues for their contributions and achievements (from Engage West Survey item Q9).	Increase the number of nominations for "Best of the West" awards.	2017 employee engagement survey.	Academic Year 2016-17	Faculty and Department Chair
<b>Action 3</b>	Improve understanding of what UWG leadership is doing to improve benefits (from Engage West Survey item Q68).	Have a better fundamental understanding of initiatives being taken by leaders to improve benefits in areas such as retirement health care, value of accumulated sick hours for ORP participants, and administrative costs of ORP investments.	2017 employee engagement survey.	Academic Year 2016-17	Senior Administrators
<b>Results</b>	Action 1: A departmental taskforce, chaired by Mrs. Samantha White, met to discuss a new approach to office hours that would help faculty with the work-life balance issues identified in the survey. Out of these discussions, the task force				

developed a Proposed Office Hour Policy, a Communication Expectation for the Management Department, and a Suggested Proposal to the Rules Committee of University Senate. Briefly, the recommendation from this task force was that a number of approaches to office hours may be appropriate depending on the nature of the course (face-to-face, hybrid, or online). However, the task force noted that it was important that faculty be available the equivalent of five hours each week, that the approach to office hours should be clearly noted on the class syllabus, and that the end result must lead to effective and timely communication with students.

Action 2: We had two individuals in the department recognized as “Best of the West” award winners. Liz Runyan was recognized for “Values”. Tom Gainey was recognized for “Strategic Imperative”. Dr. Velez-Castrillon and Ms. Marina Sanchez were also nominated for awards.

Action 3: Kyle Marrero (President), Jim Sutherland (VP of Finance), and Juanita Hicks (Associate VP of Human Resources) attended “open” RCOB meetings on March 8, 2017 and March 9, 2017. Department members had the opportunity to ask about benefits related to retirement health care, sick hours for ORP participants, etc. University leadership understands these issues. However, in reality, there is little they actually have control over when it comes to making changes to benefits. They can certainly voice faculty concerns, but ultimately it is up to Georgia lawmakers to make any substantive changes. However, this is not the case when it comes to more clearly answering questions that many of our retirement-ready faculty have about benefits. Several have encountered delays and ambiguous answers from HR to their questions regarding retirement.

## Improvement Plan

Action 1: Dean McIntyre gave us permission to trial the new office hour policy during the Spring 2017 semester and the initial results were promising. Based on Senior Exit Survey results, student satisfaction with faculty availability improved from the Fall 2016 semester to the Spring 2017 semester. Specifically, during the Fall 2016 semester, 56.3% noted that faculty were “Frequently” available outside of class, 40.6% indicated that faculty were “Regularly” available, and 3.1% reported that faculty were “Rarely” available. During the Spring 2017 semester, these numbers improved as 70.4% noted that faculty were “Frequently” available outside of class, 27.8% indicated that faculty were “Regularly” available, and 1.9% reported that faculty were “Rarely” available. We plan to continue with the new office hour policy over the next year. It provides greater work/life balance for the faculty and appears to result in more timely, effective communication with students. Over the next year, Dr. Velez-Castrillon will also take our departmental policy to the UWG Faculty Senate so that this body can potentially consider making modifications campus wide.

Action 2: We plan to continue to nominate individuals for “Best of the West” awards. However, it is worth noting that we have a separate awards program in the RCOB. Many individuals are nominated for awards in teaching, research, and service through the RCOB Awards Program. Thus, while the “Best of the West” award process may not always be used extensively, individuals are recognized for their hard work through the RCOB Awards program. It would be interesting over the next year to try to find a way to link these two programs in a meaningful manner.

Action 3: While faculty understand that top UWG administration has limited control over benefits, some of our retirement –ready faculty continue to have problems getting basic information about how retirement will impact certain benefits. The faculty experience delays and ambiguous answers. When we meet with senior leaders, we will continue to express our concerns about getting timely, accurate information regarding retirement. Hopefully, the situation for those nearing retirement will improve.

***Note: The 2017 Engage West Results will be reviewed during the department's fall meeting (scheduled for August 8, 2017). Then, based on survey results, faculty will decide whether to keep the same action items or to make changes.***

Student Learning Outcomes Were Revised in 2014/2015. Data Collection Began in Fall 2015. Cycle 1 represents 2015/2016. Cycle 2 represents 2016/2017. Three cycles of data and analysis from our previous learning outcomes are discussed in a separate report.

College Richards College of Business  
Degree Bachelor of Business Administration (BBA)  
Program Management (520201) (September 2017)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	Cycle 1	Cycle 2	Cycle 3	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will be able to examine and analyze basic employment-related data.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	98%	96%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	96% either "Strongly Agreed" (60%) or "Agreed" (36%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	While both our indirect and direct measures indicated no major concerns, there is room for improvement. Our rubric for the direct assessment evaluates seven areas. One area that could be improved is the "Presentation of the Report". 29.7% of the students failed to receive maximum points in this area. It seems that many of our students fail to consider how the report is presented or carefully proof the final paper. For example, we had several individuals who failed to identify the job they were reporting on. This should have been at the very top of the report, yet several simply "forgot" to include it. Within the course, we will continue to impress upon the students how important it is to approach class projects as if they are preparing them for their managers in the workplace. If a simple reminder does not produce intended results, we will modify the rubric to more fully explain our expectations.
	1A and 4C	Direct Measure - MGNT 4620 - Assessed by instructors in fall semester with O*NET exercise - Rubric - 21 maximum points. 20/21 points required to "Exceed Expectations". 17/21 points required to "Meet Expectations".	80% or more students will meet or exceed expectations	79%	88%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	88% of students met or exceeded our expectations. This signifies a GREEN condition (success). 64.9% "Exceeded Expectations". 23.0% "Met Expectations". And 12.2% "Failed to Meet Expectations". No immediate attention is required at this point.	
Students will be able to explain the role of entrepreneurs in managing businesses.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	99%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	99% either "Strongly Agreed" (62%) or "Agreed" (37%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	Based on the results of the indirect and direct measure, it appears that students are meeting this learning outcome. However, the data did reveal that the one area that could be significantly improved was Part 2 of the direct measure. Only 76.1% of students received full credit for briefly describing five start-up activities that the business has already completed. While students are exposed to startup activities associated with strategy, human resources, operations, supply chain, marketing, accounting, and finance throughout the semester, the instructors feel that students would benefit greatly by periodically reviewing and summarizing these activities. Thus, the instructors plan to bring the "details" together at the end of course as a comprehensive refresher and to make certain students understand how they fit together in the bigger picture.
	1A and 4C	Direct Measure - MGNT 3618 -Students read a 1.5-page news article about a new, small business. Students were asked to (Part 1) identify and (Part 2) briefly describe five start-up activities that the business has already completed and (Part 3) identify and (Part 4) briefly describe five start up activities that the business still has to complete. Students received a score of 1 (not acceptable) to 4 (Excellent) on each of the four parts. A score of 4 indicates that the student "Exceeded Expectations". A score of 2 or 3 indicates the student "Meet Expectations". Scores on the four parts were averaged.	80% or more students will meet or exceed expectations	90%	96%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	The percentage of students that "Exceeded Expectations" or "Met Expectations" was above 80% on Part 1 (97%), Part 2 (92%), Part 3 (100%), and Part 4 (94%) of the exercise. This signifies a GREEN condition. Based on this direct measure, no immediate attention is required at this point.	

Student Learning Outcomes Were Revised in 2014/2015. Data Collection Began in Fall 2015. Cycle 1 represents 2015/2016. Cycle 2 represents 2016/2017. Three cycles of data and analysis from our previous learning outcomes are discussed in a separate report.

College Richards College of Business  
Degree Bachelor of Business Administration (BBA)  
Program Management (520201) (September 2017)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	Justification of Success Criteria			Interpretation & Use of Results	Improvement Plan	
				Cycle 1	Cycle 2	Cycle 3			
Students will be able to identify basic principles associated with leadership.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	98% either "Strongly Agreed" (74%) or "Agreed" (23%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	The improvement plan last year focused on giving more examples to students when discussing concepts related to the three questions (Q4, Q11, and Q12) that gave students the most problems. Q4 dealt with Transformation Leadership. Q11 dealt with Fielder's Least Preferred Co-Worker Scale. And, Q12 dealt with Blanchard and Hersey's Situational Leadership Model. This approach seemed to work in the face-to-face section, as results significantly improved. Results were not as significant in the online section. The instructor is going to revise the modules dealing with these three questions in the online section to included more practical examples.
	1A and 4C	Direct Measure - MGNT 3605 - Assessed with twelve embedded test questions. Students answering all 12 questions correctly "Exceeded Expectations". Students answering 9-11 questions correctly "Met Expectations". And, students answering less than 9 questions correctly "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	69%	96%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	96% either "Exceeded Expectations" (13%) or "Met Expectations" (83%). This is a dramatic improvement over the previous cycle and places us in a GREEN condition. Further analysis revealed that students continue to have issues with three main questions: Q4 (72% of students answered correctly), Q11 (77% of students answered correctly), and Q12 (77% of students answered correctly).	
Management majors will demonstrate a comprehensive knowledge of management concepts and principles.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.	99%	98%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	98% either "Strongly Agreed" (72%) or "Agreed" (26%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no immediate attention is required at this point.	During the previous reporting cycle, our corrective action focused on Q7 and Q8. And results were positive. On Q8, the percentage of students that answered the question correctly improved from 47.9% to 58.4%. On Q8, the percentage of students that answered the question correctly improved from 48.8% to 51.5%. For 2017/18, faculty decided to focus on Q3 (A _____ manager for a McDonald's fast food restaurant would be responsible for placing orders for food and paper supplies, and for setting up weekly work schedules). Only 58.9% of the students got this question correct. The instructors teaching MGNT 3600 will focus this year on using a handout and/or exercise to help students better understand that there are "first-line", "middle", and "top" managers in each organization and that the nature of their duties and responsibilities differ significantly.
	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 management-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more respondents will meet or exceed expectations.	76%	85%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	With 54.2% "Exceeding Expectations" and 30.8% "Meeting Expectations", a combined scores of 85.0% places us in the GREEN condition. At 85.0%, our Management majors also outperformed Non-Management majors on these field exam questions. 80.6% of Non-Management majors either "Exceeded Expectations" (41.5%) or "Met Expectations" (39.1%).	

Student Learning Outcomes Were Revised in 2014/2015. Data Collection Began in Fall 2015. Cycle 1 represents 2015/2016. Cycle 2 represents 2016/2017. Three cycles of data and analysis from our previous learning outcomes are discussed in a separate report.

College Richards College of Business  
 Degree Bachelor of Business Administration (BBA)  
 Program Management Information Systems (521201) (September 2017)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	Justification of Success Criteria			Interpretation & Use of Results	Improvement Plan	
				Cycle 1	Cycle 2	Cycle 3			
Students will be able to design a relational database that is at least in Third Nominal Form.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	92%	74%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	74% either "Strongly Agreed" (30%) or "Agreed" (44%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.	The indirect measure indicates that attention may be needed on this learning outcome. There is little doubt that MIS presents some challenges because there are so many different types of database software packages available. While we try to expose students to the concepts that they will need to be successful in the job market, we do not always cover all software packages that they might encounter. For instance, we have now heard from at least two students on the job market that employers are looking for MIS graduates with some experience with the "Tableau" database software package. The MIS faculty is already looking at some options for trying to incorporate some Tableau assignments into the curriculum. In terms of the indirect measure, results were very promising. However, out of the 21 students that did not make a perfect score of 15 on the direct measure, 12 students specified incorrect primary keys in the database design. The instructor plans to emphasize during the course how to properly define primary keys in a relational database.
	1A and 4C	Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations".	80% or more students will meet or exceed expectations	91%	97%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	Thirty-four of thirty-five students scored at least 10.5/15.0 points on the exercise. Thus, this signifies a GREEN condition and no attention is required at this point. In Fall 2016, special emphasis was placed on the practice of properly implementing foreign keys when illustrating database logical design. As a result, only three students failed to properly add foreign keys (compared to 12 students who failed to do this during the previous assessment).	
Students will utilize data flow diagrams to accurately depict the movement of data within systems.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%	96%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	96% either "Strongly Agreed" (48%) or "Agreed" (48%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	While students report on the indirect measure that they can utilize data flow diagrams, the direct measure of this learning outcome shows a very different story. Last year, the instructor added two, in-class sessions to review the requirements of the project. Even though the instructor devoted more time to working directly with the students, this approach was not effective. Students did not demonstrate a strong interest in the project and were not proactive in completing the requirements. When this course is taught again in Fall 2017, students will be required to take a gradable pretest of the requirements of the major project to make certain that they fully understand the deliverables and the significance of their work in determining their final grade.
	1A and 4C	Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of databases, hierarchical structures, and structural design. To "Exceed Expectations" students are required to get 18/22 correct and to "Meet Expectations" students must get 15/22 correct.	80% or more students will meet or exceed expectations	43%	13%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	On the three questions associated with database utilization, the average score was 68.3%. On the seven questions related to hierarchical constraints between data flow diagrams, the average score was 52.2%. And on the twelve questions associated with the structure of data flow diagrams, the average score was 45.6%.	

Student Learning Outcomes Were Revised in 2014/2015. Data Collection Began in Fall 2015. Cycle 1 represents 2015/2016. Cycle 2 represents 2016/2017. Three cycles of data and analysis from our previous learning outcomes are discussed in a separate report.

College Richards College of Business  
 Degree Bachelor of Business Administration (BBA)  
 Program Management Information Systems (521201) (September 2017)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	Cycle 1	Cycle 2	Cycle 3	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
Students will be able to develop a working, dynamic website.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	87%	83%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	83% either "Strongly Agreed" (44%) or "Agreed" (39%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	While the indirect data provided by graduating seniors shows very good performance on this learning outcome, the direct measure tells a very different story. Undoubtedly, this was an unusually bad semester in CISM 3335 for a couple of reasons. First, because CISM 3335 is the first course in the MIS major, some students realize that they may not have the skill set or the aptitude for this major. During the Spring 2017 semester, five students dropped this course and three of these students simply stopped turning in assignments which resulted in zeros. Two additional students engaged in academic dishonesty which lead to two more zeros. Second, we had unexpected issues with our computers in Miller Hall. The required software was not accessible for three weeks during the last part of the semester. This caused significant delays for the students. An additional lecture was added during the semester to increase the amount of remote access content, but because of the other issues described above, it appeared to have little impact. We will initiate two specific improvements over the next year. First, we need for incoming freshmen to better understand the rigor of this course and to be proactive and conscientious in completing their work. We will make it a requirement that students much achieve a "C" or better in CISM 3335 before they can take additional MIS major courses. Second, Dr. Prince will work with Ben Aye-Addo (ITS Client Services Manager) to ensure our labs are functioning properly. Specifically, ITS is working on Landesk so that they can push multiple images to our labs overnight. This will ensure more consistency across computers and should alleviated some of our problems.
	1A and 4C	Direct Measure - CISM 2335 - Students were requiring to create a PHP website with a MySQL database on the back end that would allow users to push and pull information securely from the database. Students were instructed to first develop and test the PHP website on their local computer using Dreamweaver and xampp, and then to upload the website to their free web space on the remote server. Students were expected to utilize all the web development skills they had learned from the HTML5, CSS, Dreamweaver, PHP – Part I, and PHP – Part II learning modules. Scores between 90-100 "Exceeded Expectations". Scores between 80-89 "Met Expectations". Scores below 80 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%	39%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	39% either "Exceeded Expectations" (22%) or "Meet Expectations" (17%). This signifies a RED condition and indicates that immediate action is required.	
MIS majors will demonstrate a comprehensive knowledge of MIS concepts and principles.	1A and 4C	Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.	80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met.	96%	100%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	100% either "Strongly Agreed" (74%) or "Agreed" (26%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	The results of the direct measure are concerning. 2015/16 was the first year that the ten MIS questions were included in the comprehensive field exam. During our Fall 2016 meeting on August 26, 2016, the MIS faculty reviewed the results and agreed that the poor performance was due to some poorly worded questions. Dr. Pridmore, Dr. Deng, Ms. Sanchez, and Mr. Reaves formed a task group in the Fall 2016 semester and revised the ten MIS questions for the field exam. However, because the ten new questions were not available for the summer exam, the original ten questions were used during 2016/17 assessment. In the interim, we ran a pilot test with two of our graduate assistants with the ten new questions. They both found a minor error in the wording of Q67, which has been corrected. As for the results of our pilot test, one of the students got 7 of 10 correct (missed Q63, Q64, and Q69). The other student got 8 of 10 correct (missed Q63 and Q69). These results are encouraging and we anticipate better results with these new questions. Also, based on this very small sample, it appears that our corrective action next cycle may focus on Q63 (Which of the following relates to the integration of data?) and Q69 (Of the factors below which one requires NO user action to cause a website to crash?).
	1A and 4C	Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to "Exceed Expectations" and 6-7 correct responses are necessary to "Meet Expectations".	80% or more students will meet or exceed expectations	8%	20%	n/a	The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.	With 20% of our MIS majors meeting or exceeding expectations, this group outperformed non-MIS majors (9.4% met or exceeded expectations). However, with only 6.7% of our MIS majors "Exceeding Expectations" and only 13.3% "Meeting Expectations", we are clearly in a RED condition and corrective action is required.	