College	Richards College of Business
Degree	Bachelor of Business Administration (BBA)
Program	Management (520201) (November 2018)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	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%	98%	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" (44%) or "Agreed" (54%) 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.	Neither the indirect or direct measure indicated an issue that required immediate attention. However, there is room for improvement. Our rubric for the direct assessment evaluates seven areas. One area in which our students continue to have problems is with the "Presentation of the Report." 33.8% of the students failed to receive maximum points in this area (this is up from 29.7% last year). It seems that many of our students fail to consider how the report is presented or carefully proof the final paper. Of particular concern is that the students seem to use several different formats within the same paper to present similar data. We want to continue to give students leeway because they will need to be able to create reports, with limited direction, when they get into their first jobs. However, they need to realize the importance of doing a professional job and making a good impression. Our corrective action from the previous year was to remind our students before the O*NET exercise to prepare the assignment as if it was being turned into their manager at work. Students were also encouraged to find examples of reports online to use as a guideline if they were unsure of an appropriate format. Unfortunately, this strategy was not successful. Thus, for next year, we will increase the percentage that "Presentation of the Report" counts on the project grade. Additionally, we are going to provide the students with websites that contain sample formats of acceptable business-related reports.
	1A and 4C	Direct Measure - MGNT 4620 - Assessed by instructors in the fall semester with an O*NET exercise. A rubric is used by the instructors to ensure consistency in the grading the assignment. A student can receive a maximum of 21 points. 20/21 points are required to "Exceed Expectations". 17/21 points are required to "Meet Expectations."	80% or more students will meet or exceed expectations	79%	88%	96%	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% of students met or exceeded our expectations. This signifies a GREEN condition (success). 64.9% "Exceeded Expectations" and 31.1% "Meet Expectations". 4.1% "Failed to Meet Expectations". Based on our success criteria, 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%	97%	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.	97% either "Strongly Agreed" (56%) or "Agreed" (41%) 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.	Our corrective action from the previous year was to conduct a comprehensive "refresher" at the end of the course to make certain that students had a broad understanding of how start-up activities such as strategy, HR, operations, supply chain, marketing, accounting, and finance fit together in the bigger picture. We believe that this was effective as students had little difficulty listing start-up activities. However, we now notice that students seem to have some difficulty explaining the logice underlying why they've identified the activities and the implications involved. Perhaps, the students feel that by listing start-up activies, the description is self-explanatory. We will make two improvements over the next year to, hopefully, improve these results. First, a pedagogical strategy is to focus on the logic of explaining business analyses and examining non-obvious implications of decisions when cases are discussed in class. A demonstration through class discussions of cases and examples should show students that there are often a variety of explanations for a business issue and that specific implications must be stated. Second, an evaluation approach that could help is a simple change to the answer sheet that creates a blank for listing the activity and a seperate blank for explaining the activity. The more detailed answer sheet could reduce the likelihood that students will overlook the requirement to explain the activity and/or cause them to consider an explanation that would clarify their answer.
	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 had already completed and (Part 3) identify and (Part 4) briefly describe five start up activities that the business still had to complete. Students received a score of 0 to 5 on each of the four parts. A score of 5 indicated that the student "Exceeded Expectations". A score of 3 or 4 indicated the student "Meet Expectations". And, a score of 0, 1, or 2 indicated that the students "Did Not Meet Expectations." Scores on the four parts were averaged.	80% or more students will meet or exceed expectations	90%	96%	84%	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.	Overall, students seemed to perform well. However, the percentage of students "meeting" or "exceeding" expectations did decrease from AY17 to AY18. Part of this decrease may be attributed to the revised performance ratings. In previous assessments, students scoring a "2" qualified as "Meeting Expectations." In the current cycle, we tightened up the ratings so that either 0, 1, or 2 was considered "Not Meeting Expectations." With the new scale, the percentage of students that "Exceeded Expectations" or "Met Expectations" across the four parts was: Part 1 (91%), Part 2 (78%), Part 3 (91%), and Part 4 (74%). Based on this direct measure, students seemed to identify start-up activities with no problem, but did appear to have some issues with providing a description of the start-up activities.	

College	Richards College of Business
Degree	Bachelor of Business Administration (BBA)
Program	Management (520201) (November 2018)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
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%	99%	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" (72%) or "Agreed" (27%) 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 corrective action from 2017/18 (AY18) was for the instructor of the online section of this course to include more practical examples of topics related to Transformational Leadership, Fiedler's Least Preferred Co-Worker Scale, and Blanchard and Hersey's Situational Leadership Model. And there was modest improvement in two of these three areas. However, students in both face-to-face and online sections continue to have problems with Blanchard and Hersey's Situational Leadership Model. Only 40% of the students in the face-to-face sections and 23% of the students in the online sections got this question correct. The corrective action for 2018/19 (AY19) is to focus more on Blanchard and Hersey's Model. Students do not seem to understand the role that followers play in this theory. Instructors will provide additional practical examples of the model for the students and use a YouTube video to reinforce the ideas within the Hersey-Blanchard Leadership Model.
	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%	60%	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.	There was a rather dramatic decrease in the percentage of students who "Met" or "Exceeded" Expectations from AY17 (96%) to AY18 (60%). Interestingly, the percentage was significantly different between the two sections in the Spring 2018 semester. In the face-to-face section, 75% of students "Met" (70%) or "Exceeded" (5%) Expectations. However, In the online section, 45% of students "Met" (45%) or "Exceeded" (0%) Expectations.	
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%	98%	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" (62%) or "Agreed" (35%) 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 2016/17 (AY17) reporting cycle, we focused on Q43 (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). The instructors teaching MGNT 3600 used a handout and 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. Unfortunately, students continued to have problems with this question during the 2017/18 (AY18) field exam. Only 56.3% answered this question correctly. We believe that using McDonald's fast-food restaurant as an example may be confusing our students. During peak customer demand, first-line managers at McDonalds often take orders, prepare food, clean tables, etc. Thus, students may not be associating these first-line managers with activities such ordering supplies and preparing work schedules. Therefore, we will implement two actions to try to improve student performance on Q43. First, we will request that the question be changed to, "A _____ manager for a manufacturing facility would be responsible for supervising production employees and for setting up weekly work schedules." We realize that this question will not be used until the Summer 2019 field exam. Second, we will add a YouTube video in class that details the responsibilities of first-line managers (https://www.youtube.com/watch?v=8Iqfq7DXt7s&authuser=0). Results also showed that Q48 (this question relates to locus of control) continues to be a problem. Only 50.0% of our students answered Q48 correctly. In the past we have added an exercise related to locus of control that we believed would help students better understand this concept. Unfortunately, we did not get the results we expected. Thus, in the spirit of continuous improvement, we will now add a video (https://themotivationmindset.com/locus-of-control/) to the MGNT 3600 course.
	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%	89%	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 52.7% "Exceeding Expectations" and 35.9% "Meeting Expectations", a combined score of 88.6% places us in the GREEN condition. At 88.6%, our Management majors also outperformed Non-Management, business majors on these field exam questions. 83.8% of Non-Management majors either "Exceeded Exceptations" (47.9%) or "Met Expectations" (35.9%).	

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	Justification of Success Criteria	Interpretation & Use of Results	Improvement Plan
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%	76%	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.	76% either "Strongly Agreed" (35%) or "Agreed" (41%) 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.	Last year, in class, special emphasis was placed on the practice of properly defining primary keys and implementing foreign keys when illustrating database logical design. However, the AY18 results show that ten students still specified incorrect primary keys and that eighteen students failed to add appropriate foreign keys to establish table relationships. For 2018/2019 (AY19), the instructor will: (1) continue to emphasize how to properly define primary keys and foreign keys in relational databases, and (2) design an in-class exercise to reinforce the concepts of primary keys and foreign keys in relational database design.
	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%	84%	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.	18.6% of the 43 students "Exceeded Expectations" and 65.1% of the 43 students "Met Expectations." Thus, 83.7% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no attention is required at this point.	
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%	82%	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.	82% either "Strongly Agreed" (53%) or "Agreed" (29%) 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 direct measure of this learning outcome shows that we have an issue that requires attention. Last year, students were required to take a gradable pretest of the requirements of the major project to make certain that they fully understood the deliverables and the significance of their work in determining their final grade. However, even though they now demonstrate that they know the requirements, they are still not demonstrating that they know the material. For example, on Question #13, only 4 of 45 students selected the correct response. This question required the students to understand the relationship between processes and entities. The next time this course is taught, the instructor will break up the class into study groups before each exam. It is believed that the students will be more engaged if they are placed in groups. They can quiz each other, clarify material for each other, and build on each others' strengths.
	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%	34%	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.	While there was some improvement, we are still in the "RED" condition on this measure. On the three questions associated with database utilization, the average score was 77% (up from 68% last year). On the seven questions related to hierarchical constraints between data flow diagrams, the average score was 53% (up from 52% last year). And on the twelve questions associated with the structure of data flow diagrams, the average score was 48% (up from 46% last year).	

College	Richards College of Business
Degree	Bachelor of Business Administration (BBA)
Program	Management Information Systems (521201) (November 2018)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY16	AY17	AY18	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%	82%	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.	82% either "Strongly Agreed" (41%) or "Agreed" (41%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.	We are pleased with the results that we achieved from AY17 to AY18 on the direct measure. However, the extent to which the results improved was surprising. Visual Studio, our new software, in not as user-friendly as Dreamweaver. We realized that our students would have to become more adept at coding to use Visual Studio. And, for the most part, they met the challenge. However, we still need to address the 10% that did not meet expectations. Thus, next year, students will be required to complete more software-related exercises earlier in the semester. This will allow students to get a better working knowledge of the software before they actually start writing code.
	1A and 4C	Direct Measure - CISM 3335 - Students were requiring to develop a working, dynamic website using Visual Studio. The direct measure was the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".	80% or more students will meet or exceed expectations	61%	39%	90%	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.	90% either "Exceeded Expectations" (61%) or "Met Expectations" (29%). This signifies a GREEN condition. This is a significant increase from our AY17 results. We believe the increase is due to two particular actions that were taken to address the poor AY17 results. First, to reinforce the rigor and importance of this course, we made it a requirement that students earn a "C" or higher in CISM 3335 before they could take higher-level MIS courses. Second, we changed the primary coding language from Dreamweaver, which was not working properly in our labs, to Visual Studio. This change resulted in significantly less problems for the students trying to	
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%	94%	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.	94% either "Strongly Agreed" (65%) or "Agreed" (29%) 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 indirect measure of this learning outcome shows that students believe we are meeting the goal. However, the direct measure indicates a problem. The ten questions that are currently used for assessment were first used during 2015/16 (AY16). We realized that poor wording of some of the questions was likely responsible for the low results. Thus, we changed the wording of several of the questions. Then, in Fall 2017, we pilot-tested our new MIS field exam questions with our graduate assistants. We discovered that Q69 remained very confusing to them. Thus, we revised Q69 from, "Of the factors (below) which one requires NO user action to cause a website to crash?" to "Which item below best describes a computer program which misrepresents itself as being interesting or useful to persuade a user to install malicious code or malware?" Our graduate assistants agreed that this question was much clearer. Because the revisions were made to Q69 in Fall 2017, this question did not make it onto the 2017/18 field exam. And, the results supported that our previous version of Q69 remained confusing to students. Only 17.0% of the 348 students who took the exam got this question correct. We do not want to take additional corrective action on Q69 until we have the results of the new version of this question after the 2018/19 field exam is administered. We are confident that the revision of Q69 will lead to much more positive results.
	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%	61%	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 61% of our MIS majors meeting or exceeding expectations, this group outperformed non-MIS, business majors (42% met or exceeded expectations). We did make a significant improvement from the previous year. However, with only 28.6% of our MIS majors "Exceeding Expectations" and only 32.1%% "Meeting Expectations", we are clearly in a YELLOW condition and corrective action is required.	

Management Department

New Student Enrollment		Count of **ONLY** new to UWG as of Fall census date	Success Criterion	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Interpretation & Use of Results	Improvement Plan
Total new to UWG declared departmental majors	1.A	Total Fall census date count of **new to UWG** UG students with a declared major associated with the department.	Positive Growth	88	72	94	115	124	106	Declared departmental majors are up 20% from 2012 to 2017. However, there was about a 15% decrease in new student enrollment from 2016 to 2017.	Department faculty will continue to participate in the Majors Fair, the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment **3600 - 520201 - Management (BBA)**	1.A	Fall census date count of **new to UWG** UG students with a declared department major code **3600 - 520201 - Management (BBA)**	Positive Growth	2	3	1	7	8	92	The large increase from 2016 to 2017 reflects the elimination of pre-majors in the RCOB. However, when you account for this change, new growth enrollment actually decreased by about 4 %.	Department faculty will continue to participate in the Majors Fair, the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment **3650 - 521201 Management Information Systems (BBA)**	1.A	Fall census date count of **new to UWG** UG students with a declared department major code **3650 - 521201 Management Information Systems (BBA)**	Positive Growth	1	1	1	2	3	14	The increase from 2016 to 2017 reflects the elimination of pre-majors in the RCOB. However, when you account for this change, new growth enrollment actually decreased by about 18%.	Department faculty will continue to participate in the Majors Fair, the three UWG Preview Days, and the RCOB Preview Day. Additionally, we try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.
Grow New Undergraduate (UG) Enrollment **P036 - 520201 - Management (Pre-majors)**	1.A	Fall census date count of **new to UWG** UG students with a declared department major code **P086 - 520201 - Management (Pre-majors)**	Positive Growth	79	59	82	93	96	0	The decrease from 96 in 2016 to 0 in 2017 reflects the elimination of pre-majors in the RCOB.	We anticipate that next year pre-majors will be replaced by meta majors in this report. It is unclear at this time how this may impact our new student enrollment numbers. However, we will continue to recruit students through our UWG Preview Days and the RCOB Preview Day.
Grow New Undergraduate (UG) Enrollment **P365 - 521201 - Management Information Systems (Pre-majors)**	1.A	Fall census date count of **new to UWG** UG students with a declared department major code **P365 - 521201 - Management Information Systems (Pre-majors)**	Positive Growth	6	9	10	13	17	0	The decrease from 17 in 2016 to 0 in 2017 reflects the elimination of pre-majors in the RCOB.	We anticipate that next year pre-majors will be replaced by meta majors in this report. It is unclear at this time how this may impact our new student enrollment numbers. However, we will continue to recruit students through our UWG Preview Days and the RCOB Preview Day.

Total Student Enrollment		Unduplicated headcount of ALL students in the Department	Success Criterion	Summer '12, Fall '12, Spring '13	Summer '13, Fall '13, Spring '14	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Interpretation & Use of Results	Improvement Plan
Total departmental declared majors	1.B	Total unduplicated headcount for the year of **all** students with a declared major associated with the department	Positive Growth	812	811	858	945	954	949	There was less than a 1% decrease in total student enrollment from 2016/17 to 2017/18. Since 2012/13, total enrollment in the department has increased by 17%.	In addition to the major fair and various preview days, we also inform and promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the **total** number of Undergraduate (UG) declared majors: **3600 - 520201 - Management (BBA)**	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code **3600 - 520201 - Management (BBA)**	Positive Growth	374	379	420	440	414	731	The large increase from 2016/17 to 2017/18 reflects the elimination of pre-majors in the RCOB. However, when you account for this change, total student enrollment in Management actually decreased by about 2.75% over the past year.	In addition to the major fair and various preview days, we also inform and promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the **total** number of Undergraduate (UG) declared majors: **3650 - 521201 Management Information Systems (BBA)**	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code **3650 - 521201 Management Information Systems (BBA)**	Positive Growth	85	112	117	117	113	202	The large increase from 2016/17 to 2017/18 reflects the elimination of pre-majors in the RCOB. However, when you account for this change, total student enrollment in Management Information Systems actually increased by about 8.5%.	In addition to the major fair and various preview days, we also inform and promote programs with current students at events such as the RCOB Ice Cream Social. Additionally, promotional items on our majors, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
Grow the **total** number of Undergraduate (UG) declared majors: **P036 - 520201 - Management (Pre-majors)**	1.B	Total unduplicated headcount for the year of all UG students with a declared department major code **P086 - 520201 - Management (Pre-majors)**	Positive Growth	281	261	269	316	350	12	The decrease from 350 to 12 simply reflects the elimination of pre-majors in the RCOB. The 12 remaining students are likely students that were not enrolled last year or that may have reapplied for admission and have not yet been converted to major status.	We anticipate that there will be no remaining students classified as pre-majors after the 2018/19 academic year.

Grow the total number of Undergraduate (UG) declared majors: P365 - 521201 - Management Information Systems (Pre-majors)	1.B	Total unduplicated headcount for the year of all UG students with declared department major code P365 - 521201 - Management Information Systems (Pre-majors)	Positive Growth	72	56	50	68	75	2	The decrease from 75 to 2 simply reflects the elimination of pre-majors in the RCOB. The 12 remaining students are likely students that were not enrolled last year or that may have reapplied for admission and have not yet been converted to major status.	We anticipate that there will be no remaining students classified as pre-majors after the 2018/19 academic year.
Grow the total number of Undergraduate (UG) declared second majors 3600 - Management		Total unduplicated headcount for the year of all UG students with a declared second major code of 3600 - Management		N/A	2	1	3	1	2	These numbers are not significant. No immediate action required.	These numbers are so small that implementing an improvement plan is not practical.
Grow the total number of Undergraduate (UG) declared second majors 3650 - Management Information Systems		Total unduplicated headcount for the year of all UG students with a declared second major code of 3650 - Management Information Systems		N/A	1	1	1	1	0	These numbers are not significant. No immediate action required.	These numbers are so small that implementing an improvement plan is not practical.

Departmental Retention of New		**Students who started in the Department and are still in Department**	**Success Criterion**	**Started Fall '11, Returned Fall '12**	**Started Fall '12, Returned Fall '13**	**Started Fall '13, Returned Fall '14**	**Started Fall '14, Returned Fall '15**	**Started Fall '15, Returned Fall '16**	**Started Fall '16, Returned Fall '17**	**Interpretation & Use of Results**	**Improvement Plan**
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) 3600 - 520201 - Management	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain 100%	50.0%	50.0%	66.7%	100.0%	100.0%	75.0%	The percentage decreased from 100% in 2015/16 to 75% in 2016/17. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management majors, we offer academic advising through the RCOB Advising Center, social opportunities through the Management Club and Enactus, and faculty mentoring opportunities in programs such as Big Night. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) 3650 - 521201 Management Information Systems	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Maintain 100%	-	100.0%	0.0%	0.0%	100.0%	66.7%	The percentage decreased from 100% in 2015/16 to 66.7% in 2016/17. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management Information System majors, we offer academic advising through the RCOB Advising Center, social opportunities through the MIS Club, and faculty mentoring opportunities in programs such as Big Night. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) P036 - 520201 - Management (Pre-majors)	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Achieve 100%	50.5%	60.8%	67.8%	63.4%	61.3%	58.3%	As noted ealier, pre-majors will be phased out over the next year in the RCOB. We estimate that there are currently less that 15 students still classified as Management pre-majors and that by next year all of these students will be reclassified.	No improvement plan is necessary because pre-majors are being phased out in the RCOB.
Grow the Department's 1st to 2nd Year retention rate of new undergraduates (UG) P365 - 521201 - Management Information Systems (Pre-majors)	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in the subsequent fall term with a declared department major expressed as a percentage	Achieve 100%	68.8%	50.0%	88.9%	70.0%	69.2%	58.8%	As noted ealier, pre-majors will be phased out over the next year in the RCOB. We estimate that there are currently less that 5 students still classified as Management Information Systems pre-majors and that next year all of these students will be reclassified.	No improvement plan is necessary because pre-majors are being phased out in the RCOB.

Institutional Retention of New Students		**Students who started in the Department and are either still Department or changed major, but still at UWG**	**Success Criterion**	**Started Fall '11, Returned Fall '12**	**Started Fall '12, Returned Fall '13**	**Started Fall '13, Returned Fall '14**	**Started Fall '14, Returned Fall '15**	**Started Fall '15, Returned Fall '16**	**Started Fall '16, Returned Fall '17**	**Interpretation & Use of Results**	**Improvement Plan**
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) 3600 - 520201 - Management	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain 100%	50.0%	50.0%	66.7%	100.0%	100.0%	87.5%	The percentage decreased from 100% in 2015/16 to 87.5% in 2016/17. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management majors, we offer academic advising through the RCOB Advising Center, social opportunities through the Management Club and Enactus, and faculty mentoring opportunities in programs such as Big Night. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) 3650 - 521201 Management Information Systems	1.A	Comparison of the number of new UG students beginning in fall with a declared major in the department to the number of those same students enrolling in any UWG major the subsequent fall term expressed as a percentage	Maintain 100%	-	100.0%	0.0%	0.0%	100.0%	66.7%	The percentage decreased from 100% in 2015/16 to 66.7% in 2016/17. However, we really do not know the nominal increase. It is possible that the actual numbers are so small that the decrease is not significant.	To retain Management Information System majors, we offer academic advising through the RCOB Advising Center, social opportunities through the MIS Club, and faculty mentoring opportunities in programs such as Big Night. Additionally, we conduct senior exit surveys each semester to identify problem areas where improvement can be made.

Goal	1.A	Measure	Success Criterion	Summer '12, Fall '12, Spring '13	Summer '13, Fall '13, Spring '14	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Interpretation & Use of Results	Improvement Plan
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) **P036 - 520201 - Management (Pre-majors)**	1.A	Comparison of the number **new** UG students beginning in fall with a declared major in the department to the number of those same students enrolling in **any UWG major** the subsequent fall term expressed as a percentage	Achieve 100%	67.7%	72.2%	84.7%	80.5%	73.1%	70.8%	As noted ealier, pre-majors will be phased out over the next year in the RCOB. We estimate that there are currently less that 15 students still classified as Management pre-majors and that by next year all of these students will be reclassified.	No improvement plan is necessary because pre-majors are being phased out in the RCOB.
Grow the Institution's 1st to 2nd Year retention rate of new undergraduates (UG) **P365 - 521201 - Management Information Systems (Pre-majors)**	1.A	Comparison of the number **new** UG students beginning in fall with a declared major in the department to the number of those same students enrolling in **any UWG major** the subsequent fall term expressed as a percentage	Achieve 100%	81.3%	66.7%	100.0%	70.0%	84.6%	58.8%	As noted ealier, pre-majors will be phased out over the next year in the RCOB. We estimate that there are currently less that 5 students still classified as Management Information Systems pre-majors and that next year all of these students will be reclassified.	No improvement plan is necessary because pre-majors are being phased out in the RCOB.

Undergraduate Degrees Conferred			**Success Criterion**	**Summer '12, Fall '12, Spring '13**	**Summer '13, Fall '13, Spring '14**	**Summer '14, Fall '14, Spring '15**	**Summer '15, Fall '15, Spring '16**	**Summer '16, Fall '16, Spring '17**	**Summer '17, Fall '17, Spring '18**	**Interpretation & Use of Results**	**Improvement Plan**
Total departmental Undergraduate (UG) degress conferred	1.A	Total number of UG degrees conferred within associated department (reported by first major)	Positive Growth	**130**	**148**	**131**	**177**	**157**	**177**	The total departmental BBA degrees conferred is up 1 over the past year. It is up over 36% over the past five years. We are encouraged in the posiitve growth in this area.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.
Grow the number of undergraduate (UG) degrees conferred **BBA Management**	1.A	Number of UG degrees conferred (reported by first major)	Positive Growth	110	121	102	142	128	143	The total number of BBA in Management degrees conferred is up 11.7% over the past year. It is up 30% over the past five years. We are encouraged in the posiitve growth in this area.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.
Grow the number of undergraduate (UG) degrees conferred **BBA Management Information Systems**	1.A	Number of UG degrees conferred (reported by first major)	Positive Growth	20	27	29	35	29	34	The total number of BBA in Management Informaiton System degrees conferred is up 17.2% over the past year. It is up 70% over the past five years. We are encouraged in the posiitve growth in this area.	We work diligently to provide a combination of face-to-face, hybrid, and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have created a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.

Minors Awarded			**Success Criterion**	**Summer '12, Fall '12, Spring '13**	**Summer '13, Fall '13, Spring '14**	**Summer '14, Fall '14, Spring '15**	**Summer '15, Fall '15, Spring '16**	**Summer '16, Fall '16, Spring '17**	**Summer '17, Fall '17, Spring '18**	**Interpretation & Use of Results**	**Improvement Plan**
Total departmental minors awarded	1.A	Total number of minors awarded within the associated department (reported by first minor)	Positive Growth	**30**	**42**	**35**	**54**	**48**	**56**	The total number of departmental minors awarded is up 16.7% over the past year. It is up 86.7% over the past five years. We are encouraged in the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
Grow the number of minors awarded: **0900 - Business Administration, MGT**	1.A	Number of minors awarded (reported by first minor)	Positive Growth	20	19	18	35	32	35	The total number of individuals awarded a Business Administration minor is up 9.4% over the past year. It is up 75% over the past five years. We are encouraged in the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.

Grow the number of minors awarded:**03600 - Management**	1.A	Number of minors awarded (reported by first minor)	Positive Growth							The total number of individuals awarded a Management minor is up 42.9% over the past year. It is up 122.2% over the past five years. We are encouraged in the positive growth in this area.	As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Ba system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
				9	22	17	18	14	20		
Grow the number of minors awarded:**3650 - Management Information Systems**	1.A	Number of minors awarded (reported by first minor)	Positive Growth							This number has remained relatively consistent over the past five years. In the past, we have typically offered only one section of each major course each academic year. Thus, these courses have traditionally been full of our MIS majors, with little cap space for students pursuing a minor. However, based on the low number certainly seems to represent an opportunity for growth.	We will discuss the possibly of promoting MIS minors to our student base in one of our upcoming meetings so that I can get feedback from the MIS faculty. Now that we are scheduling two cohorts of MIS majors each semester, we should have sufficient capacity for MIS minors in our major courses.
				1	1	-	1	2	1		

Second Majors on Degrees Conferred			Success Criterion	Summer '12, Fall '12, Spring '13	Summer '13, Fall '13, Spring '14	Summer '14, Fall '14, Spring '15	Summer '15, Fall '15, Spring '16	Summer '16, Fall '16, Spring '17	Summer '17, Fall '17, Spring '18	Interpretation & Use of Results	Improvement Plan
Grow the number of undergraduate (UG) second majors on degrees conferred**3600 - Management**	1.A	Number of UG second majors on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)	Positive Growth	13	19	18	14	17	17	There was no change from 2016/17 to 2017/18 in the number of undergraduates get a second major in Management. No immediate action required.	To help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner. Student perspectives regarding course availability is measured in senior exit surveys.
Grow the number of undergraduate (UG) second majors on degrees conferred**3650 - Management Information Systems**	1.A	Number of UG second majors on degrees conferred reported elsewhere by first major (This is a second major on another degree and should not be counted as a separate degree)	Positive Growth	3	2	1	2	1	2	There was a nominal increase over the past year in undergraduates getting a second major in MIS. However this is really not significant and no action is required.	To help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner. Student perspectives regarding course availability is measured in senior exit surveys.

Engage West			Success Criterion	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Interpretation & Use of Results	Improvement Plan
Improve the overall Department Engage West score	4.A	"Engagement" score from the Engage West Survery. This measure is currently comprised of eleven questions.	Department average engagement score is higher than the UWG average engagement score.			The average "Engagement" score for the department was 4.372 (n=16). The average "Engagement" score for UWG was 3.924.	The average "Engagement" score for the department was 4.230 (n=14). The average "Engagement" score for UWG was 3.882.	The average "Engagement" score for the department was 4.260 (n=15). The average "Engagement" score for UWG was 3.902.	The average "Engagement" score for the department was 3.978 (n=8). The average "Engagement" score for UWG was 3.967.	In each of the previous four years, the department "Engagement" score has been higher than the UWG score. However, in Spring 2018, the scores were much closer to each other. Interestingly, only 8 of the 18 individuals in the department chose to complete the Engage West Survey in 2018. It is unclear if this had a negative impact on the score. When questioned, several individuals in the department noted that they were simply tired of completing the survey every year. They suggested the response rate would be higher if the Engage West Survey was administered every two years. I will encourage our faculty to complete the survey in 2019. I want to make certain that we are taking correct action on issues that are truly of concern to most department members and are not spending significant resources reacting to issues that may be an issue for only one or two individuals.	The eleven questions that make up the "Engagement" score are interesting. For most questions, it is unclear whether the responses are directed to the department, college, or university level. For example, it seems that Q3 (Sense of pride in where I work) would relate more to the university. Alternatively, Q9 (Given credit for contributions and achievements) would seem to be more of a departmental issue. Thus for 2018/19, we will focus on improving Q9. Each month a Google Form will be sent to department faculty asking them to list achievements (publications, presentations, awards, etc.). We will then forward this information to the RCOB for inclusion in the weekly college update e-mail. Additionally, we will place the information on our big screen video monitors in the hall outside of our faculty office area. It is hoped that this will be viewed as a positive step in helping making certain that proper recognition is provided.