



September 2011

College of Business

Quality Assurance Report



Prepared for

The Accreditation Council for Business
Schools and Programs





TABLE OF CONTENTS

| | |
|---|-----------|
| Overview | 1 |
| Standard #1 Leadership..... | 3 |
| Standard #2 Strategic Planning | 4 |
| Standard #3 Student and Stakeholder Focus..... | 5 |
| Standard #4 Measurement and Analysis of Student Learning and Performance..... | 10 |
| Standard #5 Faculty and Staff Focus | 15 |
| Table I New Full-Time and Part-Time Faculty Qualifications..... | 20 |
| Table II Scholarly Contributions | 29 |
| Standard #6 Educational and Business Process Management..... | 30 |
| Table III Standard 6, Criterion 6.1.3 | |
| Summary of Undergraduate Common Professional Component (CPC) Compliance (all majors)..... | 32 |
| Budgetary, Financial, and Market Results | 33 |
| Organizational Performance Results | 36 |
| Appendices | 45 |

The document is “bookmarked” to facilitate movement between sections. Bookmarking may be minimized/opened as preferred.

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of February 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: _____ Athens State University _____ **Date** _____ September 30, 2011
Address: _____ 300 North Beaty Street, Athens, AL 35611 _____

O3. Year Accredited/Reaffirmed: _____ 1998 / 2006 _____ **This Report Covers Years:** _____ 2008-09, 2009-10, 2010-11 _____

O4. List All Accredited Programs (as they appear in your catalog):

Bachelor of Science degree with majors in:

| | |
|-------------------------------------|-----------------------------------|
| Accounting | Acquisition & Contract Management |
| Enterprise Systems Management | Human Resource Management |
| Logistics & Supply Chain Management | Management |
| Management of Technology | |
| | |
| | |

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O6. List all campuses that a student can earn a business degree from your institution:

Athens State University - Main Campus (Athens,AL)

O7. Person completing report Name: Dr. Linda Shonesy, Dean
Phone: 256-216-5366
E-mail address: Linda.Shonesy@athens.edu
ACBSP Champion name: Dr. Linda Shonesy
ACBSP Co-Champion name: Dr. Mike Haghighi

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal): **YES**

Remove Note: Standard 4.1 The College of Business must present evidence of how assessment data is being used systematically for program improvement.

Remove Condition: N/A

Explain the progress made in removing the note or condition:

See Appendix A Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement

Excerpt from Appendix A:

The College of Business has realized documented improvement in the area of outcomes assessment and the use of data findings to exert program changes. Pursuant to the formulation of the *Institutional Outcomes Assessment Policy 1600-0900*, in effect since January 2007, the COB has implemented a systematic and comprehensive process for assessing student learning and organizational performance, reporting results, and documenting actions to address identified weaknesses.

Since 2007, and based on findings of the outcomes assessment process, the COB has implemented actions as follows:

- Curricular changes involving the addition of new courses to expand the acquisition of writing skills and increase student exposure to contemporary business ethical issues
- Course revisions which strengthened and/or expanded coverage of specific business topics in existing courses
- Pedagogical modifications which improved instruction delivery through expanded use and better integration of technological resources to enhance both the teaching and learning experience
- Reviews of assessment methodology that resulted in better measurement instruments and tools and more efficient data collection and analysis processes
- Revision of program operations which improved the effectiveness and efficiency of the administrative process related to faculty hiring, teaching loads, performance evaluations, professional development, and academic advising

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

This Quality Assurance (QA) Report is available in electronic format on the ASU College of Business website:

www.athens.edu/college_business/

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

Please see Table I under Standard 5 for listing of new faculty; there is no change in administrative personnel.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

No new sites added.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

The College of Business maintains a comprehensive and coordinated planning, budgeting, and evaluation system to support the institutional effectiveness process. These integrated functions aim at enhancing the College's ability to identify areas of strength and weakness, prioritize goals, make evidence-based financial decisions, focus on continuous improvement, and enhance its accountability to stakeholders.

Two planning documents, the 2008-12 Long Range Plan (LRP) and the Short Range Plan (SRP) provide the foundation for administrative decisions, budgeting and outcomes assessment. The 2008-12 Long Range Plan, which serves as the current 5-Year Master Plan, remains in effect until the implementation of Vision 2020, the University's new strategic plan, in 2012.

The Short Range Plan (currently under review pending the full implementation of Vision 2020), is a one-year plan based on the goals and objectives stipulated in the LRP/Vision 2020 that must be accomplished during the current academic year. The SRP contains itemized budget requests and serves as the working document upon which the Budget Advisory Committee evaluates funding priorities for the College and begins preparing the overall budget request for the University.

As an academic organization, the College of Business is recognized for its impact on institutional effectiveness and therefore, it is required to identify a set of performance indicators/outcomes, measured through the institutional assessment process. All performance metrics for the College are featured in the Institutional Effectiveness Matrix, linking performance indicators to twelve university goals.

Measurable outcomes for the College of Business include (1) Student Learning Outcomes, which reflect students' demonstrated success in achieving the knowledge, skills, and abilities (KSA) or other competencies as a result of having gone through the curriculum; and (2) Program-Operational Outcomes, which reflect the effectiveness of the administrative function of academic programs as executed by department chairs, deans, and the Vice President for Academic Affairs; and (3) Service Delivery Outcomes, which measure the quality of services provided on two dimensions: (a) the quality/relevance of the service itself (effectiveness), and (b) the efficiency in the delivery of the service. Quality ratings and users' satisfaction with the services are measured at two points in time: (1) at time of service, and (2) at time of graduation.

At the end of the assessment cycle, the College of Business conducts an in-depth analysis of data findings and develops action plans to address weaknesses identified through the process. Corrective actions are categorized through a set of standardized codes that define specific actions taken by programs based on assessment findings. Assessment findings and action plans are submitted to the Office of Institutional Planning, Research, and Assessment (OIPRA) pursuant to University policy and become an official record of the College's performance and continuous improvement efforts.

Standard #3 Student and Stakeholder Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|--|------|----------------------|--------------------|-----------------------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | |
| Student Satisfaction with the Academic Environment, Campus Environment, and Student Support Services will achieve a minimum mean score of 4.0/5.0. (1=Low; 5=High) | <p>The <i>Graduating Senior Exit Survey (GSES)</i>, applied every term at the time that a student applies for graduation, focuses on all elements that comprise the student's entire experience within the institution to include academics, university life, support services, self assessment of entering and exiting competencies, and confidence in their overall education.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>All elements combined comprising the academic (n=16) and campus (n=8) environments and selected individual student support services (n=7) achieved mean scores higher than 4.0 during the last three assessment cycles, indicating high/somewhat high student satisfaction among business graduating seniors.</p> <p>For a third year in a row, student satisfaction with the quality of teaching by faculty in their major area of study (an element of the academic environment), achieved the highest mean score, exceeding the institution (all faculty in all majors) by 0.07 points in 2010.</p> | <p>Although the target outcome was met, a detailed analysis of the individual components within each environment indicated a slightly lower student satisfaction (ranging from 0.01- 0.09) in the instruction and advising areas during the 2009-10 assessment cycle. <i>(Please see note in last column.)</i></p> <p>Notwithstanding the possibility of a taxonomy bias in respondents' answers across all colleges, the College of Business took steps to address weaker areas related to instruction and advising identified by the survey results. Faculty meetings were conducted to discuss issues related to drivers of instructional quality and sound student advising techniques.</p> | <p>Results of the 2010-11 <i>Graduating Senior Exit Survey</i> will be available in early Fall 2011.</p> | <div><p>College of Business Graduating Senior Satisfaction</p><table><thead><tr><th>Year</th><th>Academic Environment</th><th>Campus Environment</th><th>Selected Student Services *</th><th>Faculty Teaching in Major</th></tr></thead><tbody><tr><td>2008</td><td>4.26</td><td>4.37</td><td>4.44</td><td>4.44</td></tr><tr><td>2009</td><td>4.54</td><td>4.58</td><td>4.65</td><td>4.73</td></tr><tr><td>2010</td><td>4.25</td><td>4.32</td><td>4.38</td><td>4.52</td></tr></tbody></table><p>* Selected Student Services Include: Admissions, Transfers and Advising, Enrollment/Registration, Financial Aid, and Website.</p><p><u>Note:</u> Institution-wide, 2010 survey results indicated a decrease in the percentage of graduates reporting "high" satisfaction, while the percentage of students reporting "average" satisfaction increased significantly. At this time it is not clear whether a change in the answer choice for the middle satisfaction category in the survey from "neutral" in 2009 to "average" in 2010 may have had an impact on the results.</p></div> | Year | Academic Environment | Campus Environment | Selected Student Services * | Faculty Teaching in Major | 2008 | 4.26 | 4.37 | 4.44 | 4.44 | 2009 | 4.54 | 4.58 | 4.65 | 4.73 | 2010 | 4.25 | 4.32 | 4.38 | 4.52 |
| Year | Academic Environment | Campus Environment | Selected Student Services * | Faculty Teaching in Major | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 4.26 | 4.37 | 4.44 | 4.44 | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4.54 | 4.58 | 4.65 | 4.73 | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 4.25 | 4.32 | 4.38 | 4.52 | | | | | | | | | | | | | | | | | | | | | |

Standard #3 Student and Stakeholder Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|------|---|---|--|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | |
| The overall instructional quality (Course Quality and Instructor's Teaching Effectiveness) of all business courses will achieve a minimum mean score of 4.0/5.0. (Low=1; High=5) | <p>The Faculty Course Evaluation (FCE) survey, administered in every business course at the end of every semester, captures student input on 18 elements associated with instructional quality that includes instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation in the course, and classroom support resources.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>Over the last three assessment cycles, all business courses exceeded the expected target outcome.</p> <p><u>Overall course quality</u> for business courses exceeded, or was the same as, that of the institution for 2008, 2009, and 2010.</p> <p><u>Instructor's Teaching Effectiveness</u> of business faculty declined slightly in 2009 while showing a slight increase in 2010, exceeding the institution as a whole.</p> | <p>Although the target outcome was met, comparisons of COB metrics against the institution for the 3-Yr cycle showed: (a) a slight decline in overall course quality for both business and institutional (all) courses, and (b) a slight decline in the teaching effectiveness for both business and institutional (all) faculty. Based on these findings, in 2009 the COB faculty began developing individual improvement plans for the next academic year.</p> | <p>Instructor's Teaching Effectiveness for business faculty showed a slight improvement during 2010 as opposed to the institution (all faculty) as a whole. Results of the 2010-11 Faculty Course Evaluation (FCE) will be available in early Fall 2011. Further analysis will be conducted to better determine the impact of the faculty improvement plans and whether further actions are required.</p> | <div><p>Student Satisfaction with Overall Instruction - College of Business Courses</p><table><thead><tr><th>Year</th><th>The overall quality of the course</th><th>The instructor's teaching effectiveness</th></tr></thead><tbody><tr><td>2008</td><td>4.44</td><td>4.35</td></tr><tr><td>2009</td><td>4.27</td><td>4.21</td></tr><tr><td>2010</td><td>4.26</td><td>4.23</td></tr></tbody></table></div> | Year | The overall quality of the course | The instructor's teaching effectiveness | 2008 | 4.44 | 4.35 | 2009 | 4.27 | 4.21 | 2010 | 4.26 | 4.23 | | | | | | | | |
| Year | The overall quality of the course | The instructor's teaching effectiveness | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 4.44 | 4.35 | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4.27 | 4.21 | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 4.26 | 4.23 | | | | | | | | | | | | | | | | | | | | | | | |
| COB graduating seniors' confidence in their education to successfully pursue employment or advanced studies will achieve a minimum mean score of 4.0/5.0 (1=Low; 5=High) | <p>The Graduating Senior Exit Survey (GSES), applied every term at the time that a student applies for graduation, contains a series of questions capturing student confidence as evidence of perceived value of education.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>All four indicators of student confidence in their ability to pursue future job and/or education plans achieved mean scores higher than 4.0 among business graduating seniors.</p> <p>The data shows consistent student confidence that future career and/or postgraduate educational plans are within reach, indicating perceived value of the business education received.</p> | <p>Findings from selected questions from the <i>Graduating Senior Exit Survey</i> are used in conjunction with results from the <i>Graduate Follow Up Survey (GFS)</i>, which tracks graduates' actual job and postgraduate education as well as effectiveness ratings of various components of their undergraduate education on job performance. Adjustments are made accordingly should data from the GFS show major discrepancies between respondents' opinions before and after graduation.</p> | <p>Results of the 2010-11 <i>Graduating Senior Exit Survey</i> will be available in early Fall 2011. Selected data related to student confidence in their education (GSES) will be compared with actual impact of education on job performance as reported by employed business graduates one to two years after graduation collected via the <i>Graduate Follow Up Survey (GFS)</i>.</p> | <div><p>College of Business Graduating Seniors Confidence in Education</p><table><thead><tr><th>Year</th><th>Ability to perform effectively on the job</th><th>Ability to pursue graduate studies successfully</th><th>Ability to get job in major area or advance to better position</th><th>Overall educational background from ASU</th></tr></thead><tbody><tr><td>2008</td><td>4.54</td><td>4.25</td><td>4.46</td><td>4.55</td></tr><tr><td>2009</td><td>4.50</td><td>4.48</td><td>4.47</td><td>4.55</td></tr><tr><td>2010</td><td>4.55</td><td>4.45</td><td>4.42</td><td>4.57</td></tr></tbody></table></div> | Year | Ability to perform effectively on the job | Ability to pursue graduate studies successfully | Ability to get job in major area or advance to better position | Overall educational background from ASU | 2008 | 4.54 | 4.25 | 4.46 | 4.55 | 2009 | 4.50 | 4.48 | 4.47 | 4.55 | 2010 | 4.55 | 4.45 | 4.42 | 4.57 |
| Year | Ability to perform effectively on the job | Ability to pursue graduate studies successfully | Ability to get job in major area or advance to better position | Overall educational background from ASU | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 4.54 | 4.25 | 4.46 | 4.55 | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4.50 | 4.48 | 4.47 | 4.55 | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 4.55 | 4.45 | 4.42 | 4.57 | | | | | | | | | | | | | | | | | | | | | |

Standard #3 Student and Stakeholder Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|--|----------|-----------------|-----------------|------------------------|-------|-------|----------------|-------|-------|----------------------------------|-------|-------|--------------------------|-------|-------|---|-------|-------|---------------------------------|-------|-------|---------------------------------|-------------|--|-------------|--|-----------|-----------|-----------|-----------|-------------|-----|-----|-----|-----|----------------------------------|------|-----|-----|-----|------------|------|-----|-----|-----|-------------------------|-----|-----|------|----|---------------------------|------|-----|------|-----|------------|------|-----|------|-----|--------------------------|------|-----|------|------|----------|-----------------|-----------------|--|-------|-------|---|-------|------|--|-------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Employment status and Continuing Education metrics of business graduates will show:</p> <p>a) at least 80% will be employed in a full time position a year after graduation;</p> <p>b) at least 60% will be employed in areas related to their major within the same period;</p> <p>c) at least 25% of graduates will pursue graduate, professional, or advanced studies or certifications.</p> | <p>The <i>Graduate Follow-Up Survey (GFS)</i>, administered biennially to students within one to two years after graduation, captures among other things graduates' employment status, postgraduate education plans, and effectiveness ratings of selected knowledge, skills and abilities acquired through the curriculum as they relate to their current job performance.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Biennial (up to two years after graduation)</p> | <p>Over 80% of COB respondents are employed in full time positions one year after graduation and over 50% are employed in positions related to their area of major. Comparisons against institutional data show COB graduates outperforming all graduates in regard to annual compensation.</p> <p>Slightly over 22 percent of COB respondents are either pursuing or have completed further studies, while over 50% have considered pursuing further studies.</p> <p>Although it is premature to reach conclusions on the data at this time, the decrease in actual pursuit/completion of further education, while increased consideration is given to engage in such pursuits, may be a product of increased tuition costs and the current economic uncertainty.</p> <p>The College of Business will continue monitoring graduates data and will implement realistic courses of action accordingly. In the meantime, the COB faculty remains committed to encourage its graduates to pursue further education.</p> | <p>Comparative analysis of 2009 and 2011 data indicates a decrease in the percentage of respondents that are employed in positions directly related to their major area. Although this decrease appears to be consistent with current job market conditions across the board, the College of Business, in coordination with Career Services and the Office of Institutional Planning, Research and Assessment (OIPRA) will continue monitoring graduates' data trends to identify possible areas of action.</p> <p>In addition, the COB, in coordination with Student Services, OIPRA, the ASU Alumni Association, and the COB Advisory Board continues to pursue ways in which to enhance its ability to capture graduates' employment and educational pursuits. Currently, it is extremely difficult to receive this type of information, relying exclusively on graduate response to the <i>Graduate Follow-Up Survey (GFS)</i>.</p> | <p>Results from the 2012 <i>Graduate Follow Up Survey (GFS)</i> will be available in early Fall 2012. Appropriate actions will be taken accordingly.</p> | <div><p>Employment Status of Graduates College of Business and Institution</p><table><thead><tr><th>Category</th><th>Spring 2009 (%)</th><th>Spring 2011 (%)</th></tr></thead><tbody><tr><td>Employed (Institution)</td><td>94.8%</td><td>91.7%</td></tr><tr><td>Employed (COB)</td><td>95.2%</td><td>88.9%</td></tr><tr><td>Employed Full Time (Institution)</td><td>89.7%</td><td>79.3%</td></tr><tr><td>Employed Full Time (COB)</td><td>95.2%</td><td>56.5%</td></tr><tr><td>Employed in Area of Major (Institution)</td><td>65.5%</td><td>58.3%</td></tr><tr><td>Employed in Area of Major (COB)</td><td>76.2%</td><td>58.3%</td></tr></tbody></table></div> <div><table><thead><tr><th rowspan="2">Graduates - Annual Compensation</th><th colspan="2">Spring 2009</th><th colspan="2">Spring 2011</th></tr><tr><th>\$20K + %</th><th>\$50K + %</th><th>\$20K + %</th><th>\$50K + %</th></tr></thead><tbody><tr><td>Institution</td><td>91%</td><td>24%</td><td>88%</td><td>23%</td></tr><tr><td>College of Business (All Majors)</td><td>100%</td><td>45%</td><td>97%</td><td>45%</td></tr><tr><td>Accounting</td><td>100%</td><td>67%</td><td>90%</td><td>30%</td></tr><tr><td>Business Administration</td><td>N/A</td><td>N/A</td><td>100%</td><td>0%</td></tr><tr><td>Human Resource Management</td><td>100%</td><td>50%</td><td>100%</td><td>67%</td></tr><tr><td>Management</td><td>100%</td><td>33%</td><td>100%</td><td>25%</td></tr><tr><td>Management of Technology</td><td>100%</td><td>50%</td><td>100%</td><td>100%</td></tr></tbody></table></div> <div><p>College of Business Graduates Continuing Education</p><table><thead><tr><th>Category</th><th>Spring 2009 (%)</th><th>Spring 2011 (%)</th></tr></thead><tbody><tr><td>Have considered pursuing post graduate studies</td><td>38.1%</td><td>58.3%</td></tr><tr><td>Pursuing or completed certification or other advanced studies</td><td>14.3%</td><td>5.6%</td></tr><tr><td>Pursuing or completed graduate or professional studies</td><td>23.8%</td><td>16.7%</td></tr></tbody></table></div> | Category | Spring 2009 (%) | Spring 2011 (%) | Employed (Institution) | 94.8% | 91.7% | Employed (COB) | 95.2% | 88.9% | Employed Full Time (Institution) | 89.7% | 79.3% | Employed Full Time (COB) | 95.2% | 56.5% | Employed in Area of Major (Institution) | 65.5% | 58.3% | Employed in Area of Major (COB) | 76.2% | 58.3% | Graduates - Annual Compensation | Spring 2009 | | Spring 2011 | | \$20K + % | \$50K + % | \$20K + % | \$50K + % | Institution | 91% | 24% | 88% | 23% | College of Business (All Majors) | 100% | 45% | 97% | 45% | Accounting | 100% | 67% | 90% | 30% | Business Administration | N/A | N/A | 100% | 0% | Human Resource Management | 100% | 50% | 100% | 67% | Management | 100% | 33% | 100% | 25% | Management of Technology | 100% | 50% | 100% | 100% | Category | Spring 2009 (%) | Spring 2011 (%) | Have considered pursuing post graduate studies | 38.1% | 58.3% | Pursuing or completed certification or other advanced studies | 14.3% | 5.6% | Pursuing or completed graduate or professional studies | 23.8% | 16.7% |
| Category | Spring 2009 (%) | Spring 2011 (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed (Institution) | 94.8% | 91.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed (COB) | 95.2% | 88.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed Full Time (Institution) | 89.7% | 79.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed Full Time (COB) | 95.2% | 56.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed in Area of Major (Institution) | 65.5% | 58.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employed in Area of Major (COB) | 76.2% | 58.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduates - Annual Compensation | Spring 2009 | | Spring 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | \$20K + % | \$50K + % | \$20K + % | \$50K + % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Institution | 91% | 24% | 88% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College of Business (All Majors) | 100% | 45% | 97% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accounting | 100% | 67% | 90% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Administration | N/A | N/A | 100% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Human Resource Management | 100% | 50% | 100% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Management | 100% | 33% | 100% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Management of Technology | 100% | 50% | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Spring 2009 (%) | Spring 2011 (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Have considered pursuing post graduate studies | 38.1% | 58.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pursuing or completed certification or other advanced studies | 14.3% | 5.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pursuing or completed graduate or professional studies | 23.8% | 16.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #3 Student and Stakeholder Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--|--|----------|---------------------------|---------------------------|-------------------------------|-----------------------------|------|-------------------------------------|------|------|---------------------------------------|------|------|---------------------------------------|------|------|----------------------|------|------|-----------------------------|------|------|------------------------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduates' ratings of the effectiveness of ASU education components on job performance will achieve a mean score of at least 4.0/5.0. (Low=1; High=5) | <p>The <i>Graduate Follow-Up Survey (GFS)</i>, administered biennially to students within one to two years after graduation, captures among other things graduates' employment status, postgraduate education plans and enrollment status, and effectiveness ratings of selected knowledge, skills and abilities acquired through the curriculum as they relate to their current job performance.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Biennial</p> | All selected education components but one achieved a mean score of 4.0 or above in Spring 2009. These findings suggest that employed COB graduates who responded to the survey credit the knowledge, skills and abilities obtained through the curriculum as a positive factor in their ability to perform their current job successfully. Only "computer proficiency" scored lower than the expected target outcome. | Data from the 2009 GFS identified computer proficiency as the area receiving an "average" effectiveness rating among respondents. Accordingly, various courses were revised resulting in the inclusion of additional topics and assignments related to the use of computers in business applications. | <p>Results from the 2011 GFS show an increase in respondents' rating of computer proficiency from 3.88 to 4.33, an achievement consistent with expected target outcome for this skill.</p> <p>Even though there is no established data pattern for the GFS just yet, the COB continues to monitor these results and evaluate potential actions to address identified weaknesses accordingly.</p> | <table><caption>College of Business Graduates Rating of Effectiveness of Education from ASU</caption><thead><tr><th>Category</th><th>Spring 2009</th><th>Spring 2011</th></tr></thead><tbody><tr><td>Overall education from ASU</td><td>4.31</td><td>4.43</td></tr><tr><td>Knowledge of concepts in your major</td><td>4.00</td><td>4.24</td></tr><tr><td>Written and oral communication skills</td><td>4.25</td><td>4.48</td></tr><tr><td>Analytical and problem-solving skills</td><td>4.31</td><td>4.33</td></tr><tr><td>Computer proficiency</td><td>3.88</td><td>4.33</td></tr><tr><td>Ability to work with others</td><td>4.13</td><td>4.40</td></tr><tr><td>Time management skills</td><td>4.57</td><td>4.52</td></tr></tbody></table> | Category | Spring 2009 | Spring 2011 | Overall education from ASU | 4.31 | 4.43 | Knowledge of concepts in your major | 4.00 | 4.24 | Written and oral communication skills | 4.25 | 4.48 | Analytical and problem-solving skills | 4.31 | 4.33 | Computer proficiency | 3.88 | 4.33 | Ability to work with others | 4.13 | 4.40 | Time management skills | 4.57 | 4.52 |
| Category | Spring 2009 | Spring 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall education from ASU | 4.31 | 4.43 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowledge of concepts in your major | 4.00 | 4.24 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Written and oral communication skills | 4.25 | 4.48 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Analytical and problem-solving skills | 4.31 | 4.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computer proficiency | 3.88 | 4.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ability to work with others | 4.13 | 4.40 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time management skills | 4.57 | 4.52 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The College of Business will support the educational needs of local economies with innovative academic programs and/or certifications suitable to job market characteristics. | <p>Findings from <i>The Military Installation Voluntary Education Review (MIVER)</i> administered by the American Council on Education, August 2010. (Army-Redstone Arsenal, Huntsville AL)</p> <p><u>Type of Assessment:</u> Direct; External.</p> <p><i>Institutional Research Data Reports- Enrollment Statistics</i></p> <p><u>Type of Assessment:</u> Direct; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>In 2009 the College of Business developed and implemented three new baccalaureate programs in business: (1) Acquisition and Contract Management (ACM), (2) Enterprise Systems Management (ESM), and (3) Logistics and Supply Chain Management (LSM). A certification in Acquisition and Contract Management is also available.</p> <p>The success of this initiative is evidenced by the significant growth (ranging from 65% to 146%) in enrollment two years after the implementation of each program.</p> | <p>Development of these new programs followed recommendations from the College of Business Advisory Board regarding the impact of the the Base Closure and Realignment Commission (BRAC) on the local economy and job market. These programs are designed to address specific educational needs of civilian and/or military personnel affected by BRAC.</p> <p>Business faculty in each major have identified learning outcomes which have been integrated into the COB outcomes assessment plan. Data collection during academic year 2011 is underway and will be used to establish a baseline for each one of the three new degree programs.</p> | <p>Further programming development is underway in response to anticipated training needs for the Army Material Command.</p> <p>Note: Learning outcomes assessment data for the new degree programs will be integrated and reported in the 2011 Annual Assessment Report (AAR) due in mid Fall 2011.</p> | <p><i>"Athens State University is commended for offering needed new baccalaureate programs in logistics and supply chain management, enterprise systems management, and acquisition and contract management."</i></p> <p>Excerpt: Summary of Athens State University Commendations. American Council on Education, Military Installation Voluntary Education Review (MIVER), Army, Redstone Arsenal, AL. August 23-25, 2010, pg. 37.</p> <table><caption>New Business Programs Enrollment and Graduation</caption><thead><tr><th>Program</th><th>2010 Headcount Enrollment</th><th>2011 Headcount Enrollment</th><th>Graduates through Spring 2011</th><th># of Students Ever Enrolled</th></tr></thead><tbody><tr><td>ACM</td><td>9</td><td>83</td><td>1</td><td>94</td></tr><tr><td>ESM</td><td>1</td><td>137</td><td>11</td><td>148</td></tr><tr><td>LSM</td><td>1</td><td>27</td><td>41</td><td>49</td></tr></tbody></table> | Program | 2010 Headcount Enrollment | 2011 Headcount Enrollment | Graduates through Spring 2011 | # of Students Ever Enrolled | ACM | 9 | 83 | 1 | 94 | ESM | 1 | 137 | 11 | 148 | LSM | 1 | 27 | 41 | 49 | | | | |
| Program | 2010 Headcount Enrollment | 2011 Headcount Enrollment | Graduates through Spring 2011 | # of Students Ever Enrolled | | | | | | | | | | | | | | | | | | | | | | | | | |
| ACM | 9 | 83 | 1 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | |
| ESM | 1 | 137 | 11 | 148 | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSM | 1 | 27 | 41 | 49 | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #3 Student and Stakeholder Focus

| ANALYSIS OF RESULTS | | | | | |
|---|--|--|--|--|---|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) |
| Employer Satisfaction with COB Graduates | Employer Survey to be developed and implemented in 2012. <u>Type of Assessment:</u> Indirect; Internal | The COB is working with the Advisory Board, Career Services, and the Office of Institutional Planning, Research, and Assessment on the development of an employer satisfaction survey. | Currently, the application of an Employer Survey, capable of capturing meaningful and actionable graduates' job performance data from their supervisors, is increasingly challenging due to a variety of reasons, among them liability concerns. The University and the COB are committed to finding the most effective and realistic way to encourage employers to supply this information. | Available data from employers is expected during academic year 2012 following implementation of the survey. | |

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

BS Degree Level: (1) Accounting; (2) Acquisition and Contract Management; (3) Enterprise Systems Management; (4) Human Resources Management; (5) Logistics and Supply Chain Management; (6) Management; and (7) Management of Technology.

Program Outcomes: Graduates of the College of Business will meet specific criteria established by the faculty as it relates to the following learning outcomes:

1. Knowledge of fundamental concepts and practices in core areas of major. (Body of Knowledge)
2. Proficiency in the use of technology as it relates to business.
3. Knowledge and understanding of the global economy to include societal, cultural, and global differences.
4. Knowledge and ability to use effective managerial, leadership, and group interaction techniques.
5. Ability to apply critical-thinking and decision-making techniques.
6. Proficiency in written and oral communication.
7. Understanding and appreciation of ethical issues and standards.

Each outcome is measured quantitatively and qualitatively through a variety of direct and indirect methods of assessment throughout the curriculum involving formative and summative techniques. Corrective plans of action are developed based on assessment findings and further assessed for performance. All College of Business assessment activities are documented through the Annual Assessment Plan (AAP), the Annual Assessment Report (AAR) and the Action Plan (AP) located in the Athens State University Assessment Management Online System (AMOS). **(See Consolidated Plans, Appendix B)**

| College of Business Program Changes Based on Assessment Findings | | | |
|--|------|------|------|
| | 2008 | 2009 | 2010 |
| Curricular Change | X | | |
| Course Revision | X | | X |
| Pedagogy | X | | X |
| Assessment Methodology Revision | X | X | |
| Target Outcome Modification | | X | |
| Program Operations Revision | X | | |
| Budget Request (Assessment Activities) | | | |
| Faculty Training/Professional Development | X | X | X |

Note: Academic Year 2006-2007 marked a major transition in the way that Athens State University conducts its assessment activities and served as the planning year for the assessment of outcomes under a systematic process starting in 2007-2008.

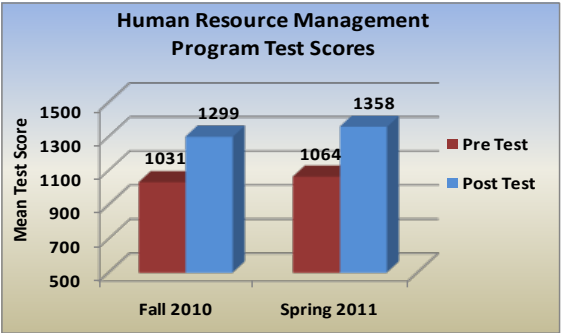
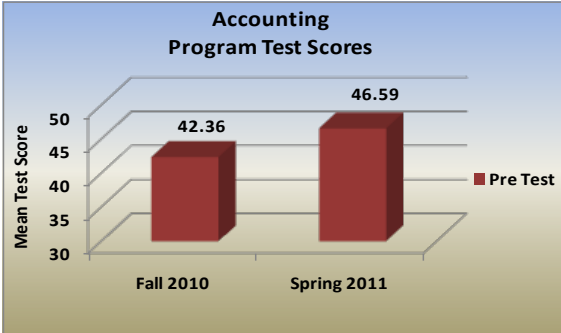
Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|------------------|----------|----------|----------------|-----|-----|-----------------------|-----|-----|--------------------|-----|-----|------------------------|-----|-----|------------------------------|-----|-----|-------------------|-----|-----|----------------------|-----|-----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Program Outcomes: At least 80% of business students will demonstrate acceptable or higher level of proficiency in the 7 Knowledge, Skills, and Abilities (KSA) outcomes established by the College of Business. (Business Program-All Majors) | <p>Data summary from student performance records (aggregated assessments throughout the curriculum using common rubrics) and the Business Program Capstone Exit Exam.</p> <p><u>Type of Assessment:</u> Direct; Internal; Comparative; Combination of formative and summative assessments.</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>The percentage of students achieving pre-determined criteria in each KSA ranged from 81% to 96%, exceeding the expected target.</p> <p>Although students' proficiency in the use of technology and their appreciation of societal, cultural, and global differences exceeded the target outcome, they were identified as areas requiring further attention.</p> | <p>The faculty revised appropriate courses resulting in the inclusion of additional assignments related to the use of computers in business applications and to societal, cultural and global issues.</p> <p>Further analysis revealed similarities with findings from the Graduate Follow-Up Survey (GFS), where respondents (business graduates) rated their computer proficiency as related to job performance lower than other competencies.</p> | <p>Results from the 2010 assessment cycle showed an increase of 15 and 12 percentage points in the number of students achieving an acceptable or higher level of proficiency in the use of technology and in the appreciation of cultural issues, respectively. However, the high level of improvement in such a short period of time merits further observation before conclusions regarding the true effect of the changes can be made.</p> <p>The College of Business will continue monitoring this metric and will make adjustments as needed.</p> | <div><p>College of Business Assessment of Learning Outcomes</p><table><thead><tr><th>Outcome Category</th><th>2009 (%)</th><th>2010 (%)</th></tr></thead><tbody><tr><td>Core Knowledge</td><td>92%</td><td>88%</td></tr><tr><td>Written Communication</td><td>90%</td><td>93%</td></tr><tr><td>Oral Communication</td><td>88%</td><td>96%</td></tr><tr><td>Technology Proficiency</td><td>81%</td><td>96%</td></tr><tr><td>Critical/Analytical Thinking</td><td>85%</td><td>93%</td></tr><tr><td>Ethical Standards</td><td>92%</td><td>93%</td></tr><tr><td>Cultural Differences</td><td>83%</td><td>95%</td></tr></tbody></table></div> | Outcome Category | 2009 (%) | 2010 (%) | Core Knowledge | 92% | 88% | Written Communication | 90% | 93% | Oral Communication | 88% | 96% | Technology Proficiency | 81% | 96% | Critical/Analytical Thinking | 85% | 93% | Ethical Standards | 92% | 93% | Cultural Differences | 83% | 95% |
| Outcome Category | 2009 (%) | 2010 (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Knowledge | 92% | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Written Communication | 90% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oral Communication | 88% | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technology Proficiency | 81% | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical/Analytical Thinking | 85% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethical Standards | 92% | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural Differences | 83% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|--|------|---------------------|------------|----------------------|------------|---------------------|------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|------|---------------------|------------|----------------------|------------|---------------------|------|------|------|------|------|------|------|--------------|-------------|-----------------|------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|-------|-------------------------------|----------------------|--------|----------------------|-------|------------------------|--------|---------------------------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Business Pre/Post Test (Exit Exam) Scores:</p> <p>a) Students will demonstrate proficiency in general business core competencies established by the College by scoring at least 30 points (or 60%) on the Business Post test (Capstone exam).</p> <p>b) Students will show improvement in scores from the Business Pre Test (given early in the program) to the Business Post Test (given in the Capstone course).</p> <p>c) Business Post Test results will be comparable across the following groups:</p> <p>1) DL and Non-DL students.</p> <p>2) students in all major programs.</p> <p><i>Note: A DL student is defined as taking over 50% of course credit hours in a distance learning format.</i></p> | <p>College of Business Exit Exam (Pre-Post Test protocol: applied as a Pre Test in introductory management courses, MG 320 or GBA 300; and as a Post Test in the Capstone course, MG 420).</p> <p><u>Type of Assessment:</u> Direct; Internal; Formative (Pre Test); Summative (Post Test); Comparative.</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>In the last three academic years, the average score on the business post test for business students ranged from 35 to 36. When examining test results by major, the average score always exceeded 34 (or 68%). The target score of 30 points was met.</p> <p>The improvement in the average test score from the pre to post test for College of Business students taking tests in academic years 2008-2010 was 9.02. The test has 50 questions, so this increase is equivalent to an improvement of 18%. The students in each College of Business program showed a significant improvement.</p> <p>Average post test scores for DL and Non-DL business students were comparable. The largest difference was in 2010 with DL students scoring an average of 2.4 points higher than Non-DL students.</p> <p>Students in each Business program scored within 1.2 points of the College of Business average post test score in all years, except for Management of Technology students in 2009 with an average score 1.7 points higher than the average score of all business students. The average improvement from pre to post test in all programs was within one point of the College of Business average improvement.</p> | <p>Although the target for scores and improvement was met, additional analysis has been performed with the goal of further improving student proficiency. A basic item analysis of pre and post test questions has been initiated to help identify any business student's weaknesses and opportunities for improvement in the program/curriculum.</p> <p>The item analysis revealed that students showed more pre-post test improvement in certain exam topics than in others. Further analysis is needed to identify whether the differences are related to the students' entering knowledge, the quality of the exam questions (clarity, level of difficulty, effectiveness), or course content in the business programs.</p> <p>The average post test score for Non-DL students in 2010 was not only lower than that of DL students, but also lower than that of Non-DL students the previous two years. This trend is being examined, but at this time no definite explanation has been established. Results from academic year 2011 will be analyzed in Fall 2011 to see if the trend continues.</p> | <p>Results of the item analysis are being used to enhance content in some business courses, but more improvements will be made in the future. Currently, the exam questions are being reviewed to assess their quality and alignment to course content. The exam will be revised as needed.</p> <p>Results of a more in-depth item analysis of the exam will be used to 1) identify issues with test questions, 2) more thoroughly identify student weaknesses (use of pre test results to identify entering students' weaknesses), and 3) evaluate the current business curriculum and course content (use of post test results to identify any areas in which students are lacking proficiency).</p> <p>The three newest business programs were not included in the pre/post test analysis by major because there was not enough data to produce meaningful results.</p> <p>Pre/post test data for the <i>Acquisition and Contract Management and Logistics and Supply Chain Management</i> programs will be examined starting with 2010-2011 results, and the <i>Enterprise Systems Management</i> program will be examined starting in academic year 2012 (tentative).</p> | <div><p>College of Business Capstone Exit Exam Average Post Test Score by Major</p><table><thead><tr><th>Year</th><th>College of Business</th><th>Accounting</th><th>Human Resource Mgmt.</th><th>Management</th><th>Mgmt. of Technology</th></tr></thead><tbody><tr><td>2008</td><td>35.48</td><td>36.42</td><td>35.68</td><td>35.02</td><td>35.33</td></tr><tr><td>2009</td><td>36.13</td><td>35.61</td><td>34.97</td><td>35.97</td><td>37.81</td></tr><tr><td>2010</td><td>35.64</td><td>36.12</td><td>35.32</td><td>35.37</td><td>36.42</td></tr></tbody></table></div> <div><p>College of Business Exit Exam (2008-2010) Improvement in Pre-Post Test Scores by Major</p><table><thead><tr><th>Year</th><th>College of Business</th><th>Accounting</th><th>Human Resource Mgmt.</th><th>Management</th><th>Mgmt. of Technology</th></tr></thead><tbody><tr><td>2008</td><td>9.02</td><td>8.45</td><td>8.99</td><td>9.50</td><td>9.57</td></tr></tbody></table></div> <div><p>College of Business Capstone Exit Exam Average Post Test Score by DL Status of Student</p><table><thead><tr><th>Year</th><th>COB Students</th><th>DL Students</th><th>Non-DL Students</th></tr></thead><tbody><tr><td>2008</td><td>35.48</td><td>35.98</td><td>34.52</td></tr><tr><td>2009</td><td>36.13</td><td>36.11</td><td>36.27</td></tr><tr><td>2010</td><td>35.64</td><td>35.84</td><td>33.46</td></tr></tbody></table></div> <div><p>Pre-Post Test Improvement by Topic (2009-2010)</p><table><thead><tr><th>Topic</th><th>Avg. Improvement (% Students)</th></tr></thead><tbody><tr><td>Financial Management</td><td>19.07%</td></tr><tr><td>Strategic Management</td><td>4.39%</td></tr><tr><td>Global/Marketing/Legal</td><td>19.90%</td></tr><tr><td>MIS/Operations Mgmt/Stats</td><td>9.12%</td></tr></tbody></table></div> | Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | 2008 | 35.48 | 36.42 | 35.68 | 35.02 | 35.33 | 2009 | 36.13 | 35.61 | 34.97 | 35.97 | 37.81 | 2010 | 35.64 | 36.12 | 35.32 | 35.37 | 36.42 | Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | 2008 | 9.02 | 8.45 | 8.99 | 9.50 | 9.57 | Year | COB Students | DL Students | Non-DL Students | 2008 | 35.48 | 35.98 | 34.52 | 2009 | 36.13 | 36.11 | 36.27 | 2010 | 35.64 | 35.84 | 33.46 | Topic | Avg. Improvement (% Students) | Financial Management | 19.07% | Strategic Management | 4.39% | Global/Marketing/Legal | 19.90% | MIS/Operations Mgmt/Stats | 9.12% |
| Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 35.48 | 36.42 | 35.68 | 35.02 | 35.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 36.13 | 35.61 | 34.97 | 35.97 | 37.81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 35.64 | 36.12 | 35.32 | 35.37 | 36.42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 9.02 | 8.45 | 8.99 | 9.50 | 9.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | COB Students | DL Students | Non-DL Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 35.48 | 35.98 | 34.52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 36.13 | 36.11 | 36.27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 35.64 | 35.84 | 33.46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Topic | Avg. Improvement (% Students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Financial Management | 19.07% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strategic Management | 4.39% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Global/Marketing/Legal | 19.90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MIS/Operations Mgmt/Stats | 9.12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | |
|---|---|--|--|--|--|----------|-----------|-----------|-------------|-------|------|-------------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | |
| Students will demonstrate proficiency in major-specific core competencies established by each program by showing improved scores between the pre and post test. <i>Note: Pre and Post Tests major-specific assessments for all seven programs are currently being pilot tested and/or under development. Initial results are/will be used to: (1) determine criteria for proficiency and (2) establish a baseline for measuring future improvement.</i> | Human Resource (HR) Management Exam (administered for the first time in Fall 2010 using a Pre/Post Test protocol covering all functional areas within the HR discipline). Applied as a Pre Test in MG 349 (HR Mgt); and as a Post Test in MG 449 (Adv HR Management). <u>Type of Assessment:</u> Direct; Internal; Formative (Pre Test); Summative (Post Test) <u>Data Timeframe:</u> Academic Year (term aggregated data) | Preliminary data from the HR Exam shows a 268 point and 294 point increase in mean test scores between the Pre-Test and the Post Test, representing 26% and 27.6% improvement for Fall 2010 and Spring 2011, respectively. | Results from the Human Resource Management pre/post test have been disseminated to program faculty. Item analysis is being conducted for the purpose of : (1) evaluating the validity of the questions; (2) identifying student weaknesses in specific functional areas within the HR discipline; and (3) evaluating content in related courses as needed. Given the recent implementation of these tests, data validity cannot be fully established. Therefore, major curricular changes/revisions will be considered, if needed, once a reliable data pattern have been established. | All remaining business programs are utilizing information from the Human Resource Management and Accounting departments regarding methods used and possible issues to help guide them in the development and implementation of major-specific pre/post assessment instruments. |  <table><caption>Human Resource Management Program Test Scores</caption><thead><tr><th>Term</th><th>Pre Test</th><th>Post Test</th></tr></thead><tbody><tr><td>Fall 2010</td><td>1031</td><td>1299</td></tr><tr><td>Spring 2011</td><td>1064</td><td>1358</td></tr></tbody></table> | Term | Pre Test | Post Test | Fall 2010 | 1031 | 1299 | Spring 2011 | 1064 | 1358 |
| | Term | Pre Test | Post Test | | | | | | | | | | | |
| Fall 2010 | 1031 | 1299 | | | | | | | | | | | | |
| Spring 2011 | 1064 | 1358 | | | | | | | | | | | | |
| Accounting (ACC) Exam (administered for the first time in Fall 2010 using a Pre/Post Test protocol covering all functional areas within ACC). Pre Test given in AC 321 (Intermediate Accounting). The Post Test will be given in AC 471 (Cost Accounting) beginning in Fall 2011. <u>Type of Assessment:</u> Direct; Internal; Formative (Pre Test); Summative (Post Test) <u>Data Timeframe:</u> Academic Year (term aggregated data) | Preliminary data from the Accounting Exam shows a 4.23 point increase in mean test scores for the pre test. | Results from the Accounting Pre Test have been disseminated to program faculty. The Accounting test is in a trial stage. Item analysis is being conducted for the purpose of : (1) evaluating the validity of the test questions; (2) identifying student weaknesses in specific functional areas within Accounting; and (3) evaluating content in related courses, as needed. Given the recent implementation of these tests, data validity cannot be fully established. Therefore, major curricular changes/revisions will be considered, if needed, once a reliable data pattern have been established. | |  <table><caption>Accounting Program Test Scores</caption><thead><tr><th>Term</th><th>Pre Test</th></tr></thead><tbody><tr><td>Fall 2010</td><td>42.36</td></tr><tr><td>Spring 2011</td><td>46.59</td></tr></tbody></table> | Term | Pre Test | Fall 2010 | 42.36 | Spring 2011 | 46.59 | | | | |
| Term | Pre Test | | | | | | | | | | | | | |
| Fall 2010 | 42.36 | | | | | | | | | | | | | |
| Spring 2011 | 46.59 | | | | | | | | | | | | | |

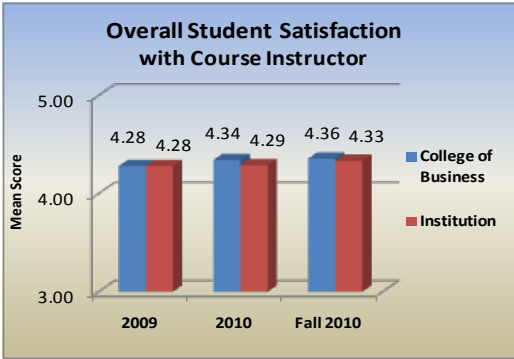
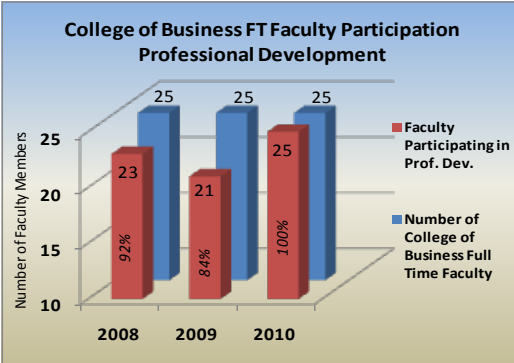
Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|--|------------------------|-----------------------------------|-------------------|-----------------|------------------------------|------------------------|------------------------|-----------------------------------|-------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|------|----------------------|----------------|-----------------|------------------------------|------------------------|------------------------|-----------------------------------|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------------|----------------------|------------|---------------------|------|-------|-------|-------|--------|------|-------|-------|-------|-------|------|-------|-------|-------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>At least 80% of graduating business students will report strong or somewhat strong competency in selected knowledge, skills, and abilities (KSAs).</p> <p><i>Note: Given the upper-undergraduate level status of Athens State University, all students are admitted as juniors, having completed their first two years of college at other accredited institutions. Therefore, entering competency levels are higher than what could be expected of freshmen and sophomore students. This perspective is important when making interpretations of improvement between entering and exiting competencies.</i></p> | <p>The Graduating Senior Exit Survey (GSES)-Section III, applied every term at the time that a student applies for graduation, asks students to self-assess their level of competency at the time of admission to the University (entering) and at the time of graduation (exiting) in 18 KSAs .</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>Over 80% of graduating seniors reported strong or somewhat strong competencies at the completion of their business curriculum in all of the three assessment cycles.</p> <p>Even though the outcome was met, speaking skills consistently obtained the lowest percentage of students reporting a strong/somewhat strong level of competency (84.9%, 85.2%, and 85.7% for 2008, 2009, and 2010, respectively).</p> <p>Average improvement between entering and exiting competency levels among KSAs ranged from 1.19 to 2.00, 1.20 to 1.85, and 1.03 to 1.46 in 2008, 2009, and 2010, respectively, for those respondents who reported entering competency at or below average (<=3)</p> <p>An analysis of the KSA, Knowledge in Major Area, at the program level, showed that 80% or more graduating seniors in all programs reported strong or somewhat strong competency.</p> | <p>Based on this finding, the faculty has been asked to review the oral communication rubric and assess students' opportunities to make oral presentations throughout the curriculum. Adjustments will be made accordingly.</p> <p>A further analysis to gain some perspective of the extent to which self-assessment of selected exiting competencies compares with actual performance (as measured through direct methods-see Program Outcomes measure 1 above) showed these findings to be comparable.</p> <p><i>Note: The percentage of students rating their level of competency in the KSAs (self-assessment) via the GSES and the percentage of students who actually met the outcomes criteria via direct assessment methods are not statistically comparable since GSES results only include graduating seniors.</i></p> | <p>Results from the 2011 GSES (Section III) will be available in early Fall. Appropriate actions will be taken as needed.</p> | <div><p>College of Business Graduating Seniors Competency in Selected KSAs</p><table><thead><tr><th>Year</th><th>Knowledge-Major Area</th><th>Writing Skills</th><th>Speaking Skills</th><th>Analytical/Critical Thinking</th><th>Technology Proficiency</th><th>Group/Team Work Skills</th><th>Appreciation of Ethical Standards</th><th>Leadership Skills</th></tr></thead><tbody><tr><td>2008</td><td>96.2%</td><td>89.0%</td><td>85.2%</td><td>90.0%</td><td>88.0%</td><td>88.0%</td><td>88.0%</td><td>88.0%</td></tr><tr><td>2009</td><td>95.2%</td><td>90.0%</td><td>85.2%</td><td>92.0%</td><td>90.0%</td><td>88.0%</td><td>88.0%</td><td>88.0%</td></tr><tr><td>2010</td><td>92.3%</td><td>88.0%</td><td>84.9%</td><td>90.0%</td><td>88.0%</td><td>88.0%</td><td>88.0%</td><td>88.0%</td></tr></tbody></table></div> <div><p>College of Business Graduating Seniors Improvement of Competency in Selected KSAs</p><table><thead><tr><th>Year</th><th>Knowledge-Major Area</th><th>Writing Skills</th><th>Speaking Skills</th><th>Analytical/Critical Thinking</th><th>Technology Proficiency</th><th>Group/Team Work Skills</th><th>Appreciation of Ethical Standards</th><th>Leadership Skills</th></tr></thead><tbody><tr><td>2008</td><td>2.00</td><td>1.50</td><td>1.19</td><td>1.65</td><td>1.66</td><td>1.66</td><td>1.66</td><td>1.59</td></tr><tr><td>2009</td><td>1.85</td><td>1.46</td><td>1.20</td><td>1.51</td><td>1.65</td><td>1.65</td><td>1.65</td><td>1.59</td></tr><tr><td>2010</td><td>1.46</td><td>1.24</td><td>1.03</td><td>1.23</td><td>1.36</td><td>1.36</td><td>1.36</td><td>1.13</td></tr></tbody></table></div> <div><p>College of Business Graduating Seniors Competency in Knowledge of Concepts by Major</p><table><thead><tr><th>Year</th><th>Accounting</th><th>Human Resource Mgmt.</th><th>Management</th><th>Mgmt. of Technology</th></tr></thead><tbody><tr><td>2008</td><td>93.5%</td><td>95.2%</td><td>96.5%</td><td>100.0%</td></tr><tr><td>2009</td><td>92.3%</td><td>97.1%</td><td>97.3%</td><td>91.9%</td></tr><tr><td>2010</td><td>92.4%</td><td>90.9%</td><td>94.8%</td><td>83.3%</td></tr></tbody></table></div> | Year | Knowledge-Major Area | Writing Skills | Speaking Skills | Analytical/Critical Thinking | Technology Proficiency | Group/Team Work Skills | Appreciation of Ethical Standards | Leadership Skills | 2008 | 96.2% | 89.0% | 85.2% | 90.0% | 88.0% | 88.0% | 88.0% | 88.0% | 2009 | 95.2% | 90.0% | 85.2% | 92.0% | 90.0% | 88.0% | 88.0% | 88.0% | 2010 | 92.3% | 88.0% | 84.9% | 90.0% | 88.0% | 88.0% | 88.0% | 88.0% | Year | Knowledge-Major Area | Writing Skills | Speaking Skills | Analytical/Critical Thinking | Technology Proficiency | Group/Team Work Skills | Appreciation of Ethical Standards | Leadership Skills | 2008 | 2.00 | 1.50 | 1.19 | 1.65 | 1.66 | 1.66 | 1.66 | 1.59 | 2009 | 1.85 | 1.46 | 1.20 | 1.51 | 1.65 | 1.65 | 1.65 | 1.59 | 2010 | 1.46 | 1.24 | 1.03 | 1.23 | 1.36 | 1.36 | 1.36 | 1.13 | Year | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | 2008 | 93.5% | 95.2% | 96.5% | 100.0% | 2009 | 92.3% | 97.1% | 97.3% | 91.9% | 2010 | 92.4% | 90.9% | 94.8% | 83.3% |
| Year | Knowledge-Major Area | Writing Skills | Speaking Skills | Analytical/Critical Thinking | Technology Proficiency | Group/Team Work Skills | Appreciation of Ethical Standards | Leadership Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 96.2% | 89.0% | 85.2% | 90.0% | 88.0% | 88.0% | 88.0% | 88.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 95.2% | 90.0% | 85.2% | 92.0% | 90.0% | 88.0% | 88.0% | 88.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 92.3% | 88.0% | 84.9% | 90.0% | 88.0% | 88.0% | 88.0% | 88.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Knowledge-Major Area | Writing Skills | Speaking Skills | Analytical/Critical Thinking | Technology Proficiency | Group/Team Work Skills | Appreciation of Ethical Standards | Leadership Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 2.00 | 1.50 | 1.19 | 1.65 | 1.66 | 1.66 | 1.66 | 1.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 1.85 | 1.46 | 1.20 | 1.51 | 1.65 | 1.65 | 1.65 | 1.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 1.46 | 1.24 | 1.03 | 1.23 | 1.36 | 1.36 | 1.36 | 1.13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 93.5% | 95.2% | 96.5% | 100.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 92.3% | 97.1% | 97.3% | 91.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 92.4% | 90.9% | 94.8% | 83.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #5 Faculty and Staff Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | |
|--|---|--|---|--|--|----------|-------------------------------|--|-------|--------------------------------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | |
| At least 80% of business students will perceive faculty and staff as "student-centered". | <p>Vision 2020 Student Survey conducted in Spring 2010 as one of many evaluation tools used in the development of the <i>Vision 2020 Strategic Plan</i>.</p> <p><u>Type of Assessment:</u> Indirect; Internal</p> <p><u>Data Timeframe:</u> One time only.</p> | <p>COB respondents (n=222) exceeded the target outcome of 80%. Over 94% agreed that professors are "interested in the development and well being of students", and almost 88% agree that staff is "student-oriented".</p> <p>Findings from this survey are consistent with other surveys regarding business students' opinions about faculty and staff.</p> <p><i>Note: Given the unique status of Athens State University as an upper-division baccalaureate degree-granting institution (offering junior and senior level courses only), student-faculty contact takes place mostly at the major level within the college of enrollment. Therefore, it is accurate to conclude that the perceptions expressed in this survey by business students most likely refer to business faculty.</i></p> | <p>Student opinions were used as one of many elements considered in the SWOT analysis and further strategy development.</p> <p>Results from this survey were disseminated to faculty, staff, and administrators as part of the overall process.</p> <p>No further action required at this time.</p> | Although the <i>Vision 2020 Student Survey</i> was a one-time only survey, the COB continues to monitor business students' opinions of faculty and staff through other assessment instruments, as part of the overall outcomes assessment process. | <div><p>College of Business Students Perception of Faculty and Staff</p><table><thead><tr><th>Category</th><th>Percent of Students Who Agree</th></tr></thead><tbody><tr><td>ASU professors are interested in the development and well being of students.</td><td>94.1%</td></tr><tr><td>ASU staff is student-oriented.</td><td>87.5%</td></tr></tbody></table></div> | Category | Percent of Students Who Agree | ASU professors are interested in the development and well being of students. | 94.1% | ASU staff is student-oriented. | 87.5% |
| Category | Percent of Students Who Agree | | | | | | | | | | |
| ASU professors are interested in the development and well being of students. | 94.1% | | | | | | | | | | |
| ASU staff is student-oriented. | 87.5% | | | | | | | | | | |

Standard #5 Faculty and Staff Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|--|------|-------------------------------------|---|------|----------|------|------|----------|------|-----------|-----------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | |
| COB student satisfaction with course instructors will achieve a mean score of at least 4.0/5.0, being equal to or exceeding the institution as a whole. (1=Low; 5=High) | <p>Faculty Course Evaluation (FCE) survey, administered in every business course at the end of every semester, captures student input on 18 elements associated with instructional quality that includes instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation in the course, and classroom support resources.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>Satisfaction with the course instructor among COB respondents has consistently increased and exceeded the institution's rating during the last three assessment cycles.</p> <p><u>Note:</u> Per university's assessment model, results from this survey are considered "point of service" data which means that data collection occurs immediately after the service/course is provided/offered.</p> | <p>Survey findings are shared with each faculty member. Since data findings may change across terms, individual faculty members whose overall ratings are less than 4.0 throughout two consecutive academic years are asked to provide potential actions that can be taken in an effort to improve the satisfaction rating as part of their improvement plan.</p> | <p>Evaluation of student satisfaction with course instructors is on-going in order to determine the impact of actions taken.</p> |  <table border="1"><caption>Overall Student Satisfaction with Course Instructor</caption><thead><tr><th>Year</th><th>College of Business</th><th>Institution</th></tr></thead><tbody><tr><td>2009</td><td>4.28</td><td>4.28</td></tr><tr><td>2010</td><td>4.34</td><td>4.29</td></tr><tr><td>Fall 2010</td><td>4.36</td><td>4.33</td></tr></tbody></table> | Year | College of Business | Institution | 2009 | 4.28 | 4.28 | 2010 | 4.34 | 4.29 | Fall 2010 | 4.36 | 4.33 |
| Year | College of Business | Institution | | | | | | | | | | | | | | | |
| 2009 | 4.28 | 4.28 | | | | | | | | | | | | | | | |
| 2010 | 4.34 | 4.29 | | | | | | | | | | | | | | | |
| Fall 2010 | 4.36 | 4.33 | | | | | | | | | | | | | | | |
| Professional development metrics for the College of Business will show 100% faculty participation in at least one discipline-related professional development activity each academic year. | <p>Internal records of faculty professional development activities from the Office of VP-Academic Affairs.</p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>Although the outcome was not fully met until 2010, an overwhelming majority of COB faculty engaged in professional development activities. There was a decline in the number of participating faculty during 2009, consistent with budgetary constraints resulting from proration.</p> | <p>No action required at this time. However, in spite of continuing budget difficulties, the COB maintains the professional development of its faculty as a major organizational priority. Accordingly, the COB is exploring alternative funding sources to assist faculty with professional development plans.</p> | <p>Professional development records for academic year 2011 will be available in early Fall 2011.</p> |  <table border="1"><caption>College of Business FT Faculty Participation Professional Development</caption><thead><tr><th>Year</th><th>Faculty Participating in Prof. Dev.</th><th>Number of College of Business Full Time Faculty</th></tr></thead><tbody><tr><td>2008</td><td>23 (92%)</td><td>25</td></tr><tr><td>2009</td><td>21 (84%)</td><td>25</td></tr><tr><td>2010</td><td>25 (100%)</td><td>25</td></tr></tbody></table> | Year | Faculty Participating in Prof. Dev. | Number of College of Business Full Time Faculty | 2008 | 23 (92%) | 25 | 2009 | 21 (84%) | 25 | 2010 | 25 (100%) | 25 |
| Year | Faculty Participating in Prof. Dev. | Number of College of Business Full Time Faculty | | | | | | | | | | | | | | | |
| 2008 | 23 (92%) | 25 | | | | | | | | | | | | | | | |
| 2009 | 21 (84%) | 25 | | | | | | | | | | | | | | | |
| 2010 | 25 (100%) | 25 | | | | | | | | | | | | | | | |

Standard #5 Faculty and Staff Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|---|------|-------------------------------------|--|----------------------------------|--|--|------|-------|-------|-------|-------|-------|------|-------|------|------|------|------|------|------|------|------|------|------|------|------------------------------------|---|------|------|------|------|------|------|------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Instructional technology training and support metrics will show:</p> <p>a) at least 85% faculty participation in at least one technology-related training activity</p> <p>b) at least 80% of faculty will have implemented and/or expanded the use of technology in their courses as appropriate</p> <p>c) a mean score of at least 4.0/5.0 in faculty satisfaction with the availability of technology support and technology training (1=Low; 5=High)</p> | <p>The <i>Faculty Instructional Technology Survey (FITS)</i>, administered annually by the Center for Instructional Technology, captures faculty's usage of technology and support services, and training availability to facilitate teaching and learning.</p> <p><u>Type of Assessment:</u> Indirect; Internal</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>Over 85% of COB faculty participated in at least one technology-training event, meeting the expected outcome.</p> <p>Major improvements in faculty's adoption of technology-based tools for course instruction were evident as data shows significant increases in the expanded use of Blackboard tools, software applications, and online services.</p> <p>Although there has been improvement since 2008, the level of faculty satisfaction with instructional technology support and training shows some variations over the three assessment cycles.</p> <p>Satisfaction with the availability of technology support has gone up since 2008, although it decreased in 2010. The same pattern, although to a lesser degree, applies to faculty satisfaction with the availability of technology.</p> | <p>While technology-related support and training fall outside its authority, the COB has taken a leading role in expanding technology-based instructional capabilities for both faculty and students across the institution.</p> <p>In 2010, the Center for Instructional Technology hired a full-time instructional designer to assist individual faculty with course design and the integration of technology-based tools in course delivery formats.</p> <p>To improve efficiency through economies of scale, a new instructional support organization, the Office of Academic Support and Instructional Systems (OAS/S) will oversee all elements of instruction delivery quality including the technology training and support for both faculty and students.</p> <p>New outcomes will be identified and assessment instruments will be developed to accommodate expanded functional responsibilities overseeing instructional technology.</p> | <p>Results from the 2010-11 <i>Faculty Instructional Technology Survey</i> will be available in early Fall 2011.</p> | <div><p>College of Business Faculty Participation Training and Use of Technology</p><table><caption>College of Business Faculty Participation Training and Use of Technology</caption><tr><th>Year</th><th>Participated in technology training</th><th>Used technological equipment for class</th><th>Used 10 or more Blackboard tools</th><th>Used computer application/software package for class</th><th>Used or required students to use an online service for class</th></tr><tr><td>2008</td><td>84.8%</td><td>84.8%</td><td>87.9%</td><td>84.8%</td><td>84.8%</td></tr><tr><td>2009</td><td>88.9%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>2010</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table></div> <div><p>College of Business Faculty Satisfaction Availability of Technology Support and Training</p><table><caption>College of Business Faculty Satisfaction Availability of Technology Support and Training</caption><tr><th>Year</th><th>Availability of Technology Support</th><th>Availability of Instructional Technology Training</th></tr><tr><td>2008</td><td>3.42</td><td>3.56</td></tr><tr><td>2009</td><td>4.13</td><td>4.44</td></tr><tr><td>2010</td><td>3.86</td><td>4.38</td></tr></table></div> | Year | Participated in technology training | Used technological equipment for class | Used 10 or more Blackboard tools | Used computer application/software package for class | Used or required students to use an online service for class | 2008 | 84.8% | 84.8% | 87.9% | 84.8% | 84.8% | 2009 | 88.9% | 100% | 100% | 100% | 100% | 2010 | 100% | 100% | 100% | 100% | 100% | Year | Availability of Technology Support | Availability of Instructional Technology Training | 2008 | 3.42 | 3.56 | 2009 | 4.13 | 4.44 | 2010 | 3.86 | 4.38 |
| Year | Participated in technology training | Used technological equipment for class | Used 10 or more Blackboard tools | Used computer application/software package for class | Used or required students to use an online service for class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 84.8% | 84.8% | 87.9% | 84.8% | 84.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 88.9% | 100% | 100% | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 100% | 100% | 100% | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Availability of Technology Support | Availability of Instructional Technology Training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 3.42 | 3.56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4.13 | 4.44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 3.86 | 4.38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #5 Faculty and Staff Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|------|---------------------|-------------|------|------|------|------|------|------|------|------|------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | |
| Student Satisfaction with Instructor's use of technology will achieve a mean score of at least 4.0/5.0, being equal to or exceeding the institution's mean score. | <p>The Faculty Course Evaluation (FCE) survey, administered in every business course at the end of every semester, captures student input on 18 elements associated with instructional quality that includes instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation in the course, and classroom support resources.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | COB student satisfaction with the instructor's use of technology to support learning surpassed the expected target outcome, and exceeded the satisfaction of all students (institution). | Although student satisfaction with the instructor's use of technology exceeded the expected outcome, there was a decrease in satisfaction level in 2009. Although this decrease was also reflected at the institutional level, faculty improvement plans addressed this weakness. Data from the 2010 assessment cycle indicated no further decline in satisfaction for COB students, exceeding institutional performance. As stated earlier, further improvements in student satisfaction with instructor's use of technology are expected with the creation of OASIS and its oversight of instructional delivery quality. | 2010-11 FCE results will be available in early Fall 2011. | <table><caption>Student Satisfaction with Instructor's Use of Technology</caption><thead><tr><th>Year</th><th>College of Business</th><th>Institution</th></tr></thead><tbody><tr><td>2008</td><td>4.57</td><td>4.49</td></tr><tr><td>2009</td><td>4.31</td><td>4.27</td></tr><tr><td>2010</td><td>4.31</td><td>4.26</td></tr></tbody></table> | Year | College of Business | Institution | 2008 | 4.57 | 4.49 | 2009 | 4.31 | 4.27 | 2010 | 4.31 | 4.26 |
| Year | College of Business | Institution | | | | | | | | | | | | | | | |
| 2008 | 4.57 | 4.49 | | | | | | | | | | | | | | | |
| 2009 | 4.31 | 4.27 | | | | | | | | | | | | | | | |
| 2010 | 4.31 | 4.26 | | | | | | | | | | | | | | | |

Standard #5 Faculty and Staff Focus

| ANALYSIS OF RESULTS | | | | | | | | | | | | | |
|--|---|--|--|--|--|----------|--------------------|--|-----|--------------------------------|-----|-------------------------------------|-----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | |
| <p>Scholarly Contributions and Professional Activities metrics from COB faculty will indicate:</p> <p>a) at least 60% of FT faculty will be serving in advisory boards, councils or committees relevant to their fields</p> <p>b) at least 50% will have publications in conference proceedings</p> <p>c) at least 40% will have publications in refereed journals</p> | <p><i>Scholarly Contributions and Professional Activities Report.</i></p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>The target outcome for COB scholarly and professional work from faculty has been partially met.</p> <p>The 5-Yr. record of COB faculty engagement in scholarly contributions and professional work (external to classroom activities) indicates a strong involvement in advisory duties through boards, councils, and committees comprising 18 faculty members or 72% of the COB faculty.</p> <p>Nineteen (19) faculty members have produced work of high enough quality to earn acceptance for publication in peer-reviewed journals (9 faculty members or 36% of COB faculty) or conference proceedings (10 faculty members or 40% of COB faculty).</p> | <p>Although there is no graduate business program offered at this time, the COB recognizes an obligation and dedication to the advancement of knowledge. Faculty are strongly encouraged to engage in scholarly and professional work outside the classroom aimed at (1) enhancing teaching, (2) increasing the visibility of the COB and its students, and (3) contributing to the business and economic development of the community.</p> <p>Scholarly and professional work serve as one of several criteria in faculty annual evaluations by the Dean of the college and carry significant weight in decisions involving promotion as stipulated in <i>Faculty Policies and Regulations</i>.</p> | <p>The COB is currently evaluating additional strategies to encourage increased research productivity among faculty conducive to increased publication on refereed journals.</p> | <div><p>College of Business Full Time Faculty Involvement in Scholarly and Professional Work</p><table><thead><tr><th>Category</th><th>Percent of Faculty</th></tr></thead><tbody><tr><td>Serving in Advisory Boards, Councils, & Committees</td><td>72%</td></tr><tr><td>Published in Refereed Journals</td><td>36%</td></tr><tr><td>Published in Conference Proceedings</td><td>40%</td></tr></tbody></table></div> | Category | Percent of Faculty | Serving in Advisory Boards, Councils, & Committees | 72% | Published in Refereed Journals | 36% | Published in Conference Proceedings | 40% |
| Category | Percent of Faculty | | | | | | | | | | | | |
| Serving in Advisory Boards, Councils, & Committees | 72% | | | | | | | | | | | | |
| Published in Refereed Journals | 36% | | | | | | | | | | | | |
| Published in Conference Proceedings | 40% | | | | | | | | | | | | |
| Faculty Satisfaction Survey | <p>Faculty Satisfaction Survey to be developed and implemented in 2012.</p> <p><u>Type of Assessment:</u> Indirect; Internal</p> | <p>The COB is working with the Office of Institutional Planning, Research, and Assessment on the development of a faculty satisfaction survey.</p> | | <p>Survey findings will be available in 2012.</p> | | | | | | | | | |

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

TABLE I NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

| NAME (List alphabetically by Last Name) | MAJOR TEACHING FIELD | COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing) | LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field) | DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications | ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception |
|--|----------------------|---|---|---|---|
| FULL-TIME | | | | | |
| Bell, Kim | Bus. Statistics | GBA 305 Statistical Methods of Business I GBA 306 Statistical Methods of Business II | BS Mathematics and Computer Science MPS Discrete & Statistical Science | Work experience: 10 years management/consulting experience. Teaching Experience: Teaching Assistant, Auburn University, 2 years. | Professional |
| Berzett, John | Accounting | AC 321 Intermed. Accounting I AC 322 Intermed. Accounting II AC 371 Managerial Accounting | BS, Accounting; MBA Accounting concentration (21 SH accounting) | Certified Public Accountant, 2001 Work Experience: 16 years work experience (accounting/finance). Adjunct Teaching Experience: 7 years | Professional |
| Corzine, Emily | Accounting | AC 300 Fund. Accounting AC 322 Inter. Accounting II AC 323 Inter. Accounting III | BSBA MBA Accounting | Certified Public Accountant Work experience: 10 years corporate & public accounting | Professional |

| | | | | | |
|-------------------|---|---|--|---|--------------|
| Gatlin, Jacob | Accounting | AC 361 Federal Tax I AC 362 Federal Tax II | BSBA Master of Accountancy | Certified Public Accountant Work Experience: 9 years experience in accounting firm | Professional |
| Haghighi, Michael | Information Systems Management | AC/MG 302 Management Information Systems AC/MG 303 Management Decision Support Sys. | B.S. CIS M.A.S. Admin. Sci. Ed.D. H.E. Admin. | Experience: 25+ years community college teaching experience (CIS). Administrator of Cisco Academy Program; Cisco Certified Network Associate; Cisco Academy Instructor for Network Security and IT essentials. | Doctorate |
| Pieplow, Thomas | Logistics & Supply Chain Mgmt; Acquisition & Contract Mgmt. | LSM/MG 353 Project Management LSM 301 Intro to LSM LSM 330 LSM in Global Environ. LSM 401 LSM Models | BSBA MBA Logistics DPA Public Admin. | Work Experience: 32 years experience with Army, On Commander's Staff served as Director for Security Assistance. Army Acquisition Corps Level III Certification in Acquisition, Logistics and Program Management Teaching Experience: 11 years adjunct teaching at graduate level. | Doctorate |
| Roberts, Charles | Acquisition & Contract Management | ACM 396 ACM Admin. ACM 397 ACM Negotiations ACM 400 Adv. ACM Research/Proj LSM 401 LSM Models | B.S. Management MBA Bus. Admin. Ph.D. Leadership | Certifications: DAU Levels I/II/III in Acquisition Management DAU Level I in Program Management Certified to instruct Multiple Logistics Management (MDL) Work experience: 20+ years in Logistics with AAMC | Doctorate |

| | | | | | |
|------------------|------------|--|---|--|--------------|
| Shaw, Wendell | MIS | AC/MG 302 Management Information Systems AC/MG 303 Management Decision Support Sys. ESM 410 Business Intelligence ESM 460 Enterprise Sys. Sr. Proj. | B.S. Organizational Management M.S Information Systems (Current: ABD, Business Admin. with CIS concentration) | Work Experience: 13 years in information technology (database manager, network security manager, systems analyst, systems administrator) 4+ years Part-time Teaching Experience: (1 year at ASU) | Professional |
| PART-TIME | | | | | |
| Atchley, Barbara | Management | MG 320 Organizational Communication MG 351 Labor- Management Relations | BS Human Resource Mgt. M.S. Psych: Indus. & Org. Psych (HR specialty) [Enrolled in Ph.D. program 24+ SH completed] | Director of Career Services WSCC (6 years) Corporate HR Officer, 13 years SPHR Advanced Employment Law Certification | Professional |
| Boyd, Linda | Accounting | AC 321 Intermed Accounting I | BBA Accounting MBA (Accounting) | 15 years management/ accounting experience (family owned business); 5 years real estate management experience | Professional |
| Brown, Waymer | Accounting | AC 312 Law for Accountants AC 371 Managerial Accounting AC 401 Auditing | BS Accounting BS Mathematics. MAcc (Accounting) MS Environ. Sci | 15 years work experience (engineering) | Professional |

| | | | | | |
|------------------|--------------------------------|---|--|--|--------------|
| Calhoun, Susan | Logistics & Supply Chain Mgmt. | LSM 301 Intro to Log. & SCM ESM 300 Enterprise Sys. & Bus. Processes LSM 301 Intro to LSM MG 346 Prin. of Management MG 375 Org. Behavior | BBA HRM MSM Management, Human Resource Mgmt. | 15+ years experience in Logistics/Supply Chain Management Executive Development Certification (VU School of Management) LCA Training | Professional |
| Cruse, Sandra | Management Information Systems | AC/MG 302 Management Info. Sys. GBA 301 Windows App for Business | BS Computer Info. Sys. MSM Management (concentration in MIS) | Work Experience: Over 20 years experience in MIS, applications training, Adjunct Teaching Experience: 10 years at ASU | Professional |
| Dorn, Shelana | Marketing | MK 331 Principles of Marketing MK 432 Retailing | BS Management with Marketing Minor MBA with major/concentration in Marketing (18 SH in marketing) | 10 years experience in multi areas of advertising: on-air, online, print, promotions | Professional |
| Edwards, Sherry | Marketing | MK 331 Marketing Principles MK 333 Advertising | BS Marketing MBA Business Administration (18 SH Marketing) | 20 years experience in community college administration 1 year adjunct teaching experience 5 years work experience in industry (banking, retail) | Professional |
| Eubanks, Brandon | Accounting | AC 321 Intermed. Accounting I AC 323 Inter. Accounting III | BSBA Accounting MAcc Accounting | Certified Public Accountant 3 years work experience Defense Contract Audit Agency | Professional |

| | | | | | |
|------------------|------------------------------|---------------------------------------|---|---|--------------|
| Griffin, Tammy | Management | MG 346 Prin. Of Management | BBA Accounting MBA Management | 15+ years work experience in accounting/management 1 year adjunct teaching experience | Professional |
| Hadley, David | Accounting | AC 312 Law for Accountants | BS Accounting MBA Management (18 SH in accounting) | 3 years experience in financial analysis and logistics | Minimal |
| Hammon, Shelia | Accounting | AC 322 Inter. Accounting II | BS Accounting Master of Accountancy | 12 years work experience in accounting | Professional |
| Hill, Jacqueline | Accounting | AC 401 Auditing AC 442 Auditing II | BS Accounting Master of Accountancy | 14 years work experience in accounting/finance | Professional |
| Hinton, Krista | Accounting | AC 371 Managerial Accounting | BBA Bus. Admin. Master of Accountancy | 9 years work experience in accounting/finance | Professional |
| Kerry, Sarah | Acquisition & Contract Mgmt. | ACM 395 ACM Pricing | B.S. Management MAS Administrative Science | 20 years work experience in contracting DAWIA Level III Certification in Contracting DAWIA Level II Certification in Program Management | Professional |

| | | | | | |
|-----------------|-------------------------------|--|---|---|--------------|
| Lovell, Matt | MIS | AC/MG 302 Management Info Sys. GBA 301 Windows Apps. For Business | B.S. (Logistics and MIS) MBA Bus. Admin. | 5 years work experience in manufacturing environment as buyer, analyst, parts development specialist Certifications: Principles of Lean Manufacturing (ATN) Lean Bronze Certification (SME) i2 Factory Planner Levels 2 and 3 (i2 Technologies) | Professional |
| Marks, Helen | Management | MG 346 Prin. Of Management GBA 314 Business Ethics | BS Human Resource Mgmt. MS Management/ HRM | 6 years experience as Manager of ASU University Center (Wallace-Hanceville) | Professional |
| McElyea, Cory | Acquisition & Contr. Mgmt. | ACM/CM 394 Intro to Acquisition & Contract Mgmt. | BBA Management MS Contract Management | 6 years work experience in contract management | Professional |
| Persall, Jo Ann | Economics | EC 310 Modern Economics | BS Business MBA Bus. Admin. MS Economics Ed.D. Admin. HE | 20+ years work experience in community college system-- teaching economics and other business courses; chairperson for Business & Commerce Department (13 years) | Doctorate |
| Peyton, Adina | Contract Management | ACM 395 Contract Pricing | BS Management MS Management | DAWIA Level II & III Certification in Contracting 29 years experience in contracting operations including eight years as Primary Contracting Instructor for the Army Acquisition basic course | Professional |

| | | | | | |
|-------------------|----------------------|---|--|--|--------------|
| Roberts, Kim | Management | MG 390 Operations Management | BS Chem. Eng. MBA Bus. Admin. | Teaching Experience: 3 years adjunct 15 years work experience in manufacturing (Manufacturing supervisor and process engineer) | Professional |
| Serna, Edward | Management/MIS | AC/MG 302 Management Info Sys. MG 346 Prin of Mgt. | BS Business Admin. MBA MIS MS Industrial Mgmt. | Teaching Experience: 4 years adjunct teaching experience Work Experience: 10+ years professional experience in logistics management, business analysis and consulting | Professional |
| Simmons, Susan | Marketing | MK 331 Marketing Principles | BS Marketing MBA Bus. Adm. w/concentration in Marketing (18 SH in marketing) | 5 years work experience as account executive in radio | Professional |
| Simpson, Jill | General Business | GBA 301 Windows Apps. For Business | B.S. Adm. Sys. Mgt. B.S. HRM MBA with concentration in CIS (In Progress: PhD in Educational Leadership) | Teaching Experience: 2 years full-time 4+ years part-time Work Experience: 5 years administrative experience | Professional |
| Smith, Charles P. | Management Marketing | MG 346 Prin. of Management MK 331 Prin. of Marketing | BS Distributive Education/Marketing MA Vocational Education Post-masters: 60 SH in Higher Education Admin. | 25+ years community college teaching experience (management and marketing) | Professional |

| | | | | | |
|-----------------------|---------------------|--|---|---|--------------|
| Steele, William | Management | MG 390 Operations Management | BS Operations Res. MBA Business Admin. (Executive) | 30 years work experience in operations research primarily with Army agencies. Level III Certification, Business/Cost Estimating Level II Certification Program Management | Professional |
| Talley, Debra | Contract Management | CM 398 Government Contract Law | BA History JD Law | Work Experience: 4 years work experience U.S. Army, Redstone, Procurement Law 6 years work experience, U.S. Army - Procurement 7 years work experience Private Law | Professional |
| Tucker, Augustus | MIS | AC/MG 302 Management Information Systems | BS Computer Science/Mathematics MBA (Management Information Systems) | 14 years work experience (software engineering and leadership) 2 years adjunct teaching experience | Professional |
| Waters, Michael | Accounting | AC 361 Fed. Tax I AC 371 Managerial Accounting AC 321 Intermed. Accounting I | BS Accounting MS Accounting & Info Systems (concentration in Accounting) | C.P.A. Work Experience: 20+ years experience in accounting field | Professional |
| Wilson-Noack, Blanche | Management | MG 350 Financial Management | BBA Accounting BA Elem. Education MBA (concentration Finance) | Certifications: CMA CFM 10 years work experience in banking 10 years experience in automotive industry (Finance) | Professional |

| | | | | | |
|-----------------|-----------|---|--|--|--------------|
| Woodall, Monica | Marketing | MK 331 Marketing Principles MK 333 Advertising MK 336 Consumer Behavior | BS Human Resource Mgt. MBA Bus. Admin. (18 SH in marketing) | Work Experience: 11 years experience in production planning | Professional |
|-----------------|-----------|---|--|--|--------------|

Table II
2006-2011 Scholarly Contributions

| Faculty Member | Highest Degree Earned | Professional Certification | Papers Presented | Published Articles/ Manuscripts | Unpublished Articles | Consulting | Professional Related Service | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
|-----------------|-----------------------|----------------------------|------------------|---------------------------------|----------------------|------------|------------------------------|-------------------------------------|-----------------------|--------------------------|-------|
| Bell | M.P.S. | | | | | | | | | | |
| 2010-11 | | | D=2 | | | | | | | | |
| | | | | | | | | | | | |
| Berzett | MBA | CPA, CMA | | | | | | | | | |
| 2006-07 | | | | | | | 1 | | | | |
| | | | | | | | | | | | |
| Corzine | MBA | CPA | | | | | | | | | |
| 2010-11 | | | | | | | | 1 | | 2 | |
| 2007-08 | | | | 1 | | | | | | | |
| | | | | | | | | | | | |
| Gatlin | MAcc | CPA | | | | | | | | | |
| 2010-11 | | | | | | A=1 | | 3 | | 4 | |
| 2009-10 | | | | | | | | 2 | | | |
| | | | | | | | | | | | |
| Haghighi | EdD | | | | | | | | | | |
| 2010-11 | | | | | | | | 9 | 3 | | |
| | | | | | | | | | | | |
| Pieplow | DPA | | | | | | | | | | |
| 2010-11 | | | | | | | 5 | | | | |
| 2009-10 | | | | C=1 | | | | | | | |
| | | | | | | | | | | | |
| Roberts | Ph.D. | | | | | | | | | | |
| 2010-11 | | | | A=1 D=1 | | | | | | | |
| | | | | | | | | | | | |
| Shaw | M.I.S. | | | | | | | | | | |
| 2010-11 | | | | | C=1 | | | 3 | | | |
| | | | | | | | | 2 | | | |

Codes to Use for Scholarly Activities: A = Scholarship of Teaching
C = Scholarship of Integration

B = Scholarship of Discovery
D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

The College of Business draws from a variety of institutional documents and reports in communicating its performance and achievements to the public. In addition, in coordination with the Office of Public Relations, Marketing, and Publications, the College pursues media coverage of outstanding student and/or faculty accomplishments.

1. *The Institutional Effectiveness: Continuous Improvement Report* details the specific improvements realized by academic programs and administrative and support organizational units as a result of the evaluation process. The document is prepared annually by the Office of Institutional Planning, Research and Assessment and published in the Athens State University Website. Excerpted information from this report, specific to the College of Business, is used by the Vice President of Academic Affairs and/or Dean in presentations to various stakeholder groups including the COB Advisory Board, local Chambers of Commerce, and community business groups.
2. University Communications: (A) *The Campus Newsletter*, Athens State University's monthly email campus newsletter, keeps our Faculty and Staff apprised of what is happening on campus and in the lives of their colleagues. Other members of the Athens State family (alumni, emeriti and friends) may receive this newsletter if they subscribe to it.
(B) *The Alumni Newsletter*, mailed annually to members of the Athens State University Alumni Association, lists campus events, faculty and staff achievements, and success stories from other alumni members. This newsletter is mailed to approximately 250 recipients.
(C) *Columns Newsletter*, Athens State University's bi-annual publication to all constituencies of the University – alumni, friends, faculty, staff and the surrounding communities. It highlights Athens State's accomplishments and upcoming goals and projects.
(D) *Strictly Business*, an annual newsletter published by the College of Business. www.athens.edu/college_business/COB_Newsletter.pdf
(E) *The Athenian*, Athens State University's student newspaper. www.athens.edu/students/athenian.php
3. *The Athens State University Annual Report*, prepared by the Office of Public Relations, Marketing and Publications, features accomplishments of the University and its graduates, the contributions made by the University to the community, and financial data for the institution and the Athens State University Foundation. This report is available in electronic format available in the University's website and in printed format distributed to a variety of internal and external constituencies.
4. *President's/Dean's List* (Also reported in area newspapers.) www.athens.edu/students/honors.php

b. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

No substantial revisions made.

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

Three new majors were added in Spring 2010:

Acquisition & Contract Management

Enterprise Systems Management

Logistics & Supply Chain Management.

These new majors have the same CPC as all College of Business majors (see Table III, Standard 6, Criterion 6.1.3 below).

Copies of degree requirements for these majors are attached. [\(Appendix C\)](#)

3. List any accredited programs that have been terminated since your last report.

No programs have been terminated.

Table III Standard 6, Criterion 6.1.3

**Summary of Undergraduate Common Professional Component (CPC) Compliance
(all majors)**

| | A1 MKT | A2 FIN | A3 ACC | A4 MGT | B1 LAW | B2 ECO | B3 ETH | B4 GLO | C1 IS | C2 STAT | D1 Policies | TOTAL |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|----------------|-------|
| AC 300 Acct. Fund. | 0 | 5 | 40 | 0 | 0 | 3 | 5 | 2 | 6 | 0 | 0 | 61 |
| EC 310 Modern Econ. | 2 | 5 | 0 | 3 | 0 | 41 | 2 | 2 | 2 | 0 | 2 | 59 |
| GBA 305 Stat. Meth. I | 0 | 0 | 0 | 10 | 0 | 5 | 5 | 0 | 0 | 45 | 0 | 65 |
| GBA 306 Stat. Meth. II | 0 | 0 | 0 | 10 | 0 | 5 | 5 | 0 | 0 | 45 | 0 | 65 |
| GBA 311 Legal Environ. | 0 | 0 | 0 | 2 | 45 | 0 | 10 | 10 | 0 | 0 | 0 | 67 |
| AC/MG 302 Mgmt. Info. Sys. | 3 | 0 | 0 | 8 | 2 | 0 | 5 | 2 | 45 | 0 | 0 | 65 |
| MG 320 Org. Communication | 5 | 0 | 0 | 45 | 5 | 0 | 5 | 5 | 2 | 0 | 0 | 67 |
| MG 346 Prin. Mgmt. | 0 | 1 | 0 | 45 | 0 | 2 | 6 | 3 | 2 | 0 | 6 | 65 |
| MG 350 Financial Mgt. | 0 | 40 | 10 | 5 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 63 |
| MG 352 Intern'l Business | 2 | 7 | 0 | 4 | 4 | 4 | 1.5 | 45 | 0 | 0 | 0 | 67.5 |
| MG 390 Operations. Mgt | 5 | 0 | 0 | 40 | 0 | 0 | 5 | 5 | 5 | 5 | 2 | 67 |
| MG 420 Business Policy | 3 | 5 | 2 | 20 | 2 | 2 | 4 | 7 | 2 | 0 | 20 | 67 |
| ¹ MG 480 Seminar in Business | 0 | 0 | 0 | 15 | 0 | 0 | 5 | 0 | 8 | 0 | 0 | 28 |
| MK 311 Marketing | 40 | 2 | 0 | 9 | 0 | 6 | 3 | 3 | 3 | 0 | 0 | 66 |
| TOTALS | 60 | 65 | 52 | 216 | 58 | 70 | 64.5 | 87 | 75 | 95 | 30 | |

¹ All CPC courses, with the exception of MG 480, are 3-semester-hour courses. MG 480 is a 1-semester hour course, and is a key component in the assessment of business programs and of student achievement in the areas of communication and professionalism. It provides the “post” assessment writing sample for comparison with the “pre” assessment writing sample done in a course taken in the student’s first term (MG 320 Organizational Communication). It provides an opportunity for students to demonstrate proficiency in oral and written communication, to better prepare for graduate school and the job search process, and to achieve an acceptable score on the Assessment Exam.

Standard #6 Budgetary, Financial, and Market Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|--|------|---|---|-------|--------|--------|------|--------|--------|-------|--------|--------|------|--------|--------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | |
| Fiscal stability to support the academic quality of business programs will be maintained by adequate funding of the College of Business. | Allocated Funds-Financial Records from the Office of Vice President for Financial Affairs <u>Type of Assessment:</u> Direct; Internal <u>Data Timeframe:</u> Fiscal Year | Due to increasing growth in the College of Business enrollment, expenditures for fiscal year 2008 increased by 8.86%. | Adequate funding levels during the last four years have allowed the COB to operate within quality standards without any disruption to its academic programs or student support services. | The College of Business continues to closely monitor student enrollment and evaluates the need for additional faculty, staff and technology resources based on academic programs' growth. | <div>College of Business Expenditures 4-Yr Trend</div> <table border="1"><thead><tr><th>Year</th><th>Percent increase/decrease COB Expenditures</th></tr></thead><tbody><tr><td>2007</td><td>0.10%</td></tr><tr><td>2008</td><td>8.86%</td></tr><tr><td>2009</td><td>-1.42%</td></tr><tr><td>2010</td><td>1.50%</td></tr></tbody></table> | Year | Percent increase/decrease COB Expenditures | 2007 | 0.10% | 2008 | 8.86% | 2009 | -1.42% | 2010 | 1.50% | | | | | |
| | | Year | Percent increase/decrease COB Expenditures | | | | | | | | | | | | | | | | | |
| | | 2007 | 0.10% | | | | | | | | | | | | | | | | | |
| | | 2008 | 8.86% | | | | | | | | | | | | | | | | | |
| 2009 | -1.42% | | | | | | | | | | | | | | | | | | | |
| 2010 | 1.50% | | | | | | | | | | | | | | | | | | | |
| The addition of four (4) new full-time faculty members to accommodate the enrollment growth accounts for the majority of the increase in expenditures in 2008. Otherwise, COB expenditures have been consistent over the last four years with funding variations between 1% to 2%. | Three factors responsible for this accomplishment are: 1) substantial increase in funding during fiscal year 2008 (up \$278,000), 2) economies of scale achieved through higher student enrollment, and 3) expenditure control initiatives in non-instructional areas during the last three years. | | | | | | | | | | | | | | | | | | | |
| Overall, COB's share of the institution's instructional expenditures remained constant at 33% from 2007 to 2009, with a slight increase of 1% realized in 2010. | | | | | | | | | | | | | | | | | | | | |
| | | Revenues for the College of Business have increased due to enrollment growth and tuition increases. Expenditures have been held steady since the addition of new faculty in fiscal year 2008. | Tuition increases have been necessary due to the continual decline in state appropriations. This trend has been consistent with tuition hikes in all higher education institutions in the state. In spite of these tuition increases, Athens State University remains the most affordable baccalaureate degree-granting institution in the state. | | <div>College of Business Instructional Expenditures as % of Institutional Instructional Budget</div> <table border="1"><thead><tr><th>Year</th><th>COB Instructional Expenditures as % of Institutional Instructional Budget</th></tr></thead><tbody><tr><td>2007</td><td>33%</td></tr><tr><td>2008</td><td>33%</td></tr><tr><td>2009</td><td>33%</td></tr><tr><td>2010</td><td>34%</td></tr></tbody></table> | Year | COB Instructional Expenditures as % of Institutional Instructional Budget | 2007 | 33% | 2008 | 33% | 2009 | 33% | 2010 | 34% | | | | | |
| Year | COB Instructional Expenditures as % of Institutional Instructional Budget | | | | | | | | | | | | | | | | | | | |
| 2007 | 33% | | | | | | | | | | | | | | | | | | | |
| 2008 | 33% | | | | | | | | | | | | | | | | | | | |
| 2009 | 33% | | | | | | | | | | | | | | | | | | | |
| 2010 | 34% | | | | | | | | | | | | | | | | | | | |
| | | Current faculty and staff levels have been able to handle the continued growth in enrollment without any negative impact on the quality of the academic programs. | | | <div>College of Business Revenues & Expenditures 4-Yr Trend</div> <table border="1"><thead><tr><th>Year</th><th>COB Expenditures as Percent of Institutional Budget</th><th>COB Revenues as Percent of Institutional Budget</th></tr></thead><tbody><tr><td>2007</td><td>13.20%</td><td>13.46%</td></tr><tr><td>2008</td><td>12.47%</td><td>12.53%</td></tr><tr><td>2009</td><td>13.29%</td><td>14.39%</td></tr><tr><td>2010</td><td>13.51%</td><td>17.93%</td></tr></tbody></table> | Year | COB Expenditures as Percent of Institutional Budget | COB Revenues as Percent of Institutional Budget | 2007 | 13.20% | 13.46% | 2008 | 12.47% | 12.53% | 2009 | 13.29% | 14.39% | 2010 | 13.51% | 17.93% |
| Year | COB Expenditures as Percent of Institutional Budget | COB Revenues as Percent of Institutional Budget | | | | | | | | | | | | | | | | | | |
| 2007 | 13.20% | 13.46% | | | | | | | | | | | | | | | | | | |
| 2008 | 12.47% | 12.53% | | | | | | | | | | | | | | | | | | |
| 2009 | 13.29% | 14.39% | | | | | | | | | | | | | | | | | | |
| 2010 | 13.51% | 17.93% | | | | | | | | | | | | | | | | | | |

Standard #6 Budgetary, Financial, and Market Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|--|------|---|---|---------|-------|---------|------|---------|--------|---------|-------|--------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | |
| Expenditures per business student will be sufficient to provide quality instruction and support services. | <p><i>Financial records from the Office of Vice President for Financial Affairs</i></p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Fiscal Year</p> | Between 2007 and 2008, COB cost per student increased by 3% as a result of increased resources needed to handle an enrollment growth of 10.36% over the previous year. As expected, with increased enrollment, the cost per student decreased for two years in a row (2009 and 2010) as added resources during the previous two years were able to handle a larger number of incoming students and course offerings. Overall, the four year period shows an increase in enrollment of 28.66% compared to a decrease in cost per student of 12.5% over the same period. | <p>The data suggests that enrollment increased at a higher rate than administrative and technology costs. In addition, faculty productivity enabled the COB to maintain a relatively stable number of adjunct instructors evidenced by FT credit hour production of 65% versus 35%, respectively in 2010.</p> <p>Furthermore, previous investment in technology-based resources have resulted in economies of scale in both instruction delivery and support services (i.e. online tutorials), contributing to the overall decrease in the cost per business student.</p> | Although enrollment in the COB increased 9.78% during 2010, further analysis suggest that enrollment is stabilizing. Accordingly, the COB is closely monitoring this trend as the cost per student is expected to increase since normal year-to-year increases in cost may be faster than increases in enrollment. Appropriate actions will be taken as needed to secure resources to maintain academic quality standards and student support services. | <p>College of Business Expenditures Per Student 4-Yr Trend</p> <table><thead><tr><th>Year</th><th>Expenditures per Student (rounded to nearest dollar)</th></tr></thead><tbody><tr><td>2007</td><td>\$5,106</td></tr><tr><td>2008</td><td>\$5,263</td></tr><tr><td>2009</td><td>\$4,762</td></tr><tr><td>2010</td><td>\$4,465</td></tr></tbody></table> | Year | Expenditures per Student (rounded to nearest dollar) | 2007 | \$5,106 | 2008 | \$5,263 | 2009 | \$4,762 | 2010 | \$4,465 | | |
| Year | Expenditures per Student (rounded to nearest dollar) | | | | | | | | | | | | | | | | |
| 2007 | \$5,106 | | | | | | | | | | | | | | | | |
| 2008 | \$5,263 | | | | | | | | | | | | | | | | |
| 2009 | \$4,762 | | | | | | | | | | | | | | | | |
| 2010 | \$4,465 | | | | | | | | | | | | | | | | |
| Maximize allocation of available institutional financial resources for faculty professional growth. | <p><i>Financial records of faculty professional development activities from the Office of VP- Financial Affairs</i></p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Fiscal Year</p> | <p>Although 2010 showed an increase in funding of 27.2% over 2009 levels, the last three fiscal years show major variance in allocated funds. This variance is consistent with budget trends throughout the same period.</p> <p>In spite of declining expenditures, professional development activities for a high percentage of COB faculty were funded. The average dollar value award per participating faculty was \$2,939.00, \$1,791.00, and \$1,908.00 for 2008, 2009, and 2010, respectively, representing a reduction of 54% from 2008 dollar value level.</p> | <p>To maintain its ability to fulfill its mission and in response to current fiscal realities, the COB increased efforts to evaluate and use sound judgment on professional development fund requests. With a focus on expenditure-reduction, faculty were encouraged to prioritize professional development resources to be used wisely and effectively. Accordingly, priorities were given to those professional development requests with the potential to have the most impact on teaching quality and student learning.</p> | Uncertainty in the overall economy and budget projections, expected to continue in the foreseeable future, have the potential to affect professional development fund allocations for both the COB and the institution as a whole. The COB will continue to pursue funding for the professional development needs of its faculty based on the institution's fiscal capabilities. | <p>College of Business Faculty Professional Development Expenditures</p> <table><thead><tr><th>Year</th><th>Percentage of Institutional Professional Development Expenditures</th><th>COB Faculty Professional Development Expenditures (in thousands of dollars)</th></tr></thead><tbody><tr><td>2008</td><td>57.2%</td><td>\$67.6</td></tr><tr><td>2009</td><td>47.9%</td><td>\$37.6</td></tr><tr><td>2010</td><td>44.8%</td><td>\$47.7</td></tr></tbody></table> | Year | Percentage of Institutional Professional Development Expenditures | COB Faculty Professional Development Expenditures (in thousands of dollars) | 2008 | 57.2% | \$67.6 | 2009 | 47.9% | \$37.6 | 2010 | 44.8% | \$47.7 |
| Year | Percentage of Institutional Professional Development Expenditures | COB Faculty Professional Development Expenditures (in thousands of dollars) | | | | | | | | | | | | | | | |
| 2008 | 57.2% | \$67.6 | | | | | | | | | | | | | | | |
| 2009 | 47.9% | \$37.6 | | | | | | | | | | | | | | | |
| 2010 | 44.8% | \$47.7 | | | | | | | | | | | | | | | |

Standard #6 Budgetary, Financial, and Market Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|--|------|---------------------------------|---|------|----|---------|------|----|---------|------|----|---------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | |
| Provide merit-based scholarships to academically-qualified business majors. | <i>Financial records from the Office of Student Financial Services and the Athens State University Foundation</i> <u>Type of Assessment:</u> Direct; Internal <u>Data Timeframe:</u> Academic Year | Merit-based (non-need) scholarships are funded through the institution, the ASU Foundation, and Phi Theta Kappa. Combined awards for the last three academic years totaled \$356,200.00. Typically over 60 business students receive scholarships every year with individual awards ranging from \$700.00 to \$7,600.00 depending on type of scholarship and funding source. | The College of Business is evaluating the possibility of establishing a competitive merit-based scholarship fund strictly for business majors. Input will be sought from external stakeholders. | N/A | <div><p>College of Business Students Merit-Based Scholarship Awards</p><table><thead><tr><th>Year</th><th>Scholarship Awards (Recipients)</th><th>Scholarship Dollar Value (in thousands)</th></tr></thead><tbody><tr><td>2008</td><td>65</td><td>\$139.2</td></tr><tr><td>2009</td><td>61</td><td>\$104.9</td></tr><tr><td>2010</td><td>67</td><td>\$112.1</td></tr></tbody></table></div> | Year | Scholarship Awards (Recipients) | Scholarship Dollar Value (in thousands) | 2008 | 65 | \$139.2 | 2009 | 61 | \$104.9 | 2010 | 67 | \$112.1 |
| Year | Scholarship Awards (Recipients) | Scholarship Dollar Value (in thousands) | | | | | | | | | | | | | | | |
| 2008 | 65 | \$139.2 | | | | | | | | | | | | | | | |
| 2009 | 61 | \$104.9 | | | | | | | | | | | | | | | |
| 2010 | 67 | \$112.1 | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|------|----------------------|---------------------|------|------|-----|------|------|-----|------|------|-----|------|------|-----|--------|-----------------|-------------------------|-----------|------|------|-----------|------|-------|-----------|------|------|-----------|-------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrollment in business programs will increase 5% per year. | <p><i>Institutional Research Data Reports- Enrollment Statistics</i></p> <p><u>Type of Assessment:</u> Direct; Internal; Summative; Comparative</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>The College of Business has experienced sustained growth in enrollment during the last three academic years.</p> <p>Between 2007 and 2010, enrollment grew 28.66%, exceeding the institution's enrollment growth. Average annual growth during the three-year period was 8.78%, exceeding the 5% goal.</p> <p>COB enrollment in 2010 comprised 33.67% of institutional enrollment, up from 30.92% two years earlier.</p> <p><i>Please refer to COB retention and graduation outcomes under the next performance measure.</i></p> | <p>Further analysis of enrollment data shows that such growth has been the result of the following factors:</p> <p>(1) availability of multiple methods of instructional delivery formats (face-to-face, online, and blended courses),</p> <p>(2) varied course scheduling to include day, evening and weekend classes, and</p> <p>(3) the offering of three new programs, highly aligned to the local economy and job market conditions.</p> | <p>The COB is focused on managing growth effectively in order to maintain a stable enrollment environment to ensure the continued quality of its academic programs.</p> <p>Accordingly, the COB continues to rely on data collection and analysis to establish enrollment projections and goals and implement enrollment management strategies, with a focus on balancing such factors as academic programs development, faculty development, and academic and retention policies and procedures consistent with available fiscal and instructional resources.</p> | <div><p>College of Business Enrollment and Graduation</p><table><caption>College of Business Enrollment and Graduation Data</caption><thead><tr><th>Year</th><th>Headcount Enrollment</th><th>Number of Graduates</th></tr></thead><tbody><tr><td>2007</td><td>1291</td><td>257</td></tr><tr><td>2008</td><td>1371</td><td>284</td></tr><tr><td>2009</td><td>1513</td><td>288</td></tr><tr><td>2010</td><td>1661</td><td>307</td></tr></tbody></table></div> <div><p>College of Business Comparative Enrollment Trend</p><table><caption>College of Business Comparative Enrollment Trend Data</caption><thead><tr><th>Period</th><th>Institution (%)</th><th>College of Business (%)</th></tr></thead><tbody><tr><td>2007-2008</td><td>6.2%</td><td>8.4%</td></tr><tr><td>2008-2009</td><td>5.3%</td><td>10.4%</td></tr><tr><td>2009-2010</td><td>5.6%</td><td>9.8%</td></tr><tr><td>2007-2010</td><td>20.6%</td><td>28.7%</td></tr></tbody></table></div> | Year | Headcount Enrollment | Number of Graduates | 2007 | 1291 | 257 | 2008 | 1371 | 284 | 2009 | 1513 | 288 | 2010 | 1661 | 307 | Period | Institution (%) | College of Business (%) | 2007-2008 | 6.2% | 8.4% | 2008-2009 | 5.3% | 10.4% | 2009-2010 | 5.6% | 9.8% | 2007-2010 | 20.6% | 28.7% |
| Year | Headcount Enrollment | Number of Graduates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 1291 | 257 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 1371 | 284 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 1513 | 288 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 1661 | 307 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period | Institution (%) | College of Business (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007-2008 | 6.2% | 8.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 5.3% | 10.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 5.6% | 9.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007-2010 | 20.6% | 28.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|---------------------|--------------------|--------------------|-----------|--------|--------|-----------|--------|-----------|-----------|-------|-------|-------|-----------|------|-------|-------|-------|-----------|------|-------|-------|-----|-----------|------|-------|-----|-----|------|------------|---------------------|------------|----------------------|------|-----|----|----|----|------|-----|----|----|----|------|-----|----|----|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business programs will achieve: a) a retention rate of 70% or greater one year after admission to the college b) a graduation rate of 45% by the 3rd year of attendance c) degree completers totaling at least 30 graduates annually from all majors. | <i>Institutional Research Data Records-Retention and Graduation Statistics</i> <u>Type of Assessment:</u> Direct; Internal; Summative; Comparative <u>Data Timeframe:</u> Term-Fall-Retention & Graduation Rates; All Terms-Degrees Awarded Headcount) | For degree-seeking business students entering the university in Fall 2006 and Fall 2007, the one- year retention rate was 70% and 71% respectively, meeting the 70% or greater goal. For students entering in Fall 2008, the one- year retention rate was 68%, which is slightly below target. | College of Business retention rates and trends are consistent with those of the institution, which range from 69% to 72%. The retention rate for the institution also decreased in Fall 2008. The calculated retention rates are likely lower than the actual rates since they are based on Fall enrollment only. To account for students who may take off a semester and then return, the number of students enrolled in an academic year (excluding those that graduated that year) was compared to the number of enrolled students (excluding new students) the following year. The rates for 2007-2009 range from 84% to 85%. | The University is implementing a new Enrollment Management Plan which will examine student retention and further identify reasons students are not returning. Given the unique nature of the University as an upper-level undergraduate institution and the high percentage of students attending school on a part time basis, the use of typical retention formulas mostly based on an entering freshman class may not be the most appropriate mechanism. | <div><h3>College of Business Students Retention Rate</h3><table><caption>College of Business Students Retention Rate Data</caption><thead><tr><th>Term</th><th>Retention - 1 year</th><th>Retention - 2 year</th></tr></thead><tbody><tr><td>Fall 2006</td><td>70.1%</td><td>51.5%</td></tr><tr><td>Fall 2007</td><td>71.4%</td><td>53.6%</td></tr><tr><td>Fall 2008</td><td>67.7%</td><td>46.1%</td></tr></tbody></table></div> | Term | Retention - 1 year | Retention - 2 year | Fall 2006 | 70.1% | 51.5% | Fall 2007 | 71.4% | 53.6% | Fall 2008 | 67.7% | 46.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Term | Retention - 1 year | Retention - 2 year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2006 | 70.1% | 51.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 71.4% | 53.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 67.7% | 46.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Note: Given the upper-undergraduate level status of Athens State University, all students are admitted as juniors, having completed their first two years of college at other accredited institutions. Over 60% of business students attend school on a part-time basis. This perspective is important when making interpretations of retention and graduation rates.</i> | The three-year (150% rule) graduation rate for degree-seeking business students entering the university in academic years 2006-2008 (Fall terms) ranged from 43% to 49%, meeting our 45% target in 2006 and 2007, and falling just below target in academic year 2008. From Fall 2007 through Summer 2010, the annual number of graduates from each business program ranged from 32 to 158, meeting the target of at least 30 graduates per year. The number of graduates from 2008 through 2010 remained somewhat stable for the Human Resource Management and Management of Technology programs, while the number of Management and Accounting graduates increased. | The three-year grad rates for full-time COB students entering in academic years 2006-2008 (Fall terms) range from 48% to 67%. Although there is no conclusive data identifying the specific factors behind the decrease in graduation rates during 2008, the findings are not unique to the COB or the University. Further analysis is needed to validate whether this decrease will hold and/or whether consecutive tuition increases and a weak job market, combined with the substantial number of business students attending school part-time (over 60%), are having an impact on graduation rates. In the meantime, the COB, as part of an institutional initiative, is working to identify students at risk, thereby, allowing faculty advisors to develop appropriate interventions to get students back on track for a timely graduation. | The Office of Institutional Planning, Research and Assessment and the Office of VP for Enrollment and Student Services, in coordination with all three colleges, are working on ways to develop and expand an analytical framework suited for this type of institution. | <div><h3>College of Business Graduation Rates</h3><table><thead><tr><th rowspan="2">Start Term</th><th colspan="4">Graduation Rate (%)</th></tr><tr><th>1 Year</th><th>2 Year</th><th>3 Year</th><th>4 Year</th></tr></thead><tbody><tr><td>Fall 2005</td><td>0.56</td><td>28.81</td><td>49.15</td><td>59.89</td></tr><tr><td>Fall 2006</td><td>0.00</td><td>25.55</td><td>44.53</td><td>54.74</td></tr><tr><td>Fall 2007</td><td>0.00</td><td>21.79</td><td>43.16</td><td>N/A</td></tr><tr><td>Fall 2008</td><td>0.66</td><td>19.54</td><td>N/A</td><td>N/A</td></tr></tbody></table></div> <div><h3>College of Business Graduates by Program</h3><table><caption>College of Business Graduates by Program Data</caption><thead><tr><th>Year</th><th>Management</th><th>Mgmt. of Technology</th><th>Accounting</th><th>Human Resource Mgmt.</th></tr></thead><tbody><tr><td>2008</td><td>143</td><td>44</td><td>64</td><td>32</td></tr><tr><td>2009</td><td>139</td><td>54</td><td>62</td><td>33</td></tr><tr><td>2010</td><td>158</td><td>41</td><td>74</td><td>34</td></tr></tbody></table><p><small>There was one Applied Tech. grad in 2008.</small></p></div> | Start Term | Graduation Rate (%) | | | | 1 Year | 2 Year | 3 Year | 4 Year | Fall 2005 | 0.56 | 28.81 | 49.15 | 59.89 | Fall 2006 | 0.00 | 25.55 | 44.53 | 54.74 | Fall 2007 | 0.00 | 21.79 | 43.16 | N/A | Fall 2008 | 0.66 | 19.54 | N/A | N/A | Year | Management | Mgmt. of Technology | Accounting | Human Resource Mgmt. | 2008 | 143 | 44 | 64 | 32 | 2009 | 139 | 54 | 62 | 33 | 2010 | 158 | 41 | 74 | 34 |
| Start Term | Graduation Rate (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 Year | 2 Year | 3 Year | 4 Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2005 | 0.56 | 28.81 | 49.15 | 59.89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2006 | 0.00 | 25.55 | 44.53 | 54.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 0.00 | 21.79 | 43.16 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 0.66 | 19.54 | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Management | Mgmt. of Technology | Accounting | Human Resource Mgmt. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 143 | 44 | 64 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 139 | 54 | 62 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 158 | 41 | 74 | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|--------------------|----------------|------------|---------------------|--------------------|------|-----|-----|--------|-----|------|-----|-----|--------|-----|------|-----|-----|--------|-----|------|-----|-----|--------|-----|------|-----|-----|--------|-----|------|------------------------------|------------------------------|-----------------------|-------------------------------|-----------|------|-----|-----|-----|-----------|------|------|-----|-----|-----------|------|------|-----|-----|------|---------------------|------------|----------------------|------------|---------------------|------|-------|------|-------|-------|------|------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|---|-----|-------------|---|--------|--------|---|--------|--------|---|--|---|---|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The College of Business will meet students' needs for course schedule flexibility via multiple formats of instructional delivery, particularly distance learning (DL). | Institutional Research Data Reports- Course/Class Schedules | Enrollment of business students in online courses has risen consistently since 2006. Accordingly, online offerings have been expanded significantly, comprising 73.2% of total class offering (DL and Non-DL) in 2010, up from 36.8% in 2006. (Distance learning designation includes blended and internet courses.) | The COB's strategic decision to expand the offering of online courses is consistent with findings from the <i>Vision 2020 Student Survey</i> that shows business students exceeding all students (institution) in their preference/need for online courses by 7.1%. | The COB continues monitoring student demand for online courses and will make appropriate adjustments as needed. | <div>College of Business Class Offerings DL & Non-DL <table><caption>College of Business Class Offerings DL & Non-DL</caption><thead><tr><th>Year</th><th>Non-DL Classes</th><th>DL Classes</th><th>DL Percent of Total</th><th>Total # of Classes</th></tr></thead><tbody><tr><td>2006</td><td>448</td><td>165</td><td>36.8 %</td><td>613</td></tr><tr><td>2007</td><td>511</td><td>272</td><td>53.2 %</td><td>783</td></tr><tr><td>2008</td><td>528</td><td>357</td><td>67.7 %</td><td>885</td></tr><tr><td>2009</td><td>531</td><td>381</td><td>71.8 %</td><td>912</td></tr><tr><td>2010</td><td>534</td><td>391</td><td>73.2 %</td><td>925</td></tr></tbody></table></div> <div>College of Business Students and DL Classes <table><caption>College of Business Students and DL Classes</caption><thead><tr><th>Year</th><th>Total COB Student Enrollment</th><th>Taking at least one DL Class</th><th>Taking all DL Classes</th><th>Taking all DL Classes to Date</th></tr></thead><tbody><tr><td>Fall 2007</td><td>1008</td><td>942</td><td>616</td><td>409</td></tr><tr><td>Fall 2008</td><td>1142</td><td>1103</td><td>814</td><td>607</td></tr><tr><td>Fall 2009</td><td>1183</td><td>1142</td><td>826</td><td>628</td></tr></tbody></table></div> <div>College of Business Graduates Completing Program with All DL Courses <table><caption>College of Business Graduates Completing Program with All DL Courses</caption><thead><tr><th>Year</th><th>College of Business</th><th>Accounting</th><th>Human Resource Mgmt.</th><th>Management</th><th>Mgmt. of Technology</th></tr></thead><tbody><tr><td>2008</td><td>13.4%</td><td>4.7%</td><td>15.6%</td><td>18.2%</td><td>9.1%</td></tr><tr><td>2009</td><td>27.4%</td><td>27.4%</td><td>39.4%</td><td>30.9%</td><td>11.1%</td></tr><tr><td>2010</td><td>35.8%</td><td>35.1%</td><td>44.1%</td><td>38.0%</td><td>22.0%</td></tr></tbody></table></div> <div>Importance of Distance Learning<table><thead><tr><th>Students: College of Business and Institution</th><th>COB</th><th>Institution</th></tr></thead><tbody><tr><td>Strong Preference/Need for Online Courses</td><td>74.26%</td><td>67.17%</td></tr><tr><td>Availability of DL Courses/Degrees a Major Reason for Attending</td><td>72.97%</td><td>61.90%</td></tr></tbody></table></div> | Year | Non-DL Classes | DL Classes | DL Percent of Total | Total # of Classes | 2006 | 448 | 165 | 36.8 % | 613 | 2007 | 511 | 272 | 53.2 % | 783 | 2008 | 528 | 357 | 67.7 % | 885 | 2009 | 531 | 381 | 71.8 % | 912 | 2010 | 534 | 391 | 73.2 % | 925 | Year | Total COB Student Enrollment | Taking at least one DL Class | Taking all DL Classes | Taking all DL Classes to Date | Fall 2007 | 1008 | 942 | 616 | 409 | Fall 2008 | 1142 | 1103 | 814 | 607 | Fall 2009 | 1183 | 1142 | 826 | 628 | Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | 2008 | 13.4% | 4.7% | 15.6% | 18.2% | 9.1% | 2009 | 27.4% | 27.4% | 39.4% | 30.9% | 11.1% | 2010 | 35.8% | 35.1% | 44.1% | 38.0% | 22.0% | Students: College of Business and Institution | COB | Institution | Strong Preference/Need for Online Courses | 74.26% | 67.17% | Availability of DL Courses/Degrees a Major Reason for Attending | 72.97% | 61.90% | <u>Type of Assessment:</u> Direct; Internal; Summative | During fall terms in the three-year period 2008 to 2010, the number of students taking at least one online course increased by 21.3%, while the number of students taking all courses online increased by 34.1%. | Even a larger difference among business students over all students, 11.1%, was observed regarding the availability of DL courses as a major factor in their decision to attend the institution. | Careful planning of course schedules to achieve the optimum balance among instructional delivery formats will remain as demand for online courses is expected to stabilize in the next few years. |
| | Year | Non-DL Classes | DL Classes | DL Percent of Total | | Total # of Classes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2006 | 448 | 165 | 36.8 % | | 613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2007 | 511 | 272 | 53.2 % | | 783 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2008 | 528 | 357 | 67.7 % | | 885 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 531 | 381 | 71.8 % | 912 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 534 | 391 | 73.2 % | 925 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Total COB Student Enrollment | Taking at least one DL Class | Taking all DL Classes | Taking all DL Classes to Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 1008 | 942 | 616 | 409 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 1142 | 1103 | 814 | 607 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2009 | 1183 | 1142 | 826 | 628 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | College of Business | Accounting | Human Resource Mgmt. | Management | Mgmt. of Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 13.4% | 4.7% | 15.6% | 18.2% | 9.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 27.4% | 27.4% | 39.4% | 30.9% | 11.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 35.8% | 35.1% | 44.1% | 38.0% | 22.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students: College of Business and Institution | COB | Institution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strong Preference/Need for Online Courses | 74.26% | 67.17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Availability of DL Courses/Degrees a Major Reason for Attending | 72.97% | 61.90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Data Timeframe:</u> Academic Year (term aggregated data) | The number of business students taking all DL classes to date grew 53.5% from Fall 2007 to Fall 2009. | Recognizing the importance of meeting student demand for instructional delivery in alternative formats, all seven academic degree programs in the COB are available in face-to-face, blended, and fully online formats. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Vision 2020 Student Survey | Overall, 96.5% of business students took at least one online course during Fall 2009 up from 93.5% in Fall 2007. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Type of Assessment:</u> Indirect; Internal; Comparative | Another indicator of the success of distance learning programs in the College of Business is the increasing trend in the number of business graduates from all majors who have chosen, and were able, to complete their degrees fully online. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Data Timeframe:</u> One Time Only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

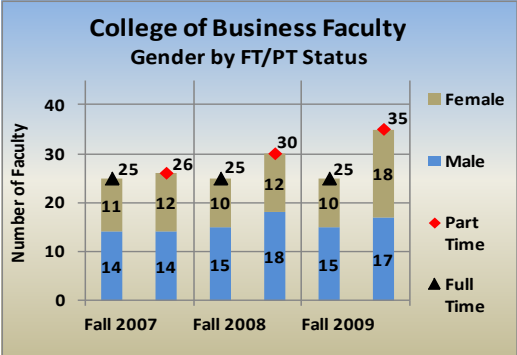
Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|---|------|---------------------------------|-----------------------|-----------|------|------|-----------|------|------|-----------|------|------|------|------|------|------|------|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FTE Student/Faculty Ratio will not exceed the maximum institutional goal of 25 to 1 with an average class size not to exceed 25 students. | <p><i>Institutional Research Data Reports -Credit Hour Production</i></p> <p><u>Type of Assessment:</u> Direct; Internal; Summative</p> <p><u>Data Timeframe:</u> Term</p> | <p>Student/Faculty Ratio by FTE for the COB ranged from 18:1 to 20:1 in the last three academic years with average class size fluctuating from 20 to 23 students.</p> <p>Based on the data of the last three assessment cycles, the COB has been able to provide individualized attention to business students, while maintaining cost efficiency standards.</p> | <p>Further analysis demonstrates that the COB meets institutional guidelines regarding an average individual productivity factor of at least 105 semester credit hours (CHP) and a maximum of 300 for its faculty.</p> <p>Average faculty CHP for the last three academic years range from 144 hours to 189 hours, depending on term.</p> <p>A combination of the strategic scheduling of classes together with the growth of DL classes appear to be the most important factors in maintaining class size within appropriate parameters.</p> | <p>The College of Business is developing a 2-Yr <i>Master Class Schedule</i> to better assist planning and faculty assignments. For every course offered, the schedule will include term, campus location, and instructional delivery format (i.e. Online, Blended, Traditional).</p> <p>The COB will continue monitoring faculty productivity measures and class offerings and will make appropriate adjustments as needed.</p> | <div><p>College of Business Average Class Size and Student/Faculty Ratio</p><table><tr><th>Term</th><th>FTE Student / FTE Faculty Ratio</th><th>Mean Class Enrollment</th></tr><tr><td>Fall 2007</td><td>18.3</td><td>19.7</td></tr><tr><td>Fall 2008</td><td>19.4</td><td>22.0</td></tr><tr><td>Fall 2009</td><td>19.9</td><td>23.3</td></tr></table></div> <div><p>College of Business Faculty Average Credit Hour Production by Term</p><table><tr><th>Term</th><th>2008</th><th>2009</th><th>2010</th></tr><tr><td>Fall</td><td>173.2</td><td>178.4</td><td>179.2</td></tr><tr><td>Spring</td><td>162.6</td><td>169.9</td><td>189.1</td></tr><tr><td>Summer</td><td>144.0</td><td>168.4</td><td>155.0</td></tr></table></div> | Term | FTE Student / FTE Faculty Ratio | Mean Class Enrollment | Fall 2007 | 18.3 | 19.7 | Fall 2008 | 19.4 | 22.0 | Fall 2009 | 19.9 | 23.3 | Term | 2008 | 2009 | 2010 | Fall | 173.2 | 178.4 | 179.2 | Spring | 162.6 | 169.9 | 189.1 | Summer | 144.0 | 168.4 | 155.0 |
| Term | FTE Student / FTE Faculty Ratio | Mean Class Enrollment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 18.3 | 19.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 19.4 | 22.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2009 | 19.9 | 23.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term | 2008 | 2009 | 2010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 173.2 | 178.4 | 179.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 162.6 | 169.9 | 189.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer | 144.0 | 168.4 | 155.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

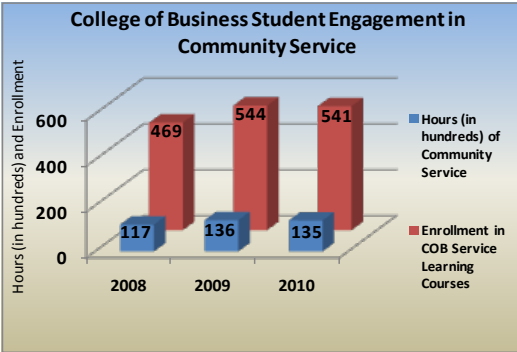
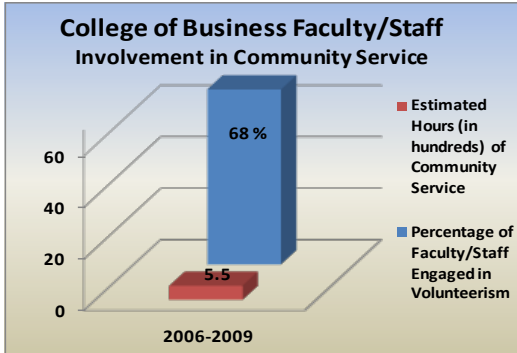
Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|--|--|-----------------------------|-------------------------|-----------------|-----------|-------|-----------|-----------|-------|-------|-----------|-------|-------|-----------|------------------------|--------|--|--|--|--|--|----------|----|-----|----|-----|----|-----|----------|----|-----|----|-----|----|-----|--------------|--|--|--|--|--|--|-----------|---|-----|---|-----|---|-----|---------------------|---|-----|---|-----|---|-----|---------------------|----|-----|----|-----|----|-----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Growth in the credit hour production of business programs will be comparable to the overall institutional performance. | <i>Institutional Research Data Reports-Credit Hour Production Trend</i> <u>Type of Assessment:</u> Direct; Internal; Summative; Comparative <u>Data Timeframe:</u> Academic Year (term aggregated data) | <p>The percent of growth in credit hour production for the COB for the three-year period 2007-2010 was 24.56% compared to 24.32% for the institution, indicating full alignment with institutional performance.</p> <p>As a percentage of institutional credit hour production, the COB comprised 35.27%, 34.34%, 34.80%, and 35.34% for 2007, 2008, 2009, and 2010, respectively.</p> | No action is required at this time, although the COB continues to monitor program and course requirements to ensure compliance with accreditation guidelines. | N/A | <div><p>College of Business and Institution Percent Growth in Credit Hour Production</p><table border="1"><caption>College of Business and Institution Percent Growth in Credit Hour Production</caption><thead><tr><th>Year</th><th>College of Business (%)</th><th>Institution (%)</th></tr></thead><tbody><tr><td>2007-2008</td><td>5.52%</td><td>8.37%</td></tr><tr><td>2008-2009</td><td>7.42%</td><td>6.03%</td></tr><tr><td>2009-2010</td><td>9.89%</td><td>8.20%</td></tr><tr><td>2007-2010</td><td>24.56%</td><td>24.32%</td></tr></tbody></table></div> | Year | College of Business (%) | Institution (%) | 2007-2008 | 5.52% | 8.37% | 2008-2009 | 7.42% | 6.03% | 2009-2010 | 9.89% | 8.20% | 2007-2010 | 24.56% | 24.32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | College of Business (%) | Institution (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007-2008 | 5.52% | 8.37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 7.42% | 6.03% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 9.89% | 8.20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007-2010 | 24.56% | 24.32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The College of Business seeks to insure that an increasing percentage of faculty hold appropriate terminal degrees. | <i>Institutional Research Data Records-Faculty Qualifications Statistics</i> <u>Type of Assessment:</u> Direct; Internal; Summative <u>Data Timeframe:</u> Fall Term (data is reported based on the highest degree obtained by individual faculty as of start of the academic year). | <p>The college has made considerable progress in the percentage of faculty with terminal degrees, increasing in the fall of 2009 to 60% from 52% in the fall of 2008.</p> <p>As a major organizational priority, the College of Business remains fully committed in its support of faculty pursuing terminal degrees.</p> <p>In addition, many faculty members have substantive industry experience in their areas of teaching.</p> | As of summer 2011, five (5) additional faculty members have completed all coursework toward their doctoral degrees achieving ABD status and are at different stages of completion of their respective dissertations. | | <div><p>College of Business Faculty by Highest Degree and Rank</p><table><tr><th rowspan="2">College of Business Faculty</th><th colspan="2">Fall 2007</th><th colspan="2">Fall 2008</th><th colspan="2">Fall 2009</th></tr><tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td colspan="7">Highest Degree:</td></tr><tr><td>Terminal</td><td>13</td><td>52%</td><td>13</td><td>52%</td><td>15</td><td>60%</td></tr><tr><td>Master's</td><td>12</td><td>48%</td><td>12</td><td>48%</td><td>10</td><td>40%</td></tr><tr><td colspan="7">Rank:</td></tr><tr><td>Professor</td><td>5</td><td>20%</td><td>6</td><td>24%</td><td>8</td><td>32%</td></tr><tr><td>Associate Professor</td><td>6</td><td>24%</td><td>6</td><td>24%</td><td>4</td><td>16%</td></tr><tr><td>Assistant Professor</td><td>14</td><td>56%</td><td>13</td><td>52%</td><td>13</td><td>52%</td></tr></table></div> | College of Business Faculty | Fall 2007 | | Fall 2008 | | Fall 2009 | | # | % | # | % | # | % | Highest Degree: | | | | | | | Terminal | 13 | 52% | 13 | 52% | 15 | 60% | Master's | 12 | 48% | 12 | 48% | 10 | 40% | Rank: | | | | | | | Professor | 5 | 20% | 6 | 24% | 8 | 32% | Associate Professor | 6 | 24% | 6 | 24% | 4 | 16% | Assistant Professor | 14 | 56% | 13 | 52% | 13 | 52% |
| College of Business Faculty | Fall 2007 | | Fall 2008 | | Fall 2009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | # | % | # | % | # | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Highest Degree: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Terminal | 13 | 52% | 13 | 52% | 15 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master's | 12 | 48% | 12 | 48% | 10 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rank: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professor | 5 | 20% | 6 | 24% | 8 | 32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Associate Professor | 6 | 24% | 6 | 24% | 4 | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assistant Professor | 14 | 56% | 13 | 52% | 13 | 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|------------------|----------------|----------------|------------------|------------------|-----------|----|----|----|----|-----------|----|----|----|----|-----------|----|----|----|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | |
| The College of Business strives to ensure a representative and equitable academically-qualified faculty. | <i>Institutional Research Data Reports-Faculty Demographics (Gender)</i> | The data shows a relatively stable gender-balanced faculty in the College of Business for both full time and adjunct faculty. | The College of Business, as well as the institution, remains committed to a gender equitable, academically qualified faculty. | N/A |  <table><caption>College of Business Faculty Gender by FT/PT Status</caption><thead><tr><th>Year</th><th>Male Full Time</th><th>Male Part Time</th><th>Female Full Time</th><th>Female Part Time</th></tr></thead><tbody><tr><td>Fall 2007</td><td>14</td><td>11</td><td>25</td><td>11</td></tr><tr><td>Fall 2008</td><td>15</td><td>10</td><td>25</td><td>12</td></tr><tr><td>Fall 2009</td><td>17</td><td>10</td><td>35</td><td>18</td></tr></tbody></table> | Year | Male Full Time | Male Part Time | Female Full Time | Female Part Time | Fall 2007 | 14 | 11 | 25 | 11 | Fall 2008 | 15 | 10 | 25 | 12 | Fall 2009 | 17 | 10 | 35 | 18 |
| | Year | Male Full Time | Male Part Time | Female Full Time | | Female Part Time | | | | | | | | | | | | | | | | | | | |
| | Fall 2007 | 14 | 11 | 25 | | 11 | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 15 | 10 | 25 | 12 | | | | | | | | | | | | | | | | | | | | | |
| Fall 2009 | 17 | 10 | 35 | 18 | | | | | | | | | | | | | | | | | | | | | |
| <u>Type of Assessment:</u> Direct; Internal; Summative | College-wide, female faculty comprised 46.7% of all faculty in the fall 2009, an increase of 6.7 percentage points over the previous period. | All possible efforts are exerted in the recruitment, hiring, and promotion decisions to produce a workplace culture that recognizes merit, performance and the attainment of professional and institutional goals and objectives. | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Data Timeframe:</u> Term | The percentage of women in full time faculty positions ranged from 40% to 44% with a ratio of male to female of 3:2 or 1.5 in both 2008 and 2009, slightly higher than the 2007 ratio of 1.3. | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Female representation in adjunct faculty positions ranged from 40% to 51% with a ratio of male to female of 0.9 in 2009, down from a ratio of 1.5 and 1.3 in the Fall of 2008 and 2007, respectively. | | | | | | | | | | | | | | | | | | | | | | | |

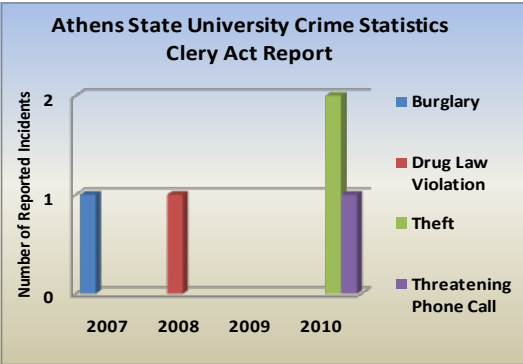
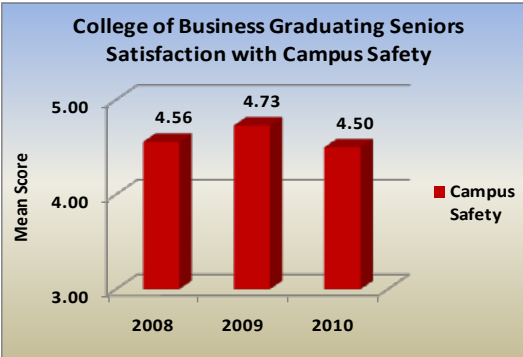
Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|---|--|--|------|-----|-----|------|-----|-----|------|-----|-----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | |
| The College of Business will contribute to the well-being of the community by providing service opportunities for students, faculty, and staff. | <i>Institutional Research Data Reports- Enrollment Statistics (MK 331; MK 333; MK 431; MK 433)</i> <u>Type of Assessment:</u> Direct; Internal <u>Data Timeframe:</u> Academic Year (term aggregated data) | <p>During 2008 and 2010, the College of Business fulfilled its community/public service functions through (1) the combined efforts of students, faculty, and staff engaged in volunteerism, and (2) curricular service-learning opportunities available through the Marketing program (4 courses designated as service-learning).</p> <p>Annually, the number of students engaged in these service activities ranged from 469 to 544, generating an average of 12,933 community service hours per year.</p> <p><i>Note: Figures are based on enrollment in 4 service learning courses and the estimated number of hours spent by each team in a community project ranging from 80-120 hrs/team/term. Average number of hours per student =25.</i></p> | <p>Further inquiries into the community involvement of business students revealed additional community services being provided through student organizations in the COB, but whose outcomes are not being systematically collected.</p> <p>These include, among others, tax preparation services for low income individuals provided by the <i>COB Student Chapter of the Institute of Management Accountants</i>, and community outreach activities by the <i>Delta Mu Delta Honor Society</i>.</p> <p>Accordingly, faculty advisors for these organizations are developing assessment instruments to collect and report their community service outcomes systematically.</p> | 2011-12 Community Service Outcomes results will be available in early Fall 2012. |  <table border="1"><caption>College of Business Student Engagement in Community Service</caption><thead><tr><th>Year</th><th>Enrollment in COB Service Learning Courses</th><th>Hours (in hundreds) of Community Service</th></tr></thead><tbody><tr><td>2008</td><td>469</td><td>117</td></tr><tr><td>2009</td><td>544</td><td>136</td></tr><tr><td>2010</td><td>541</td><td>135</td></tr></tbody></table> | Year | Enrollment in COB Service Learning Courses | Hours (in hundreds) of Community Service | 2008 | 469 | 117 | 2009 | 544 | 136 | 2010 | 541 | 135 |
| | Year | Enrollment in COB Service Learning Courses | Hours (in hundreds) of Community Service | | | | | | | | | | | | | | |
| 2008 | 469 | 117 | | | | | | | | | | | | | | | |
| 2009 | 544 | 136 | | | | | | | | | | | | | | | |
| 2010 | 541 | 135 | | | | | | | | | | | | | | | |
| <i>Institutional Research Data Reports- Faculty/Staff Community Service Outcomes Forms</i> <u>Type of Assessment:</u> Direct; Internal <u>Data Timeframe:</u> Academic Year | <p>Sixty-eight percent of business faculty and staff volunteered time in both professional and non-professional capacities, to local organizations and/or groups, representing an estimate of 550 hours of community service.</p> <p>Faculty making financial contributions to non-profit/charity organizations are not included in this chart.</p> | <p>Community service data from faculty and staff reported here may not be all inclusive. It only reflects the service activities of those faculty and staff members who chose to complete the Community/Public Service Form.</p> <p>In coordination with the Office of Institutional Planning, Research, and Assessment, the Dean of the COB has increased efforts to encourage faculty to report their service activities on a routine basis. Reminders to faculty are included in all department faculty meetings.</p> | |  <table border="1"><caption>College of Business Faculty/Staff Involvement in Community Service</caption><thead><tr><th>Year</th><th>Percentage of Faculty/Staff Engaged in Volunteerism</th><th>Estimated Hours (in hundreds) of Community Service</th></tr></thead><tbody><tr><td>2006-2009</td><td>68 %</td><td>5.5</td></tr></tbody></table> | Year | Percentage of Faculty/Staff Engaged in Volunteerism | Estimated Hours (in hundreds) of Community Service | 2006-2009 | 68 % | 5.5 | | | | | | | |
| Year | Percentage of Faculty/Staff Engaged in Volunteerism | Estimated Hours (in hundreds) of Community Service | | | | | | | | | | | | | | | |
| 2006-2009 | 68 % | 5.5 | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|---|------|-------------------|--------------------|-----------------|------|----|---|----|------|----|---|----|------|----|---|----|------|------------------|------|----|------|----|------|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | |
| The College of Business will provide students with extracurricular opportunities to be recognized for academic achievement and to enhance their leadership and service skills. | <p>Membership records from ASU student chapters of Delta Mu Delta Business Honor Society and the Institute of Management Accountants (IMA)</p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Academic Year</p> | <p>The number of students demonstrating superior scholastic achievement has gone up during the last three years, evidenced by a 16.1% increase in the number of inductees into the <i>Delta Mu Delta Honor Society</i> between 2009 and 2011.</p> <p>Induction criteria is based on student's completion of half of the coursework required for their degree program, achievement of a GPA of 3.2 or higher, and ranking in the top 20% of the class.</p> <p>In addition, seven faculty and staff members have been installed as Honorary Inductees between 2009 and 2011.</p> <p>Student membership in the ASU student chapter of the <i>Institute of Management Accountants</i> increased 48.1% between 2009 and 2011. This increase is considered significant given that slightly over 60% of business students attend school on a part-time basis, and therefore have fewer opportunities to join student organizations or participate in extracurricular activities.</p> <p>Evidence of the commitment of its members, the ASU IMA Student Chapter won the <i>Gold Award for Excellence</i> in three consecutive years from 2009 to 2011. In addition, the chapter won the <i>Clark Johnson Award</i> in 2010.</p> | <p>The increase in enrollment in online courses, mostly the result of changing demographics, presents a major challenge in getting students to join student organizations and/or participate in extracurricular activities.</p> <p>Slightly over 60% of business students attend school on a part-time basis due to work and/or family obligations, limiting their availability for extracurricular activities.</p> <p>The COB, in coordination with the Office of Student Activities is looking into innovative ways to attract student participation and membership in extracurricular activities and develop better methodology to track these outcomes.</p> | N/A | <div><p>Business Honor Society Inductees Delta Mu Delta</p><table><thead><tr><th>Year</th><th>Student Inductees</th><th>Honorary Inductees</th><th>Total Inductees</th></tr></thead><tbody><tr><td>2009</td><td>62</td><td>1</td><td>63</td></tr><tr><td>2010</td><td>69</td><td>3</td><td>72</td></tr><tr><td>2011</td><td>72</td><td>3</td><td>75</td></tr></tbody></table></div> <div><p>ASU Institute of Management Accountants Student Chapter Membership</p><table><thead><tr><th>Year</th><th>IMASC Membership</th></tr></thead><tbody><tr><td>2009</td><td>27</td></tr><tr><td>2010</td><td>30</td></tr><tr><td>2011</td><td>40</td></tr></tbody></table></div> | Year | Student Inductees | Honorary Inductees | Total Inductees | 2009 | 62 | 1 | 63 | 2010 | 69 | 3 | 72 | 2011 | 72 | 3 | 75 | Year | IMASC Membership | 2009 | 27 | 2010 | 30 | 2011 | 40 |
| Year | Student Inductees | Honorary Inductees | Total Inductees | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 62 | 1 | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 69 | 3 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 72 | 3 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | IMASC Membership | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard #6 Organizational Performance Results

| ANALYSIS OF RESULTS | | | | | |
|---|---|---|---|--|--|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Action Taken (Improvement) | Results of Action Taken (occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) |
| COB student satisfaction with campus safety will achieve a mean score of at least 4.0/5.0 (1=Low; 5=High) | <p>Clery Act Data Report submitted annually to the U.S. Department of Education, Washington D.C.</p> <p><u>Type of Assessment:</u> Direct; Internal</p> <p><u>Data Timeframe:</u> Academic Year</p> <p>The Graduating Senior Exit Survey (GSES), applied every term at the time that a student applies for graduation, focuses on all elements that comprise the student's entire experience within the institution to include academics, university life, and support services, among other things.</p> <p><u>Type of Assessment:</u> Indirect; Internal; Summative</p> <p><u>Data Timeframe:</u> Academic Year (term aggregated data)</p> | <p>Although the university campus remains a safe place, there were three incidents reported in 2010 involving equipment theft and a phone call deemed to be a threat.</p> <p>Satisfaction with campus safety among COB students remained high during the last three academic years, exceeding the institution as a whole (4.6, 4.7, and 4.5, respectively).</p> | <p>In response to the increase in the number of incidents reported during 2010, additional surveillance equipment was installed throughout campus.</p> <p>Monitoring of crime statistics remains a priority at both the institutional and college levels, and preventive actions, when identified, are being evaluated and implemented.</p> | <p>Data from the 2011 <i>Clery Act Report</i> and the <i>Graduating Senior Exit Survey</i> will be available in early Fall 2011.</p> | <p>Athens State University Crime Statistics Clery Act Report</p>  <p>College of Business Graduating Seniors Satisfaction with Campus Safety</p>  |



APPENDICES

- A. Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement
- B. The College of Business Consolidated Annual Assessment Plans: 2008, 2009, 2010
- C. Degree Requirements: Acquisition and Contract Management, Enterprise Systems Management, Logistics and Supply Chain Management



Appendix A

Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement

Institutional Effectiveness: Use of Assessment Findings for Continuous Improvement

The College of Business has realized documented improvement in the area of outcomes assessment and the use of data findings to exert program changes. Pursuant to the formulation of the *Institutional Outcomes Assessment Policy 1600-0900*, in effect since January 2007, the COB has implemented a systematic and comprehensive process for assessing student learning and organizational performance, reporting results, and documenting corrective actions to address identified weaknesses.

Following the thorough analysis of assessment data conducive to the identification of weak areas, business programs plan and implement strategies to improve student learning (learning outcomes) and related administrative processes supporting organizational performance of the College of Business. Pursuant to the *Athens State University Outcomes Assessment System*, program changes based on assessment findings are assigned to one of nine categories as shown on the table¹ below:

| ACADEMIC PROGRAMS | | | ADMINISTRATIVE & STUDENT SUPPORT ORGANIZATIONAL UNITS | |
|-------------------|-----------------------------------|---|---|--------------------------------|
| CODE | DESCRIPTION | | CODE | DESCRIPTION |
| 1 | Curricular Change | Modification to the curriculum of a degree program such as adding/deleting a course(s), adding/eliminating a requirement(s), or changing course(s) sequence. | A | Revised Service |
| 2 | Course Revision | Revision of an existing course(s) that resulted in modifications such as adding/eliminating or changing an assignment(s), modifying course(s) content, and changing textbook and materials. | B | Revised Administrative Process |
| 3 | Pedagogy | Modification of course delivery methodology such as lecture time, student participation and involvement, and integrated technology. | C | Implemented New Process |
| 4 | Assessment Methodology Revision | Revision of assessment methodology that resulted in modification or substitution of assessment methods, tools, instruments, and data analysis. | D | Changed Assessment Methodology |
| 5 | Target Outcome Modification | Modification to operational definition and metrics of expected performance (criteria for success) . | E | Changed Target Outcome |
| 6 | Program Operations Revision | Revision of educational management processes such as hiring new and adjunct faculty, assigning faculty loads, changing entrance requirements, changing timelines for faculty evaluations | F | Implemented New Policy |
| 7 | Budget Request (Additional) | Requested additional fiscal resources. | G | Requested Additional Budget |
| 8 | Training/Professional Development | Implemented faculty development or training. | H | Developed Training |
| 9 | Other | Other uses of assessment results not described above. | I | Other |

¹ Adapted with permission: Marry Harrington, Director of Institutional Research and Assessment, 2008, *Compiling a Comprehensive, Clear, and Convincing Body of Evidence for Institutional Effectiveness (CS 3.3.1)*, University of Mississippi, SACS/COC Annual Meeting.

Since 2007, and based on findings of the outcomes assessment process, the COB has implemented corrective actions. The following is a selected list of program changes and resulting improvement:

- **Curricular changes** involving the addition/deletion and/or replacements of courses to better reflect necessary knowledge, skills and abilities and increase student exposure to contemporary business ethical issues.
 - Added MG 480 *Seminar in Business* to strengthen writing and presentation skills.
 - **Documented Improvement:** (a) Student achievement regarding proficiency in written and oral communication, measured through direct methods of assessment, increased by 3 percentage points from 90% in 2009 to 93% in 2010 and 8 percentage points from 88% in 2009 to 96% in 2010, for written and oral communication, respectively; (b) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting speaking skills increased slightly from 84.9% in 2008 to 85.7% in 2010, while writing skills remained mostly the same with a slight decrease of 1.36 percentage points from 88.8% to 87.4% during the same time period; (c) Mean score of graduates’ effectiveness ratings of their written and oral communication skills related to job performance increased from 4.25 in 2009 to 4.48 in 2010. *Note: Improving written and oral communication skills has been a major focus of the learning outcomes in the COB. Accordingly, improvements in students’ writing and oral presentation skills are most likely the result of combined revisions in many courses throughout the curriculum and not the direct result of a sole course action.*
 - Added AC 442 *Advanced Auditing & Fraud*; GBA 312 *Law for Accountants*²; GBA 314 *Business Ethics* to increase student opportunities to reflect on the importance of maintaining ethical standards in business and society in general.
 - **Documented Improvement:** (a) Student achievement regarding appreciation and understanding of ethical standards, measured through direct methods of assessment increased by one percentage point from 92% in 2009 to 93% in 2010; (b) the percent of graduating seniors reporting “strong” or “somewhat strong” exiting competency regarding appreciation and understanding of ethical standards increased from 88.1% in 2008 to 93.1% in 2010.
- **Course revisions** which strengthened and/or expanded coverage of specific business topics and/or skills in existing courses
 - Integrated computer simulation and course projects to improve on students’ use of technology in business applications in the following courses: MG 302 *Management Information Systems*³, MG 303 *Management Decision Support Systems*⁴, MG 350 *Financial Management*, AC 325 *Accounting Information Systems*⁵, and MG 420 *Business Policy (Capstone)*.
 - **Documented Improvement:** (a) Student achievement regarding proficiency in the use of technology, measured through direct methods of assessment, increased by 15 percentage points from 81% to 96% of students meeting the outcomes criteria in 2009 and 2010, respectively; (b) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting competency in technology proficiency increased from 87.5% in 2008 to 92.2% in 2010; (c) Mean score of graduates’ effectiveness ratings of their computer proficiency related to job performance increased from 3.88 to 4.33 on a 5-pt scale.

² GBA 312 was changed to AC 312 in April, 2009.

³ MG 302 was cross-listed with AC 302 in August, 2008.

⁴ MG 303 is cross-listed with AC 303.

⁵ AC 325 was dropped as a required course in the accounting major and replaced with AC/MG 302 Management Information Systems in August, 2008.

- A major paper focused on the complexities of global issues related to business and the economy was added to GBA/MG 352 *International Business* and EC 321 *Money and Banking*.
 - **Documented Improvement:** (a) Student achievement regarding understanding of global issues as they relate to business, measured through direct methods of assessment, increased from 83% in 2009 to 95% in 2010; (b) Over nineteen percent (19.90%) of students showed improvement in exit exam scores on topics related to global issues; (c) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting competency in their understanding of societal, cultural, and global differences increased from 83% in 2008 to 89.3% in 2010.
- Increased the number of written assignments and oral presentations in all Common Professional Core (CPC) courses to improve written and oral communication skills.
 - **Documented Improvement:** (a) Student achievement regarding proficiency in written and oral communication, measured through direct methods of assessment, increased by 3 percentage points from 90% in 2009 to 93% in 2010 and 8 percentage points from 88% in 2009 to 96% in 2010, for written and oral communication, respectively; (b) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting speaking skills increased slightly from 84.9% in 2008 to 85.7% in 2010, while writing skills remained mostly the same with a slight decrease of 1.36 percentage points from 88.8% to 87.4% during the same time period; (c) Mean score of graduates’ effectiveness ratings of their written and oral communication skills related to job performance increased from 4.25 in 2009 to 4.48 in 2010.
- **Pedagogical modifications** which improved instruction delivery through expanded use and better integration of technological resources to enhance both the teaching and learning experience.
 - Effective Fall 2008, the COB integrated *LiveText®* in all Common Professional Core (CPC) courses improving the efficiency of student and faculty interaction regarding the submission and grading of course material and assignments.
 - **Documented Improvement:** The electronic submission of course work and materials and the assessment capability of *LiveText®* has resulted in better and timely feedback between students and instructors.
 - Added a group work module to MG 420 *Business Policy (Capstone)* requiring students to “run a company” in groups of 3-4 people using a new software program called *CAPSIM®* and integrated *Wimba®*, *Tegrity®*, and other tools to facilitate and/or increase opportunities to work together and improve teamwork skills.
 - **Documented Improvement:** (a) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting team work skills increased slightly by 1.5 percentage points from 87.4% in 2008 to 88.9% in 2010; (b) Mean score of graduates’ effectiveness ratings of their ability to work with others related to job performance increased from 4.13 in 2009 to 4.40 in 2011.

- Reinforced the use of case analysis and simulations as pedagogical tools to develop critical thinking and decision-making skills in the following courses: EC 321, MG 346, MG 350, MG 353, MG 390, MG 420 (Capstone), and MK 331.
 - **Documented Improvement:** (a) Student achievement regarding critical and analytical thinking skills, measured through direct methods of assessment, increased by 8 percentage points from 85% in 2009 to 93% in 2010; (b) The percent of graduating seniors reporting “strong” or “somewhat strong” exiting critical/analytical skills increased slightly from 89.9% in 2008 to 90.4% in 2010; (c) Mean score of graduates’ effectiveness ratings of their critical thinking and problem-solving skills related to job performance remained high, although it showed a slight decrease (.03) from 4.31 in 2009 to 4.29 in 2011.
- **Reviews of assessment methodology** that resulted in better measurement instruments and tools and more efficient data collection and analysis processes
 - The integration of *LiveText®* and the development of new rubrics in all CPC courses improved considerably the efficiency in the assessment data collection, analysis, and reporting processes.
 - **Documented Improvement:** Enhanced ability to evaluate student work from a variety of analytical frameworks ranging from individual performance to group comparisons, timeframes, and instructional delivery formats.
 - Developed and implemented protocols for the Pre and Post COB Exit Exam, given in MG 320 *Organizational Communication* (Pre) and in the capstone course MG 420 *Business Policy* (Post) that resulted in better tracking and understanding of entering and exiting student proficiency in specific business topics.
 - **Documented Improvement:** The benefits gained by the systematic application of pre-post tests have resulted in: (a) increased ability to match business programs and institutional objectives, (2) increased ability for faculty to formulate specific performance criteria in relation to the business curriculum; (3) increased efficiency in comparing tests results against results obtained from other assessment methods, and (4) assist timely decision-making regarding potential changes to programs/courses based on findings from the pre tests.
 - Revised performance standard to 80% achievement in all learning outcomes.
 - **Documented Improvement:** The revision of the performance standard to 80% (down from 90%) resulted from a comprehensive analysis of outcomes data from previous periods and ample deliberations by faculty who concluded that the 90% expectation across the board was somewhat unrealistic in the short term. Upward adjustments are to be revisited as program changes continue to be implemented and assessed.

- **Revision of program operations** which improved the effectiveness and efficiency of the administrative process related to faculty hiring, teaching loads, performance evaluations, professional development, academic advising, and course scheduling.
 - Integrated open discussions related to academic advising in faculty meetings aimed at identifying problems and finding ways to increase student satisfaction with faculty advising.
 - **Documented Improvement:** (a) Student satisfaction with the guidance provided by their faculty advisor increased by 1.14 percentage points from 71.99% in 2010 to 73.13% in 2011.
 - Instituted the Faculty Improvement Plan based on findings from the Faculty Course Evaluation regarding course quality and instructor's teaching effectiveness.
 - **Documented Improvement:** (a) Mean score of students' course quality ratings increased from 4.26 in 2010 to 4.30 in 2011 with 81% of respondents giving "high" or "somewhat high" ratings; (b) Mean scores of students' ratings of the instructor's teaching effectiveness showed a slight increase from 4.23 in 2010 to 4.25 in 2011 with 78.4% of respondents giving "high" or "somewhat high" ratings; (c) Over eighty percent (80.3%) of students indicated a "high" or "somewhat high" satisfaction with their instructors.



Appendix B

The College of Business Consolidated Annual Assessment Plans:

- 2008
- 2009
- 2010



AMOS

Assessment Management Online System

Annual Assessment Plan

Academic Year: 2007-2008

Organization Information

Organization(s):
Accounting (with Minor)
Accounting
Unit: College of Business
Sub Unit:

Organization Programs

Organization Category: Academic
Degrees Covered by this plan: BS
CIPC Code: 520301

Organization Type

Degree Program

I. MISSION STATEMENT

The mission of the College of Business is to offer programs of study to students that will prepare them for positions in business, finance, or government; enhance the professional development of those already employed, and provide an academic framework for graduate study leading to professional positions. The purpose of the College of Business is to provide quality education for all students, teaching them to think independently, to communicate, to make decisions, to solve problems, and to be lifelong learners.

II. PROGRAM PURPOSE/GOALS

Academic programs in the College of Business focus on the academic and professional development of students for gaining employment or pursue graduate studies. Through rigorous coursework in the common professional core (CPC) areas of accounting, economics, management, marketing, quantitative skills, legal issues, and production theories and concepts, students gain a comprehensive business background and the skills and competencies to qualify for enhanced managerial and administrative career opportunities.

To carry out its mission and support its purpose, the College of Business has established the following goals: 1) provide for continuous improvement of the programs within the College of Business in keeping with the standards set by Athens State University, The Southern Association of Colleges & Schools (SACS), and the Association of Collegiate Business Schools and Programs (ACBSP); 2) Place excellence in teaching as the number one priority for serving students and for evaluating faculty; 3) Encourage growth and diversity in the faculty and student body; 4) Seek community and business relationships for advice and support of student and curriculum needs; 5) Maintain cooperative relationships with other educational institutions to facilitate student transfer, maximize resource utilization and provide quality programs; 6) Support

a quality-based, equivalent learning environment for all students in all settings, and 7) Graduate students who will be academically and professionally prepared by the quality teaching programs of the College of Business for work in an increasingly diverse, global environment.

III. OBJECTIVES

Objective 1: Knowledge of accounting, economics, management, marketing, quantitative skills, legal issues, and production theories and concepts

Objective Type: Learning

Objective Comment:

Assessment Method 1.1: Student Portfolio Assignments from common professional core courses (AC 300/371, EC 321, GBA 305/306, GBA 311, MG 302, MG 320, MG 346, MG 349, MG 350, MG 352, MG 390, and MG 420)
Capstone Assessment Exam covering common professional core courses (MG 420)

Assessments: [1640-0510](#)

Method Type: Direct

Method Comment: A student portfolio evaluation sample for each common professional core (CPC) component listed. These will be supported by rubrics to provide examples and measures of student work.
Capstone course and exam featuring questions covering each area of the CPC designed to measure knowledge gained.

Course Legend: AC 300/371-Accounting; EC 321-Money and Banking; GBA 305/306-Statistics; GBA 311-Legal Environment of Business; MG 302-Management Information Systems; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 349-Human Resources Management; MG 350-Financial Management; MG 352-International Business; MG 390-Productions/Operations Management; and MG 420-Business Policy.



Target Outcome(s): A: 80% of students will meet performance standards for work submitted based upon common rubrics
B: 80% of students will meet the performance standard set for the capstone exam.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. Planning for LiveText occurred during the 2006-07 year and in 2007-08 Athens State participated in a Pilot Program for Live Text. Faculty received training and rubrics were developed. Live Text did not begin live until the Fall Semester, 2008. Data is not yet available, but a report will be made in the 2008-09 AAR.
2. 91% of students met the performance standard for the post assessment exam of 30 or better. No data is yet available for the Pre-test.

3. 96.69% of students passed MG 420 with a grade of 70 or better for 2007-08.
81.49% of students passed MG 420 with a grade of 70 or better for 2006-07, showing an improvement of 5.29%.

Assessment Method 1.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: 1600-0400 
1800-0400 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding basic knowledge in their major area of study.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. GSES: Spring, 2008: Students reported an increase from 3.51 (mean) pre competency level to 4.44 (mean) post competency level in their major area of study upon graduation. This is a pre-post variance of .93, which reflects changes in skill levels. This exceeds the target outcome.

GSES: Summer, 2008: Students reported an increase from 3.57 (mean) pre competency level to 4.56 (mean) post competency level in their major area of study upon graduation. This is a pre-post variance of .99. which reflects changes in skill levels. This exceeds the target outcome.

2. FCES: Spring, 2008/Summer, 2008: A pilot of the new Faculty Evaluation Survey Assessment System for the COB was run after using the survey for 3 consecutive semesters: Summer, 2007, Fall, 2007, and Spring, 2008. (This survey was written and evaluated during the 2005-06 year.) Faculty were provided with results of the survey and were asked to set goals based upon the results for the 2008-09 year. These will be reviewed at the end of the 08-09 year and results provided for individual faculty and compared with those for the COB and the University. The results and goals set are a part of the official Faculty Evaluation for each faculty member and will be placed into Live Text as a part of the Faculty Portfolio. Students rated faculty a 4.54 (mean) for clarity of learning objectives.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not

first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE

Action Plan:

| Objective 1: Knowledge of accounting, economics, management, marketing, quantitative skills, legal issues, and production theories and concepts | | | |
|---|---|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Common Professional Core courses have been placed into Live Text with the assignment to be measured. The student will upload the assignment and it will be graded using a specific rubric designed for the assignment. A report will be generated by Spring, 2009 as a baseline along with statistics that will enable the COB to begin to determine continuous improvement. | 1. Faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 1. A Live Text Report will be available by June, 2008 as a baseline. | | | |
| 2. Data will also be available for the pre-assessment taken in MG 320 beginning with the Spring Semester 2009. | Faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 2. 50% of students will pass the Pre-Assessment Exam with a score of 30 or better. | | | |
| 3. A report will show that students will continue to exceed the target outcome for changes in skill levels. | 3. Faculty and Students. OIPRA (survey results) | | 2008-09 |
| Performance Indicator (Target Outcome): 3. GSES: Students will continue to exceed the target outcome by at least .5 (mean). | | | |
| 4. Faculty Evaluations will be reviewed with each faculty based upon the goals set in 2007-08 in the 2008-09 year. | Dean and Faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 4. FCES: 80% of faculty will meet or exceed their goals set for the Faculty Evaluations. | | | |

Objective Type: Learning

Objective Comment: Use of Blackboard and courses relative to use of technology.

Assessment Method 2.1: Analysis of Course Projects throughout the curriculum (MG 302, MG 303, MG 350, and AC 325)

Assessments: [1640-0513](#)

Method Type: Direct

Method Comment: Use of student work in specific courses to assess the student learning of technology. Courses will include a course project. A common Rubric will be used to evaluate the project and it will be placed in the student evaluation portfolio.



Course Legend: MG 302-Management Information Systems; MG 303-Management Decision Support Systems; MG 350-Financial Management; and AC 325-Accounting Information Systems.

Target Outcome(s): 80% of students will meet the performance standard of excellent or satisfactory set for projects by the common rubric.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. A course project involving the use of technology has been placed into the MIS classes (MG 302) at the beginning level. Data is not currently available, but the rubric has been established and Live Text has been made ready as of the 2008-09 year to evaluate the project. For the 2007-08 year, in the MG 420 course, students are required to run a company in groups of 3-4 using software called CAPSIM Foundation. Data will be available in Live Text in Fall 2009.

Assessment Method 2.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: [1800-0400](#) 
[1600-0400](#) 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on

instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding proficiency in the use of technology and information.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. GSES: Spring, 2008: Students reported an increase from 3.93 (mean) pre competency level to 4.46 post competency level for proficiency in the use of technology. This is a pre-post variance of .66, which exceeds the target outcome.

GSES: Summer, 2008: Students reported an increase from 3.88 (mean) pre competency level to 4.51 post competency level for proficiency in the use of technology. This is a pre-post variance of .63, which exceeds the target outcome.

2. FCES: Students rated faculty a 4.52 (mean) for effectiveness in the use of technology.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 2: A knowledge of technology as it relates to business. | | | |
|---|------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Data will be available from Live Text for the project in MG 302 for this year. | 1. Faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 1. 80% of students will be assessed as excellent or satisfactory on projects in MG 302. | | | |
| 2. Data will be available for the project simulation in MG 420 during the 2009-10 year. | 2. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. 80% of students will be assessed as excellent or | | | |

| | | | |
|---|--------------------------------|--|---------|
| satisfactory for the simulation project in MG 420. | | | |
| 3. A report will be available showing the results of the projects in the beginning course MG 302 and the Capstone course MG 420. | 3. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 3. Students will be assessed as satisfactory or excellent using a common course rubric and a report to show comparisons. | | | |
| 4. A comparison of the pre and post projects will be made to determine improvement in the use of technology (MG 302 and MG 420). | 4. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 4. Students will show an improvement of at least 5% in the number scoring good or excellent using course rubrics from MG 302 to the number scoring satisfactory or excellent in MG 420. | | | |
| 5. GSES: Students will continue to exceed the target outcome for the use of technology effectively. | 5. Faculty, OIPRA and Students | | 2009-10 |
| Performance Indicator (Target Outcome): 5. GSES: Students will continue to exceed the target outcome by at least .5 (mean). | | | |
| 6. FCES: Faculty will continue to improve their ability to teach with the use of technology. | 6. Dean and faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 6. FCES: Faculty will continue to improve in their ability to teach the use of technology by attending at least 2 professional development workshops during 2008-09 year. | | | |

Objective 3: Knowledge of the global economy including an understanding of diversity.

Objective Type: Learning

Objective Comment: A. Students are required to take a course covering the global economy and diversity within and among populations (GBA 352 International Business). The global economy and diversity are also included in the capstone course (MG 420).
B. Students are presented the opportunity in three classes (MG 346, AC 321 and 442) to work on group projects with students from other universities.

Assessment Method 3.1: Course Examinations (GBA 352)
Capstone Exam (MG 420)
Student Portfolio evaluation sample (term paper) (MG 352)
Course projects throughout the curriculum (MG 352, EC 321, and MG 346)

Assessments: 1640-0510

Method Type: Direct

Method Comment: A.1. Course Examinations (GBA 352)

A.2. Capstone Exam Knowledge is tested through the Capstone Exam with questions relative to the global economy and diversity.

A.3 A Student Portfolio evaluation sample (term paper) for MG 352 will be used with a designated rubric to provide a measure of the student's work.

B.1. Course projects will be evaluated using a common rubric or a written assignment with a common rubric, with samples to be placed in the Student Portfolio.

Course Legend: GBA/MG 352-International Business; EC 321-Money & Banking; MG 346-Principles of Management & Leadership; MG 420-Business Policy

Target Outcome(s): A.1 80% of students will pass the course with a score of 70% or better.

A.2. 80% of students will meet the performance standard set for the group of questions in the Capstone Exam on the global economy and diversity.

A.3. 80% of students will meet set performance standards for the portfolio samples for papers and projects.

B.1. 80% of students will be rated as excellent or satisfactory for projects and written assignments using a common rubric.

Result(s):

Target Outcome Partially Met (AP Submitted)

1. 87.76% of students passed the course with a score of 70% or better for the 2007-08 year.

89.77% of students passed the course with a score of 70% or better for the 2006-07 year. This indicates a decrease of 2.01%. An action plan is established.

2. 84.973% of students met the performance standard of passing 5 global questions for the post-assessment exam for 2007-08.

3. Data not yet available from Live Text using rubrics for the term paper about the global economy in MG 352.

Assessment Method 3.2: Faculty Course Evaluation Survey (FCES)

Graduating Senior Exit Survey (GSES)

Assessments:

1600-0400 

1800-0400 

Method Type:

Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding their understanding and appreciation of societal, cultural and global differences.

Result(s): *Target Outcome Partially Met (AP Submitted)*

GSES: Spring, 2008: Students reported an increase from 3.50 (mean) pre competency level to 4.36 post competency level for a knowledge of the global economy and diversity. This is a pre-post variance of .86, which exceeds the target outcome.

GSES: August, 2008: Students reported an increase from 3.62 (mean) pre competency level to 4.33 post competency level for knowledge of the global economy and diversity. This is a pre-post variance of .71, which exceeds the target outcome.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 3: Knowledge of the global economy including an understanding of diversity. | | | |
|---|---------------------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Data will be available from LiveText for the global term paper and presentation during the 2008-09 year. | 1. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 1. Data will be available by the Fall, 2009. | | | |
| 2-4. Data will continue to be gathered for the MG352 course grades and the global assessment exam questions. | 2-4. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. 85% of students will pass the course with a score of 70% or better. 3. 85% of students will answer at least 5 global questions correctly on the post-assessment exam. 4. 50% of students will answer at least 5 global questions correctly on the pre-assessment exam. | | | |
| 5. GSES: Students will continue to assess their knowledge of the global marketplace as improving | 5. Faculty, OIPRA and .Students | | 2008-09 |

while at Athens State .

Performance Indicator (Target Outcome): 5. GSES: Students will continue to exceed the target outcomes set for global knowledge by .5 (mean)

Objective 4: Knowledge of and ability to use effective managerial, leadership and group interaction techniques.

Objective Type: Learning

Objective Comment:

Assessment Method 4.1: A. Use of Capstone Assessment Exam / Group simulation used in the capstone course (MG 420)
B. Leadership Project in MG 346.
C. Group projects, which will be placed in Student Evaluation Portfolio (MG 346, MG 375, MG 320, MG 420)

Assessments: [1640-0510](#)
[1640-0516](#)

Method Type: Direct

Method Comment: The Capstone (MG 420) exam will assess knowledge of these techniques. Performance on the exam will be evaluated and added to database. (A group simulation will be used within the Capstone Course to evaluate these areas. Participation is through group interaction. A specific examination will be given in MG 346 Principles of Management and Leadership concerning managerial and leadership skills. The group simulation will be evaluated using a common rubric and placed in the Student Evaluation Portfolio.

Course Legend: MG 346-Principles of Management & Leadership; MG 375-Organizational Behavior; MG 320-Organizational Communication; and MG 420-Business Policy.



Target Outcome(s): A. 80% of students will pass the Capstone Course with a grade of C or better
B. 80% of students will pass the exam designed to assess managerial/leadership skills with a grade of C or better in MG 346.
C. 80% of students will receive a ranking by a common rubric of excellent or satisfactory in the MG 420 simulation.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. 72.716% of students answered at least 13 management questions accurately on the Post-Assessment Exam given in MG 420.

2. Data will be available Fall 2009 as to the percentage of students who received a score of satisfactory or excellent on the group simulation Capsim using a common rubric in LiveText.
3. The group case study is not able to be rated at this time as LiveText has just been implemented in Fall, 2008.

Assessment Method 4.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: 1600-0400 
1800-0400 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding leadership, management and group interaction.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. GSES: Spring, 2008: Students reported an increase from 3.59 (mean) pre competency level to 4.50 (mean) post competency level in working cooperatively in groups. This is a pre-post variance of .91, which exceeds the target outcome. Students reported an increase from 3.71 (mean) pre competency level to 4.29 (mean) post competency level in exerting leadership. This is a pre-post variance of .58, which exceeds the target outcome.

GSES: Summer, 2008: Students reported an increase from 3.80 (mean) pre competency level to 4.39 (mean) post competency level in working cooperatively in groups. This is a pre-post variance of .59, which exceeds the target outcome. Students reported an increase from 3.67 (mean) pre competency level to 4.46 (mean) post competency level in exerting leadership. This is a pre-post variance of .79, which exceeds the target outcome.

2. FCES: Students rated faculty a 4.40 (mean) in the opportunity provided to learn from each other.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to

be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 4: Knowledge of and ability to use effective managerial, leadership and group interaction techniques. | | | |
|---|--------------------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Continuation of post-assessment of managerial questions. | 1. Faculty | | 2008-09 |
| Performance Indicator (Target Outcome): 1. 75% of students will continue to accurately answer at least 13 management questions correctly. | | | |
| 2. The pre-assessment of the same questions for students in MG 320. | 2. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. 50% of students will answer 13 management questions accurately on the pre-assessment exam in MG 320. | | | |
| 3. Continuation of Group Simulation, however, results will be placed into LiveText for evaluation. | 3. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 3. A rubric will be developed for the group simulation in MG 420 to measure knowledge of leadership, management skills and group interaction. | | | |
| 4. Faculty will offer more opportunities for students to work together using Wimba or Tegrity and various other tools such as the Discussion Board. | 4. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 4. Each CPC course will offer one group activity for students. | | | |
| 5. GSES: No change in action at this time for this. | 5. Faculty, Student, and OIPRA | | 2009-10 |
| Performance Indicator (Target Outcome): 5. GSES: The target outcome will remain at .5 (mean) variance. | | | |

Objective 5: Ability to effectively use critical-thinking and decision-making techniques.

Objective Type: Learning

Objective Comment: Case study analysis / Simulation of a Business in Capstone Course

Assessment Method 5.1: Case Studies throughout the curriculum (EC 321, MG 346, MG 350, MG 353, MG 390, MG 420, MK 331)

Assessments: [1640-0512](#)

Method Type: Direct

Method Comment: 1. Case studies will be analyzed by students in selected courses (written analysis). A common scoring rubric will be used and the cases will be placed in the Student Evaluation Portfolio.
2. A capstone simulation involving analysis of a company and decision-making techniques will be evaluated.


Course Legend: EC 321-Money & Banking; MG 346-Principles of Management & Leadership; MG 350 Financial Management; MG 353-Project Management; MG 390-Productions/Operations Management; MG 420-Business Policy; and MK 331-Marketing Principles.

Target Outcome(s): 1. 80% of students will meet the performance standard set for the case study by the common rubric of excellent or satisfactory.
2. 75% of students will meet the performance standard set by the common rubric of excellent or satisfactory for the simulation.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. Data will be available for MG 346 and MG 390 in Spring, 2009 for use of critical thinking in cases. LiveText has just been implemented in Fall Semester, 2008.
2. Data will be available in Spring, 2010 for use of critical thinking and decision making in the simulation in MG 420. Live Text was implemented Fall, 2008.

Assessment Method 5.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: [1600-0400](#) 
[1800-0400](#) 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

| | |
|--------------------|--|
| Target Outcome(s): | GSES: 80% of students will report increases in their entering competency level regarding analytical and problem solving skills. |
| Result(s): | <p><i>Target Outcome Partially Met (AP Submitted)</i></p> <p>1. GSES: Spring, 2008: Students reported an increase from 3.61 pre competency level to 4.37 post competency level for analytical and problem solving skills. This is a pre-post variance of .76, which exceeds the target outcome.</p> <p>GSES: Summer, 2008: Students reported an increase from 3.73 pre competency level to 4.48 post competency level for analytical and problem solving skills. This is a pre-post variance of .75, which exceeds the target outcome.</p> <p>Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.</p> |

Action Plan:

| Objective 5: Ability to effectively use critical-thinking and decision-making techniques. | | | |
|--|-------------------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Mg 420 will be added to LiveText in Fall, 2009 and the course simulation will be evaluated for students using a common rubric in Live Text. | 1. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 1. 80% of students will score satisfactory or excellent in the MG 420 Capstone using the critical thinking rubric. | | | |
| 2. A course simulation will also be placed in MG 346 to enable a comparison to be made to measure continuous improvement in critical thinking skills between the early course (MG 346) and the Capstone course (MG 420). | 2. Dean and Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. During the 2009-10 year, faculty will find a course simulation that will teach critical thinking at the beginning level. | | | |
| 3. GSES: Will continued to be monitored. | 3. Faculty, Student and OIPRA | | 2009-10 |

Objective 6: Ability to effectively communicate, both orally and in writing.

Objective Type: Learning

Objective Comment:

Assessment Method 6.1: A. Written reports and assignments throughout the curriculum (EC 321, GBA 311, MG 302, MG 320, MG 346, MG 350, G 352, MG 390, MG 420, MK 331)
B. Oral presentations throughout the curriculum (courses same as above).

Assessments: [1640-0521](#)
[1640-0517](#)

Method Type: Direct

Method Comment: A. A term paper using a common rubric will be required for MG 320 Organizational Communication. These will be placed in the Student Evaluation Portfolio.
B. An oral presentation using a common rubric will be required for MG 320 and will also be placed in the Student Evaluation Portfolio.


Course Legend: EC 321-Money & Banking; GBA 311-Legal Environment of Business; MG 302-Management Information Systems; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 350-Financial Management; MG 352-International Business; MG 390-Productions/Operations Management; MG 420-Business Policy; and MK 331-Marketing Principles.

Target Outcome(s): A. 80% of students will meet the performance standard set by a common rubric for written papers.
B. 80% of students will meet the performance standard set by a common rubric for oral presentations.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. Data will be available from LiveText in the Spring Semester, 2009 (LiveText was begun in Fall, 2008).
2. Data will be available from LiveText in the Spring Semester, 2009.

Assessment Method 6.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: [1600-0400](#) 
[1800-0400](#)

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding communication skills.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. GSES: Spring, 2008: Students reported an increase from 3.48 (mean) pre competency level to 4.34 (mean) post competency level for improvement of writing skills. This is a pre-post variance of .86, which exceeds the target outcome. Students reported an increase from 3.73 (mean) pre competency level to 4.20 (mean) post competency level for improvement of speaking effectively. This is a pre-post variance of .47, which does not meet the target outcome. An action plan is provided.

GSES: Summer, 2008: Students reported an increase from 3.80 (mean) pre competency level to 4.45 (mean) post competency level for improvement of writing skills. This is a pre-post variance of .65, which exceeds the target outcome. Students reported an increase from 3.77 (mean) pre competency level to 4.36 (mean) post competency level for speaking effectively. This is a pre-post variance of .59, which exceeds the target outcome.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 6: Ability to effectively communicate, both orally and in writing. | | | |
|---|------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. A one hour course MG 480 Seminar in Business will be added in the Fall, 2009 as the last course taken in | | | |

| | | | |
|--|--------------------------------|--|---------|
| which the student writes a final paper and makes a formal presentation using Tegrity (video streaming). This will be measured against their first paper and presentation in MG 320-Organizational Communication. All work will be graded using a common rubric and placed into Live Text including the presentation. | 1. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 1. Students will improve from 80% scoring excellent or satisfactory using the common rubric to 85% in writing in MG 480 Seminar in Business. | | | |
| 2. All students must make a final grade of 70% or better in MG 480. | 2. Students and faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. 80% of students will make a grade of 70% or better in MG 480 Seminar in Business. | | | |
| 3. GSES: Students will continue to improve to meet target outcomes both orally and in writing with the addition of the MG 480 seminar course. | 3. Faculty, OIPRA and Students | | 2009-10 |
| Performance Indicator (Target Outcome): 3. GSES: Students will continue to improve to meet target outcomes by .5 (mean), | | | |

Objective 7: An understanding of ethical issues and the importance of maintaining ethical standards.

Objective Type: Learning

Objective Comment: Every course in the CPC has an ethics component. Every class in the common professional core will include one module concerning ethical behavior to include a case study.

Assessment Method 7.1: Score in Ethics Case Study Essay (GBA 312 and GBA 314)
Course Assignments throughout the curriculum (AC 442, EC 321, GBA 311, GBA 312, GBA 314, MG 346, MG 350, MG 352, MG 420, MK 331)

Assessments: [1640-0514](#)

Method Type: Direct

Method Comment: Students will be required to write an essay about the importance of maintaining ethical standards for the Law for Accountants course (GBA 312) and the Business Ethics course (GBA 314). A common rubric will be used to assess the essays and the graded essays will be placed in the Student Evaluation Portfolio. One case study covering ethics will be placed in the Student Evaluation Portfolio. Students will be required to evaluate the case in

writing, which will be graded using a common rubric.



Course Legend: AC 442-Advanced Auditing & Fraud; EC 321-Money & Banking; GBA 311-Legal Environment of Business; GBA 312-Law for Accountants; GBA 314-Business Ethics; MG 346-Principles of Management & Leadership; MG 350-Financial Management; MG 352-International Business; MG 420-Business Policy; MK 331-Marketing Principles.

Target Outcome(s): 80% of students will meet the performance standard set for the essay using a common rubric.
80% of students will meet the performance standard set for the case study using a common rubric.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. Data will be available for MG 350 in the Spring of 2009 in Live Text as it was begun Fall, 2008. Common rubrics have been developed and placed into Live Text.
2. Data for AC 442, GBA 312 and GBA 314 will be available in Fall, 2010. Assignments will be determined by Fall, 2009.

Assessment Method 7.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: 1600-0400 
1800-0400 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding ethical principles.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. (GSES): Spring, 2008: Students reported an increase from 4.17 (mean) pre competency level to 4.66 (mean) post competency level for an understanding of ethical principles. This is a pre-post variance of .49, which does not meet the target outcome. An action plan is provided.

(GSES): Summer, 2008: Students reported an increase from 3.96 (mean) pre competency level to 4.52 (mean) post competency level for an understanding of ethical principles. This is a pre-post variance of .56, which exceeds the target outcome.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 7: An understanding of ethical issues and the importance of maintaining ethical standards. | | | |
|--|--------------------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Three new courses will be added to allow students to reflect on the importance of understanding and maintaining ethical standards. These will be AC 442-Auditing and Fraud; GBA 312-Law for Accountants; GBA 314-Business Ethics. Cases and term papers will be assigned to allow students the opportunity to investigate the importance of being ethical. Course rubrics will be used to grade students and placed into Live Text. | 1. Faculty and Dean | | 2009-10 |
| Performance Indicator (Target Outcome): 1. 80% of students will score excellent or satisfactory using the common course rubrics in all courses. | | | |
| 2. GSES: Students will continue to improve with the addition of new courses in their understanding of ethical behaviors. | 2. Students, OIPRA and Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 2. GSES: Students will continue to improve to reach the target outcome of .5 (mean). | | | |

Objective 8: Understanding of and ability to perform at a professional level.

Objective Type: Learning

Objective Comment:

Assessment Method 8.1: Oral presentation (MG 320 and MG 420 courses)

Assessments: [1640-0517](#)
[1640-0518](#)

Method Type: Direct

Method Comment: Oral presentations will be given by students to assess their ability to perform in a professional manner. These presentations will be evaluated using a common rubric. Student presentations will be included in the Student Evaluation Portfolio.



Course Legend: AC 442-Advanced Auditing & Fraud; GBA 314-Business Ethics; MG 320-Organizational Communication; MG 375-Organizational Behavior; MG 420-Business Policy.

Target Outcome(s): 80% of students will meet performance standards of excellent or good set for the presentations, using a common rubric.

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. Data will be available in the Spring Semester, 2009 from LiveText .
2. Student portfolios will provide evidence of professional activities.
3. Students will be required to be graded on completion of their portfolio by Spring, 2010.

Assessment Method 8.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)

Assessments: [1600-0400](#) 
[1800-0400](#) 

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation.

Target
Outcome(s):

Result(s): *Target Outcome Partially Met (AP Submitted)*

1. GSES: Spring, 2008: 95.2% of students indicated confidence that they would be able to perform effectively in their job with the behaviors and knowledge gained. The target outcome was met.

GSES: Summer, 2008: 93.5% of students indicated confidence that they would be able to perform effectively in their job with the behaviors and knowledge gained. The target outcome was met.

2. FCES: Students rated faculty as 4.65 (mean) in the use of professional behaviors toward them.

Note: Both the GSES and the FCES are INDIRECT methods of assessment, aimed at providing supplemental (not first hand) evidence of attaining objectives. During 2007-08 data from both surveys was analyzed and reported at the university and college-level and not at the major level. Consequently, the data only offers generic insight as to the opinions of graduates of each individual college regarding their competency levels in several skills and the instruction delivery quality when compared with the university as a whole. It is in this context that the data needs to be presented for proper perspective since no findings for major-specific skills or instructors can be inferred at this time. Major-specific data from both surveys will be reported for academic year 2008-09. During 2007-08 student evaluations of individual faculty were available to College Deans and faculty in real time through AMEE.

Action Plan:

| Objective 8: Understanding of and ability to perform at a professional level. | | | |
|---|---------------------|-----------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| 1. Beginning in Fall, 2009 a new course MG 480 Seminar in Business will be offered to allow students to make a final presentation using Tegrity (video streaming) to demonstrate an understanding of professionalism. The presentation will be compared using a common rubric to the presentation made in the entry courses MG 302 (MIS) and MK 331 (Marketing Principles). | 1. Faculty | | 2009-10 |
| Performance Indicator (Target Outcome): 1. Students will improve scores using common course rubrics from 80% scoring satisfactory or excellent in performing professionally in MG 302, MK 331 to 90% in MG 480. | | | |
| 2. MG 480 will also consist of a final paper where students will compete to have the most outstanding papers placed in the College of Business Journal. The ten best papers will be published in our journal and placed in our library. | 2. Dean and Faculty | | 2010-11 |

| | | | |
|--|----------------------------|--|---------|
| Performance Indicator (Target Outcome): 2. Student scores on the papers using common rubrics will improve from 80% scoring satisfactory or excellent in MG 320 to 90% scoring satisfactory or excellent in MG 480. | | | |
| 3. GSES: Students will continue to be confident that they can perform at a professional level. A correlation will be made between students' predictions and the data gathered within the courses. | 3. Faculty, Dean and OIPRA | | 2010-11 |
| Performance Indicator (Target Outcome): 3. GSES: 85% of students will predict that they can perform at a professional level. | | | |
| 4. FACS: Faculty will attend professional development concerning professional behavior and how to teach this. | 4. Faculty and Dean | | 2009-10 |
| Performance Indicator (Target Outcome): 4. FACS: Faculty will improve in their evaluations from students to 4.7 by 2009-10. | | | |

IV. IMPLEMENTATION PLAN

The Dean's designee will have overall responsibility for maintaining data collection, reporting, and dissemination of assessment results to the Office of Institutional Planning, Research & Assessment and to the faculty in the College of Business. The College of Business in coordination with the Vice President of Academic Affairs, and following procedures established throughout the University, will be responsible for considering and enacting curricular changes in the light of assessment findings within the College of Business. Specific measurement implementation includes:

Online Assignments: Student ability will be assessed via online problem assignments simulations, discussion board and examinations for all courses. Student performance will be sampled, and comparisons of median performance will be made over time. Annually, data will be provided by the faculty for every course to analyze group online performance.

Written Assignments: Student ability to retrieve information from library sources, from non-library sources, and from the Internet will be assessed in all courses via written assignments. Student performance using a common rubric will be sampled and comparisons of median performance will be made over time. Annually, data will be provided for assessment.

Course Projects: In selected courses, projects will be assigned and evaluated using a common rubric. Data will be provided for assessment.

Capstone Course Assessment: Students will be rated in MG 320 for written and oral presentations. These assignments will be placed in the student's portfolio. In addition the capstone assessment will be given in MG 320 and MG 420 to determine knowledge before taking courses in the major and also following taking courses in the major. These results will be recorded and evaluated to compare ratings. For students who have completed BUS 215 prior to enrolling at ASU, the course to be taken is GBA 300 Library Research Skills. These students will also take the capstone Assessment Exam and results will be compared with the exam in MG 420. The results will be forwarded to the Office of Institutional Planning, Research & Assessment on an annual basis.

Simulations: Results of the Business simulation from the Capstone Course will be placed in the Student Assessment Portfolio. These results evaluate how well the student meets effective managerial and group interaction outcomes. The results will be maintained in the Student Evaluation Portfolio.

Case Studies: Case studies will be evaluated in selected courses by a common rubric and maintained in the Student Evaluation Portfolio. The results will be used to evaluate critical thinking outcomes and reported annually.

Oral Presentations: Oral presentations will be evaluated in selected courses by a common rubric. The results will be used to evaluate the communication outcome and reported annually. These presentations will be maintained in the Student Evaluation Portfolio.

Student Portfolio: Selected assignments will be evaluated by a common rubric and will be used to compare work across the student's coursework and results compared. These results will be forwarded to the Office of Institutional Planning, Research & Assessment on an annual basis.

Faculty Course Evaluation and Graduating Senior Exit: The Office of Institutional Planning, Research & Assessment will coordinate the administration of the surveys on an annual basis. Results will be communicated to the Dean of the College of Business.

B. Objectives/Outcomes and Assessment Methods Matrix

| Assessment Methods | Objectives | | | | | | | | | |
|---|------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| --Direct-- | | | | | | | | | | |
| CBU Understanding of Global Issues Rubric | | | | X | | | | | | |
| CBU Leadership Skills Rubric | | | | | | | X | | | |
| CBU Case Analysis Rubric | | | | | | | | X | | |
| CBU Understanding of Professionalism Rubric | | | | | | X | | X | | |
| CBU Critical Thinking Rubric | | | | | X | | | | | |
| CBU Oral Presentations Rubric | | | | | | X | | | | |
| CBU Business Assessment Exam | X | | X | X | | | | | | |
| CBU Use of Technology Rubric | | X | | | | | | | | |
| --Indirect-- | | | | | | | | | | |
| Faculty Course Evaluation | X | X | X | X | X | X | X | X | | |
| Graduating Senior Exit Survey | X | X | X | X | X | X | X | X | | |

V. DISSEMINATION OF ASSESSMENT FINDINGS

Assessment Results: These results will be given yearly in the annual assessment report (AAR). These are to be used for program and curricular changes. Results will be disseminated to the Office of Institutional Planning, Research & Assessment and to the faculty of the College of Business at each Fall Faculty Workshop. Findings will be used to determine changes needed.

VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT (ACTION PLANS)

Specific action plans agreed upon by faculty will be developed for each objective/outcome on which one or more weaknesses has/have been identified by the assessment findings. The specific improvement strategies, tasks, action steps, responsibilities, resources, and timelines will be outlined. Action plans will be tracked for implementation and the impact of the actions taken will be evaluated against initial goals and expected target outcomes. Annual assessment reports (AAR) will document the actual action plan(s) by program.

VII. Assessment Compliance Certification

View this Program's Assessment Compliance Certification: [1640-0212](#)

* Data covers all direct assessment methods in this AAP.

[Return to Programs](#) [Assess AAP](#) [Approve AAP](#) [Save AAP](#) [Assess AAR](#) [Approve AAR](#)

AMOS is the property of Athens State University and may not be reproduced or distributed without permission. Unauthorized use is strictly prohibited.



AMOS

Assessment Management Online System

Annual Assessment Plan

Academic Year: 2008-2009

Organization Information

Organization(s):
Accounting (with Minor)
Accounting
Unit: College of Business
Sub Unit:

Organization Programs

Organization Category: Academic
Degrees Covered by this plan: BS
CIPC Code: 520301

Organization Type

Degree Program

I. MISSION STATEMENT

The mission of the College of Business is to offer programs of study to students that will prepare them for positions in business, finance, or government; enhance the professional development of those already employed, and provide an academic framework for graduate study leading to professional positions. The purpose of the College of Business is to provide quality education for all students, teaching them to think independently, to communicate, to make decisions, to solve problems, and to be lifelong learners.

II. PROGRAM PURPOSE/GOALS

Academic programs in the College of Business focus on the academic and professional development of students for gaining employment or pursue graduate studies. Through rigorous coursework in the common professional core (CPC) areas of accounting, economics, management, marketing, quantitative skills, legal issues, and production theories and concepts, students gain a comprehensive business background and the skills and competencies to qualify for enhanced managerial and administrative career opportunities.

To carry out its mission and support its purpose, the College of Business has established the following goals: 1) provide for continuous improvement of the programs within the College of Business in keeping with the standards set by Athens State University, The Southern Association of Colleges & Schools (SACS), and the Association of Collegiate Business Schools and Programs (ACBSP); 2) Place excellence in teaching as the number one priority for serving students and for evaluating faculty; 3) Encourage growth and diversity in the faculty and student body; 4) Seek community and business relationships for advice and support of student and curriculum needs; 5) Maintain cooperative relationships with other educational institutions to facilitate student transfer, maximize resource utilization and provide quality programs; 6) Support

a quality-based, equivalent learning environment for all students in all settings, and 7) Graduate students who will be academically and professionally prepared by the quality teaching programs of the College of Business for work in an increasingly diverse, global environment.

III. OBJECTIVES

Objective 1.: Knowledge of accounting, finance, management, marketing, management information systems, global business, strategic management, and production theories and concepts.

Objective Type: Learning

Objective Comment: Students will demonstrate an understanding of basic areas within the business discipline.

Assessment Method 1.1: A. Student Portfolio Assignments In Live Text from common professional core courses (MG 302, MG 320, MG 346, MG 349, MG 350, MG 352, MG 390, and MG 420). A student portfolio evaluation case, project, paper, or exam will be included in Live Text for each common professional core (CPC) component listed. These will be supported by rubrics to provide examples and measures of student work.

B. Pre and Post Assessment Exams covering common professional core courses (in MG 320, GBA 300 and MG 420). Assessment exam featuring questions covering each area of the CPC designed to measure knowledge gained.

Assessments: [1640-0524](#)
[1640-0510](#)

Method Type: Direct  *

Method Comment: Course Legend: MG 302-Management Information Systems; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 350-Financial Management; MG 352-International Business; MG 390-Productions/Operations Management; MG 420-Business Policy, and MG 480 Senior Seminar.

Target Outcome(s): A: 90% of students will meet performance standards of target or acceptable for work submitted based upon common rubrics
B: 90% of students will meet performance standards set for the post exam with improvement shown between the pre and post results.

Result(s): *Target Outcome Partially Met (AP Submitted)*

A. LiveText was introduced a year ago. Therefore, students have not been able to complete a portfolio containing all of the rubrics. Complete data not available at this time, however, will be provided in next year's AAR.

B. 92.3% of business students showed improvement on knowledge of business subject matter from the pre and post test as assessed by the Capstone Exam. No action plan required.

Assessment Method 1.2: Faculty Course Evaluation Survey (FCES)
Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: 1600-0400 [Data](#)
1800-0400 [Data](#)
1600-0410 [Data](#)

Method Type: Indirect

Method Comment: The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources. The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): FCES: a. 80% of students will rate overall course quality as "high" or "somewhat high".
b. 80% of students will rate the instructor's teaching effectiveness as "high" or "somewhat high"

GSES: 80% of students will report an increase in their entering competency level regarding basic knowledge in their major area of study.

GFS: a. 80% of majors who responded to the survey will indicate that their overall education from ASU was effective in their successful job performance.

b. Achieve a mean score of at least 3.5 in the effectiveness of respondents' knowledge of concepts and practices in major area as it relates to job performance.

Supplementary Measures:

GSES: 80% of majors report a high level of confidence in their overall ability to perform effectively on the job.

GSES: 80% of majors report a high level of confidence in their overall ability to pursue graduate studies successfully.

GSES: 80% of majors report a high level of confidence in their overall ability to get a job in their major area or advance to a better position.

GSES: 80% of majors report a high level of confidence in their overall educational background.
 GSES: 80% of students will report high satisfaction with the quality of teaching by faculty in his/her major.
 GSES: Achieve a combined mean score of at least 3.0 in students' satisfaction with the overall academic environment.

Result(s):

Target Outcome Met

GSES: Results from the GSES indicate an increase of 1.02 in the mean scores of entering and exiting competency levels of COB students' regarding knowledge of concepts, principles, and issues in their major area of study (3.53 Vs 4.54). Slightly over 95 percent (95.2%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 58.2% who reported the same level of competency at the time they entered the University. COB students' improvement on this competency was slightly lower (.06) when compared to all graduating seniors (1.02 Vs 1.08).

GFS: Results from the GFS indicate that 75% of COB graduates who responded to this survey rated their knowledge of concepts and practices in their major area of study as "Effective" or "Very Effective" in their job performance. COB's mean score (3.80) for this competency is 0.05 higher than the mean score of all graduates combined (3.75).

Supplementary Outcomes:

GSES: Results from the GSES indicate a high level of confidence among students regarding their educational background from ASU whether they are pursuing work or further education. Over ninety-five percent (95.45%) of COB students indicated "high" or "somewhat high" confidence in their ability to perform effectively on the job as an ASU graduate. Slightly under 93 percent (92.86%) of COB students indicated "high" or "somewhat high" confidence in their ability to pursue graduate studies successfully as an ASU graduate. Over ninety-one percent (91.80%) of COB students felt confident in their ability to get a job in their major area or advance to a better position.

FCE: In terms of the overall instructional quality, 77.3% of COB students rated overall course quality as "high" and "somewhat high", with a mean score of 4.29 (max=5) and 76.2% gave the same rating to instructors' teaching effectiveness and a mean of 4.23 (max=5).

Action Plan:

| Objective 1.: Knowledge of accounting, finance, management, marketing, management information systems, global business, strategic management, and production theories and concepts. | | | |
|---|----------------------|---------------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| Students will be assessed in MG 480 Senior Seminar according to the rubrics placed in LiveText portfolios. | MG 480 Instructor(s) | Faculty/Staff | 2009-10 |
| Performance Indicator (Target Outcome): 90% of students will meet performance standards of target or acceptable for work submitted based upon common rubrics | | | |


Objective 2.: A knowledge of technology as it relates to business.

Objective Type: Learning

Objective Comment: Students will demonstrate an understanding of the technology necessary to perform in a business environment.

Assessment Method 2.1: Analysis of course projects, cases or papers throughout the curriculum (MG 302, MG 350, and MG 420). A common rubric will be used to evaluate the project, case, or paper and it will be placed in the student evaluation portfolio in Live Text.

Assessments: 1640-0513

Method Type: Direct  *

Method Comment: A simulation will be used in certain courses including the capstone course to evaluate the use of material learned as it applies to "real world" situations. (MG 350 and MG 420) A common rubric will be used to evaluate the simulation and results will be placed in the student portfolio in Live Text.



Course Legend: MG 302-Management Information Systems; MG 350-Financial Management; and MG 420 Business Policy.

Target Outcome(s): 80% of students will meet the performance standard of target or acceptable set for projects, papers and cases by the common rubric. 95% of students will meet the performance standard of target or acceptable set for simulations by the common rubric.

Result(s): *Target Outcome Met*

1. 81% of students in the target course MG 302 met the performance standard set.
2. A simulation was not used in this course. No data was collected. This assessment method is not being used in the future.

Assessment Method 2.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding proficiency in the use of technology.

GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' computer proficiency level on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.66 in the mean scores of entering and exiting competency levels of COB students' regarding effective use of technology (3.91 Vs 4.57). When compared to all entering students, COB students' show a higher level of competency, 3.82 and 3.91, respectively. This difference may explain the slightly lower increase in the competency level for COB graduates than for all graduates, 0.66 and 0.71, respectively. Slightly over 92 percent (92.3%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 74.4% who reported the same level of competency at the time they entered the University.

GFS: Results from the GFS indicate a mean score of 3.85 in the effectiveness ratings of COB graduates regarding their computer proficiency in job performance with 70% of respondents rating this competency as "Effective" or "Very Effective".

Action Plan:

| Objective 2.: A knowledge of technology as it relates to business. | | | |
|---|----------------------|---------------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| Performance standard was changed to 80% before data collected for 2008-09 AAR. | MG 302 Instructor(s) | Faculty/Staff | 2009-10 |
| Performance Indicator (Target Outcome): 80% of students will meet the performance standard of target or acceptable set for projects, papers and cases by the common rubric. | | | |

Objective 3.: Knowledge of the global economy including an understanding of diversity.

Objective Type: Learning

Objective Comment: The student will demonstrate an awareness of cultures and backgrounds other than the student's own.

Assessment Method 3.1: Course Examinations (MG 352)Pre and Post Assessment Exam (GBA 300, MG 320 and MG 420)Student Portfolio evaluation (term paper) to be graded with a common rubric and placed in Live Text (MG 352) Course presentations throughout the curriculum (MG 352)

Assessments: [1640-0510](#)
[1640-0524](#)
[1640-0521](#)
[1640-0516](#)

Method Type: Direct  *

Method Comment: A.1. Course Examinations (MG 352)
A.2. Course knowledge is tested through the Pre and Post Assessment Exam with questions relative to the global economy and diversity.
A.3 A Student Portfolio evaluation sample (term paper) for MG 352 will be used with a designated rubric to provide a measure of the student's work.
B.1. Course presentations will be evaluated using a common rubric or a written assignment with a common rubric, with samples to be placed in the Student Portfolio (MG 352). Course Legend: MG 352 International Business; MG 420 Business Policy

Target Outcome(s): A.1 80% of students will pass the course with a score of 70% or better.
A.2. 80% of students will meet the performance standard set for the group of questions in the Pre and Post Assessment Exam on the global economy and diversity.
A.3. 80% of students will meet set performance standards of target or acceptable using common rubrics for the portfolio samples for papers and projects to be placed in Live Text,.
B1. 80% of students will meet course standards of target or acceptable using common rubrics with portfolio samples for projects.

Result(s): *Target Outcome Partially Met (AP Submitted)*

A.1. This target outcome has been deleted.
A.2. More than 80% of business students showed improvement in answers given to global questions between the pre and post exams.
A.3. Target outcome not met. 83% of students met the standard.
B.1. Unable to assess. Data will be provided in next AAR as Portfolio has not been in use long enough.

Assessment Method 3.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: [1800-0400](#) 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their understanding and appreciation of societal, cultural, and global differences.

GSES: 80% of students will report an increase in their entering competency level regarding their appreciation of different opinions and points of view.

GFS: Achieve a mean score of at least 3.5 in graduates' ability to work with people with different backgrounds and opinions as it relates to job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.75 in the mean scores of entering and exiting competency levels of COB students' regarding understanding and appreciation of societal, cultural and global differences, 3.63 and 4.39, respectively. Over 87 percent (87.5%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 63.4% who reported the same level of competency at the time they entered the University. COB students' improvement was higher (.06) when compared with all graduating seniors, 0.75 and 0.69, respectively.

GSES: Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of COB students' regarding appreciation of different opinions and points of view, 4.05 and 4.55, respectively. Slightly under 91 percent (90.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 80.1% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (.05) when compared with all graduating seniors, 0.50 and 0.45, respectively.

GFS: Results from the GFS indicate a mean score of 4.05 in the effectiveness ratings of COB graduates regarding their ability to work effectively with people with different backgrounds and opinions, with 75% of respondents rating their competency as "Effective" or "Very Effective" to job performance.

Action Plan:

Objective 3.: Knowledge of the global economy including an understanding of diversity.

Improvement Strategies:

| Tasks/Action Steps | Responsibilities | Resources | Timeline |
|---|-------------------------|---------------|----------|
| Students will be assessed in LiveText according to a suitable rubric. | MG 352 Instructor(s) | Faculty/Staff | 2009-10 |
| Performance Indicator (Target Outcome): 80% of students will meet set performance standards of target or acceptable using common rubrics for the portfolio samples for papers and projects to be placed in Live Text. | | | |

Objective 4.: Knowledge of and ability to use effective managerial, leadership and group interaction techniques.

Objective Type: Learning

Objective Comment: 1. Students will demonstrate a knowledge of the management program content.
2. Students will demonstrate the ability to work effectively in a group situation.
3. Students will demonstrate an understanding of leadership theory and its application.

Assessment Method 4.1: A. A Pre and Post Assessment Exam will be given in MG 320 (or GBA 300) during the first semester and in MG 420 in the last semester and the results will be assessed for improvement of content knowledge of the CPC.
B. Group projects or case studies will be used in MG 302, MG 320, MG 346, MK 331, MG 352, and MG 420 to assess team efforts using a common rubric.
C. A simulation will be used in MG 350 and MG 420 to determine the student's ability to work as a team member. A common rubric will be used to assess the results and these will be placed in Live Text in the student portfolio.
D. A Leadership Exam in MG 346 will be evaluated by a common rubric and placed in the student portfolio in Live Text.

Assessments: [1640-0510](#)
[1640-0514](#)

Method Type: Direct  *

Method Comment: Course Legend: MG 302-Management Information Systems, MG 346-Principles of Management & Leadership; MG 320-Organizational Communication; MG 350-Financial Management, MG 352-International Business, and MG 420-Business Policy, MK 331-Marketing Principles



Target Outcome(s): A. 90% of students will show improvement between the Pre Assessment Exam and the Post Assessment Exam scores to measure content knowledge of CPC.
B. 90% of students will meet the performance standard of target or acceptable set by the common rubric in group projects.
C. 90% of students will meet the performance standard of target or acceptable set by the common rubric in the management simulations.
D. 80% of students will pass the exam designed to assess managerial/leadership skills with a grade of C or

better in MG 346.

Result(s): *Target Outcome Met*

- A. For 2008-2009, improvement was made between the pre and post exam for the management and leadership questions. Students taking the pre-exam scored, on average, 67.455%. The post exam average was 73.058%.
- B. Target met. 96% of business students met the performance standard of target or acceptable set by the common rubric used in MG 346 to assess management and leadership.
- C. No simulation was used in this course. This method of assessment was deleted.
- D. Exams were removed as a target outcome.

Assessment Method 4.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding their ability to exert leadership.
GSES: 80% of students will report increases in their entering competency level regarding their ability to work cooperatively in groups.
GSES: 80% of students will report increases in their entering competency level regarding their ability to apply theoretical knowledge to practical solutions.
GSES: 80% of students will report increases in their entering competency level regarding time management skills.
GFS: Achieve a mean score of at least 3.5 in graduates' time management skills as it relates to job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.65 in the mean scores of entering and exiting competency levels of COB students' regarding their ability to exert leadership, 3.78 and 4.43, respectively. Close to 90 percent (89.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation

compared to 69.5% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.04) when compared with all graduating seniors, 0.65 and 0.61, respectively.

GSES: Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of COB students' regarding their ability to work cooperatively in groups, 3.92 and 4.43, respectively. Close to 86 percent (85.9%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 72.7% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.05) when compared with all graduating seniors, 0.50 and 0.45, respectively.

GSES: Results from the GSES indicate an increase of 0.77 in the mean scores of entering and exiting competency levels of COB students' regarding their ability to apply theoretical knowledge to practical solutions, 3.68 and 4.46, respectively. Close to 92 percent (91.9%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 65.2% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.07) when compared with all graduating seniors, 0.77 and 0.84, respectively.

GSES: Results from the GSES indicate an increase of 0.90 in the mean scores of entering and exiting competency levels of COB students' regarding their time management skills, 3.62 and 4.51, respectively. Slightly over 92 percent (92.2%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 63.9% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.04) when compared with all graduating seniors, 0.90 and 0.86, respectively.

GFS: Results from the GFS indicate a mean score of 4.33 in the effectiveness ratings of COB graduates regarding their time management skill, with 88.9% of respondents rating their competency as "Effective" or "Very Effective" to job performance.

Action Plan: *AP is not required*

Objective 5.: Ability to effectively use critical-thinking and decision-making techniques.

Objective Type: Learning

Objective Comment: Students will demonstrate the ability to develop critical perspectives, evaluate, and make appropriate decisions.

Assessment Method 5.1: Case Studies throughout the curriculum (MG 302, MG 320, MG 346, MG 350, MG 390, MG 420, MG 480).Simulation exercise (MG 350, MG 420).

Assessments: 1640-0512

Method Type: Direct  *

Method Comment: 1. Case studies will be analyzed by students in selected courses (written analysis) to include MG 320, MG 346, MG 390, and MG 420. A common rubric will be used and the cases will be placed in the Student Portfolio in Live Text.

2. A capstone simulation involving analysis of a company and decision-making techniques will be evaluated using a common rubric and placed in Live Text (MG 420).

3. A paper in MG 350 will be analyzed using critical thinking and decision-making skills and evaluated using a common rubric and placed in Live Text.

Course Legend: MG 302- Management Information Systems; MG 320 Organizational Communication; MG 346- Principles of Management & Leadership; MG 350 Financial Management; MG 390-Productions/Operations Management; MG 420-Business Policy; MG 480-Senior Seminar.

Target Outcome(s): 1. 90% of students will meet the performance standard of target or acceptable set by the common rubric for case studies.

2. 85% of students will meet the performance standard of target or acceptable set by the common rubric for the simulations

Result(s): *Target Outcome Not Met (AP Submitted)*

1. 85% of business students in MG 390 and MK 331 met the performance standard set for case studies. Therefore, the target was not met. This target percentage was adjusted before measurement made. Only MG 390 and MK 331 will be used in future.

2. The simulation was deleted as a target outcome.

Assessment Method 5.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their analytical/critical thinking skills, evidenced by their ability to weight evidence/facts/ideas and draw conclusions.

GSES: 80% of students will report an increase in their entering competency level regarding their ability to solve problems.

GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' analytical and problem solving skills on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.70 in the mean scores of entering and exiting competency levels of COB students' regarding their critical thinking skills, 3.79 and 4.49, respectively. Slightly over 93 percent (93.2.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 70.7% who reported the same level of competency at the time they entered the University. COB students' improvement was lower (0.10) when compared with all graduating seniors, 0.70 and 0.80, respectively. However, their entering competency level was higher than the overall for all graduates.

GSES: Results from the GSES indicate an increase of 0.63 in the mean scores of entering and exiting competency levels of COB students' regarding their ability to solve problems, 3.88 and 4.51, respectively. Slightly under 94 percent (93.8.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 75.1% who reported the same level of competency at the time they entered the University. COB students' improvement was mostly the same (0.01) as that of all graduating seniors, 0.63 and 0.62, respectively.

GFS: Results from the GFS indicate a mean score of 4.20 in the effectiveness ratings of COB graduates regarding their critical thinking and problem solving skills, with 85% of respondents rating their competency as "Effective" or "Very Effective" to job performance.

Action Plan:

| Objective 5.: Ability to effectively use critical-thinking and decision-making techniques. | | | |
|---|-------------------------------|---------------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| Performance standard was changed before data collected for 2008-09 AAR. Rubrics used in MG 390 and MK 331 will be assessed in the future. | MG 390 and MK 331 Instructors | Faculty/Staff | 2009-10 |
| Performance Indicator (Target Outcome): 90% of students will meet the performance standard of target or acceptable set by the common rubric for case studies. | | | |

Objective 6.: Ability to effectively communicate, both orally and in writing.

Objective Type: Learning

Objective Comment: 1. Students will demonstrate mastery of writing at a scholarly level using APA.
2. Students will demonstrate the ability to speak effectively.

Assessment Method 6.1: A. Written reports and assignments throughout the curriculum are required in all CPC classes(MG 302, MG 320, MG 346, MG 350, MG 352, MG 390, MG 420, MG 480 MK 331)

Assessments: [1640-0521](#)
[1640-0517](#)
[1640-0522](#)
[1640-0520](#)
[1640-0523](#)

Method Type: Direct  *

Method Comment: B. A term paper using a common rubric will be required for MG 320 Organizational Communication during the student's first semester, and a final senior term paper will be required the last semester in MG 480 Senior Seminar. Progress will be assessed between the pre-paper and the post paper. These will be placed in the Student Portfolio in Live Text. C. An oral presentation using a common rubric will be required for MG 320 (or GBA 300) during the first semester, in MG 302, MG 352, and MK 331 (various semesters), and in MG 420 and MG 480 during the last semester. Progress will be assessed between the student's first semester and the last semester with presentational skill. Presentations will be placed in the Student Portfolio In Live Text. Oral presentations may also occur in other courses.

Course Legend: MG 302-Management Information Systems; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 350-Financial Management; MG 352-International Business; MG 390-Productions/Operations Management; MG 420-Busines Policy; MG 480-Senior Seminar and MK 331-Marketing Principles.

Target Outcome(s): A. 100% of all CPC courses will have a writing assignment to assist students to continually improve writing skills.
B.1. 90% of students will meet the performance standard of target or acceptable set by a common rubric for written papers.
B.2. 80% of students will show improvement in writing from the first semester to the last semester.
C.1. 90% of students will meet the performance standard of target or acceptable set by a common rubric for oral presentations.
C.2. 80% of students will show improvement in Orla presentations from the first semester to the last.

Result(s): *Target Outcome Partially Met (AP Submitted)*

A. Target met. 100% of all CPC courses contain a writing assignment.
B.1. 90% of business students met the target outcome set for writing in MG 320.
B.2. Unable to assess. Data for this assessment method will not be available until after students have taken MG 480 Senior Seminar. Fall 2009 is the first semester the course is being offered.
C.1. 88% of business students met the performance standard for oral presentations in MG 320. Target was not met. Target was readjusted before measurement was taken.
C.2. Unable to assess. Data for this assessment method will not be available until after students have taken MG 480 Senior Seminar. Fall 2009 is the first semester the course is being offered.

Assessment Method 6.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-up Survey (GFS)

Assessments: 1800-0400 [Data](#)
1600-0410 [Data](#)

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their written communication skills..
GSES: 80% of students will report an increase in their entering competency level regarding their oral communication skills.
GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' written and communication skills on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.65 in the mean scores of entering and exiting competency levels of COB students' regarding their written communication skills, 3.74 and 4.39, respectively. Slightly under 88 percent (87.8%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 66.6% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.02) when compared with all graduating seniors, 0.65 and 0.63, respectively.

GSES: Results from the GSES indicate an increase of 0.51 in the mean scores of entering and exiting competency levels of COB students' regarding their speaking (verbal) skills, 3.84 and 4.35, respectively. Slightly over 85 percent (85.1%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 70.4% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.04) when compared with all graduating seniors, 0.51 and 0.55, respectively.

GFS: Results from the GFS indicate a mean score of 4.15 in the effectiveness ratings of COB graduates regarding their written and oral communication skills, with 85% of respondents rating their competency as "Effective" or "Very Effective" to job performance.

Action Plan:

| Objective 6.: Ability to effectively communicate, both orally and in writing. | | | |
|--|----------------------|---------------|----------|
| Improvement Strategies: | | | |
| Tasks/Action Steps | Responsibilities | Resources | Timeline |
| Students will be evaluated in MG 480 Senior Seminar as to the appropriate rubrics in LiveText Portfolio. | MG 480 Instructor(s) | Faculty/Staff | 2009-10 |
| Performance Indicator (Target Outcome): 80% of students will report an increase in their entering competency level regarding their written communication skills. | | | |

Objective 7.: An understanding of ethical issues and the importance of maintaining ethical standards.

Objective Type: Learning

Objective Comment: Students will demonstrate a knowledge of ethical values through study of ethical issues and by applying this knowledge to business situations.

Assessment Method 7.1: 1. Chapter Case Studies about ethical issues will be evaluated in MG 320 and MG 346 using common rubrics and placed in LiveText. Students will use critical thinking skills to evaluate and make decisions regarding these cases.
 2. Course Assignments throughout the curriculum (MG 346, MG 350,)
 3. Students will be required to write a paper or an essay about the importance of maintaining ethical standards for Managerial Finance (MG 350). A common rubric will be used to assess the essays and the essays will be placed in the Student Portfolio in Live Text.

Course Legend: MG 320 Organizational Communication; MG 346-Principles of Management & Leadership;
 MG 350-Financial Management;

Assessments: 1640-0515

Method Type: Direct  *

Method Comment:

Target Outcome(s): 90% of students will meet the performance standard set of target or acceptable for the chapter case studies in MG 346 using a common rubric.80% of students will pass these classes with a 70% or better.

90% of students will meet the performance standard set of target or acceptable for the ethics paper using a common rubric.

Result(s): *Target Outcome Met*

1. Chapter case studies and course assignments were deleted as a target outcome. No data was collected.
2. 92% of students met the performance standard of target or acceptable on the rubric used in MG 350 for ethics.

Assessment Method 7.2: Graduating Senior Exit Survey (GSES)

Assessments: 1800-0400 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their understanding and appreciation of ethical standards.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.53 in the mean scores of entering and exiting competency levels of COB students' regarding their understanding and appreciation of ethical standards, 4.03 and 4.56, respectively. Ninety (90) percent of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 76.6% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.06) when compared with all graduating seniors, 0.53 and 0.47, respectively.

Action Plan: *AP is not required*

IV. IMPLEMENTATION PLAN

The Dean's designee will have overall responsibility for maintaining data collection, reporting, and dissemination of assessment results to the to the faculty in the College of Business and to the Office of Institutional Planning, Research & Assessment. The College of Business in coordination with the Vice President of Academic Affairs, and following procedures established throughout the University, will be responsible for considering and enacting curricular changes in the light of assessment findings within the College of Business. Specific measurement implementation

includes:

Online Assignments: Student ability will be assessed via online problem assignments simulations, discussion board and examinations for all courses. Student performance will be sampled, and comparisons of median performance will be made over time. Annually, data will be provided by the faculty for every course to analyze group online performance.

Written Assignments: Student ability to retrieve information from library sources, from non-library sources, and from the Internet will be assessed in all courses via written assignments. Student performance using a common rubric will be sampled and comparisons of median performance will be made over time. Annually, data will be provided for assessment.

Course Projects: In selected courses, projects will be assigned and evaluated using a common rubric. Data will be provided for assessment.
Capstone Course Assessment: Students will be assessed in MG 320 for written and oral presentations. These assignments will be placed in the student's portfolio. In addition the capstone assessment will be given in MG 320 and MG 420 to determine knowledge before taking courses in the major and also following taking courses in the major. These results will be recorded and evaluated to compare ratings. For students who have completed BUS 215 prior to enrolling at ASU, the course to be taken is GBA 300 Library Research Skills. These students will also take the capstone Assessment Exam and results will be compared with the exam in MG 420. The results will be forwarded to the Office of Institutional Assessment on an annual basis.

Simulations: Results of the Business simulation from the Capstone Course will be placed in the Student Assessment Portfolio in LiveText. These results evaluate how well the student meets effective managerial and group interaction outcomes. The results will be maintained in the Student Evaluation Portfolio.

Case Studies: Case studies will be evaluated in selected courses by a common rubric and maintained in the Student Evaluation Portfolio. The results will be used to evaluate critical thinking outcomes and reported annually.

Oral Presentations: Oral presentations will be evaluated in selected courses by a common rubric. The results will be used to evaluate the communication outcome and reported annually. These presentations will be maintained in the Student Evaluation Portfolio.

Student Portfolio: Selected assignments will be evaluated by a common rubric and will be used to compare work across the student's coursework and results compared. These results will be forwarded to the Office of Institutional Planning, Research & Assessment on an annual basis.

Faculty Course Evaluation, Graduating Senior Exit, and Graduate Follow-Up surveys: The Office of Institutional Planning, Research & Assessment will coordinate the administration of the surveys and will report data results to the Deans, Chairs and designated faculty.

College of Business Surveys: Will be conducted to evaluate programs and will provide data for assessment.
Administration of the surveys is as follows: Alumni Survey (1st year After graduation), Employer Survey (every 3rd year), Student Survey (every 2nd Year), and Exit Survey (every 2nd year)

Focus Groups: will be used to allow selected students to assess their understanding of various outcomes and to evaluate effectiveness of the programs in the College of Business.

B. Objectives/Outcomes and Assessment Methods Matrix

| Assessment Methods | Objectives | | | | | | | | | |
|--------------------|------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|--|--|--|--|
| --Direct-- | | | | | | | | | | | | |
| CBU Leadership Skills Rubric | | | | X | | | | | | | | |
| CBU Understanding of Professionalism Rubric | | | | | | X | | | | | | |
| CBU Critical Thinking Rubric | | | | | X | | | | | | | |
| CBU Article Review Rubric (Presentation Required) | | | | | | X | | | | | | |
| CBU Written Communication Skills Rubric | | | | | | X | | | | | | |
| CBU Article Review Rubric (No Presentation) | | | | | | X | | | | | | |
| CBU Understanding Global Issues Rubric | | | X | | | | | | | | | |
| CBU Student Portfolio Assessment | X | | X | | | | | | | | | |
| CBU Oral Presentations Rubric | | | X | | | X | | | | | | |
| CBU Business Assessment Exam | X | | X | X | | | | | | | | |
| CBU Use of Technology Rubric | | X | | | | | | | | | | |
| CBU Understanding Ethical Behaviors Rubric | | | | | | | X | | | | | |
| --Indirect-- | | | | | | | | | | | | |
| Graduate Follow-Up Survey | X | X | X | X | X | X | | | | | | |
| Faculty Course Evaluation | X | | | | | | | | | | | |
| Graduating Senior Exit Survey | X | X | X | X | X | X | X | | | | | |

V. DISSEMINATION OF ASSESSMENT FINDINGS

Assessment Results: These results will be given yearly in the annual assessment report (AAR). These are to be used for program and curricular changes. Results will be disseminated to the faculty of the College of Business at each Fall Faculty Workshop and to the Office of Institutional Planning, Research and Assessment. Findings will be used to determine changes needed.

VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT (ACTION PLANS)

Specific action plans agreed upon by faculty will be developed for each objective/outcome on which one or more weaknesses has/have been identified by the assessment findings. The specific improvement strategies, tasks, action steps, responsibilities, resources, and timelines will be outlined. Action plans will be tracked for implementation and the impact of the actions taken will be evaluated against initial goals and expected target outcomes. Annual assessment reports (AAR) will document the actual action plan(s) by program.

VII. Assessment Compliance Certification

View this Program's Assessment Compliance Certification: [1640-0212](#)

[Return to Programs](#)[Assess AAP](#)[Approve AAP](#)[Save AAP](#)[Assess AAR](#)[Approve AAR](#)

AMOS is the property of Athens State University and may not be reproduced or distributed without permission. Unauthorized use is strictly prohibited.



AMOS

Assessment Management Online System

Annual Assessment Plan

Academic Year: 2009-2010

Organization Information

Organization(s):
Accounting (with Minor)
Accounting
Unit: College of Business
Sub Unit:

Organization Programs

Organization Category: Academic
Degrees Covered by this plan: BS
CIPC Code: 520301

Organization Type

Degree Program

I. MISSION STATEMENT

The mission of the College of Business is to offer programs of study to students that will prepare them for positions in business, finance, or government; enhance the professional development of those already employed, and provide an academic framework for graduate study leading to professional positions. The purpose of the College of Business is to provide quality education for all students, teaching them to think critically; to use technology efficiently; to be effective leaders, decision-makers, and communicators; to maintain ethical standards; and to understand the global economy.

II. PROGRAM PURPOSE/GOALS

Academic programs in the College of Business focus on the academic and professional development of students for gaining employment or pursuing graduate studies. Through rigorous coursework in the common professional core (CPC) areas of accounting, economics, management, marketing, quantitative skills, legal issues, and production theories and concepts, students gain a comprehensive business background and the skills and competencies to qualify for enhanced managerial and administrative career opportunities.

To carry out its mission and support its purpose, the College of Business has established the following goals: 1) provide for continuous improvement of the programs within the College of Business in keeping with the standards set by Athens State University, The Southern Association of Colleges & Schools (SACS), and the Association of Collegiate Business Schools and Programs (ACBSP); 2) Place excellence in teaching as the number one priority for serving students and for evaluating faculty; 3) Encourage growth and diversity in the faculty and student body; 4) Seek community and business relationships for advice and support of student and curriculum needs; 5) Maintain cooperative

relationships with other educational institutions to facilitate student transfer, maximize resource utilization and provide quality programs; 6) Support a quality-based, equivalent learning environment for all students in all settings, and 7) Graduate students who will be academically and professionally prepared by the quality teaching programs of the College of Business for work in an increasingly diverse, global environment.

III. OBJECTIVES

Objective 1: Knowledge of accounting, finance, management, marketing, management information systems, global business, strategic management, and production theories and concepts.

Objective Type: Learning

Objective Comment: Students will demonstrate an understanding of basic areas within the business discipline.

Assessment Method 1.1: CBU Student Portfolio
CBU Business Assessment Exam

Assessments: [1640-0524](#)
[1640-0510](#)

Method Type: Direct  *

Method Comment: A. Student assignments in Live Text from common professional core courses (MG 302, MG 320, MG 346, MG 350, MG 352, MG 390, MG 420, MG 480, and MK 331). These will be supported by rubrics to provide examples and measures of student work.
B. Pre and Post Assessment Exams covering knowledge of common professional core courses (in MG 320, GBA 300 and MG 480). Assessment exam featuring questions covering each area of the CPC designed to measure knowledge gained.

Course Legend: GBA 300-Business Research Skills; MG 302-Management Information Systems; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 350-Financial Management; MG 352-International Business; MG 390-Productions/Operations Management; MG 420-Business Policy; MG 480-Senior Seminar; MK 331 Marketing Principles.

Target Outcome(s): A. 80% of students will meet performance standards of target or acceptable for work submitted based upon common rubrics.
B. 80% of students will meet performance standards set for the post exam with improvement shown between the pre and post results.

Result(s): *Target Outcome Met*

A. More than 80% (89%) of students met the performance standards set for work submitted based upon common rubrics.

B. More than 80% (88%) of students met the performance standards set for the post exam with improvement shown between the pre and post results.

Assessment Method 1.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)
Faculty Course Evaluation Survey (FCES)

Assessments: 1800-0400 [Data](#)
1600-0410 [Data](#)
1600-0400 [Data](#)

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance. The Faculty Course Evaluation Survey, administered in every course at the end of each semester, focuses on instructional delivery, depth and relevance of the course material presented, instructor's approach to teaching, student engagement/participation, and classroom support resources.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding basic knowledge in their major area of study.
GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' knowledge of concepts and practices in major area on job performance.
FCE: 80% of students will rate overall course quality as "high" or "somewhat high".
FCE: 80% of students will rate the instructor's teaching effectiveness as "high" or "somewhat high".

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 1.04 in the mean scores of entering and exiting competency levels of COB students' (n=335) regarding knowledge of concepts, principles, and issues in their major area of study (3.37 Vs 4.41). Slightly over 92 percent (92.3%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 40% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (.06) when compared with all graduating seniors (1.04 Vs 1.10).

Supplementary Measures:

GFS: Results from the GFS indicate that over 58% (58.4%) of ASU graduates who responded to this survey

(n=101) rated their knowledge of concepts and practices in their major area of study as "Effective" or "Very Effective" in their job performance with a mean score of 3.58.

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle.

FCE: In terms of the overall instructional quality, 80.1% of COB students rated overall course quality as "high" and "somewhat high", with a mean score of 4.26 (max=5) and 77.8% gave the same rating to instructors' teaching effectiveness and a mean of 4.23 (max=5). COB mean scores on these two indicators (4.26 and 4.23, respectively) were higher than those of the institution as a whole (4.24 and 4.19, respectively).

GSES: Results from the GSES indicate a "high" or "somewhat high" level of confidence among COB students regarding their educational background from ASU (94.89%) whether they are pursuing work or further education. Over ninety-three percent (93.7%) of COB students indicated "high" or "somewhat high" confidence in their ability to perform effectively on the job as an ASU graduate. Slightly over 89 percent (89.3%) of COB students indicated "high" or "somewhat high" confidence in their ability to pursue graduate studies successfully as an ASU graduate. Over ninety percent (90.1%) of COB students felt confident in their ability to get a job in their major area or advance to a better position.

Action Plan: *AP is not required*

Objective 2: A knowledge of technology as it relates to business.

Objective Type: Learning

Objective Comment: Students will demonstrate an understanding of the technology necessary to perform in a business environment.

Assessment Method 2.1: Use of Technology Rubric
CBU Student Portfolio

Assessments: [1640-0513](#)
[1640-0524](#)

Method Type: Direct  *



Method Comment: Analysis of course projects, cases, or papers to evaluate the use of technology will be used in MG 302. A technology rubric will be used to evaluate the project, case, or paper and it will be placed in the student evaluation portfolio in Live Text.

Target Outcome(s): 80% of students will meet the performance standard of target or acceptable set for technology projects, papers, and cases by the common rubric.

Result(s): *Target Outcome Met*

More than 80% (96%) of students met the performance standard of target or acceptable set for technology projects, papers, and cases by the common rubric.

Assessment Method 2.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report increases in their entering competency level regarding proficiency in the use of technology.

GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' computer proficiency level on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.66 in the mean scores of entering and exiting competency levels of COB students' (n=334) regarding effective use of technology (3.85 Vs 4.52). When compared to all entering students, COB students' show a higher level of competency, 4.43 and 4.52, respectively. This difference may explain the slightly lower increase in the competency level for COB graduates than for all graduates, 0.66 and 0.72, respectively. Slightly over 92 percent (92.1%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 60.7% who reported the same level of competency at the time they entered the University.

Supplementary Measures:

GFS: Results from the GFS indicate a mean score of 3.99 in the effectiveness ratings of ASU graduates who responded to this survey (n=101) regarding their computer proficiency in job performance with 67% of respondents rating this competency as "Effective" or "Very Effective" with a mean score of 3.99.

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle

Action Plan: *AP is not required*

Objective 3: Knowledge of the global economy including an understanding of diversity.

Objective Type: Learning

Objective Comment: The student will demonstrate an awareness of cultures and backgrounds other than the student's own.

Assessment Method 3.1: CBU Business Assessment Exam
Understanding of Global Issues Rubric
Oral Presentations Rubric
CBU Student Portfolio

Assessments: [1640-0510](#)
[1640-0516](#)
[1640-0521](#)
[1640-0524](#)

Method Type: Direct  *

Method Comment: A. Course knowledge is tested through the Pre and Post Assessment Exam with questions relative to the global economy and diversity (GBA 300, MG 320, MG 480).
B. A student term paper for MG 352 will be used with a global rubric to provide a measure of the student's work.
C. Course presentation will be evaluated using a presentation rubric, with samples to be placed in the Student Portfolio (MG 352).

Course Legend: GBA 300-Business Research Skills, MG 320-Organizational Communication, MG 352-International Business; MG 480- Senior Seminar

Target Outcome(s): A. 80% of students will meet the performance standard set for the group of questions in the Pre and Post

Assessment Exam on the global economy and diversity.

B. 80% of students will meet set performance standards of target or acceptable using global rubrics for papers to be placed in Live Text.

C. 80% of students will meet course standards of target or acceptable using rubrics with portfolio samples for presentations.

Result(s): *Target Outcome Met*

A. More than 80% (87%) of students met the performance standard set for the group of questions in the Pre and Post Assessment Exam on the global economy and diversity.

B. More than 80% (95%) of students met the performance standards of target or acceptable using global rubrics for papers to be placed in LiveText.

C. The Oral Presentations Rubric is being revised. Data is not available.

Assessment Method 3.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their understanding and appreciation of societal, cultural, and global differences.
GSES: 80% of students will report an increase in their entering competency level regarding their appreciation of different opinions and points of view.
GFS: Achieve a mean score of at least 3.5 in graduates' ability to work with people with different backgrounds and opinions as it relates to job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.76 in the mean scores of entering and exiting competency levels of COB students' (n=335) regarding understanding and appreciation of societal, cultural and global differences, 3.63 and 4.39, respectively. Over 89 percent (89.2%) of COB graduating seniors reported "strong" or

"somewhat strong" competency at the time of graduation compared to 52.5% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.03) when compared with all graduating seniors, 0.76 and 0.79, respectively.

GSES: Results from the GSES indicate an increase of 0.57 in the mean scores of entering and exiting competency levels of COB students' regarding appreciation of different opinions and points of view, 3.96 and 4.53, respectively. Slightly under 94 percent (93.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 66.4% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (.01) when compared with all graduating seniors, 0.57 and 0.58, respectively.

Supplementary Measures:

GFS: Results from the GFS indicate a mean score of 4.17 in the effectiveness ratings of ASU graduates regarding their ability to work effectively with people with different backgrounds and opinions, with 77% of respondents (n=101) rating their competency as "Effective" or "Very Effective" to job performance.

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle.

Action Plan: *AP is not required*

Objective 4: Knowledge of and ability to use effective managerial, leadership and group interaction techniques.

Objective Type: Learning

Objective Comment: 1. Students will demonstrate knowledge of the management program content.
2. Students will demonstrate the ability to work effectively in a group situation.
3. Students will demonstrate an understanding of leadership theory and its application.

Assessment Method 4.1: CBU Business Assessment Exam
Case Analysis Rubric
Business Policy Case Analysis
CBU Student Portfolio

Assessments: [1640-0510](#)
[1640-0518](#)
[1640-0527](#)
[1640-0524](#)

Method Type: Direct 

Method Comment: A. A Pre and Post Assessment Exam will be given in MG 320 or GBA 300 during the first semester and in MG 480 in the last semester and the results will be assessed for improvement of content knowledge of the CPC.
B. Case studies will be used in MG 346 to assess knowledge of management content and evaluated using a case study rubric.
C. A simulation will be used in MG 420, the capstone course, to determine the student's ability to work as a team member.


Course Legend: GBA 300-Business Research Skills; MG 320-Organizational Communication; MG 346-Principles of Management & Leadership; MG 420-Business Policy, MG 480-Senior Seminar

Target Outcome(s): A. 80% of students will show improvement between the Pre Assessment Exam and the Post Assessment Exam scores to measure content knowledge of CPC.
B. 80% of students will meet the performance standard of target or acceptable set by the case study rubric in case studies in MG 346.
C. 80% of students will meet the performance standard of target or acceptable set by the common rubric in the management simulations.

Result(s): *Target Outcome Met*

A. For 2009-2010, improvement was made between the pre and post exam for the management and leadership questions. Students taking the pre-exam scored, on average, 67%. The post exam average was 74%.
B. More than 80% (97%) of students met the performance standard of target or acceptable set by the case study rubric use in MG 346 to assess management and leadership.
C. More than 80% (99%) of students met the performance standard of target or acceptable set by the common rubric in the management simulations.

Assessment Method 4.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

| | |
|--------------------|--|
| Target Outcome(s): | <p>GSES: 80% of students will report increases in their entering competency level regarding their ability to exert leadership.</p> <p>GSES: 80% of students will report increases in their entering competency level regarding their ability to work cooperatively in groups.</p> <p>GSES: 80% of students will report increases in their entering competency level regarding their ability to apply theoretical knowledge to practical solutions.</p> <p>GSES: 80% of students will report increases in their entering competency level regarding time management skills.</p> <p>GFS: Achieve a mean score of at least 3.5 in graduates' time management skills as it relates to job performance.</p> |
| Result(s): | <p><i>Target Outcome Met</i></p> <p>GSES: Results from the GSES indicate an increase of 0.68 in the mean scores of entering and exiting competency levels of COB students' (n=333) regarding their ability to exert leadership, 3.67 and 4.35, respectively. Slightly over 86 percent (86.1%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 55.5% who reported the same level of competency at the time they entered the University. COB students' improvement was 0.01 lower than that of all graduating seniors, 0.57 and 0.58, respectively.</p> <p>GSES: Results from the GSES indicate an increase of 0.57 in the mean scores of entering and exiting competency levels of COB students' (n=335) regarding their ability to work cooperatively in groups, 3.85 and 4.42, respectively. Close to 89 percent (88.9%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 64.8% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.01) when compared with all graduating seniors, 0.57 and 0.58, respectively.</p> <p>GSES: Results from the GSES indicate an increase of 0.76 in the mean scores of entering and exiting competency levels of COB students' (n=334) regarding their ability to apply theoretical knowledge to practical solutions, 3.59 and 4.34, respectively. Close to 88 percent (87.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 50.3% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.05) when compared with all graduating seniors, 0.76 and 0.81, respectively.</p> <p>GSES: Results from the GSES indicate an increase of 0.88 in the mean scores of entering and exiting competency levels of COB students' (n=331) regarding their time management skills, 3.57 and 4.45, respectively. Slightly under 91 percent (90.8%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 51.1% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.02) when compared with all graduating seniors, 0.88 and 0.86, respectively.</p> <p>Supplementary Measures:</p> <p>GFS: Results from the GFS indicate a mean score of 4.16 in the effectiveness ratings of ASU graduates regarding their time management skill, with 74% of respondents (n=101) rating their competency as "Effective" or "Very Effective" to job performance.</p> |

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle.

Action Plan: *AP is not required*

Objective 5: Ability to effectively use critical-thinking and decision-making techniques.

Objective Type: Learning

Objective Comment: Students will demonstrate the ability to develop critical perspectives, evaluate, and make appropriate decisions.

Assessment Method 5.1: Critical Thinking Rubric
CBU Student Portfolio

Assessments: [1640-0512](#)
[1640-0524](#)

Method Type: Direct  *

Method Comment: A. A case study will be analyzed by students in MG 390. A critical thinking rubric will be used to evaluate and the cases will be placed in the Student Portfolio in Live Text.
B. A marketing plan in MK 331 will be analyzed using critical thinking and decision-making skills and evaluated using a rubric and placed in Live Text.

Course Legend: MG 390-Productions/Operations Management and MK 331-Marketing Principles

Target Outcome(s): A. 80% of students will meet the performance standard of target or acceptable set by the rubric for case studies.
B. 80% of students will meet the performance standard of target or acceptable set by the rubric for the marketing plan.

Result(s): *Target Outcome Met*

A. More than 80% (93%) of students met the performance standard of target or acceptable set by the rubric for case studies.
B. More than 80% (95%) of students met the performance standard of target or acceptable set by the rubric for the marketing plan.

Assessment Method 5.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)

Assessments: 1800-0400 [Data](#)
1600-0410 [Data](#)

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their analytical/critical thinking skills, evidenced by their ability to weight evidence/facts/ideas and draw conclusions.
GSES: 80% of students will report an increase in their entering competency level regarding their ability to solve problems.
GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' analytical and problem solving skills on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.76 in the mean scores of entering and exiting competency levels of COB students' (n=336) regarding their critical thinking skills, 3.65 and 4.41, respectively. Slightly over 90 percent (90.4%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 53.8% who reported the same level of competency at the time they entered the University. COB students' improvement was lower (0.07) when compared with all graduating seniors, 0.76 and 0.83, respectively. However, their entering competency level was higher than the overall for all graduates.

GSES: Results from the GSES indicate an increase of 0.65 in the mean scores of entering and exiting competency levels of COB students' (n=333) regarding their ability to solve problems, 3.79 and 4.44, respectively. Slightly under 92 percent (91.6%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 60% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.04) as that of all graduating seniors, 0.65 and 0.69, respectively.

Supplementary Measures:

GFS: Results from the GFS indicate a mean score of 3.95 in the effectiveness ratings of ASU graduates regarding their critical thinking and problem solving skills, with 68.3% of respondents (n=101) rating their competency as

"Effective" or "Very Effective" to job performance.

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle.

Action Plan: *AP is not required*

Objective 6: Ability to effectively communicate, orally and/or in writing using effective research techniques as required.

Objective Type: Learning

Objective Comment: 1. Students will demonstrate mastery of writing at a scholarly level using APA.
2. Students will demonstrate the ability to speak effectively.
3. Evidence of writing and presentation will be placed in the Live Text Portfolio for each student.

Assessment Method 6.1: Written Communication Skills Rubric
Research Rubric
CBU Student Portfolio
Oral Presentations Rubric

Assessments: [1640-0520](#)
[1640-0526](#)
[1640-0524](#)
[1640-0521](#)

Method Type: Direct  *

Method Comment: A. A term paper or research assignment using a writing or research rubric will be required for MG 320-Organizational Communication or GBA 300-Business Research Skills during the student's first semester, and a final senior term paper will be required the last semester in MG 480-Senior Seminar. Progress will be assessed between the pre-paper and the post paper. These will be placed in the student portfolio in Live Text. Research skill only will be assessed for GBA 300.
B. An oral presentation using a presentation rubric will be required for MG 320 during the first semester, in MG 352 and MG 480 during the last semester. Progress will be assessed between the student's first semester and the last semester with presentational skill. Presentations will be placed in the student portfolio In Live Text. Oral presentations may also occur in other courses.

Course Legend: GBA 300-Business Research Skills; MG 320-Organizational Communication; MG 352-International Business; MG 480-Senior Seminar



Target Outcome(s):

- A. 1. 80% of students will meet the performance standard of target or acceptable set by a writing rubric for papers in MG 320 and MG 480.
- A. 2. 80% of students will meet the performance standard of target or acceptable using a research rubric in GBA 300.
- A. 3. 80% of students will show improvement in writing from the first semester in MG 320 to the last semester in MG 480.
- B. 1. 80% of students will meet the performance standard of target or acceptable set by the presentation rubric in MG 320, MG 352, and MG 480.
- B. 2. 80% of students will show improvement in presentation skill from the first semester to the last semester (MG 320 to MG 480).

Result(s): *Target Outcome Met*

- A.1. More than 80% (93%) of students met the performance standard of target or acceptable set by a writing rubric for papers in MG 320 and MG 480.
- A.2. More than 80% (93%) of students met the performance standard of target or acceptable set by a research rubric in GBA 300.
- A.3. For 2009-2010, improvement was made between the beginning writing sample in MG 320 (92%) and the ending writing sample in MG 480 (97%).
- B.1. More than 80% (96%) of students met the performance standard of target or acceptable set by the presentation rubric.
- B.2. For 2009-2010, improvement was made between the beginning presentation skills in MG 320 (95%) and the ending presentation skills in MG 480 (97%).

Assessment Method 6.2: Graduating Senior Exit Survey (GSES)
Graduate Follow-Up Survey (GFS)

Assessments: 1800-0400 
1600-0410 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation. The Graduate Follow-up Survey, administered every two years, captures among other things the students rating of knowledge, skills and abilities acquired through our curriculum as they relate to their job performance.

Target GSES: 80% of students will report an increase in their entering competency level regarding their written

Outcome(s): communication skills..
 GSES: 80% of students will report an increase in their entering competency level regarding their oral communication skills.
 GSES: 80% of students will report an increase in their entering competency level regarding their ability to find, evaluate, and organize information.

GFS: Achieve a mean score of at least 3.5 in the effectiveness of graduates' written and communication skills on job performance.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.72 in the mean scores of entering and exiting competency levels of COB students' (n=335) regarding their written communication skills, 3.61 and 4.33, respectively. Slightly under 88 percent (87.3%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 53.4% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly lower (0.01) when compared with all graduating seniors, 0.72 and 0.73, respectively.

GSES: Results from the GSES indicate an increase of 0.56 in the mean scores of entering and exiting competency levels of COB students' (n=335) regarding their speaking (verbal) skills, 3.72 and 4.27, respectively. Over 85 percent (85.7%) of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 57.9% who reported the same level of competency at the time they entered the University. COB students' improvement was lower (0.07) when compared with all graduating seniors, 0.56 and 0.63, respectively.

Supplementary Measures:

GFS: Results from the GFS indicate a mean score of 4.04 in the effectiveness ratings of ASU graduates regarding their written and oral communication skills, with 69% of respondents (n=101) rating their competency as "Effective" or "Very Effective" to job performance with a mean score of 4.04.

Note: The 2009-10 GFS was available via the ASU Facebook website in an attempt to increase the response rate of graduates. Given the "public" nature of this mechanism, system verification of college or major specific identification, other than self-reporting, was not possible. Therefore results are reported for all graduates (university level). The Office of Institutional Planning, Research, and Assessment has alerted programs to the limitation of these results and encouraged their use only as a supplementary measure, while it continues working to address this matter for the next survey cycle.

Action Plan: *AP is not required*

Objective 7: An understanding of ethical issues and the importance of maintaining ethical standards.

Objective Type: Learning

Objective Comment: Students will demonstrate knowledge of ethical values through study of ethical issues and by applying this knowledge to business situations.

Assessment Method 7.1: Understanding Ethical Behaviors Rubric
CBU Student Portfolio

Assessments: [1640-0515](#)
[1640-0524](#)

Method Type: Direct  *

Method Comment: Students will be required to write a paper or an essay about the importance of maintaining ethical standards for MG 350 Managerial Finance. A rubric will be used to assess the papers and they will be placed in the student portfolio in Live Text.

Course Legend: MG 350-Financial Management

Target Outcome(s): 80% of students will meet the performance standard of target or acceptable for the ethics paper using an ethics rubric.

Result(s): *Target Outcome Met*

More than 80% (92%) of students met the performance standard of target or acceptable for the ethics paper evaluated using an ethics rubric.

Assessment Method 7.2: Graduating Senior Exit Survey (GSES)

Assessments: [1800-0400](#) 

Method Type: Indirect

Method Comment: The Graduating Senior Exit Survey, administered at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution including a self-assessment of their level of competency regarding the knowledge, skills, and abilities (KSA) at the time of entry and at time of graduation.

Target Outcome(s): GSES: 80% of students will report an increase in their entering competency level regarding their understanding and appreciation of ethical standards.

Result(s): *Target Outcome Met*

GSES: Results from the GSES indicate an increase of 0.59 in the mean scores of entering and exiting competency levels of COB students' (n=333) regarding their understanding and appreciation of ethical standards, 4.02 and 4.61, respectively. Ninety-three (93.1) percent of COB graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 67.5% who reported the same level of competency at the time they entered the University. COB students' improvement was slightly higher (0.02) when compared with all graduating seniors, 0.59 and 0.57, respectively.

Action Plan: *AP is not required*

IV. IMPLEMENTATION PLAN

The Dean's designee will have overall responsibility for maintaining data collection, reporting, and dissemination of assessment results to the Office of Institutional Planning, Research and Assessment and to the faculty in the College of Business. The College of Business, in coordination with the Vice President of Academic Affairs, and following procedures established throughout the University, will be responsible for considering and enacting curricular changes in the light of assessment findings within the College of Business. Specific measurement implementation includes:

Online Assignments: Student ability will be assessed via online problem assignments, simulations, discussion board and examinations for all courses. Student performance will be sampled, and comparisons of median performance will be made over time. Annually, data will be provided by the faculty for every course to analyze group online performance.

Written Assignments: Student ability to retrieve information from library sources, from non-library sources, and from the Internet will be assessed in all courses via written assignments. Student performance using a common rubric will be sampled and comparisons of median performance will be made over time. Annually, data will be provided for assessment.

Course Projects: In selected courses, projects will be assigned and evaluated using a common rubric. Data will be provided for assessment.

Pre and Post Assessment Exams: Students will be assessed in MG 320 for written and oral presentations. These assignments will be placed in the student's portfolio. In addition the capstone assessment will be given in MG 320 and MG 420 to determine knowledge before taking courses in the major and also following taking courses in the major. These results will be recorded and evaluated to compare ratings. For students who have completed BUS 215 prior to enrolling at ASU, the course to be taken is GBA 300 Library Research Skills. These students will also take the Capstone Assessment Exam and results will be compared with the exam in MG 420. The results will be forwarded to the Office of Institutional Assessment on an annual basis.

Simulations: Results of the Business simulation from the Capstone Course will be placed in the Student Assessment Portfolio in LiveText. These results evaluate how well the student meets effective managerial and group interaction outcomes. The results will be maintained in the Student Evaluation Portfolio.

Case Studies: Case studies will be evaluated in selected courses by a common rubric and maintained in the Student Evaluation Portfolio. The results will be used to evaluate critical thinking outcomes and reported annually.

Oral Presentations: Oral presentations will be evaluated in selected courses by a common rubric. The results will be used to evaluate the

communication outcome and reported annually. These presentations will be maintained in the Student Evaluation Portfolio.

Student Portfolio: Selected assignments will be evaluated by a common rubric and will be used to compare work across the student's coursework and results compared. These results will be forwarded to the Office of Institutional Assessment on an annual basis.

Faculty Course Evaluation, Graduating Senior Exit, and Graduate Follow-Up Surveys: The Office of Institutional Planning, Research and Assessment will coordinate the administration of the surveys on an annual basis. Results will be communicated to the Dean of the College of Business.

Focus Groups: will be used to allow selected students to assess their understanding of various outcomes and to evaluate effectiveness of the programs in the College of Business.

B. Objectives/Outcomes and Assessment Methods Matrix

| Assessment Methods | Objectives | | | | | | | | | |
|---|------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| --Direct-- | | | | | | | | | | |
| CBU Understanding of Global Issues Rubric | | | X | | | | | | | |
| CBU Research Skills Written Assignment Rubric | | | | | | X | | | | |
| CBU Case Analysis Rubric | | | | X | | | | | | |
| CBU Performance Assessment | | | | | X | | | | | |
| CBU Written Communication Skills Rubric | | | | | | X | | | | |
| CBU Business Policy Case Analysis Rubric | | | | X | | | | | | |
| CBU Student Portfolio Assessment | X | X | X | X | X | X | X | | | |
| CBU Oral Presentations Rubric | | | X | | | X | | | | |
| CBU Business Assessment Exam | X | | X | X | | | | | | |
| CBU Use of Technology Rubric | | X | | | | | | | | |
| CBU Understanding Ethical Behaviors Rubric | | | | | | | X | | | |
| --Indirect-- | | | | | | | | | | |
| Graduate Follow-Up Survey | X | X | X | X | X | X | | | | |
| Faculty Course Evaluation | X | | | | | | | | | |
| Graduating Senior Exit Survey | X | X | X | X | X | X | X | | | |

V. DISSEMINATION OF ASSESSMENT FINDINGS

Assessment Results: These results will be given yearly in the annual assessment report (AAR). These are to be used for program and curricular changes. Results will be disseminated to the Office of Institutional Planning, Research, and Assessment and to the faculty of the College of Business at each Fall Faculty Workshop. Findings will be used to determine changes needed and will be made available to faculty.

VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT (ACTION PLANS)

Specific action plans agreed upon by faculty will be developed for each objective/outcome on which one or more weaknesses has/have been identified by the assessment findings. The specific improvement strategies, tasks, action steps, responsibilities, resources, and timelines will be outlined. Action plans will be tracked for implementation and the impact of the actions taken will be evaluated against initial goals and expected target outcomes. Annual assessment reports (AAR) will document the actual action plan(s) by program.

VII. Assessment Compliance Certification

View this Program's Assessment Compliance Certification: [1640-0212](#)

* Data covers all direct assessment methods in this AAP.

[Return to Programs](#)[Assess AAP](#)[Approve AAP](#)[Save AAP](#)[Assess AAR](#)[Approve AAR](#)

AMOS is the property of Athens State University and may not be reproduced or distributed without permission. Unauthorized use is strictly prohibited.



Appendix C

Degree Requirements:

- Acquisition and Contract Management
- Enterprise Systems Management
- Logistics and Supply Chain Management

ACQUISITION AND CONTRACT MANAGEMENT (ACM)

Students will gain knowledge of the acquisition and contracting processes to include the purchasing of goods and services, pricing, negotiating of contracts, administration of contracts, contract law, and responsibilities from contract award to termination of the contract. An emphasis will be placed upon federal contracting; however, commercial contracting will also be included. This program will include a study of the Federal Acquisition Regulations.

Bachelor of Science - Acquisition and Contract Management MAJOR CODE: 52.0202

Program components for the Bachelor of Science degree with a major in Acquisition and Contract Management include:

1. APPLICABLE GENERAL UNIVERSITY REQUIREMENTS

To graduate, each student must:

- complete a minimum of 33 semester hours of the last 39 semester hours at ASU.
- complete a minimum of 60 semester hours of upper level college/university credit (300-400 level courses).
- complete a minimum of 15 semester hours of upper (300/400) level coursework in his or her major at Athens State University, not including courses taken by consortium arrangement. School or departmental regulations may require more than 15 semester hours of coursework in the major at Athens State University.
- complete all course requirements for major(s).
- complete all course requirements for minor (if applicable).
- complete all of the general studies curriculum core for the degree.
- attain an overall grade point average of 2.0, a 2.0 on all coursework attempted at Athens State University and at least a 2.0 in the major field. School or departmental regulations may require more than a 2.0 grade point average (see major requirements in each discipline).
- complete the total degree requirements at a minimum of 124 to a maximum of 128 semester hours.
- complete the teacher certification requirements (if applicable).

EACH STUDENT MUST ASSUME RESPONSIBILITY FOR KNOWING THE ACADEMIC REQUIREMENTS FOR THE DEGREE THAT IS BEING PURSUED.

2. GEN. ED. REQUIREMENTS:

| | | | | |
|-----------|---|-------------------|-----|-----|
| Area I. | Written Composition | 6 semester hours | ___ | ___ |
| Area II. | Humanities/Fine Arts | 12 semester hours | ___ | ___ |
| Area III. | Mathematics and Natural Sciences (11 semester hours) | | | |
| | Finite math or its equivalent required | 3 semester hours | ___ | |
| | Natural Sciences (lab based) | 8 semester hours | ___ | ___ |
| Area IV. | History/Behavioral and Social Sciences (12 semester hours) | | | |
| | Micro Economics (ECO 231) | 3 semester hours | ___ | |
| | Macro Economics (ECO 232) | 3 semester hours | ___ | |
| | Other History/Behavioral or Social Science Courses | 6 semester hours | ___ | ___ |
| | <i>Students are encouraged to take at least one history course and one behavioral science course.</i> | | | |

TOTAL GEN. ED. REQUIREMENTS: 41 SEMESTER HOURS

3. MAJOR PREREQUISITE COURSES (Area V. PRE-PROFESSIONAL):

| | | | |
|---|------------------|-----|-----|
| Principles of Accounting (BUS 241 and BUS 242 or BUS 210 and BUS 248) | 6 semester hours | ___ | ___ |
| Business Statistics I (BUS 271) | 3 semester hours | ___ | |

| | | |
|---|--------------------------|-----|
| Business Statistics II (BUS 272) | 3 semester hours | ___ |
| Legal Environment of Business (BUS 263) | 3 semester hours | ___ |
| Windows Computer Applications (CIS 146) | 3 semester hours | ___ |
| Elective | 3 semester hours | ___ |
| TOTAL MAJOR PREREQUISITE HOURS: | 21 SEMESTER HOURS | |

TOTAL GEN. ED. REQ. & MAJOR PREREQUISITE HOURS: 62 SEMESTER HOURS

4. PROFESSIONAL COURSES:

All business majors must take a "pretest" in their first term at Athens State. The test is administered in MG 320 Organizational Communication. For students who completed an equivalent course at a junior college, the test will be given in GBA 300 Business Research Skills [see note() below and "Assessment" on the first page of this section].*

| | | |
|---|--------------------------|-----|
| A. Acquisition & Contract Management | 28 semester hours | |
| ACM 353 Project Management | 3 semester hours | ___ |
| ACM 394 Introduction to Acquisition and Contract Management | 3 semester hours | ___ |
| ACM 395 Acquisition and Contract Management Pricing | 3 semester hours | ___ |
| ACM 396 Acquisition and Contract Management Administration | 3 semester hours | ___ |
| ACM 397 Acquisition and Contract Management Negotiations | 3 semester hours | ___ |
| ACM 398 Government Contract Law | 3 semester hours | ___ |
| ACM 400 Advanced ACM Research/Project | 3 semester hours | ___ |
| Electives (Selected from ESM, ISM, LSM courses) | 7 semester hours | ___ |
| B. Business/Management: | 34 semester hours | |
| LSM 301 Introduction to Logistics & Supply Chain Management | 3 semester hours | ___ |
| MG 302 Management Information Systems (<i>should be taken 1st semester</i>) .. | 3 semester hours | ___ |
| MG 303 Management Decision Support Systems | 3 semester hours | ___ |
| * MG 320 Organizational Communication (<i>should be taken 1st semester</i>) | 3 semester hours | ___ |
| MG 346 Prin. of Management & Leadersh. (<i>should be taken 1st semester</i>).... | 3 semester hours | ___ |
| MG 350 Financial Management | 3 semester hours | ___ |
| MG 352 International Business OR EC320 International Commerce | 3 semester hours | ___ |
| MG 390 Operations Management | 3 semester hours | ___ |
| MG 417 Management of Change | 3 semester hours | ___ |
| MG 420 Business Policy [Capstone course: A final average of at least 70% must be achieved. Course should be taken final semester.] | 3 semester hours | ___ |
| ** MG 480 Seminar in Business (<i>Senior seminar: A final average of at least 70% must be achieved; course should be taken last semester</i>) | 1 semester hour | ___ |
| MK 331 Marketing Principles | 3 semester hours | ___ |

TOTAL PROFESSIONAL HOURS: 62 SEMESTER HOURS

**Students who do not complete MG 320 Organizational Communication at ASU are required to take GBA 300 Business Research Skills, a 1-semester hour course designed to familiarize students with business information sources and library research skills.*

- 5.**Assessment Exam.** Student must earn an acceptable score on an assessment exam containing questions dealing with the skill and competency areas around which the curriculum is based.

TOTAL MINIMUM HOURS FOR GRADUATION: 124 SEMESTER HOURS

ENTERPRISE SYSTEMS MANAGEMENT (ESM)

Enterprise Systems Management (ESM) is a degree program where students study enterprise-wide computer software systems used to manage and coordinate all resources, information, and functions of an organization. Students who enroll in this degree program will expand their understanding of enterprise resource planning systems (ERP) and how they are used to integrate departments and functions across government agencies and corporations. They will also gain the knowledge and skills necessary to select, implement, administer, and operate ERP systems. A focus of the degree program is to use ERP systems to integrate the acquisition process (purchasing and contracting) with the logistics process (supplying). In addition, the student will understand how ERP systems are used to share information related to accounting, human resources, and sales and distribution processes required to manage an entire organization through hands-on lab exercises based upon an ERP system that is used extensively across the globe.

ASU is a member of the Cisco Academy, Oracle Academy, and SAP® University Alliances program, an initiative that brings SAP software, knowledge and skills into university classrooms around the world. This program provides tools and resources to teach students how to apply the latest technology in a business context, integrate business strategy and processes, and put information technology (IT) theory into practice. Students enrolled in the ESM major will have the opportunity to gain hands-on experience with SAP systems, the largest enterprise software vendor in the world today. SAP has over 50,000 customers in over 120 countries, and its products are installed on more than 120,000 servers across the globe. SAP has been translated into 33 languages and is customized to meet the specific needs of 25 major industries. Workers with SAP skills are in high demand and any business graduate will more than likely go to work for a firm who uses SAP software.

Students who complete ESM 300 and six additional hours of ESM coursework are eligible to receive the SAP Student Achievement Recognition Certificate. Student must earn a grade of 70 or higher in each course, and on a comprehensive final exam covering all SAP Coursework to earn the SAP Certificate.

Bachelor of Science - Enterprise Systems Management (ESM) **MAJOR CODE: 52.1206**

Program components for the Bachelor of Science degree with a major in Enterprise Systems Management include:

1. APPLICABLE GENERAL UNIVERSITY REQUIREMENTS

To graduate, each student must:

- complete a minimum of 33 semester hours of the last 39 semester hours at ASU.
- complete a minimum of 60 semester hours of upper level college/university credit (300-400 level courses).
- complete a minimum of 15 semester hours of upper (300/400) level coursework in his or her major at Athens State University, not including courses taken by consortium arrangement. School or departmental regulations may require more than 15 semester hours of coursework in the major at Athens State University.
- complete all course requirements for major(s).
- complete all course requirements for minor (if applicable).
- complete all of the general studies curriculum core for the degree.
- attain an overall grade point average of 2.0, a 2.0 on all coursework attempted at Athens State University and at least a 2.0 in the major field. School or departmental regulations may require more than a 2.0 grade point average (see major requirements in each discipline).
- complete the total degree requirements at a minimum of 124 to a maximum of 128 semester hours.
- complete the teacher certification requirements (if applicable).

EACH STUDENT MUST ASSUME RESPONSIBILITY FOR KNOWING THE ACADEMIC REQUIREMENTS FOR THE DEGREE THAT IS BEING PURSUED.

2. GEN. ED. REQUIREMENTS:

Area I. Written Composition 6 semester hours __ __

Area II. Humanities/Fine Arts 12 semester hours __ __ __ __

| | | |
|---|------------------|-----|
| Area III. Mathematics and Natural Sciences (11 semester hours) | | |
| Finite math or its equivalent required | 3 semester hours | ___ |
| Natural Sciences (lab based) | 8 semester hours | ___ |

| | | |
|---|------------------|-----|
| Area IV. History/Behavioral and Social Sciences (12 semester hours) | | |
| Micro Economics (ECO 231) | 3 semester hours | ___ |
| Macro Economics (ECO 232) | 3 semester hours | ___ |
| Other History/Behavioral or Social Science Courses | 6 semester hours | ___ |
| <i>Students are encouraged to take at least one history course and one behavioral science course.</i> | | |

TOTAL GEN. ED. REQUIREMENTS: 41 SEMESTER HOURS

3. MAJOR PREREQUISITE COURSES (Area V. PRE-PROFESSIONAL):

| | | |
|---|------------------|-----|
| Principles of Accounting (BUS 241 and BUS 242 or BUS 210 and BUS 248) | 6 semester hours | ___ |
| Business Statistics I (BUS 271) | 3 semester hours | ___ |
| Business Statistics II (BUS 272) | 3 semester hours | ___ |
| Legal Environment of Business (BUS 263) | 3 semester hours | ___ |
| Windows Computer Applications (CIS 146) | 3 semester hours | ___ |
| Elective | 3 semester hours | ___ |

TOTAL MAJOR PREREQUISITE HOURS: 21 SEMESTER HOURS

TOTAL GEN. ED. REQ. & MAJOR PREREQUISITE HOURS: 62 SEMESTER HOURS

4. PROFESSIONAL COURSES:

All business majors must take a "pretest" in their first term at Athens State. The test is administered in MG 320 Organizational Communication. For students who completed an equivalent course at a junior college, the test will be given in GBA 300 Business Research Skills [see note() below and "Assessment" on the first page of this section].*

| | | |
|---|--------------------------|-----|
| A. Enterprise Systems Management Courses: | 22 semester hours | |
| ESM 300 Enterprise Systems & Business Processes | 3 semester hours | ___ |
| ESM 320 Human Capital Management Systems. | 3 semester hours | ___ |
| ESM 330 Accounting Information Systems | 3 semester hours | ___ |
| ESM 410 Business Intelligence Systems | 3 semester hours | ___ |
| ESM 420 Enterprise Systems Development | 3 semester hours | ___ |
| ESM 425 Enterprise Systems Configuration | 3 semester hours | ___ |
| ESM 460 Enterprise Systems Senior Project | 4 semester hours | ___ |
| B. Business/Management Courses: | 40 semester hours | |
| ISM 400 Information Management | 3 semester hours | ___ |
| ISM 401 System Design Management | 3 semester hours | ___ |
| ISM 403 Data Communication Management | 3 semester hours | ___ |
| ISM 404 Managing Information Resources | 3 semester hours | ___ |
| MG 302 Management Information Systems (<i>should be taken 1st semester</i>) .. | 3 semester hours | ___ |
| * MG 320 Organizational Communication (<i>should be taken 1st semester</i>) | 3 semester hours | ___ |
| MG 346 Prin.of Management & Leadership (<i>should be taken 1st semester</i>) . | 3 semester hours | ___ |
| MG 349 Human Resource Management | 3 semester hours | ___ |
| MG 350 Financial Management | 3 semester hours | ___ |
| MG 352 International Business OR EC 320 Intern'l Commerce | 3 semester hours | ___ |
| MG 390 Production & Operations Management | 3 semester hours | ___ |
| MG 420 Business Policy [Capstone course: A final average of at least 70% must be achieved. Course should be taken final semester.] | 3 semester hours | ___ |
| **MG 480 Seminar in Business (<i>Senior seminar: A final average of at least 70% must be achieved; course should be taken last semester.</i>) | 1 semester hour | ___ |
| MK 331 Marketing Principles | 3 semester hours | ___ |

TOTAL PROFESSIONAL HOURS 62 SEMESTER HOURS

**Students who do not complete MG 320 Organizational Communication at ASU are required to take GBA 300 Business Research Skills, a 1-semester hour course designed to familiarize students with business information sources and library research skills.*

- 5. **Assessment Exam.** Student must earn an acceptable score on an assessment exam containing questions dealing with the skill and competency areas around which the curriculum is based.

TOTAL MINIMUM HOURS FOR GRADUATION: 124 SEMESTER HOURS

LOGISTICS AND SUPPLY CHAIN MANAGEMENT (LSM)

Students will learn how to plan and forecast demand for product and services, to gain an understanding of operations involving the movement of materials from raw materials for production to providing the finished product to the end consumer. After gaining an understanding of the supply chain function, students will learn how to manage the logistical movement of goods and products to include the transportation and services involved. An emphasis will be placed on understanding these functions within the government setting.

Bachelor of Science - Logistics and Supply Chain Management

MAJOR CODE: 52.0203

Program components for the Bachelor of Science degree with a major in Logistics and Supply Chain Management include:

1. APPLICABLE GENERAL UNIVERSITY REQUIREMENTS

To graduate, each student must:

- complete a minimum of 33 semester hours of the last 39 semester hours at ASU.
- complete a minimum of 60 semester hours of upper level college/university credit (300-400 level courses).
- complete a minimum of 15 semester hours of upper (300/400) level coursework in his or her major at Athens State University, not including courses taken by consortium arrangement. School or departmental regulations may require more than 15 semester hours of coursework in the major at Athens State University.
- complete all course requirements for major(s).
- complete all course requirements for minor (if applicable).
- complete all of the general studies curriculum core for the degree.
- attain an overall grade point average of 2.0, a 2.0 on all coursework attempted at Athens State University and at least a 2.0 in the major field. School or departmental regulations may require more than a 2.0 grade point average (see major requirements in each discipline).
- complete the total degree requirements at a minimum of 124 to a maximum of 128 semester hours.
- complete the teacher certification requirements (if applicable).

EACH STUDENT MUST ASSUME RESPONSIBILITY FOR KNOWING THE ACADEMIC REQUIREMENTS FOR THE DEGREE THAT IS BEING PURSUED.

2. GEN. ED. REQUIREMENTS:

Area I. Written Composition 6 semester hours ____

Area II. Humanities/Fine Arts 12 semester hours ____

Area III. Mathematics and Natural Sciences (11 semester hours)

Finite math or its equivalent required 3 semester hours ____

Natural Sciences (lab based) 8 semester hours ____

Area IV. History/Behavioral and Social Sciences (12 semester hours)

| | | |
|---|------------------|---------|
| Micro Economics (ECO 231) | 3 semester hours | ___ |
| Macro Economics (ECO 232) | 3 semester hours | ___ |
| Other History/Behavioral or Social Science Courses | 6 semester hours | ___ ___ |
| <i>Students are encouraged to take at least one history course and one behavioral science course.</i> | | |

TOTAL GEN. ED. REQUIREMENTS: 41 SEMESTER HOURS

3. MAJOR PREREQUISITE COURSES (Area V. PRE-PROFESSIONAL):

| | | |
|---|--------------------------|---------|
| Principles of Accounting (BUS 241 and BUS 242 or BUS 210 and BUS 248) | 6 semester hours | ___ ___ |
| Business Statistics I (BUS 271) | 3 semester hours | ___ |
| Business Statistics II (BUS 272) | 3 semester hours | ___ |
| Legal Environment of Business (BUS 263) | 3 semester hours | ___ |
| Windows Computer Applications (CIS 146) | 3 semester hours | ___ |
| Elective | 3 semester hours | ___ |
| TOTAL MAJOR PREREQUISITE HOURS: | 21 SEMESTER HOURS | |

TOTAL GEN. ED. REQ. & MAJOR PREREQUISITE HOURS: 62 SEMESTER HOURS

4. PROFESSIONAL COURSES:

All business majors must take a "pretest" in their first term at Athens State. The test is administered in MG 320 Organizational Communication. For students who completed an equivalent course at a junior college, the test will be given in GBA 300 Business Research Skills [see note() below and "Assessment" on the first page of this section].*

A. Logistics & Supply Chain Management courses 28 semester hours

| | | |
|---|------------------|-----|
| LSM 300 Enterprise Systems and Business Processes | 3 semester hours | ___ |
| LSM 301 Introduction to Logistics and Supply Chain Management | 3 semester hours | ___ |
| LSM 320 Logistics and Distribution..... | 3 semester hours | ___ |
| LSM 330 Logistics & Supply Chain Mngmt. in the Global Environment | 3 semester hours | ___ |
| LSM 353 Project Management | 3 semester hours | ___ |
| LSM 401 Logistics and Supply Chain Integration Techniques | 3 semester hours | ___ |
| LSM 410 Logistics and Supply Chain Strategy | 3 semester hours | ___ |
| Elective Hours (selected from ACM, ESM, ISM or MK courses) | 7 semester hours | ___ |

| | | |
|--|--------------------------|-----|
| B. Business/Management courses | 34 semester hours | |
| ACM 394 Introduction to Acquisition & Contract Management | 3 semester hours | ___ |
| MG 302 Management Information Systems <i>(should be taken 1st semester)</i> .. | 3 semester hours | ___ |
| MG 303 Management Decision Support Systems | 3 semester hours | ___ |
| *MG 320 Organizational Communication <i>(should be taken 1st semester)</i> | 3 semester hours | ___ |
| MG 346 Prin.of Management & Leadership <i>(should be taken 1st semester)</i> . | 3 semester hours | ___ |
| MG 350 Financial Management | 3 semester hours | ___ |
| MG 352 International Business OR EC320 International Commerce | 3 semester hours | ___ |
| MG 390 Operations Management | 3 semester hours | ___ |
| MG 417 Management of Change | 3 semester hours | ___ |
| MG 420 Business Policy [Capstone course: A final average of at least 70% must be achieved. Course should be taken final semester.] | 3 semester hours | ___ |
| **MG 480 Seminar in Business <i>(Senior seminar: A final average of at least 70% must be achieved; course should be taken last semester)</i> | 1 semester hour | ___ |
| MK 331 Marketing Principles | 3 semester hours | ___ |

TOTAL PROFESSIONAL HOURS: 62 SEMESTER HOURS

**Students who do not complete MG 320 Organizational Communication at ASU are required to take GBA 300 Business Research Skills, a 1-semester hour course designed to familiarize students with business information sources and library research skills.*

- 5. **Assessment Exam.** Student must earn an acceptable score on an assessment exam containing questions dealing with the skill and competency areas around which the curriculum is based.

TOTAL MINIMUM HOURS FOR GRADUATION: 124 SEMESTER HOURS