| Management Unit Assessment Plan (2015/2016) | | | | |
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| **Unit Goal 1** | Provide a quality learning environment in which our students can complete course requirements in a timely manner. | | | |
| **Connection** | UWG Strategic Imperative 1, Goal A: Increase student persistence and timely progression to degree attainment. (Objective 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates; Objective 3: Increase student's access to and opportunities for academically-related interactions with faculty beyond structured classroom time.) | | | |
| **Justification** | The Management Department faculty feel strongly that it is our responsibility to help students complete their courses in a reasonable timeframe, to mentor students that may need additional assistance with course material, and to provide activities outside of the classroom that help prepare students for their future careers. | | | |
| | Description | Outcomes | Measures | Timeline | Person |
| **Action 1** | Make courses available during days/times that alleviate scheduling difficulties for most students. Also, offer flexible, online courses as an additional alternative. | At least 70% of students are satisfied with the availability of classes in their major. | Senior Exit Survey | Evaluated and reported on an annual basis. | Department Chair |
| **Action 2** | Schedule office hours so that students have sufficient access to additional help outside of the classroom. | At least 90% of students report that faculty are "Frequently" or "Regularly" available outside of class. | Senior Exit Survey | Evaluated and reported on an annual basis. | Department Chair |
| **Action 3** | Offer student associations that increase students' understanding of their major and allow interaction with faculty and practicing professionals. | Continue to offer memberships, quality activities, and support of faculty sponsors in the Management Club, the MIS Club, and Enactus. | Faculty who supervise these organizations will provide updates on their annual merit evaluation. Additional information may be collected by Department Chair. | Reported on an annual basis | Dr. Joan Deng, Mrs. Samantha White, Mrs. Monica Smith, Dr. Kim Green, and Department Chair |

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| **Results** | Action 1:  Out of 123 responses during the 2015-2016 academic year, 68.6% of graduating seniors indicated that they had no problem with the availability of classes in their major.   Unfortunately, this percentage decreased slightly from the previous academic year (68.9%) and we did not achieve the 70% satisfaction level that was our target.<br><br>Action 2:  We improved dramatically in this area.   During the 2014-2015 academic year, 95.4% of graduating seniors indicated that faculty were "Frequently" (42.1%) or "Regularly" (53.3%) available to students outside of class.  During the 2015-2016 academic year, 99.1% of graduating seniors noted that faculty were "Frequently" (52.8%) or "Regularly" (46.3%) available.   Our faculty do an outstanding job making themselves available to our students.<br><br>Action 3:  Our results remained very positive in terms of participation in our departmental student organizations.<br><br>In the Management Club, Mrs. Samantha White, the faculty advisor, reported that she had 25 student members.   The Management Club has monthly member meetings with guest speakers. Over the past year, the Management Club made site visits to Fastenal and the Atlanta Tech Village, it sponsored two trivia/spirit nights benefiting local charities, and sponsored the 3rd Annual RCOB Classic Faculty/Staff vs. Student softball game.<br><br>In the MIS Programming Club, Dr. Joan Deng, the faculty advisor, reported that she had 12 student members.  During the year, the club hosted Mr. Juan C. Forero from Delta Air, attended a 3D demonstration by Mr. Lawrence Rose from UWG ITS, and attended a seminar on Safe Computing conducted by Nicholas Ricketts.<br><br>In the Enactus Club, Mrs. Monica Smith and Dr. Kim Green, faculty advisors, reported that they had 25 members.  Twelve of these members received full-time job opportunities as a result of contacts made during their Enactus activities.  During the year, members of the organization won runner-up honors in the Enactus regional competition.   Additionally, members worked as mentors for Southwire's 12 for Life group, assisted with marketing and daily operations for Arts for All, and provided program assistance with UWG's Career Services. |
| **Improvement Plan** | Action 1:  Our senior exit surveys show a preference for morning classes (42.9% of respondents) and for Monday/Wednesday classes (49.2% of respondents).   Thus, we try to keep this in mind when scheduling our major courses.  Additionally, while 63.6% believe that we have the balance of on-line verses face-to-face courses about right, our survey also shows that 23.7% of students want more on-line courses and only 12.7% want more face-to-face courses. Thus, for the spring 2017 semester, we are increasing the number of on-line sections of our MGNT 4660 course (the capstone course in the RCOB) from two to three sections.  Depending on enrollment patterns this spring in the MGNT 4660 course, we may increase the number of on-line sections of our other major courses in future as well.<br><br>Action 2:  We exceeded our goal in this area.  Ninety-nine percent of our seniors seemed to be able to get in touch with faculty in a timely manner.   While it may be tough to improve this percentage, we will try.  One action that we are taking is moving all Management Department faculty to the same floor of Miller Hall.   Students sometime have trouble finding |

faculty offices when they are spread out over different floors and different buildings.  This will be the first time in many years that our faculty are "together".  We hope that this enhances our students' ability to become more familiar with the location of our offices and encourages our students to stop by more often.

Action 3:  Mrs. White is creating a Facebook page and a Twitter account for our department.   We will then be able to reach our students via social media to recruit them for our student organizations and to notify them of events.   Additionally, we are placing a 60" electronic screen in our department area.   Mrs. White and Mrs. Runyan will keep this electronic bulletin board updated with the latest news on our student organizations.

| Management Unit Assessment Plan (2015/2016) | | | | | |
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| Unit Goal 2 | Effectively partner with our local community and other external stakeholders. | | | | |
| Connection | UWG Strategic Imperative 3, Goal B: Create and cultivate new partnerships to support strategic initiatives. (Objective 1: In consultation with other educational institutions identify and develop opportunities for cooperative activities; Objective 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development; Objective 3: With individuals, foundations, and other service agencies, identify and develop partnerships, and activities that improve our communities. | | | | |
| Justification | The Management Department feels that we have an obligation be active participants in our local community. Further, we believe that we must interact on a regular basis with our external environment if we are to provide cultural and professional opportunities for our students to learn and grow. | | | | |
| | Description | Outcomes | Measures | Timeline | Person |
| Action 1 | Develop Faculty Exchange Program with Birla College in Kaylan, India (Mumbai suburbs). | Opportunity for students to interact with a faculty member from another country and for our faculty to gain exposure to another culture. | The approval and implementation of the exchange program. | Spring 2016 – Fall 2016 | Dr. John Upson and Department Chair |
| Action 2 | Encourage our student organizations to become involved in service activities in our local community. | The local community benefits from student participation. Students benefit by learning how they can make a difference in building stronger local communities. | The nature and extent of student engagement will be reported in the annual merit evaluation. | Ongoing | Faculty Advisors and Department Chair |
| Action 3 | Invite local business leaders into the classroom to speak with students. | Students benefit from the experience of practitioners and are able to network. | Speakers in classrooms will be reported to the Director of External Services and Programs. | Ongoing | Department Faculty, Department Chair, Director of External Services and Programs |
| Results | Action 1: The first half of the exchange program was completed. Dr. Radhika Lobo from Birla College came to the RCOB in March 2016. She stayed for one week and taught classes in economics and management. | | | | |

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| | Action 2:  The Enactus student group served as mentors in Southwire's 12 for Life group, assisted with marketing and daily operations for Arts for All, and provided program assistance with UWG's Career Services.   Additionally, our Management Club sponsored two trivia/spirit nights benefiting local charities.

Action 3:  Our faculty continue to invite local business leaders into their classes on a regular basis.  For example, Dr. Bergiel invited Craig Foster, a reality TV personality from Ink Masters, to participate in his Organizational Behavior course.  The students were presenting a project related to the Ink Masters reality television series.  Specifically, they had to present on types of stress, social construction, organizational justice, chaos theory, ethics, personality assessment, etc.  As they were getting ready to make their presentations, Mr. Foster arrived in the classroom to help critique their work.  This was quite a surprise to the students.  Inviting individuals from our local community in to the classroom really helps make the material come alive.   The students find it interesting and it gives them a different perspective on many issues. |
| Improvement Plan | Action 1:  Dr. Upson (Management) is scheduled to continue this partnership during the fall semester.   Specifically, he will travel to India in December 2016 and will spend approximately two weeks lecturing to students at Birla College in Kaylan, India.

Action 2:  We want to do a better job publicizing how our students are working with the local community and give more students opportunities to get involved.   Mrs. White has created a Facebook page and a Twitter account for our department so that we can better use social media to announce service opportunities.   Additionally, we will be using a new 60" electronic bulletin board to announce service opportunities and to report on events where our students were involved.  We hope getting the message out to more individuals will increase participation.

Action 3:   We want to encourage more faculty to use guest speakers, and we want to encourage more local business leaders to become involved with our students.   To encourage this process, we are going to begin publicizing the events where local business leaders are involved in classroom activities.  Specifically, faculty will periodically send information to Mrs. Simone Lee, Director of External Services and Programs, in the Dean's office.  She will include information about guest speakers on the RCOB website as well as in newsletters, such as the *Richards Review*, that are distributed to many different RCOB stakeholders. |

| Management Unit Assessment Plan (2015/2016) | | | | | |
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| **Unit Goal 3** | Ensure that the Management and MIS major programs engage in meaningful program assessment. | | | | |
| **Connection** | UWG Strategic Imperative 4, Goal C: Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision. (Objective 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results.) | | | | |
| **Justification** | A strong assessment program will ensure that programs are systematically evaluated and that there is a culture of continuous improvement. | | | | |
| | Description | Outcomes | Measures | Timeline | Person |
| **Action 1** | Department will begin data collection on the new Management major learning goals that were implemented in Summer 2015. | Collect Cycle 1 data on all Management learning goals. | Senior Exit Surveys, Class Assessments, and Field Exam. | Due May 6, 2016 to UWG office of Institutional Effectiveness and Assessment. | Department Chair and Faculty |
| **Action 2** | Department will begin data collection on the new MIS major learning goals that were implemented in Summer 2015. | College Cycle 1 data on all MIS learning goals. | Senior Exit Surveys, Class Assessments, and Field Exam. | Due May 6, 2016 to UWG office of Institutional Effectiveness and Assessment. | Department Chair and Faculty |
| **Results** | Action 1: The May 6, 2016 deadline for Cycle 1 results was met for Management major learning outcome #1 (both indirect and direct measures), learning outcome #2 (indirect measure only), learning outcome #3 (indirect measure only), learning outcome #4 (both indirect and direct measures).<br><br>Action 2: The May 6, 2016 deadline for Cycle 1 results was met for MIS major learning outcome #1 (both indirect and direct measures), learning outcome #2 (both indirect and direct measures), learning outcome #3 (indirect measure only), learning outcome # 4 (indirect measure only).<br><br>*It should be noted that the office of Institutional Effectiveness and Assessment was also provided three complete cycles of results from the previous learning outcomes in both the Management and MIS areas.* | | | | |

| Improvement Plan | We are on schedule and no changes to our current system are anticipated.   Recently the SACS report was updated to include direct assessment results for Management learning outcomes #2 and # 3.   Additionally, direct results for MIS learning outcome #3 were included.<br><br>At the end of Summer 2017, we should have results for two complete cycles across all Management and MIS learning outcomes. |
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| **Management Unit Assessment Plan (2015/2016)** | | | | | |
| Unit Goal 4 | Create a work environment in which faculty and staff are engaged and satisfied. | | | | |
| Connection | Employee Engagement Survey | | | | |
| Justification | Results of the Employee Engagement Survey were rolled out during our September 18, 2015 fall faculty meeting.  During this meeting, three action items (described below) were created by the Management Department faculty. | | | | |
| | Description | Outcomes | Measures | Timeline | Person |
| **Action 1** | Increase faculty access to information related to benefits available to them. | Provide opportunities for faculty to meet with HR representatives and/or more user-friendly information on the university website. | 2016 employee engagement survey. | Summer 2016 | UWG HR Department, Department Chair, and Faculty. |
| **Action 2** | Increase faculty access to efforts being made to increase both merit pay and equity adjustments. | Forward all information from senior leadership to faculty as budgetary decisions regarding pay adjustments are made. | 2016 employee engagement survey. | Summer 2016 | Department Chair |
| **Action 3** | Encourage senior administrators to simplify top-down communication process. | Try to simplify communication. Faculty currently receive many types of communication from many different sources.  It becomes confusing and priorities get lost. | 2016 employee engagement survey. | Summer 2016 | Senior Administrators with feedback from faculty. |
| **Results** | Action 1:  HR representatives attended "open" RCOB meetings on September 2, 2015 and September 3, 2015.  Department members had the opportunity to interact with HR representatives and get clarification on any benefit-related questions.  Additionally, the HR Department now has a more user-friendly "Benefits Summary" website located at https://www.westga.edu/hr/benefits-summary.php. | | | | |

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| | Action 2:  All minutes from the President's Advisory Council (PAC) and the Dean's Advisory Council (DAC) are made available to faculty.  Decisions regarding merit pay and equity adjustments are typically included in these minutes. Additionally, Open Forums are often held during the year to discuss the CUPA and Sibson-related decisions.  Finally, the Budget Committee is developing a FAQ website that attempts to answer questions that colleagues frequently ask about efforts to increase pay.<br><br>Action 3:  The Barriers Team recently studied the proposed barrier of internal communication, specifically the effectiveness of the Daily Report.   As a result of this effort, the Daily Report is being replaced by the Work West Bulletin (published weekly) and an Events Calendar.   It is hoped that this effort will reduced the number of e-mails that faculty receive on a daily basis. |
| **Improvement Plan** | Action 1:  Based on the 2016 Engage West Survey Results, there was some improvement in this area.  Scores increased on the following items: I know how to get answers about my benefits (Q67), I understand my benefits plan (Q65), and Benefits are comparable to other institutions (Q64).   However, scores decreased on two items: Benefits can be selected to meet my needs (Q66) and Leadership is working to improve my benefits (Q68).   Unfortunately, the department results in the benefits area continue to fall well below UWG average scores.   One suggestion made to UWG HR was a personalized annual benefits summary that would provide greater details of the cost of UWG benefits (both to the employee and to the employer).  In fact, a sample template from another organization that uses this approach was provided to UWG HR. During the fall meeting, faculty will be asked for other suggestions of how we can improve scores in this area.<br><br>Action 2:   In the interest of transparency, information is shared with faculty as decisions about pay are made.   And this practice has potentially had a positive on survey results.   The average score on each of the five survey items related to pay increased from 2015 to 2016.   However, overall, scores remain low (2.5 to 3.92).   The lowest scores related to two specific items: Pay is fair compared to other organizations (Q59) and My pay keeps pace with the cost of living (Q61). Unfortunately, most members of the department are not eligible for equity adjustments.   This is potentially related to the manner in which the system was originally implemented.   While actions were taken to be more transparent, additional improvements are necessary to truly increase scores within this area.   Faculty members will be asked during the fall meeting if they wish to keep this item as one of our unit goals.   And, if so, what specific additional improvements they recommend.<br><br>Action 3:   While it is hoped that the Barrier Team actions mentioned above has a positive impact over the next year, clearly "Communication" at the university level remains a concern.  In our 2016 survey, scores mostly decreased from the previous year.   Mostly faculty believe that they are not kept informed, that open/honest communication is not encouraged, and that the right information does not get disseminated.  Besides the changes to the Daily Report, there are no additional improvements planned for the next year.   This issue will be raised during the faculty meeting and specific recommendations for improvement will be solicited. |

*Note:  The 2016 Engage West Results will be reviewed during the department's fall meeting.   Then, based on survey results, faculty will decide whether to keep the same action items or to make changes.*

**College**      Richards College of Business
**Degree**      Bachelor of Business Administration (BBA)
**Program**      Management (520201) (August 1, 2016)

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | Cycle 1 | Cycle 2 | Cycle 3 | Justification of Success Criteria | Interpretation & Use of Results | Improvement Plan |
|---|---|---|---|---|---|---|---|---|---|
| Students will be able to examine and analyze basic employment-related data. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester. | 80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met. | 98% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. | 57% "Strongly Agreed" and 41% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point. | While it is encouraging that our graduating students feel that we are meeting this outcome, we would like to see a greater percentage "Strongly Agreeing" with the statement. We plan to increase student use of web-based, employment data sets (e.g., www.dol.gov) in future HR-related exercises. |
| | 1A and 4C | Direct Measure - MGNT 4620 - Assessed by instructors in fall Semester with O*NET exercise - Rubric - 21 maximum points. 20/21 points required to "Exceed Expectations". 17/21 points required to "Meet Expectations. | 80% or more students will meet or exceed expectations | 79% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. | 79% of students met or exceeded our expectations. This signifies a YELLOW condition (may need attention). Only 27% of the 79% actually "Exceeded Expectations". These results indicate that corrective action is necessary. | Three major areas within the O*Net exercise were identified as problematic. First, many students simply failed to follow instructions when identifying KSAs and Work Activities. Second, some students apparently did not understand how to properly interpret the 25th and 75th percentiles for wages. Third, the presentation of the reports was not professional. Each of these skills is critical for HR Managers. We will emphasize these areas in future courses, show students examples of acceptable work, and provide more opportunities for students to get clarification in areas where they may be confused. |
| Students will be able to explain the role of entrepreneurs in managing businesses. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester. | 80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met. | 99% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. | 65% "Strongly Agreed" and 34% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point. | Our plan in this area is to continue to make additional opportunities available to students who are interested in starting their own business. For instance, we offer a select course (MGNT 3635 - New Venture Management) where students actually complete a business plan. Additionally, we offer a student organization (Enactus) that allows students to become more actively involved in entrepreneurship. |
| | 1A and 4C | Direct Measure - MGNT 3618 - Students read a 1.5-page news article about a new, small business. Students were asked to (Part 1) identify and (Part 2) briefly describe five start-up activities that the business has already completed and (Part 3) identify and (Part 4) briefly describe five start up activities that the business still has to complete. Students received a score of 1 (not acceptable) to 4 (Excellent) on each of the four parts. A score of 4 indicates that the student "Exceeded Expectations". A score of 2 or 3 indicates the student "Meet Expectations". | 80% or more students will meet or exceed expectations | Part 1 (99%) / Part 2 (87%) / Part 3 (97%) / Part 4 (77%) | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. | On Part 1, Part 2, and Part 3 of the exercise, the percentage of students who met or exceeded expectations was above 80%. This signifies a GREEN condition. However, on Part 4 of the exercise, only 77% of the students met or exceeded expectations. This signifies a YELLOW condition, indicating that this area may require attention. | It is the explanation of the activities yet to be completed (Part 4) that presented the greatest challenge to the students. MGNT 3618 is a survey course that begins with opportunity recognition and covers the formation of all functions of a business (strategy, HR, operations, supply chain, marketing, accounting, and financing). Instructors will begin periodically reviewing and summarizing the types of business start-up activities that have been covered in the course. Tying the beginning, middle, and end of the course together with a review of the activities would facilitate students' understanding of the entire start-up process and help them improve in explaining the reason for and relevance of activities. |

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

**College**  Richards College of Business
**Degree**  Bachelor of Business Administration (BBA)
**Program**  Management (520201) (August 1, 2016)

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | Cycle 1 | Cycle 2 | Cycle 3 | Justification of Success Criteria | Interpretation & Use of Results | Improvement Plan |
|---|---|---|---|---|---|---|---|---|---|
| Students will be able to identify basic principles associated with leadership. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.   The department chair analyzes the data and reports the results.   The senior exit survey is administered each semester. | 80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met. | 99% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | 69% "Strongly Agreed" and 30% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | While we are technically in a GREEN condition, our instructors believe that our students could benefit from additional leadership training.  Last year, Dr. Bergiel attended a three-day workshop on "Leadership Curriculum Development".  He plans to add material from the workshop to the MGNT 3605 course (Organization Behavior) to increase student learning related to this important topic. |
| | 1A and 4C | Direct Measure - MGNT 3605 - Assessed with twelve embedded test questions.  Students answering all 12 questions correctly "Exceeded Expectations".  Students answering 9-11 questions correctly "Met Expectations".  And, students answering less than 9 questions correctly "Did Not Meet Expectations". | 80% or more students will meet or exceed expectations | 69% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | With 31% of students failing to meet or exceed expectations, this places us in a YELLOW condition.   Further analysis revealed that students had problems with three main questions: Q4 (46% of students answered correctly), Q11 (57% of students answered correctly), and Q12 (52% of students answered correctly). | The improvement plan will focus on the three questions (Q4, Q11, and Q12) where less than 70% of the students answered the question correctly.  Q4 dealt with Transformation Leadership.  Q11 dealt with Fielder's Least Preferred Co-Worker Scale.  And, Q12 dealt with Blanchard and Hersey's Situational Leadership Model.  Conceptually, each of these theories of leadership can be difficult for undergraduate students to understand.  Instructors in this course will begin to use more examples to illustrate how these theories operates in practice.  It is believed that these examples will help students better understand the essential elements of these theories and to retain the information on a more long-term basis. |
| Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.   The department chair analyzes the data and reports the results.   The senior exit survey is administered each semester. | 80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met. | 99% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | 68% "Strongly Agreed" and 31% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | Our indirect measure shows good progress.  However, we continually try to increase our majors' understanding of management throughout the curriculum by offering opportunities outside of the classroom.   Currently, we offer study abroad trips, certificate programs (HR and OM), and internships.  We also offer networking opportunities through our student organizations, and we frequently invite practicing managers into the classroom. |
| | 1A and 4C | Direct Measure - RCOB Comprehensive Field Exam administered in MGNT 4660 each semester - 10 management-related questions are included in this field exam.  At least 9/10 correct responses "Exceeds Expectations" and at least 6/10 correct responses "Meets Expectations". | 80% or more respondents will meet or exceed expectations. | 76% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | With 40% "Exceeding Expectations" and 36% "Meeting Expectations", a combined scores of 76% places us in the upper range of the YELLOW condition when considering the results of all majors.  However, we also expect management majors to have a more comprehensive knowledge than other business majors.  Thus, we compare management majors who get 90% or more correct (19%) to non-management majors who get 80% or more correct (36%).   In terms of this comparison, we have some work to do to make certain that our management majors cultivate a better understanding of the material as they | Results will be reviewed with faculty during the fall department meeting scheduled for August 26, 2016.  The improvement plan will be discussed during this meeting and recorded in the department meeting minutes.  We will examine the ten management questions used in the field exam and focus on how we can help students understand the concepts they may not fully understand. |

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

**College**  Richards College of Business
**Degree**  Bachelor of Business Administration (BBA)
**Program**  Management Information Systems (521201)  (August 1, 2016)

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | Cycle 1 | Cycle 2 | Cycle 3 | Justification of Success Criteria | Interpretation & Use of Results | Improvement Plan |
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| Students will be able to design a relational database that is at least in Third Nominal Form. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.   The department chair analyzes the data and reports the results.  The senior exit survey is administered each semester. | 80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met. | 92% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).  The same standard for success is applied in our AACSB assessment system. | 42% "Strongly Agreed" and 50% "Agreed" that we were meeting this learning outcome.  This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | The MIS field changes on a regular basis.   And we make every effort to update courses based on changes/innovations in the external environment.  It is concerning that only 42% of students "Strongly Agreed" that were we meeting this learning outcome.  We plan to increase discussion sessions in our MIS Club for students who may have lingering questions about concepts even after they have completed a course.   We hope that by increasing opportunities to interact with faculty, students can resolve questions and we can improve the results. |
| | 1A and 4C | Direct Measure - CISM 3340 - Assessed by the instructor in the fall semester. Students are required to design a well-normalized relational database that is at least 3NF. The maximum score on the assignment is 15. Students must score 15/15 (100%) to "Exceed Expectations" and 10.5/15 (70%) to "Meet Expectations". | 80% or more students will meet or exceed expectations | 91% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).  The same standard for success is applied in our AACSB assessment system. | Twenty-nine of thirty-three students scored at least 10.5/15.0 points on the exercise. Thus, this signifies a GREEN condition and no attention is required at this point. It is interesting to note that only 17 of 35 (49%) made a perfect score.  So, there is room for improvement. | Out of the 16 students who did not make a perfect score of 15, 12 students did not properly implement foreign keys to maintain table relationships. The instructor's improvement plan is to emphasize how to properly implement foreign keys to maintain table relationships in a well-normalized database. |
| Students will utilize data flow diagrams to accurately depict the movement of data within systems. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.  The department chair analyzes the data and reports the results.  The senior exit survey is administered each semester. | 80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met. | 87% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).  The same standard for success is applied in our AACSB assessment system. | 58% "Strongly Agreed" and 29% "Agreed" that we were meeting this learning outcome.  This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | With only 58% "Strongly Agreeing" that we are meeting this learning outcome, we do want to monitor this situation.  As noted below in the direct measure, we are a little concerned that all of the online interaction may be contributing to some lack of understanding - especially with students who may not feel comfortable coming for help during office hours.  By moving more instruction back into the classroom, we believe that our performance will improve on this measure. |
| | 1A and 4C | Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of databases, hierarchical structures, and structural design. To "Exceed Expectations" students are required to get 18/22 correct and to "Meet Expectations" students must get 15/22 correct. | 80% or more students will meet or exceed expectations | 43% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).  The same standard for success is applied in our AACSB assessment system. | Only 43% "Met" or "Exceeded" expectations. This percentage indicates a RED condition and requires immediate attention. Scores seemed to be particularly lower on the structural design questions.  Of the 13 questions, only 5 questions were answered correctly by more than 60% of the students. | The instructor of this course believes that the online nature of the instruction related to databases, hierarchical structures, and structural design is simply not sufficient.  The nature of these topics is rather complex and requires more face-to-face interaction and discussion.  The instructor has decided to move these topics back into the classroom so that they can be explored in more depth and so that he can address questions in a more interactive learning environment. |

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

**College**     Richards College of Business
**Degree**      Bachelor of Business Administration (BBA)
**Program**     Management Information Systems (521201)  (August 1, 2016)

| Student Learning Outcome | Strategic Plan Connection | Measure/Method | Success Criterion | Cycle 1 | Cycle 2 | Cycle 3 | Justification of Success Criteria | Interpretation & Use of Results | Improvement Plan |
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| Students will be able to develop a working, dynamic website. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.   The department chair analyzes the data and reports the results.   The senior exit survey is administered each semester. | 80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met. | 87% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | 45% "Strongly Agreed" and 42% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | The materials related to this learning outcome are delivered in CISM 2235 (Business Programming and Web Design).  This course in one of the first MIS major courses and other major courses build upon it.  As the rigor of our MIS curriculum has increased, so have the demands associated with this course.   At this point, we believe there are some student perceptual issues associated with the course that need to be clarified.  Because it is currently listed as a 2000-level course, we sense that students are not mentally prepared for the expectations we have for the course.   Thus, it will be changed to a 3000-level course in Fall 2016.  While some may perceive this as a minor change, we believe that it will properly set the expectations that we have for our MIS majors very early in the process. |
| | 1A and 4C | Direct Measure - CISM 2335 - Students were requiring to create a PHP website with a MySQL database on the back end that would allow users to push and pull information securely from the database.  Students were instructed to first develop and test the PHP website on their local computer using Dreamweaver and xampp, and then to upload the website to their free web space on the remote server. Students were expected to utilize all the web development skills they had learned from the HTML5, CSS, Dreamweaver, PHP – Part I, and PHP – Part II learning modules. Scores between 90-100 "Exceeded Expectations".  Scores between 80-89 "Met Expectations".  Scores below 80 "Did Not Meet Expectations". | 80% or more students will meet or exceed expectations | 61% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | 50% of the students "Exceeded Expectations", 11% "Meet Expectations", and 39% "Did Not Meet Expectations".  With only 61% meeting or exceeding expectations, this places use very close to RED condition (i.e., immediate attention required). | Students seemed to struggle with understanding the differences between the testing server connection and the remote server connection. The instructor plans to add a lecture that focuses on the testing and remote server setups and will try to more formally lay out what makes the two server connections different. |
| MIS majors will demonstrate a more comprehensive knowledge of MIS concepts and principles as compared to non-MIS BBA majors as a whole. | 1A and 4C | Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale.  This survey is administered to graduating seniors during their final 4 weeks of study.   The department chair analyzes the data and reports the results.   The senior exit survey is administered each semester. | 80% or more of graduating students will "Strongly Agree" or "Agree" that the learning outcome was met. | 96% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | 63% "Strongly Agreed" and 33% "Agreed" that we were meeting this learning outcome. This signifies a GREEN condition.  Based on this indirect measure, no attention is required at this point. | Our indirect measure shows good progress.  However, we continually try to increase opportunities for our MIS majors to learn and grow.  Within the past two years, we have started offering opportunities for our students to take MIS-related certifications.   And, beginning in Fall 2016, our curriculum will change to include "Enterprise Architecture", "Cyber Security", and "Business Intelligence." |
| | 1A and 4C | Direct Measure - RCOB Comprehensive Exam administered in MGNT 4660 each semester - 10 MIS-related questions will be included in this field exam.  9/10 correct responses "Exceeds Expectations" and 6/10 correct responses "Meets Expectations". | 80% or more students will meet or exceed expectations | 8% | n/a | n/a | The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required).   The same standard for success is applied in our AACSB assessment system. | With only 1% "Exceeding Expectations" and only 7% "Meeting Expectations", a combined score of 8% places us in the RED condition when considering the results of all majors.  We clearly have some work to do with the MIS assessment on the comprehensive field exam.  Additionally, we also expect MIS majors to have a more comprehensive knowledge of the MIS questions than other business majors.  Thus, we compare MIS majors who get 90% or more correct (0%) to non-MIS majors who get 80% or more correct (1%). Again, in terms of this comparison, we have some work to do to make certain that our MIS majors cultivate a better understanding of the material as they take their major courses. | This results are concerning.   This is the first year that the ten MIS questions were included in the comprehensive field exam.  Some preliminary analysis indicates that, in retrospect, the answers to some of the questions may be ambiguous.   However, all results will be reviewed with faculty during the fall department meeting scheduled for August 26, 2016.   The improvement plan will be discussed during this meeting and recorded in the department meeting minutes.  We will examine the ten MIS questions used in the field exam and focus on how we can help students understand the concepts they may not fully understand and/or make the questions/answers more reflective of how the material is presented in class. |