

Program Name:___Accountancy_____

Academic Year of Annual Report:___17/18_____

Date:_9/24/18_____

Faculty Members (list all full-time and part-time)

Cindi Bearden

Jon Birkeli

Preston James, IV

Linda McMullen

Gus McMurray

Lydia Rosencrants

Mariangela Vecchiarini

Table of Contents

Executive Summary	3
Program Outcomes	4
Student Learning Outcomes	6
Progress Report on Scholarship and Activity	8
Progress Report on Recent Graduates	11
Rubric for Program Outcomes	15
Rubric for Student Learning Outcomes	16
Program Outcomes for Upcoming Year	17
Student Learning Outcomes for Upcoming Year	19

See number 3 on page 8 of Assessment Handbook for directions

Executive Summary Page

Our Accountancy program continues as a shining star for the College. We graduated 15 students who all either have jobs in the field or are in graduate school. Three of our graduates from the previous year were promoted within a year of being hired, and one of those is returning to graduate school at Georgia State. Our students are increasingly participating in internships, and receive high marks from their supervisors. Two of our majors attended the Delta Mu Delta international conference and won best student team in competition.

One outcome that we worked on this past year was “Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.” Our assessments have all shown strong results in this area, but we are not a department that can rest on its laurels. Things move too quickly in the business world. Our classrooms have not been updated in any meaningful way in 20 years. We need appropriate technology and mobile classroom furniture to facilitate the creative individual and group problem solving employers are demanding, as well as to develop communication skills.

One program outcome we worked on this year was revitalizing our Business Advisory Council. This was very successful. We retained many valuable veterans and added around 10 new members. These members are actively engaged and very impressive. We are working on ways to get each one involved with our program and students. Several have already committed to visiting classes this semester.

Overall, it was a fantastic year for Accountancy. We expect continued greatness this coming year!

Signature of Department Chair

Date

See number 4a – 4c on pages 8 – 9 of Assessment Manual for directions.

Academic Program Annual Report (Program Outcomes)

Plan Year: 17-18

Academic Program Name: Accountancy				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/24/18	
Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.				
Program Outcomes (program outcomes should include at least one outcome related to the academic mission of the program, one outcome related to global engagement, and if appropriate, one outcome related to online instruction – see pages 8 – 11 for further directions)				
<ol style="list-style-type: none"> 1. We will develop at least one new major programs (either alone or in conjunction with another program) with a global focus over the next three years . 2. We will hire one new faculty member. 3. We will revitalize our Business and Accountancy Advisory Council. 4. We will offer at least one new study away course. 5. We will increase the number of internship opportunities for our students. 				
Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as “I,C,1” to identify the part of the Strategic Plan that each supports.				
<ol style="list-style-type: none"> 1. II, B, 3 2. II, B, 3 and 5 3. II, B, 1 4. II, A, 5 				
Specific desired <u>measurable</u> results related to outcomes itemized above	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1. We will develop at least one new major programs (either alone or in conjunction with another program) with a global focus over the next three years .	Number of new viable programs developed.	We met this goal in 16-17 with the development of two new programs, but we continued on this year with the minor in Applied Finance. This minor was developed at the request of students.	We will continue to add new programs as appropriate and needed.	As we continue to grow, we need to add an additional faculty member. We are down by one member with the retirement of Jon Birkeli last year.
2. We will hire one new faculty member.	Successful hire of new faculty member.	Professors Jon Birkeli and Mariangela Vecchiarini departed at the end of 17-18. Professor Vecchiarini’s position	We need to add an additional faculty member to handle the increased growth in both number of programs and students.	Salary and benefits for new faculty member.

		was filled, but Professor Birkeli's was not.		
3. We will revitalize our Business and Accountancy Advisory Council.	Adding new members to the BAC. Holding at least one meeting with 75% or more attendance from members. Successfully recruiting a new Chair.	We were very successful in with this goal. We added eight new members to our BAC in addition to the four who continued from the past. We met in April of 2018 and 75% of the members were in attendance. Our current Chair has agreed to continue.	The Business faculty is now looking for ways to engage our BAC more. We would like to have every member working with us and/or our students outside of our annual meeting.	None.
4. We will offer at least one new study away course.	Number of study away courses offered.	One new study away course was offered.	None.	None.
5. We will increase the number of internship opportunities for our students.	Increase in the number of accountancy students interning.	More students completed an internship this year than last.	Continue to increase the high quality sites offering opportunities for our students.	None.

See page 11 of the Assessment Handbook for directions.

Academic Program Annual Report (Student Learning Outcomes) Plan Year: 17-18

Academic Program Name: Accountancy				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/24/18	
Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.				
Student Learning Outcomes				
<p>1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.</p> <p>2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</p> <p>3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</p> <p>4. Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</p>				
Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.				
<p>1. I, C, 1 and I, C, 3</p> <p>2. I, C, 2 and I, C, 3 and II, A, 1</p> <p>3. I, C, 1</p> <p>4. I, B, 3 and I, C, 3</p>				
Outcomes	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.	Exit Interview Alumni Survey Internship Supervisor Survey DAP CLA	The majority of our assessments show that your students are successfully meeting this goal. The one exception was the alumni survey. Unfortunately is difficult to determine the validity of this assessment. Only four alumni responded; two did not believe we had met our goal in this area. Typically our alumni rate us	We realized that our alumni survey instrument needs improvement. We allow students to give us a numerical rating, but do not require them to comment on their rating. This is not helpful. We need to know why those two alumni did not think we had prepared them adequately in this particular area. Was it one or two classes or the entire program? Was it a	None.

		as excellent or above average in this area.	particular area of knowledge that we did not provide? We need qualitative data to supplement our quantitative data. We are currently working with the Office of Institutional Effectiveness to update our survey to provide better information.	
Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.	Exit Interview Alumni Survey Internship Supervisor Survey DAP	Overall, our assessments showed success in this area. However, this is an area in which we can better utilize alumni and our BAC. By bringing more professionals in to stress the importance of this outcome, our students will be more persuaded that they need to develop this important attribute.	We will bring more professionals into our classes and ask them to discuss ethics, as well as sustainability. We need to do our part to support the College's mission of educating responsible citizens.	None.
Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.	Exit Interview Alumni Survey Internship Supervisor Survey DAP CLA	Every assessment supported the success of the learning outcome. All of different constituent groups rated us at 90% or above on our preparation of this skill in our students. However, related to this is the technology that we provide for our students. To the question of whether our facilities and technology are appropriate, our current students, graduating seniors and alumni all were dissatisfied.	Our facilities have not been updated in over 20 years, aside from carpet and paint. If we are to prepare our students to present and utilize technology effectively in the modern workplace, our classrooms need to be updated.	Cost of updating our classrooms with new furniture and technology.
Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.*	Exit Interview Alumni Survey Internship Supervisor Survey DAP Leadership	Every assessment supported the success of the learning outcome. All of different constituent groups rated us at 90% or above on our preparation of this skill in our students. However, as with all outcomes, we can never be satisfied with the status quo.	Diversity is an increasingly important topic in today's society. We must stay up-to-date in all our classes.	Faculty development opportunities.

*Please see attached assessment report for individual goals for each outcome. There are too many to include in this table.

See number 6 on page 9 of Assessment Handbook for directions.

Progress report on faculty scholarship and creative activity as well as faculty/student scholarship and creative activity (15 August 2016 - 15 August 2017).

Faculty Member	Partnering Relationships, 2016-2017
Cindi Bearden	Delta Mu Delta
	Georgia Association of Accounting Educators
	American Institute of Certified Public Accountants
	Association of Collegiate Business Schools and Programs
	Georgia Society of CPAs
	West GA Technical College Accounting Advisory Board
Jon Birkeli	Kleen-Tex Industries, Inc. - member Board of Directors
	Jammates, LLC - advisor
	Georgia State CIBER
	Business & Accountancy Advisory Council
	Faculty representative to BOT
Lydia Rosencrants	
	Accounting Program Leadership Group of the American Accounting Assoc.

	Principles of Managerial Accounting Business Plan Project
	Georgia Society of CPAs
	Advisory Board for THINC Business Program
	American Institute of CPAs
	Association of Fundraising Professionals
	Institute of Management Accountants



Linda McMullen	Boys & Girls Clubs of West Georgia, board chair
	THINC Academy Board of Directors, governance chair
	Strategic Plan facilitator, Racial Trustbuilding, Inc.
	LaGrange Employers Committee - keynote speaker, leadership
	Delta Mu Delta
	judge for Georgia Literary Regional Competition
	Business & Accountancy Advisory Council
	member of LIFT selection committee
	Southern Management Association peer reviewer and conference discussant



Mariangela Vecchiarini	Delta Mu Delta
-------------------------------	----------------

	Academy of Management member
	Women in Business Committee - LaGrange Chamber of Commerce
	Enactus advisor
	Entrepreneurship Club mentor
	Academic Policy Committee - LaGrange College
	Social Council - LaGrange College
Preston James	Chick Fil A Peach Bowl
	Atlanta Falcons
	Atlanta United
	Columbus Lions
	Georgia Swarm
	Met with professional team owners and presidents of NHL, NBA, NFL, MLB
	Mark Zimmerman, GM of GWCC
	Atlanta Hawks

See number 7 on page 9 of Assessment Handbook for directions.

Progress report on recent graduates.

Student's Name	Employed? Provide any details known (full-time, part-time, name of employer, etc.)	Accepted to graduate school? Provide any details known (Names of graduate schools, assistantships or scholarships offered, etc.)	Attending graduate school? Provide any details known (Names of graduate school, assistantship or scholarship offered, major field, etc.)
Amy Webb			Attending graduate school at UGA
Emily Hampton	Accountant I at TSYS		
Cameron Carder	Staff Accountant at Conally Jordan and Associates		
Zach Richards	Staff Accountant at Fowler, Holley, Rambo & Stalvey, P.C.		
Abbey Brown	Project Analyst at Interface		
Darius Jordan	Staff Accountant at Phoenix Assisted Living		Attending graduate school at Georgia State

Course Code	COURSE TITLE	Number of Student Enrolled	Number of Generated Semester Hours	Required or Elective for Major	Required or Elective for Another Program	Service Course (i.e. General Education)	Other
ACCT2211C01	Prin of Financial Accounting	30	90	90	90		
ACCT2212C01	Prin of Managerial Accounting	19	57	57	57		
ACCT3302C01	Interm Financial Acctng II	15	45	45			
ACCT4401C01	Auditng/Acct Ethics&Liability	16	48	48			
ACCT4410C01	Fed Inc Tax Concepts & Practic	12	36	36			
ACCT2211C01	Prin of Financial Accounting	31	93	93			
ACCT2212C01	Prin of Managerial Accounting	18	54	54			
ACCT3301C01	Interm Financial Acctng I	13	39	39			
ACCT4415C01	Cost Accounting	13	39	39			
ACCT4420C01	Advanced Federal Taxation	12	36	36			
ACCT4430C01	Advanced Accounting	15	45	45			
ACCT4440C01	Accounting Information Systems	14	42	42			
ACCT4454C01	Financial Statement Analysis	8	24	24			
ACCT4454C02	Financial Statement Analysis	6	18	18			
ACCT4460J01	Internship in Accountancy	1	3				
ACCT4495 BRO	Ind Study: Cost Accounting	3	5				
ACCT4495 GAS	Ind Study: Cost Accounting	3	8				
ACCT4495 BLA	Ind Study: Managerial Acct	3	2				
	TOTAL	232	684	666	147	0	0

STUDENT LEARNING OUTCOMES

Business & Accountancy	Students should demonstrate the ability to apply business concepts in creatively and critically solving	Students should show an awareness of their responsibility to be ethical, global leaders who will engage in	Students should demonstrate the ability to conduct research and communicate in a professional	Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment	Students will demonstrate creativity by approaching complex problems with innovation and from diverse	Students will demonstrate critical thinking by acquiring, interpreting, synthesizing, and evaluating	Students will demonstrate proficiency in communication skills that are applicable to any field of study.
	ACCT 2211	I	I			I	
	ACCT 2212	I	I			I	
	ACCT 3301	D	D	I	D	D	D
	ACCT 3302	D	D	D	D	D	D
	ACCT 4401	D	D	D	D	D	D
	ACCT 4410	D	D	D	D	D	D
	ACCT 4415	D	D	D	D	D	D
ACCT 4420	P	P	P	P	P	P	P
ACCT 4430	P	P	P	P	P	P	P
ACCT 4440	P	P	P	P	P	P	P
ACCT 4454	P	P	P	P	P	P	P
ECON 2200	I	I	I	I	I	I	I
ENTR 3000	D	D	D	D	D	D	D
ENTR 4100	D	D	D	D	D	D	D
ENTR 4200	P	P	P	P	P	P	P
FNCE 3353	D	D	D		D	D	D
FNCE 3390	D	D	D	D	D	D	D
FNCE 4000	D	D	D	D	D	D	D
FNCE 4100	D	D	D	D	D	D	D
MGMT 2200	I	I	I	I	I	I	I
MGMT 3312	D	D	D	D	D	D	D
MGMT 3370	D	D	D	D	D	D	D
MGMT 3385	D	D			D	D	
MGMT 3392	D	D	D	D	D	D	D
MGMT 3393	D	D	D	D	D	D	D
MGMT 4451	D	D	D	D	D	D	D
MRKT 3380	D	D	D	D	D	D	D

MRKT 4435	P	P	P	P	P	P	P
MRKT 4480	P	P	P	P	P	P	P
NPLD 2200	I	I	I	I	I	I	I
NPLD 4460	P	P	P	P	P	P	P
NPLD 4490	P	P	P	P	P	P	P
SPMG 3000	D	D	D	D	D	D	D
SPMG 3100	D	D	D	D	D	D	D
SPMG 4000	D	D	D	D	D	D	D
SPMG 4200	P	P	P	P	P	P	P
SPMG 4460	P	P	P	P	P	P	P
MATH 1114/PSYC 2298	D	D	D	D	D	D	D
ENGL 3310	D	D	D	D	D	D	D
POLS 3310/POLS 3312	D	D	D	D	D	D	D
RLGN 2230/RLGN 2320	D	D	D	D	D	D	D
RLGN 3560	D	D	D	D	D	D	D
SOCI 1000	I	I	I	I	I	I	I
SOCI 2000 OR HIGHER	D	D	D	D	D	D	D

See number 8 on page 10 of Assessment Handbook for directions. You may circle or highlight the block that describes the rating.

Academic Program Assessment Rubric – for Program Outcomes

	Vision Statement	Program Outcomes	Assessment Tools	Results/Analysis	Recommendations/ improvement	New Resource Needs
Developing	A Vision Statement has been given, but does not align with the College's Strategic Plan.	Program outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The program makes recommendations.	The program makes little or no attempt to describe resource needs for recommendations made.
Competent	A Vision Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable program outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed.	Assessment tools have been identified, but the administration of such tools does not seem realistic due to time or financial constraints.	Data are collected for most outcomes and some analysis is described.	The program makes recommendations for changes, but fails to link each recommendation to data analysis.	The program makes an attempt to describe resource needs for each recommendation made, but more specific details are needed.
Exemplary	A Vision Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable program outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome.	Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner.	Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the program.	The program makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices.	The program clearly describes resource needs for each recommendation made.

See number 8 on page 10 of Assessment Handbook for directions. You may circle or highlight the block that describes the rating.

Academic Program Assessment Rubric – for Student Learning Outcomes

	Vision Statement	Program Outcomes	Assessment Tools	Results/Analysis	Recommendations/ improvement	New Resource Needs
Developing	A Vision Statement has been given, but does not align with the College's Strategic Plan.	Program outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The program makes recommendations.	The program makes little or no attempt to describe resource needs for recommendations made.
Competent	A Vision Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable program outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed.	Assessment tools have been identified, but the administration of such tools does not seem realistic due to time or financial constraints.	Data are collected for most outcomes and some analysis is described.	The program makes recommendations for changes, but fails to link each recommendation to data analysis.	The program makes an attempt to describe resource needs for each recommendation made, but more specific details are needed.
Exemplary	A Vision Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable program outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome.	Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner.	Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the program.	The program makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices.	The program clearly describes resource needs for each recommendation made.

Academic Program Annual Report (Program Outcomes)

Plan Year: 17-18

Academic Program Name: Accountancy				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/24/18	
Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.				
Program Outcomes (program outcomes should include at least one outcome related to the academic mission of the program, one outcome related to global engagement, and if appropriate, one outcome related to online instruction – see pages 8 – 11 for further directions)				
<ol style="list-style-type: none"> 1. We will develop at least one new major programs (either alone or in conjunction with another program) with a global focus over the next three years . 2. We will hire one new faculty member. 3. We will increase the opportunities for our students to interact with professionals. 4. We will improve advising despite the dramatic increase in the number of advisees we have. 5. We will update our classrooms with furniture that encourages group-work and discussion and technology that prepares our students for the workplace. 				
Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as “I,C,1” to identify the part of the Strategic Plan that each supports.				
<ol style="list-style-type: none"> 1. II, B, 3 2. II, B, 3 and 5 3. II, B, 1 4. II, A, 5 5. I, C, 1 				
Specific desired <u>measurable</u> results related to outcomes itemized above	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1. We will develop at least one new major programs (either alone or in conjunction with another program) with a global focus over the next three years .	Number of new viable programs developed.			
2. We will hire one new faculty member.	Successful hire of new faculty member.			Salary and benefits for new hire.
3. We will increase the opportunities for our students to interact with professionals.	Number of new opportunities for interaction.			

4. We will improve advising despite the dramatic increase in the number of advisees we have.	Evaluation of advising as done on the senior exit interview and alumni survey.			
5. We will update our classrooms with furniture that encourages group-work and discussion and technology that prepares our students for the workplace.	Successful update of classrooms.			Furniture and technology for four classrooms.

Appendix B

Academic Program Annual Report (Student Learning Outcomes)

Plan Year: 17-18

Academic Program Name: Accountancy				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/24/18	
Academic Vision Statement: The Department of Business will be acknowledged by stakeholders as an incubator and developer of graduates who are ethically responsible, globally aware and capable of understanding and creatively solving complex problems utilizing excellent interpersonal and communication skills.				
Student Learning Outcomes				
<p>1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.</p> <p>2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</p> <p>3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</p> <p>4. Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</p>				
Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as “I,C,1” to identify the part of the strategic plan that each supports.				
<p>1. I, C, 1 and I, C, 3</p> <p>2. I, C, 2 and I, C, 3 and II, A, 1</p> <p>3. I, C, 1</p> <p>4. I, B, 3 and I, C, 3</p>				
Outcomes	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
Students should demonstrate the ability to apply business concepts in creatively and critically	Exit Interview Alumni Survey Internship Supervisor Survey SIRs			

<p>solving complex problems in a dynamic global environment.</p>	<p>DAP CLA</p>			
<p>Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</p>	<p>Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP Participation in Enactus</p>			
<p>Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</p>	<p>Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP CLA</p>			
<p>Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</p>	<p>Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP</p>			

ACCOUNTANCY ASSESSMENT REPORT

Accountancy

B.S.

(Instructional Degree Program)

(Degree Level)

September 2017 – September 2018

(Assessment period covered)

Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

LaGrange College is committed to challenging the minds and inspiring the souls of students by improving their creative, critical and communicative abilities. The total LaGrange College program—curricular and co-curricular—is designed to challenge and support students as they deal with fundamental issues of self, world, and God.

The principal curricular methods by which the College assists students in the improving of their creative, critical, and communicative abilities are an inter-disciplinary, technologically sophisticated liberal arts program. LaGrange College strives to be a caring and ethical community. The hallmark of the LaGrange College community is the quest for civility, diversity, service, and excellence.

College Goals Supported:

The College provides, through the liberal arts core program, the opportunity for students to acquire the intellectual skills base essential to successfully entering the Accountancy, Business Management, and Business Administration programs. Students are challenged to be both creative and critical in their acquisition, processing, and communication of knowledge and are frequently reminded of their personal role in, the immediate and greater, caring and ethical community.

Intended Educational (Student) Outcome:

1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems.

First Means of Assessment for Outcome Identified Above:

75% of students will show improvement in “creative and critical thinking” on the Departmental Assessment Program (DAP).

1 a. Summary of Assessment Data Collected:

100% of students showed improvement in “creative and critical thinking” on the Departmental Assessment Program (DAP).

1 a. Use of Results to Improve Instructional Program:

Goal was met.

Second Means of Assessment for Outcome Identified Above:

On average, the students in the Accountancy program will perform above LaGrange College students as a whole on the analysis and problem solving portion of the CLA.

1 b. Summary of Assessment Data Collected:

On average the students in the Accountancy program scored above LaGrange College students on the analysis and problem solving portion of the CLA.

1 b. Use of Results to Improve Instructional Program:

Goal was met.

Third Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to integrate business concepts.” (Exit Interview Q8)

1 c. Summary of Assessment Data Collected:

100% of students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to integrate business concepts.” (Exit Interview Q8)

1 c. Use of Results to Improve Instructional Program:

Goal was met.

Fourth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to think creatively and critically” (Exit Interview Q9)

1 d. Summary of Assessment Data Collected:

100% of students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to think creatively and critically” (Exit Interview Q9)

1 d. Use of Results to Improve Instructional Program:

Goal was met

Fifth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to integrate business concepts.” (Alumni Survey Q8)

1 e. Summary of Assessment Data Collected:

50% of alumni said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to integrate business concepts.” (Alumni Survey Q8)

1 e. Use of Results to Improve Instructional Program:

Goal was not met.

Sixth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to think creatively and critically (Alumni Survey Q9)

1 f. Summary of Assessment Data Collected:

75% of alumni said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to think critically.” (Alumni Survey Q9)

1 f. Use of Results to Improve Instructional Program:

Goal was met.

Seventh Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Demonstrates specific skills necessary for job.”
(Employer Internship Evaluation Form)

1 g. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Demonstrates specific skills necessary for job.”
(Employer Internship Evaluation Form)

1 g. Use of Results to Improve Instructional Program:

Goal was met.

Eighth Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Thinks Critically.” (Employer internship Evaluation Form)

1 h. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Thinks Critically.” (Employer internship Evaluation Form)

1 h. Use of Results to Improve Instructional Program:

Goal was met.

Ninth Means of Assessment for Outcome Identified Above:

75% of students will show improvement in “business and accountancy concepts and integration” on the Departmental Assessment Program (DAP).

1 i. Summary of Assessment Data Collected:

100% of students showed improvement in “business and accountancy concepts and integration” on the Departmental Assessment Program (DAP).

1 i. Use of Results to Improve Instructional Program:

Goal was met.

Intended Educational (Student) Outcome:

2. Students should show the capacity to formulate and defend ethical judgments.

First Means of Assessment for Outcome Identified Above:

75% of students will show improvement in “ethical decision making” on the Departmental Assessment Program (DAP).

2 a. Summary of Assessment Data Collected:

100% of students showed improvement in “ethical decision making” on the Departmental Assessment Program (DAP).

2 a. Use of Results to Improve Instructional Program:

Goal was met.

Second Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to formulate ethical judgments.” (Exit Interview Q10)

2 b. Summary of Assessment Data Collected:

93% of students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to formulate ethical judgments.” (Exit Interview Q10)

2 b. Use of Results to Improve Instructional Program:

Goal was met.

Third Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to formulate ethical judgments.” (Alumni Survey Q10)

2 c. Summary of Assessment Data Collected:

50% of alumni said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to formulate ethical judgments.” (Alumni Survey Q10)

2 c. Use of Results to Improve Instructional Program:

Goal was not met.

Fourth Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Behaves overall in an ethical manner.” (Employer internship Evaluation Form)

2 d. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Behaves overall in an ethical manner.” (Employer internship Evaluation Form)

2 d. Use of Results to Improve Instructional Program:

Goal has been met.

Intended Educational (Student) Outcome:

3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.

First Means of Assessment for Outcome Identified Above:

100% of students will show improvement in “writing and research” on the Departmental Assessment Program (DAP).

3 a. Summary of Assessment Data Collected:

100% of students showed improvement in “writing and research” on the Departmental Assessment Program (DAP).

3 a. Use of Results to Improve Instructional Program:

Goal was met.

Second Means of Assessment for Outcome Identified Above:

At least one student’s research paper will be published in the LaGrange College Journal of Undergraduate Research, *Citations*, each year.

3 b. Summary of Assessment Data Collected:

One student was published in *Citations* this year.

3 b. Use of Results to Improve Instructional Program:

Goal was met.

Third Means of Assessment for Outcome Identified Above:

On average, the students in the Accountancy program will perform above LaGrange College students as a whole on the writing effectiveness and writing mechanics portions of the CLA.

3 c. Summary of Assessment Data Collected:

On average, the students in the Accountancy program did perform above LaGrange College students as a whole on the writing effectiveness and writing mechanics portions of the CLA.

3 c. Use of Results to Improve Instructional Program:

Goal was met.

Fourth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to conduct research” (Exit Interview Q11)

3 d. Summary of Assessment Data Collected:

84% of students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to do research” (Exit Interview Q11)

3 d. Use of Results to Improve Instructional Program:

Goal was met.

Fifth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to communicate.” (Exit Interview Q12)

3 e. Summary of Assessment Data Collected:

100% of students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to communicate.” (Exit Interview Q12)

3 e. Use of Results to Improve Instructional Program:

Goal was met.

Sixth Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to conduct research” (Alumni Survey Q11)

3 f. Summary of Assessment Data Collected:

50% of alumni stated “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to conduct research.” (Alumni Survey Q11)

3 f. Use of Results to Improve Instructional Program:

Goal was not met.

Seventh Means of Assessment for Outcome Identified Above:

75% of alumni will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to communicate.” (Alumni Survey Q12)

3 g. Summary of Assessment Data Collected:

100% of alumni said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to communicate.” (Alumni Survey Q12)

3 g. Use of Results to Improve Instructional Program:

Goal was met.

Eighth Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Uses appropriate technology to accomplish work.” (Employer internship Evaluation Form)

3 h. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Uses appropriate technology to accomplish work.” (Employer internship Evaluation Form)

3 h. Use of Results to Improve Instructional Program:

Goal was met.

Ninth Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Communicates effectively with customers and co-workers.” (Employer internship Evaluation Form)

3 i. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Communicates effectively with customers and co-workers.” (Employer internship Evaluation Form)

3 i. Use of Results to Improve Instructional Program:

Goal was met.

Intended Educational (Student) Outcome:

4. Students should show the ability to work in teams and demonstrate an understanding of interpersonal relations.

First Means of Assessment for Outcome Identified Above:

75% of students will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to work in teams.” (Exit Interview Q13)

4 a. Summary of Assessment Data Collected:

84% students said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to work in teams.” (Exit Interview Q13)

4 a. Use of Results to Improve Instructional Program:

Goal was met.

Second Means of Assessment for Outcome Identified Above:

75% of alumni will say “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to work in teams.” (Alumni Survey Q13)

4 b. Summary of Assessment Data Collected:

75% of alumni said “quite a bit” or “very much” in response to the statement, “The program enhanced my ability to work in teams.” (Alumni Survey Q13)

4 b. Use of Results to Improve Instructional Program:

This goal was met.

Third Means of Assessment for Outcome Identified Above:

75% of employers of interns will say “good” or “excellent” when asked if their intern, “Demonstrates team working ability.” (Employer internship Evaluation Form)

4 c. Summary of Assessment Data Collected:

100% of employers of interns said “good” or “excellent” when asked if their intern, “Demonstrates team working ability.” (Employer internship Evaluation Form)

4 c. Use of Results to Improve Instructional Program:

Goal has been met.

Fourth Means of Assessment for Outcome Identified Above:

50% of students will serve in leadership positions on campus during their tenure as Accountancy majors. Leadership is defined as officer of an organization, captain of an athletic team, member of the Honor or Social Councils, Resident Assistant, etc.

4 d. Summary of Assessment Data Collected:

100% of students served in leadership positions on campus during their tenure as Accountancy majors. Leadership is defined as officer of an organization, captain of an athletic team, member of the Honor or Social Councils, Resident Assistant, etc.

4 d. Use of Results to Improve Instructional Program:

Goal was met.