

Program Name:___Business and Nonprofit Studies___

Academic Year of Annual Report:___16/17_____

Date:_9/25/17_____

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

Cindi Bearden

Jon Birkeli

Bari Courts

Barbara Evans

Preston James, IV

Linda McMullen

Gus McMurray

Lydia Rosencrants

Mariangela Vecchiarini

Table of Contents

Executive Summary	3
Program Outcomes	4
Student Learning Outcomes	5
Progress Report on Scholarship and Activity	8
Progress Report on Recent Graduates	11
Rubric for Program Outcomes	12
Rubric for Student Learning Outcomes	13
Program Outcomes for Upcoming Year	14
Student Learning Outcomes for Upcoming Year	16

See number 3 on page 8 of Assessment Handbook for directions

Executive Summary Page

We had a great year in the Business and Nonprofit Leadership programs. Preston James, IV joined our faculty to teach Sports Management this year. He started off with a bang and has not slowed since. Our students worked home games for the Atlanta Falcons, the Atlanta United and the Peach Bowl. They were able to tour Mercedes Benz stadium before it was open to the public. In the coming year, they will be working the Super Bowl. Preston and a few of his top students started a Sports Management Club and it has grown to 30 students.

We also revamped our concentrations. We are offering Marketing and Entrepreneurship instead of just Entrepreneurship in response to student demand. These student visited the Atlanta Tech Village during the year and will be attending the prestigious Atlanta Start-Up Competition this fall. Both concentrations increased in courses (we removed general business courses) in order to better prepare students for their chosen fields.

Our Nonprofit Leadership major graduated five students, more than double the previous year. These students have gone on to great things, with one of them entering our M.A. in Philanthropy and Development.

One outcome that we worked on this past year was “Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.” Our assessments have mostly 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. Surveys of future needs of employers as far as employee skills go overwhelmingly show that creativity and problem solving are going to be the number one skill of the future. We are responding by increasingly offering our students opportunities to incorporate creativity into their class experience. We really need resources to the help with this. 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.

Our program outcomes were a mixed bag. We successfully hired began a new program and introduced new online offerings. We did not recruit any students into our International Business minor. This is surprising to us given the global world our students are facing. We do not know why students are not choosing to minor in IB. It could be that they simply don't have the room to add any additional courses to their time here. It could be that we have not effectively marketed it. It could just be that students are not interested. We will need to do some investigation.

Overall, it was a great year for Business. Many new and exciting things are happening for our students.

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: 16-17

Academic Program Name: Business and Nonprofit Leadership				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/25/17	
Academic Vision Statement: The Department of Business and Nonprofit Studies 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				
<ol style="list-style-type: none"> We will develop at least one new major program (either alone or in conjunction with another program) with a global focus over the next three years . We will recruit at least 5 students for the International Business minor. We will teach at least 2 classes online that have previously only been taught in seat. 				
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"> II, B, 3 I, C, 3 and II, B, 3 II, B, 7 				
Outcomes	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 program (either alone or in conjunction with another program) with a global focus over the next three years .	Number of new viable programs developed.	We still have two years left, but we did develop a new program this year – a BBA with a concentration in Professional Selling. We also changed the Entrepreneurship concentration to a Marketing and Entrepreneurship concentration in response to student demand.	We have implemented many new majors and minor over the past two years. The only program that hasn’t been changed is Accountancy. We may need to slow down for a bit and concentrate on growing the programs we have.	We will need adjuncts to teach the classes in professional selling.
2. We will recruit at least 5 students for the International Business minor.	Successfully enrolling students into the minor.	No students chose to minor in International Business this year.	No additional resources are required to offer the minor so we will continue to do so.	None.

<p>3. We will teach at least 2 classes online that have previously only been taught in seat.</p>	<p>Number of new online classes.</p>	<p>We taught two classes online that had previously only been taught in seat.</p>	<p>We will see this number greatly increase over the next two years as our fully online Professional Selling degree is slowly implemented.</p>	<p>We will need an additional faculty member as Jon Birkeli retires at the end of the 2017-2018 year. This person will need online teaching experience.</p>
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See page 11 of the Assessment Handbook for directions.

Academic Program Annual Report (Student Learning Outcomes)

Plan Year: 16-17

Academic Program Name: Business and Nonprofit Leadership				
Individual completing form: Lydia Rosencrants			Date Submitted: 9/25/17	
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 CLA	Most, but not all, assessment goals were achieved. Our majors did not perform better on the CLA than LC students as a whole.	New surveys coming out that list the skills employers will want from college graduates in the future all rank creativity at the very top. Employers need employees who can think outside the box and solve increasingly complex and unique problems in innovative ways. We have always encouraged creativity in our students, but this outcome will become	Our classrooms on the 3 rd floor of Smith Hall have not been updated in at least 20 years, except to add ceiling projectors. We cannot keep teach our students to solve problems creatively in the way we need to without upgrades to our technology and seating. We need tables that allow students to work independently one

			increasingly more important in the coming years. We will implement more performance task-like activities in our classes.	moment and then reconfigure to a team approach in the next. We had many comments in our student exit interviews and alumni surveys about the insufficiency of our classrooms and technology.
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	Every assessment showed overwhelmingly that our students are meeting this goal.	We are pleased with these results, but will continue to look for new ways to help students understand the gravity of this outcome.	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 Citations CLA	All goals were met except that our students did not outperform LC students as a whole on the CLA.	We are very deliberate in this area, offering an entire course in Business Communication. We will continue to work to improve our students' communication and research skills.	As discussed above, we must have up-to-date technology for our students.
Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.*	Exit Interview Alumni Survey Internship Supervisor Survey Leadership Activities	All goals were met.	We have begun a very deliberate attempt to help students learn to work together in teams, and to explain why this skill is essential. It begins with their very first class with us, MGMT 2200, and continues through our curriculum.	As discussed above, new furniture which could be configured into multiple options for working together would greatly help this process.

*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
	NetVUE grant Champion
	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
	speaker for college-city bus trip to Selma, AL
	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.)
Blake Butcher	Playing minor league baseball.		
Lauren Venters	VISTA with Circles of Troup County		M.A. in Philanthropy and Development, LC
Asti White	Missionary		
Marcus Valentine	A/R Specialist Nolan Transportation		
Jared Oliver	Regulatory Analyst for FL Health Care Administration		
Braxton Ford	LC Admission Counselor		
Justin Jackson	Adviser for Microsoft		

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.

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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.			
2. We will hire one new faculty member.	Successful hire of new faculty member.			
3. We will revitalize our Business and Accountancy Advisory Council.	Adding new members to the BAAC. Holding at least one meeting with 75% or more attendance from members. Successfully recruiting a new Chair.			

4. We will offer at least one new study away course.	Number of study away courses offered.			
5. We will increase the number of internship opportunities for our students.	Increase in the number of accountancy students interning.			

Appendix B

Academic Program Annual Report (Student Learning Outcomes)

Plan Year: 16-17

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Individual completing form: Lydia Rosencrants			Date Submitted: 9/25/2017	
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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>			