

**Program Name:**\_\_\_Business\_\_\_\_\_

**Academic Year of Annual Report:**\_\_\_15/16\_\_\_\_\_

**Date:**\_9/18/16\_\_\_\_\_

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

Cindi Bearden

Jon Birkeli

Linda McMullen

Lydia Rosencrants

Mariangela Vecchiarini

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See number 3 on page 8 of Assessment Handbook for directions

### **Executive Summary Page**

This was year of transition for the Business program. We were able to meet arguably our most important program goal which was to hire a new faculty member. Preston James IV will be joining us in Fall 2016 to teach our Sports Management and Business Law classes. This is truly key as our Sports Management major continues to see tremendous growth. We graduated our first class with this concentration this year. We are also seeing growth in the Nonprofit Leadership major, with a doubling each year (1 graduate last year, 2 this year, and 5 next year) since inception and our Marketing Design minor which is a joint effort with Graphic Design. We are not seeing growth in Entrepreneurship or the International Business minor. Those programs will need some attention this year.

One outcome that we worked on this past year was “Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.” Our assessments last year did not show the degree of ethical awareness or decision-making that we expect of our students. We believed that part of the problem that we had an adjunct teaching the pivotal class in this area – Legal and Ethical Environment of Business. We were able to hire a full-time professor in this area for the coming year, so we expect to see more consistent and more promising results in this area in the future.

Our program outcomes were a mixed bag. We successfully hired a new faculty member, introduced new online offerings and led travel courses in support of our global engagement initiative. We did not propose new programs this year other than working with Psychology on a new degree in I/O Psychology. Our main reason for this is that we can barely staff the programs we have now. Most of us teach overloads and we make very heavy use of adjuncts, not always a good thing. We desperately need to fill our empty faculty position. Once we are able to do this, we hope to enhance degree offerings. We also created a Certificate in Business as requested, but no recruiting was done for it, and thus we had no students.

This year was a year of planting. We expect to yield the results in the next few years!

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Signature of Department Chair

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Date

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

## Academic Program Annual Report (Program Outcomes)

Plan Year:   15/16  

<b>Academic Program Name: Business</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/26/16</b>	
<b>Academic Vision Statement:</b> 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.				
<b>Program Outcomes</b>				
<ol style="list-style-type: none"> <li>1. We will continue to create and offer new programs which support the mission and vision of the department and College, focusing especially on global issues.</li> <li>2. Fill one of our open faculty positions with a candidate who supports the College’s and Department’s goals and mission.</li> <li>3. Launch a certificate in business.</li> <li>4. Increase on online offerings, especially in the evening program.</li> <li>5. Increase opportunities for our students to study abroad.</li> </ol>				
<b>Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific)</b> 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"> <li>1. II, B, 3</li> <li>2. I, C, 3 and II, B, 3</li> <li>3. II, B, 5</li> <li>4. II, B, 6</li> <li>5. II, A, 1</li> </ol>				
<b>Outcomes</b>	<b>Assessment Tools</b>	<b>Results/Analysis (Add additional pages, if needed.)</b>	<b>Recommendations/Improvement (Add additional pages, if needed.)</b>	<b>New Resource Impact (financial, personnel, equipment, facilities)</b>
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 are part of a new concentration in Religion, but have not developed a new program specific to Business. We have also begun talks with Psychology about a joint master’s degree.	We are struggling to staff the programs we have with our current faculty size. We really need new faculty before we can add programs.	Salary and benefits for new faculty.

2. We will hire at least one new faculty member who has experience and/or interest in online teaching.	Successfully filling open position.	We were successful. We hired Preston James, IV.	We are still in need of additional faculty.	Salary and benefits for new faculty.
3. We will launch a certificate program in business.	Enrollment of certificate candidates in at least one online business course.	We did launch a new certificate in business. No students were recruited.	We were asked to create an online certificate program and did so, but no advertising was done and no students were recruited.	Cost of advertising and recruiting.
4. We will offer at least one new course online.	Successfully offering a course online which has previously only been taught in seat.	We offered several classes online for the first time, including MRKT 3380, MGMT 2200 and ACCT 4440.	None.	
5. We will offer at least one study away course during the year.	Successfully traveling with at least one course to another country.	We offered two study away courses this year, one to Italy and one to Ecuador.	None.	

See page 11 of the Assessment Handbook for directions.

**Academic Program Annual Report (Student Learning Outcomes) Plan Year: 15-16**

<b>Academic Program Name: Business</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/26/16</b>	
<b>Academic Vision Statement:</b> 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.				
<b>Student Learning Outcomes</b>				
<p><b>1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.</b></p> <p><b>2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</b></p> <p><b>3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</b></p> <p><b>4. Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</b></p>				
<b>Which part of LaGrange College's Strategic Plan does each outcome support? (be specific)</b> 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>				
<b>Outcomes</b>	<b>Assessment Tools</b>	<b>Results/Analysis (Add additional pages, if needed.)</b>	<b>Recommendations/Improvement (Add additional pages, if needed.)</b>	<b>New Resource Impact (financial, personnel, equipment, facilities)</b>
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 SIRs DAP CLA	All goals were met, but not with the usually overwhelming numbers we usually have. Our alumni did not state that we helped them think critically and creatively at the usual 100% rate. Our students also scored lower than LC students as a whole on the	Creative thinking is vital in the business world. Our students need to be able to think "outside the box." We will need to incorporate more simulations, cases and exercises into our courses which call on students to think creatively. We also need to prepare our students better for the CLA by introducing more	None.

		CLA. Comments on the exit interview show that students think we do a better job at helping them think critically than creatively.	performance tasks into our courses.	
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 SIRs DAP Participation in Enactus	Every assessment showed overwhelmingly that our students are meeting this goal.	We are pleased to see the improvements in our results this year.	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 SIRs DAP CLA	All goals were met except that our students did not outperform their peers on the CLA. Our Business Communications class continues to receive high marks on our senior exit interview and our alumni survey.	We need to better prepare our students for the CLA exam by introducing more performance tasks into our courses.	None.
Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.*	Exit Interview Alumni Survey Internship Supervisor Survey SIRs DAP	All goals were met.	None.	None.

\*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 2014 - 14 August 2015).**

Faculty Member's/ Student's Name	Full-time (FT) or Part-time (PT)	Type of Scholarship or Creative Activity	
Cindi Bearden	FT	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	
		Delta Mu Delta	
		Georgia Association of Accounting Educators	
Jon Birkeli	FT	Kleen-Tex Industries, Inc. - member Board of Directors	
		Jammates, LLC - advisor	
		Georgia State CIBER	
		Business & Business Advisory Council	
		Program Coordinator - Business Programs	
		Internship Coordinator	
		LC Technology Roundtable	
		Faculty representative to BOT	
Linda McMullen	FT	Boys & Girls Clubs of West Georgia, board chair	

		THINC Academy Board of Directors, governance chair	
		speaker for college-city bus trip to Selma, AL	
		judge for Georgia Literary Regional Competition	
		Business & Business Advisory Council	
		member of LIFT selection committee	
		Southern Management Association peer reviewer and conference discussant	
Lydia Rosencrants	FT	Accounting Program Leadership Group of the American Accounting Assoc.	
		Principles of Managerial Accounting Business Plan Project	
		Georgia Society of CPAs College Outreach Task Force	
		Advisory Board for THINC Business Program	
		American Institute of CPAs	
		NetVUE grant Champion	
		Institute of Management Accountants	
		Georgia Teaching Fellow	
Mariangela Vecchiarini	FT	Enactus Advisor	
		Presenter for 3D Journeys	
		Entrepreneurs in class	
		Business and Business Advisory Council	

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.)
Christy Flick	Senior Collections Patient Account Representative at Fresenius Medical Care		
Dylan Corbett	Realtor with Keller Williams Realty		
Lindsey Hogan	Mortgage Banker with BrandMortgage		
Hannah Landers	Search Consultant with Jackson Healthcare		
Jake Andrews	Financial Representative with Northwestern Mutual		

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:   15-16**

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<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/26/2016</b>	
<b>Academic Vision Statement:</b> 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.				
<b>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)</b> 1. We will continue to create and offer new programs which support the mission and vision of the department and College, focusing especially on global issues. 2. We will increase interest in our minor programs, especially our newest minor in International Business. 3. Increase on online offerings, especially in the evening program.				
<b>Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific)</b> 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.  1. II, B, 3 2. II, B, 5 3. II, B, 5				
<b>Specific desired <u>measurable</u> results related to outcomes itemized above</b>	<b>Assessment Tools</b>	<b>Results/Analysis (Add additional pages, if needed.)</b>	<b>Recommendations/Improvement (Add additional pages, if needed.)</b>	<b>New Resource Impact (financial, personnel, equipment, facilities)</b>
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 recruit at least 5 students for the International Business minor.	Successfully enrolling students into the minor.			
3. We will teach at least 2 classes online that have previously only been taught in seat.	Number of new online classes.			

Appendix B

**Academic Program Annual Report (Student Learning Outcomes)**

**Plan Year: 15-16**

<b>Academic Program Name: Business</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/26/2016</b>	
<b>Academic Vision Statement:</b> 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.				
<b>Student Learning Outcomes</b>				
<p><b>1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.</b></p> <p><b>2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</b></p> <p><b>3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</b></p> <p><b>4. Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</b></p>				
<b>Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific)</b> 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.				
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<b>Outcomes</b>	<b>Assessment Tools</b>	<b>Results/Analysis (Add additional pages, if needed.)</b>	<b>Recommendations/Improvement (Add additional pages, if needed.)</b>	<b>New Resource Impact (financial, personnel, equipment, facilities)</b>
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>			