

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

**Academic Year of Annual Report:**\_\_\_17/18\_\_\_\_\_

**Date:**\_9/24/18\_\_\_\_\_

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

Cindi Bearden

Nick Bergan

Jon Birkeli

Bari Courts

Preston James, IV

Linda McMullen

Gus McMurray

Lydia Rosencrants

Mariangela Vecchiarini

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See number 3 on page 8 of Assessment Handbook for directions

### **Executive Summary Page**

Business enjoyed a very successful year. Our sports management students worked the Super Bowl, as well as Falcons and United games, and attending the World Cup Downhill Skiing Championships. Our marketing and entrepreneurship students attended the Atlanta Tech Village Start Up Battle. One of our students attended the Delta Mu Delta International Conference and her student team took first place in competition. Our graduates accepted jobs with the Atlanta Falcons, Kelsey Marketing and Tampa Bay Lightning. Our number of majors continues to increase in every area. For example, in 2017 our Introduction to Entrepreneurship class had 8 students. This year, after adding Marketing to the concentration, the course had 24 students.

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.

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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:   17-18  

<b>Academic Program Name: Accountancy</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/24/18</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>				
<ol style="list-style-type: none"> <li>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 .</li> <li>2. We will hire one new faculty member.</li> <li>3. We will revitalize our Business and Accountancy Advisory Council.</li> <li>4. We will offer at least one new study away course.</li> <li>5. We will increase the number of internship opportunities for our students.</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. II, B, 3 and 5</li> <li>3. II, B, 1</li> <li>4. II, A, 5</li> </ol>				
<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.	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 business 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  

<b>Academic Program Name: Accountancy</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/24/18</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>				
<ol style="list-style-type: none"> <li>1. Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems in a dynamic global environment.</li> <li>2. Students should show an awareness of their responsibility to be ethical, global leaders who will engage in innovative, sustainable, business enterprises.</li> <li>3. Students should demonstrate the ability to conduct research and communicate in a professional manner, using media appropriately.</li> <li>4. Students should show an enhanced ability to work in a team-oriented and culturally-diverse environment.</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. I, C, 1 and I, C, 3</li> <li>2. I, C, 2 and I, C, 3 and II, A, 1</li> <li>3. I, C, 1</li> <li>4. I, B, 3 and I, C, 3</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>
Students should demonstrate the ability to apply business concepts in creatively and critically solving complex problems	Exit Interview Alumni Survey Internship Supervisor Survey CLA	Overall, our assessments indicate success in this area. We analyze this from current students to graduating	We are working to develop more assessments in this area.	None.

in a dynamic global environment.	CLA	students to alums to supervisors.		
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 Participation in Enactus	Overwhelmingly positive results on assessments, but in today's business climate, we need to keep improving.	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	Good results here as well, but our students and alumni are telling us in our surveys that they do not believe our classroom space and technology are current enough to prepare them in this are.	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	Goals were met.	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
<b>Cindi Bearden</b>	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
<b>Jon Birkeli</b>	Kleen-Tex Industries, Inc. - member Board of Directors
	Jammates, LLC - advisor
	Georgia State CIBER
	Business & Accountancy Advisory Council
	Faculty representative to BOT
<b>Lydia Rosencrants</b>	

	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
<b>Linda McMullen</b>	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
<b>Mariangela Vecchiarini</b>	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
<b>Preston James</b>	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.)
Josh Garland	Ticket Sales for the Atlanta Falcons		
Tyler Langston	Ticket Sales for the Tampa Bay Lightning		
Sarah Bearden	Social Media Specialist at Kelsey Advertising and Design		
Lydia Subat	Advertising Sales Director and Professional Sports Publications		
David Flores	Associate Financial Service Representative at ETrade		
Kendra Mobley	Accounts Receivable Specialist and MGroup		
Zachary Kudwa			Graduate school at University of North Dakota

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
ECON2200C01	Principles of Economics	28	84	84			
ECON2201Z01	Principles of Microeconomics	8	24	24			
FNCE3353C01	Corporate Finance	12	36	36			
FNCE4000C01	Entrepreneurial Finance	9	27	27			
FNCE4100C01	Sales & Fundraising in Sports	13	39	39			
MGMT2000Z01	Intro Business/Online Learning	10	30	30			
MGMT2200C01	Foundations in Business	38	114	114			
MGMT3312C01	Business Communication	9	27	27			
MGMT3312C02	Business Communication	9	27	27			
MGMT3370Z01	Management & Org Behavior	26	78	78			
MGMT3385Z01	Management Information Systems	17	51	51			
MGMT3393C01	Cult Aspects of Intrnatnl Bus	20	60	60			

MGMT4451C01	Legal&Ethical Envi of Business	25	75	75			
MGMT4460J01	Internship in Business	1	3				
MGMT4460J02	Internship in Business	1	3				
MGMT4460KUD	Internship in Business	1	3				
MRKT3380C01	Principles of Marketing	18	54	54			
MRKT4480C01	Advanced Marketing	6	18	18			
NPLD2500C01	Intro to Poverty Studies	5	15				
SPMG4000C01	Sports Law	11	33	33			
ECON2200C01	Principles of Economics	26	78	78			
ENTR3000C01	Entrepreneurship & Innovation	24	72	72			
ENTR4100C01	Entrepreneurship Lab	11	33	33			
ENTR4200C01	Social Entrepreneurship	8	24	24			
MGMT2000 Z01	Intro Business/Online Learning	1	3	3			
MGMT2200C01	Foundations in Business	22	66	66			
MGMT2200C02	Foundations in Business	22	66	66			
MGMT3312C01	Business Communication	10	30	30			
MGMT3370Z01	Management & Org Behavior	28	84	84			

MGMT3385Z01	Management Information Systems	17	51	51			
MGMT3393C01	Cult Aspects of Intrnatnl Bus	10	30	30			
MGMT4451Z01	Legal&Ethical Envi of Business	13	39	39			
MGMT4460J01	Internship in Business	4	11				
MRKT3380Z01	Principles of Marketing	32	96	96			
MRKT4435C01	Branding and Social Media	12	36	36			
NPLD4460J01	Internship:Non-Profit Ldrshp	1	3	3			
SPMG3000C01	Intro to Sports Management	18	54	54			
SPMG3100C01	Sports Marketing	20	60	60			
SPMG4200C01	Facilities & Event Management	9	27	27			
MGMT3312 Z01	Business Communication	15	82	82			
MGMT4495 BL2	Ind Study: Mgmt Info Systems	3	85				
MGMT4460 J01	Internship in Business	6	83				
MGMT4460 J02	Internship in Business	3	84				
MGMT4495 KIN	Ind Study: International Busin	3	88				
MGMT4495 MOB	Ind Study: Corporate Finance	3	91				

MGMT4495 REE	Ind Study: Corporate Finance	3	94				
MGMT4495 WOO	Ind Study: Internat'l Business	3	97				
MGMT4495 TUC	Ind Study: International Busin	3	139				
NPLD4460 J01	Internship:Non- Profit Ldrshp	6	105				
	<b>TOTAL</b>	<b>603</b>	<b>2612</b>	<b>1711</b>	<b>0</b>	<b>0</b>	<b>0</b>

See number 10 on page 13 of Assessment Handbook for directions.

**Report the Course Mapping Alignment with Program Outcomes.** Using the Program Mapping template provided for your major programs (with only required courses), please designate whether each course is introducing (I), developing (D), or practicing (P) knowledge needed to achieve one or more Outcome.

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	D
ACCT 3302	D	D	D	D	D	D	D
ACCT 4401	D	D	D	D	D	D	D
ACCT 4410	D	D	D	D	D	D	D
ACCT 4415	D	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.

Appendix A

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)**

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.

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	Successful update of classrooms.			Furniture and technology for four classrooms.

encourages group-work and discussion and technology that prepares our students for the workplace.				
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Appendix B

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

**Plan Year:   17-18**

<b>Academic Program Name: Accountancy</b>				
<b>Individual completing form: Lydia Rosencrants</b>			<b>Date Submitted: 9/24/18</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	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>			

# BUSINESS ASSESSMENT REPORT

Business

BBA/BA.

(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.

**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:**

75% 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 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:**

100% 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:**

80% 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:**

90% 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:**

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

**1 i. Summary of Assessment Data Collected:**

On average the students in the Business program did not score above LaGrange College students as a whole on the analysis and problem solving portion of the CLA. They were right at the same level.

**1 i. Use of Results to Improve Instructional Program:**

Goal was not met.

**Intended Educational (Student) Outcome:**

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

**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:**

100% 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 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.

**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:**

93% 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:**

100% 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 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:**

90% 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.

**Tenth 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 j. Summary of Assessment Data Collected:**

Two students were published in *Citations*.

**3 j. Use of Results to Improve Instructional Program:**

Goal was met.

**Eleventh Means of Assessment for Outcome Identified Above:**

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

**3 k. Summary of Assessment Data Collected:**

On average, the students in the Business program did not perform above LaGrange College students as a whole on the writing effectiveness and writing mechanics portion of the CLA. They were right on the same level.

**3 k. Use of Results to Improve Instructional Program:**

Goal was not 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:**

93% 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 students 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:**

100% 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:**

90% 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 Business majors. Leadership is defined as officer of an organization, captain of an athletic team, member of the Honor or Social Councils, Resident Assistant, etc. This does not include evening business students, who are typically employed while in school.

**4 d. Summary of Assessment Data Collected:**

69% of students served in leadership positions on campus during their tenure as Business majors. Leadership is defined as officer of an organization, captain of an athletic team, member of the Honor or Social Councils, Resident Assistant, etc. This does not include evening business students, who are typically employed while in school.

**4 d. Use of Results to Improve Instructional Program:**

Goal was met.