Neither the indirect or direct measure indicated an issue that required immediate attention. However, there is room for improvement. Our rubric for the direct assessment evaluates seven areas. One area in which our students continue to have problems is with the "Presentation of the Report." 33.8% of the students failed to receive maximum points in this area (this is up from 30.7% last year). It seems that many of our students fail to consider how the report is presented or carefully proof the final paper. Of particular concern is that they will need to be able to create reports, with limited direction, when they get into their first jobs. However, they need to realize the importance of doing a professional job and making a good impression. Our corrective action from the previous year was to remind our students before the O*NET exercise to prepare the assignment as if it was being turned into their manager at work. If they were unsure of an appropriate format, they could consult a guideline. Unfortunately, this did not work as "Presentation of the Report" counts on the project grade. Additionally, we need to provide more consistent formats of acceptable business-related reports.

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Strategic Plan Measure/Method</th>
<th>Success Criterion</th>
<th>Justification of Success Criterion</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
</table>
| **1A and 4C** | Graduating seniors evaluate how we met the learning outcome on a 5-point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester. | 68% or more | Students will meet or exceed expectations | The RCOC Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point. | \n| **1A and 4C** | Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5-point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester. | 68% or more | Students will meet or exceed expectations | The RCOC Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point. | \n| **1A and 4C** | Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5-point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester. | 68% or more | Students will meet or exceed expectations | The RCOC Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point. | \n| **1A and 4C** | Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5-point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester. | 68% or more | Students will meet or exceed expectations | The RCOC Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point. | \n
### Students will be able to explain the role of entrepreneurs in managing businesses.

**Measure/Method**

- **Graduating seniors evaluate how we met the learning outcome on a 5-point scale.** This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester.

**Success Criterion**

- 68% or more students will meet or exceed expectations.

**Justification of Success Criterion**

- The RCOC Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point.

**Interpretation & Use of Results**

- 0% when "Strongly Agreed" (54%) or "Agreed" (46%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point.

**Improvement Plan**

- No immediate attention is required at this point.
The corrective action from 2017/18 (AY17) was for the instructor of the online Transformational Leadership, Fiedler’s Least Preferred Co-worker Scale, and improvement in two of these three areas. However, students in both face-to-face and online sections continue to have problems with Blanchard and Hersey’s Situational Leadership Model. Only 40% of the students in the face-to-face sections and 23% of the students in the online sections got this question correct. The corrective action for 2018/19 (AY18) is to focus more on practical examples of the model for the students and use a YouTube video to reinforce the ideas within the Hersey-Blanchard Leadership Model.

Management majors will demonstrate a comprehensive knowledge of management concepts and principles.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan</th>
<th>Measure/Method</th>
<th>Success Criterion</th>
<th>Justification of Success Criterion</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
</table>
| Direct Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5-point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department that analyzes the data and reports the results. The senior exit survey is administered each semester. | 60% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met. | The RCBOU Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system. | 60% either "Strongly Agree" (12%) or "Agreed" (27%) that we were meeting this learning outcome. This signifies a GREEN condition based on this indirect measure, no immediate attention is required at this point. | During the 2016/17 (AY17) reporting cycle, we focused on Q48 (A _______ manager for a McDonald’s fast food restaurant would be responsible for supervising production employees and for setting up weekly work schedules.) The instruction to MGNT 3600 used a handout and exercise to help students better understand that there are “first-line”, “middle”, and “top” managers in each organization and that the nature of their duties and responsibilities differ significantly. Unfortunately, students continued to have problems with this question during the 2017/18 (AY18) field exam. Only 56.3% answered this question correctly. We believe that using McDonald’s as a model for this question will help students better understand this concept. During this reporting cycle, we will implement two actions to try to improve student performance on Q48. First, we will request that the question be changed to, “A _______ manager for a manufacturing facility would be responsible for supervising production employees and for setting up weekly work schedules.” We realize that this question will not be used until the Summer 2019 field exam. Second, we will add a YouTube video to the MGNT 3600 course.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criteria</th>
<th>Justification of Success Criteria</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>82% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>92% 74% 76%</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>76% of the 43 students &quot;Strongly Agreed&quot; (35%) or &quot;Agreed&quot; (41%) that we were meeting this learning outcome. This signifies a YELLOW condition. Based on this indirect measure, there is some indication that attention may be needed.</td>
</tr>
<tr>
<td>Students will utilize data flow diagrams to accurately depict the movement of data within systems.</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3431 - This learning outcome is assessed by the instructor in the fall semester. Students are required to take a gradable pretest of the requirements of the course at least 3N. The maximum score on the assignment is 5. Students must score 4.5/5 (100%) to &quot;Exceed Expectations&quot; and 3/5 (60%) to &quot;Meet Expectations&quot;.</td>
<td>82% or more students will meet or exceed expectations</td>
<td>91% 97% 84%</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>28.6% of the 43 students &quot;Exceeded Expectations&quot; and 65.1% of the 43 students &quot;Met Expectations.&quot; Thus, 83.7% of the students scored at least 10.5/15.0 points on the exercise. This signifies a GREEN condition and no attention is required at this point.</td>
</tr>
<tr>
<td>Students will be able to design a relational database that is at least in Third Nominal Form.</td>
<td>1A and 4C</td>
<td>Indirect Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>82% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>87% 96% 82%</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>82% of the 43 students &quot;Strongly Agreed&quot; (53%) or &quot;Agreed&quot; (29%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</td>
</tr>
<tr>
<td>Students will utilize data flow diagrams to accurately depict the movement of data within systems.</td>
<td>1A and 4C</td>
<td>Direct Measure - CISM 4310 - This learning outcome is assessed by the instructor in the fall semester with a series of 22 questions that examine the students' understanding of databases, hierarchical structures, and structural design. To &quot;Exceed Expectations,&quot; students are required to get 18/22 correct and to &quot;Meet Expectations&quot; students must get 15/22 correct.</td>
<td>82% or more students will meet or exceed expectations</td>
<td>43% 13% 34%</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>While there was some improvement, we are still in the &quot;RED&quot; condition on this measure. On the three questions associated with database utilization, the average score was 77% (up from 68% last year). On the seven questions related to hierarchical constraints between data flow diagrams, the average score was 53% (up from 52% last year). And on the twelve questions associated with the structure of data flow diagrams, the average score was 48% (up from 46% last year).</td>
</tr>
</tbody>
</table>

Last year, in class, special emphasis was placed on the practice of properly defining primary keys and implementing foreign keys when illustrating database logical design. However, the AY18 results show that ten students still specified incorrect primary keys and that eighteen students failed to add appropriate foreign keys to establish table relationships. For 2018/2019 (AY19), the instructor will: (1) continue to emphasize how to properly define primary keys and foreign keys in relational databases, and (2) design an in-class exercise to reinforce the concepts of primary keys and foreign keys in relational database design.
## Direct Measure - CISM 3333
Students were requiring to develop a working, dynamic website using Visual Studio. The direct measure was the grade they earned on the final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, "Exceeded Expectations." Scores between 70-84, "Met Expectations". Scores below 70 "Did Not Meet Expectations".

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Strategic Plan Connection</th>
<th>Measure/Method</th>
<th>Success Criteria</th>
<th>AY16</th>
<th>AY17</th>
<th>AY18</th>
<th>Justification of Success Criteria</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A and 4C</td>
<td>Direct Measure - Senior Exit Surveys - Graduating seniors evaluate how we met the learning outcome on a 5 point scale. This survey is administered to graduating seniors during their final 4 weeks of study. The department chair analyzes the data and reports the results. The senior exit survey is administered each semester.</td>
<td>85% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>87%</td>
<td>83%</td>
<td>82%</td>
<td>The ROCB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>82% either &quot;Strongly Agreed&quot; (41%) or &quot;Agreed&quot; (41%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</td>
<td>We are pleased with the results that we achieved from AY17 to AY18 on the direct measure. However, the extent to which the results improved was surprising. Visual Studio, our new software, in not as user-friendly as Dreamweaver. We realized that our students would have to become more adept at coding to use Visual Studio. And, for the most part, they met the challenge. However, we still need to address the 10% that did not meet expectations. Thus, next year, students will be required to complete more software-related exercises earlier in the semester. This will allow students to get a better working knowledge of the software before they actually start writing code.</td>
<td></td>
</tr>
<tr>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3333 - Students were requiring to develop a working, dynamic website using Visual Studio. The direct measure was the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, &quot;Exceeded Expectations.&quot; Scores between 70-84, &quot;Met Expectations&quot;. Scores below 70 &quot;Did Not Meet Expectations&quot;.</td>
<td>85% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>61%</td>
<td>39%</td>
<td>90%</td>
<td>The ROCB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>10% either &quot;Exceeded Expectations&quot; (61%) or &quot;Met Expectations&quot; (29%). This signifies a GREEN condition. This is a significant increase from our AY17 results. We believe the increase is due to two particular actions that were taken to address the poor AY17 results. First, to reinforce the rigor and importance of this course, we made it a requirement that students earn a &quot;C&quot; or higher in CISM 3333 before they could take higher-level MIS courses. Second, we changed the primary coding language from Dreamweaver, which was not working properly in our labs, to Visual Studio. This change resulted in significantly less problems for the students trying to properly in our labs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A and 4C</td>
<td>Direct Measure - CISM 3333 - Students were requiring to develop a working, dynamic website using Visual Studio. The direct measure was the grade they earned on their final project. The grade was computed based on a rubric that examined the home page, menu page, music page, customer order page, and the database. Scores between 85-100, &quot;Exceeded Expectations.&quot; Scores between 70-84, &quot;Met Expectations&quot;. Scores below 70 &quot;Did Not Meet Expectations&quot;.</td>
<td>85% or more of graduating students will &quot;Strongly Agree&quot; or &quot;Agree&quot; that the learning outcome was met.</td>
<td>96%</td>
<td>100%</td>
<td>94%</td>
<td>The ROCB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>14% either &quot;Strongly Agreed&quot; (65%) or &quot;Agreed&quot; (29%) that we were meeting this learning outcome. This signifies a GREEN condition. Based on this indirect measure, no attention is required at this point.</td>
<td>The indirect measure of this learning outcome shows that students believe we are meeting the goal. However, the direct measure indicates a problem. The ten questions that are currently used for assessment were first used during 2015/16 (AY16). We realized that poor wording of some of the questions was likely responsible for the low results. Thus, we changed the wording of several of the questions. When, in Fall 2017, we pilot-tested our new MIS field exam questions with our graduate assistants. We discovered that Q69 remained very confusing to students. The revisions were made to Q69 in Fall 2017, this question did not make it onto the 2017/18 field exam. And, the results supported that our previous version of Q69 remained confusing to students. Only 17% of the 348 students who took the exam got this question correct. We do not want to take additional corrective action on Q69 until we have the results of the new version of this question after the 2018/19 field exam is administered. We are confident that the revision of Q69 will lead to much more positive results.</td>
<td></td>
</tr>
<tr>
<td>1A and 4C</td>
<td>Direct Measure - ROCB Comprehensive Field Exam administered in MGMT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to &quot;Exceed Expectations&quot;. 6-7 correct responses are necessary to &quot;Meet Expectations&quot;.</td>
<td>85% or more students will meet or exceed expectations</td>
<td>8%</td>
<td>20%</td>
<td>61%</td>
<td>The ROCB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>With 61% of our MIS majors meeting or exceeding expectations, this group did not perform non-MIS, business majors (42% met or exceeded expectations). We did make a significant improvement from the previous year. However, with only 28.6% of our MIS majors &quot;Exceeding Expectations&quot; and only 32.16% &quot;Meeting Expectations&quot;, we are clearly in a YELLOW condition and corrective action is required.</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
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<tr>
<td>1A and 4C</td>
<td>Direct Measure - ROCB Comprehensive Field Exam administered in MGMT 4660 each semester - 10 MIS-related questions are included in this field exam. At least 8-10 correct responses are required to &quot;Exceed Expectations&quot;. 6-7 correct responses are necessary to &quot;Meet Expectations&quot;.</td>
<td>85% or more students will meet or exceed expectations</td>
<td>8%</td>
<td>20%</td>
<td>61%</td>
<td>The ROCB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td>With 61% of our MIS majors meeting or exceeding expectations, this group did not perform non-MIS, business majors (42% met or exceeded expectations). We did make a significant improvement from the previous year. However, with only 28.6% of our MIS majors &quot;Exceeding Expectations&quot; and only 32.16% &quot;Meeting Expectations&quot;, we are clearly in a YELLOW condition and corrective action is required.</td>
<td>The RCOB Undergraduate Program Committee voted on 2-25-14 that 80% of students meeting or exceeding expectations would signify a GREEN condition (i.e., success), that 60%-79% meeting or exceeding expectations would signify a YELLOW condition (i.e., caution - may need attention) and that 59% or less would represent a RED condition (i.e., immediate attention required). The same standard for success is applied in our AACSB assessment system.</td>
<td></td>
</tr>
</tbody>
</table>
Management Department

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategic Plan Connection</th>
<th>Measure / Method</th>
<th>Success Criteria</th>
<th>AT14 (Summer 2014 - Spring 2015)</th>
<th>AT15 (Summer 2015 - Spring 2016)</th>
<th>AT16 (Summer 2016 - Spring 2017)</th>
<th>AT17 (Summer 2017 - Spring 2018)</th>
<th>Interpretation &amp; Use of Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Total Fall census date count of new to UWG students with a declared major associated with the department.</td>
<td>Positive Growth</td>
<td>Total Fall census count of new to UWG students with a declared major associated with the department.</td>
<td>88</td>
<td>72</td>
<td>94</td>
<td>115</td>
<td>124</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>Grow New Undergraduate (UD) Enrollment (BBA)</td>
<td>Positive Growth</td>
<td>Total Fall census date count of new to UWG students with a declared department major code 520201 - Management (BBA)</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Grow New Undergraduate (UD) Enrollment (BBA)</td>
<td>Positive Growth</td>
<td>Total Fall census date count of new to UWG students with a declared department major code 521201 Management Information Systems (BBA)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Grow New Undergraduate (UD) Enrollment (Pre-majors)</td>
<td>Positive Growth</td>
<td>Total Fall census date count of new to UWG students with a declared department major code 520201 - Management (Pre-majors)</td>
<td>70</td>
<td>59</td>
<td>62</td>
<td>93</td>
<td>96</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Grow New Undergraduate (UD) Enrollment (Pre-majors)</td>
<td>Positive Growth</td>
<td>Total Fall census date count of new to UWG students with a declared department major code 521201 Management Information Systems (Pre-majors)</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>17</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Student Success:**

**Enrollment Count of ONLY New to UWG Undergraduate (UG) declared majors:**

1.A Fall census date count of new to UWG UG students with a declared department major code of 3600 - 520201 - Management (BBA)

- 2013: 88
- 2014: 72
- 2015: 94
- 2016: 115
- 2017: 124
- 2018: 106

2. The decrease from 96 in 2016 to 0 in 2017 reflects the elimination of pre-majors in the RCOB. The 12 remaining students are likely students that were not enrolled last year or that may have reapplied for admission and have not yet been converted to major status.

**Enrollment Count of ONLY New to UWG Undergraduate (UG) declared majors:**

1.B Total unduplicated headcount for the year of all UG students with a declared department major code of 3600 - 520201 - Management (Pre-majors)

- 2013: 281
- 2014: 261
- 2015: 269
- 2016: 316
- 2017: 350
- 2018: 12

2. The decrease from 17 to 0 in 2017 reflects the elimination of pre-majors in the RCOB. We anticipate that next year pre-majors will be replaced by meta-majors in this report. It is unclear at this time how this may impact our new student enrollment numbers. However, we will continue to recruit students through our UWG Preview Days and the RCOB Preview Day.

**Enrollment Count of ONLY New to UWG Undergraduate (UG) declared majors:**

1.C Total unduplicated headcount for the year of all UG students with a declared department major code of 3650 - 521201 Management Information Systems (Pre-majors)

- 2013: 79
- 2014: 59
- 2015: 82
- 2016: 93
- 2017: 96
- 2018: 0

2. The decrease from 17 in 2016 to 0 in 2017 reflects the elimination of pre-majors in the RCOB. We anticipate that next year pre-majors will be replaced by meta-majors in this report. It is unclear at this time how this may impact our new student enrollment numbers. However, we will continue to recruit students through our UWG Preview Days and the RCOB Preview Day.

**Enrollment Count of ONLY New to UWG Undergraduate (UG) declared majors:**

1.D Total unduplicated headcount for the year of all UG students with a declared department major code of 3650 - 521201 Management Information Systems (Pre-majors)

- 2013: 812
- 2014: 811
- 2015: 858
- 2016: 945
- 2017: 954
- 2018: 949

2. There was less than a 1% decrease in total student enrollment in the department. In addition to the major fair and various preview days, we also try to attract new students into our programs by regularly creating opportunities for certifications, offering study abroad trips, and supervising internships for our students.

**ENROLLMENT:**

1. Total Fall unduplicated headcount for all students in the Department

- Fall 2012: 374
- Fall 2013: 379
- Fall 2014: 420
- Fall 2015: 440
- Fall 2016: 414
- Fall 2017: 731

2. The large increase from 17 in 2016 to 0 in 2017 reflects the elimination of pre-majors in the RCOB. Additionally, promotional items on our major, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.

**ENROLLMENT:**

1. Total Fall unduplicated headcount for all students in the Department

- Fall 2012: 85
- Fall 2013: 112
- Fall 2014: 117
- Fall 2015: 117
- Fall 2016: 113
- Fall 2017: 202

2. The large increase from 17 to 0 reflects the elimination of pre-majors in the RCOB. Additionally, promotional items on our major, our certifications, and our study abroad trips are available outside of our office area and are displayed on the big screen monitor in Miller Hall.
We anticipate that there will be no remaining students classified as Management Information Systems (Pre-majors) after the 2016/19 academic year.

The decrease from 75 to 2 simply reflects the elimination of pre-majors in the RCOB. The 12 remaining students are likely students that were not enrolled last year or that may have reapplied for admission and have not yet been converted to major status.

We anticipate that there will be no remaining students classified as Management Information Systems (Pre-majors) after the 2016/19 academic year.

These numbers are not significant. No immediate action is required. These numbers are so small that implementing an improvement plan is not practical.

No improvement plan is necessary because pre-majors are being phased out in the RCOB.

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1.A Comparison of the number of new Achieve 100% Grow the Institution's 1st to 2nd UG students beginning in fall with next year in the RCOB. We estimate that there are currently less than 15 students still classified as Management pre-majors and that by next year all of these students will be reclassified.

Year retention rate of new undergraduates (UG):

<table>
<thead>
<tr>
<th>Year</th>
<th>Management (Pre-majors)</th>
<th>Management Information Systems (Pre-majors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>67.7%</td>
<td>81.3%</td>
</tr>
<tr>
<td>2021</td>
<td>72.2%</td>
<td>66.7%</td>
</tr>
<tr>
<td>2022</td>
<td>84.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2023</td>
<td>70.1%</td>
<td>70.0%</td>
</tr>
<tr>
<td>2024</td>
<td>70.0%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

As noted earlier, pre-majors will be phased out over the next year in the RCOB. We estimate that there are currently less than 5 students still classified as Management Information Systems pre-majors and that by next year all of these students will be reclassified.

No improvement plan is necessary because pre-majors are being phased out in the RCOB.

Undergraduate Degrees Conferred

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total number of UG degrees conferred within associated department (reported by first major)</th>
<th>Positive Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA</td>
<td>130 148 131 177 177</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>110 121 102 142 128 143</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>20 27 29 35 29 34</td>
<td></td>
</tr>
</tbody>
</table>

The total departmental BBA degrees conferred is up 16.7% over the past year. It is up 20% over the past five years. We are encouraged in the positive growth in this area.

We work diligently to provide a combination of face-to-face, hybrid and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.

The total number of BBA in Management Information Systems degrees conferred is up 17.2% over the past year. It is up 75% over the past five years. We are encouraged in the positive growth in this area.

We work diligently to provide a combination of face-to-face, hybrid and online courses to make certain that students have an adequate choice of courses to graduate on time. Additionally, we have a "manual" course override system in the department to try to ensure that any graduating seniors get the courses they need. We do look forward to anticipated changes in our Banner system that will provide students date/time stamps for registration based on their total completed hours. We believe that this will significantly improve students' abilities to get the courses they need in the proper sequence.

Minors Awarded

<table>
<thead>
<tr>
<th>Minor</th>
<th>Total number of minors awarded within the associated department (reported by first minor)</th>
<th>Positive Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0900</td>
<td>30 42 35 54 48 56</td>
<td></td>
</tr>
<tr>
<td>0901</td>
<td>20 19 18 35 32 35</td>
<td></td>
</tr>
</tbody>
</table>

The total number of departmental minors awarded is up 16.7% over the past year. It is up 20% over the past five years. We are encouraged in the positive growth in this area.

As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include date/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.

As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include date/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.

As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Banner system is updated to include date/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.
In each of the previous four years, the department’s “Engagement” score has been higher than the UWG score. However, in Spring 2018, the scores were much closer to each other. The average “Engagement” score for the department was 4.20 (n=16), while the UWG average was 4.30 (n=15). This number has remained relatively consistent over the past five years. In the past, we have typically offered only one section of each major course each academic year. Thus, these courses have traditionally been full of our MIS majors, with little cap space for students pursuing a minor. However, based on the low number of MIS minors in our major courses, we should have sufficient capacity for MIS minors each semester. We will discuss the possibility of promoting MIS minors to our student base in one of our upcoming meetings so that we can get feedback from the MIS faculty. Now that we are scheduling two cohorts of MIS majors each semester, we should have sufficient capacity for MIS minors in our major courses.

Grow the number of minor awarded:

<table>
<thead>
<tr>
<th>Session</th>
<th>Summer '12, Fall '12</th>
<th>Spring '13</th>
<th>Summer '13, Fall '13</th>
<th>Spring '14</th>
<th>Summer '14, Fall '14</th>
<th>Spring '15</th>
<th>Summer '15, Fall '15</th>
<th>Spring '16</th>
<th>Summer '16, Fall '16</th>
<th>Spring '17</th>
<th>Summer '17, Fall '17</th>
<th>Spring '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>There was no change from 2016/17 to 2017/18 in the number of undergraduates getting a second major in MIS. However, this is really not significant and no action is required.</td>
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<td></td>
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<tr>
<td>Improvement Plan</td>
<td>To help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner.</td>
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</tbody>
</table>

As with our majors, we work diligently to provide sufficient course alternatives that will allow students pursuing minors to get the courses they need each semester. As noted above, when the Bi system is updated to include data/time stamps based on hours completed, students pursuing minors should be able to get the courses they need in the proper sequence and in the anticipated semester.

Second Majors on Degrees Conferred:

<table>
<thead>
<tr>
<th>Session</th>
<th>Summer '12, Fall '12</th>
<th>Summer '13, Fall '13</th>
<th>Summer '14, Fall '14</th>
<th>Summer '15, Fall '15</th>
<th>Summer '16, Fall '16</th>
<th>Summer '17, Fall '17</th>
<th>Summer '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>There was no change from 2016/17 to 2017/18 in the number of undergraduates getting a second major in Management. No immediate action required.</td>
<td></td>
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<tr>
<td>Improvement Plan</td>
<td>To help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner.</td>
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</tbody>
</table>

Grow the number of undergraduate (UG) second majors on degrees conferred:

<table>
<thead>
<tr>
<th>Session</th>
<th>Summer '12, Fall '12</th>
<th>Summer '13, Fall '13</th>
<th>Summer '14, Fall '14</th>
<th>Summer '15, Fall '15</th>
<th>Summer '16, Fall '16</th>
<th>Summer '17, Fall '17</th>
<th>Summer '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>There was a nominal increase over the past year in undergraduates getting a second major in MIS. However, this is really not significant and no action is required.</td>
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</tr>
<tr>
<td>Improvement Plan</td>
<td>To help students who may be pursuing two majors, we try to provide sufficient course alternatives to students so that they are able to graduate in a timely manner.</td>
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</tbody>
</table>

Engage West:

<table>
<thead>
<tr>
<th>Session</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>The average “Engagement” score has been higher than the UWG average engagement score.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Improvement Plan</td>
<td>The eleven questions that make up the “Engagement” score are interesting. For most questions, it is unclear whether the responses were directed to the department, college, or university level. For example, it seems that Q3 (Sense of pride in where I work) would make more to the university. Alternatively, Q1 (Given credit for contributions and achievements) seems to be more of a departmental issue. Thus for 2018/19, we will focus on improving Q1. Each month a Google Form will be sent to department faculty asking them to list achievements (publications, presentations, awards, etc.). We will then forward this information to the RCOB for inclusion in the weekly college update e-mail. Additionally, we will place the information on our big screen video monitors in the hall outside of our faculty office area. It is hoped that this will be viewed as a positive step in helping make certain that proper recognition is provided.</td>
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</table>

Grow the number of minor awarded:

<table>
<thead>
<tr>
<th>Session</th>
<th>Spring 2013</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>The total number of individuals awarded a Management minor is up 42.5% over the past year, it is up 12.2% over the past five years. We are encouraged in the positive growth in this area.</td>
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</tr>
<tr>
<td>Improvement Plan</td>
<td>This will be discussed with the appropriate teams that will allow students pursuing minors to get the courses they need each semester.</td>
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</table>

Grow the number of minor awarded:

<table>
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<tr>
<th>Session</th>
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<th>Spring 2014</th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation &amp; Use of Results</td>
<td>Positive Growth</td>
<td>The average “Engagement” score for the department was 4.30 (n=15). The average “Engagement” score for UMG was 3.80.</td>
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</tr>
<tr>
<td>Improvement Plan</td>
<td>The eleven questions that make up the “Engagement” score are interesting. For most questions, it is unclear whether the responses were directed to the department, college, or university level. For example, it seems that Q3 (Sense of pride in where I work) would make more to the university. Alternatively, Q1 (Given credit for contributions and achievements) seems to be more of a departmental issue. Thus for 2018/19, we will focus on improving Q1. Each month a Google Form will be sent to department faculty asking them to list achievements (publications, presentations, awards, etc.). We will then forward this information to the RCOB for inclusion in the weekly college update e-mail. Additionally, we will place the information on our big screen video monitors in the hall outside of our faculty office area. It is hoped that this will be viewed as a positive step in helping make certain that proper recognition is provided.</td>
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