APPENDIX C

LEARNING AND TEACHING

CONTINUOUS IMPROVEMENT REVIEW REPORT

October 13-15, 2019

KENNESAW STATE UNIVERSITY

COLES COLLEGE OF BUSINESS

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Learning and Teaching

Appendix C.1 Coles College Scholars Program

(https://coles.kennesaw.edu/scholars)

The mission of the Coles College of Business Scholars Program is to give our exceptional business students unique and challenging opportunities. These students are selected through a rigorous application and interview process that brings their skills and talents to the surface. The coordinated two-year program focuses on leadership development, integrated and international studies, community engagement, and mentorship.

We expect Scholars to uphold the core values of Accountability, Integrity, Stewardship, and Excellence both inside and beyond the classroom. Coles College Scholars strive for academic excellence and thrive off interaction with peers, Coles College faculty, and in particular, community business leaders, as they work through multi-disciplinary course work, "real-world" projects with local businesses, and open-ended assignments. These experiences have equipped graduates of the program for numerous options as they choose their professional paths. Now recruiting for the sixth cohort, the Scholars Program has graduated 50 students (in the first three cohorts), with another 34 currently in the program. Many graduates of the Scholars Program have gone on to jobs across industries with prominent companies including Georgia Pacific, PwC, KPMG, EY, UPS, Home Depot, JP Morgan, Blizzard Entertainment, Intercontinental Exchange, and Cisco. Many of these full-time jobs started off as internships for the scholars.

<u>Examples of active student involvement</u>

- In CSCH4010, Applied Leadership, Dr. Stacy Campbell and Prof. Ellen Cross teach the Scholars about the five practices of Exemplary Leadership (Kouzes & Posner). Students are assigned to interview/research a leader (typically the CEO) at a specific company. As a team (four teams with 4-5 students per team), the students put together a final presentation at the end of the semester that demonstrates their understanding of the five practices and how their assigned CEO exemplifies each practice.

- In CSCH4020, Critical Thinking & Problem Solving, Dr. Hope Baker and Dr. Stuart Napshin partner with Target corporation so that the Scholars are able to work on a real-life case for Target. The students are presented with the case at the start of the semester and use tools used during class to gather, evaluate and synthesize information to develop a unique solution to the problem presented in the case. In 2016, the problem statement was “How can Target increase their market share in the grocery section?” In 2017, the problem statement was “What can Target do to improve the Cat & Jack brand?” and in 2018, the students had to focus on using technology to improve the Accessories line. At the end of the semester, representatives from Target come to listen to the students present their solutions and select a winning team of 5 students to split the cash prize.

- In CSCH4030, International Immersion, the Scholars work with a third party, Social Entrepreneurship Corps, to complete projects during their two-week stay in another country (Guatemala or Dominican Republic). Typically, the Scholars are asked to assist a local entrepreneur with a business issue and, based on data gathering and business knowledge from prior Scholars classes, they provide recommendations to address the issue. Some examples of projects completed are inventory management for a co-op of women who sell their woven goods in a local market, a bee keeper who wanted help with branding and marketing his honey products to the United States, and a young entrepreneur wanting to start a new hostel in a competitive market. Students are faced with real-world business problems, as they gain an understanding of cultural differences when it comes to business solutions.

- In CSCH4050, Business Intelligence, Dr. Justin Cochran teaches students the importance of understanding the data, dealing with large data sources, planning business strategies for collecting data over time, and how best to share results. The final project in class requires that they take use data for a company to identify key performance indicators. Tableau, a data visualization tool, is utilized for this project. The projects over the past several years have been partnerships with a clothing manufacturer, a cell tower company, and a veterinary rehab clinic. Students give final presentations to the leadership of the company in a boardroom style setting.

Examples of student professional engagement and exposure to industry

- In CSCH4010, students work on a Leadership Development plan they will use throughout the Scholars program. The plan requires that students be introspective and assess their strengths and weaknesses as a leader. To raise students' awareness of the values, emotions, attitudes and beliefs that motivate the students, they complete several assessments, activities, readings, and interactions with fellow classmates, faculty, and business leaders. Assessments include: 1) Strengths Quest – 5 Key Strengths; 2) Creativity Assessment; 3) Leadership Profile Inventory – self & observers. The students then identify SMART goals for improvement in personal, professional and team context. Students put action plans together around each of the goals and meet periodically with professors to assess progress towards goals. Also, in this class, the scholars get to visit at least 5 companies at their headquarters. Henssler Financial, a wealth management company is a generous supporter of the program and this is usually the first field trip the scholars take/experience. The other companies vary in terms of industry, size, culture, leadership structure (i.e., Velociteach, Georgia Pacific, Kenny's Great Pies, Exploring) and provide the students with opportunities to experience first-hand, a variety of company types, structures and cultures.

- During the CSCH 4030 course, International Immersion, students are placed in vetted homestays to spend time with local families, observe their customs, have typical meals, and learn a bit of a foreign language. This embedded stay has profound effects on students that is not easily replicated by staying in local hotel accommodations. During the trip, students also consult with the partner organization, Social Entrepreneur Corps, to improve their operations in the destination country. Further, students do grassroots consulting for local organizations, bringing their business coursework and experience into play for small organizations that may have had limited access to formal education.

- CSCH 4040 course – Consulting and Change Management. Thus far, the program goals to challenge our exceptional business students and to give them exposure to industry leaders and real-world experiences is paying dividends in their deeper knowledge bases and broader skillsets, in greater comfort with taking on leadership efforts in their careers and in the community, and in allowing our highest achieving business students to compete on the same level with graduates of other prominent institutions. Furthermore, these students are positively representing the Coles College of Business and Kennesaw State University through their engagement with business and community leaders, work on impactful business projects with local for-profit and non-profit organizations, and professional polish in networking settings. Dr. Stacy Campbell focuses on both the processes, such as contracting, data gathering, and delivery, as well as the human interactions that underlie effective consulting engagements. The students learn concepts in class and then take field trips to actual consultancies (both large and small) and interact with consulting experts. Students work in teams on actual business challenges for a variety of companies. Final deliverables are presentations of proposed recommendations to the client at their location.

Over the past several years, approximately 68 students have completed the first year Scholars Program experiences in leadership development and the International Immersion course. These experiences are designed to build the foundation for students to understand the realities of consulting with others on projects prior to formal development of consulting skills in the CSCH 4040 course – Consulting and Change Management.

Thus far, the program goals to challenge our exceptional business students and to give them exposure to industry leaders and real-world experiences is paying dividends in their deeper knowledge bases and broader skillsets, in greater comfort with taking on leadership efforts in their careers and in the community, and in allowing our highest achieving business students to compete on the same level with graduates of other prominent institutions. Furthermore, these students are positively representing the Coles College of Business and Kennesaw State University through their engagement with business and community leaders, work on impactful business projects with local for-profit and non-profit organizations, and professional polish in networking settings.

<u>Faculty Involvement, Experience and Support</u>
Faculty who participate in the Scholars Program have to stay up to date on the latest technology, assessments, news etc. depending on the class. Stacy Campbell went to The Leadership Challenge training that covers the Kouzes and Posner model. Hope Baker went to AACSB training in Critical Thinking to gain some additional expertise for her class. Faculty often learn new technologies or tools from industry experts that come in as guest speakers. Justin Cochran and Stuart Napshin both integrate new software into their CSCH4050 and CSCH 4020 respectively, and often have to take online training to maintain their currency.

The goals of the Scholars Program align with the Coles Mission to be relevant and current, and the program ensures that in several ways. First, the smaller size of the program allows the faculty to experiment more with new business technology, model open-ended and ambiguous business problems students will face in their coming careers, and intensive relationship development activities through the cohort and industry interactions.

Second, we maintain steady contact with graduates of the program to be sure that the content we are delivering is valuable in their careers. For instance, we are leveraging their experiences with Excel and Tableau to inform our classroom use of these technologies. We also take feedback on the design of project work and how it matches what they are seeing in industry. One change that has come about because of input from industry leaders and graduates of the program is the introduction of Agile methodologies and Design Thinking in the project work.

As a small program, we are able to understand what is working and what is not, and relay that information in other contexts within the College through additional channels (e.g. curriculum committees, executive committees, department meetings, etc.). Faculty teaching in the program are also open to learning from other efforts around the College to make sure that our content aligns with other College efforts. For instance, the focus on student engagement beyond the classroom within the College is a point of focus for students in the Scholars Program.

Finally, we have multiple meetings a term, as faculty, with industry leaders to get information directly from those individuals related to preparing our students in a manner that equips them to be effective from day one on the job. Companies like State Farm, Surgical Information Systems, Henssler Financial, Deloitte, and Georgia Pacific, among others, have all consulted directly with faculty over the last five years to provide guidance for preparing our students specifically within the Scholars Program, and for the Coles College of Business overall.

Appendix C.2 Hughes Leadership and Career Program

(https://coles.kennesaw.edu/advising/hughes.php)

The Hughes Career Leadership and Career Program is a unique approach designed to better prepare 100% of Coles College undergraduate students for the workplace. It was developed over a two-year period by a committee of faculty, students, Career Development staff, and Coles Advisory Board members. In the process, the sub-groups from the committee met with almost every industry recruiter who attended career fairs on campus to learn more about the skill sets today's business graduates need to succeed.
Key components of the program are 1) every student has an assigned career coach with extensive experience in their industry; 2) every student is required to complete three zero-credit-hour professionalism courses in their sophomore, junior and senior years, which are described below; and 3) in the first course, students conduct research to learn about the fields they think they want to pursue and, ultimately, decide upon a major in the BBA.

<u>HLCP Objectives</u>

- Guide students through an intentional process of selecting a major so that they understand what types of jobs they can pursue and have a realistic expectation of salary and job responsibilities,
- Provide career-readiness activities, such as resume development, interview skills, job search Techniques, assistance with internships, self-awareness assessments, etc.,
- Work closely with Academic Advising to help students progress towards graduation in a timely manner, and
- Ultimately, place students in jobs, in their field of study, or in preferred graduate programs

<u>HLCP Team</u>

- <u>Career Coaches</u>: 3-5 faculty who receive course releases from home department, 1-3 adjunct professors, 4 staff Career Coaches. All coaches have a Master's Degree or Ph.D. in their respective fields and have extensive practitioner experience.
- <u>Internship and Co-op Advisors</u>: Two advisors who report to the University Career Planning and Development Office, but are dedicated to Coles College. Their offices are in the same space as the Career Coaches.

<u>HLCP Courses</u>:

- <u>*Sophomore Year- BUSA 2150 - Discovering My Major and Career*</u>: This zero-credit-hour online course is designed to help Coles College students prepare for success in their upper-division BBA courses and after graduation. In this course, students research careers and majors, identify their desired major, and prepare professional communications describing their research and career objectives. Understanding the career(s) associated with their chosen major helps students progress toward their degree with purpose, on track and on time. Approximately 800 students enroll in this course each spring and fall term, with 400 in the summer. The course is managed jointly by a Coles College Career Coach and one of the Coles College Internship & Co-op Advisors.

- <u>*Junior Year- BUSA 3150 - Developing My Career Essentials*</u>: The second course, zero-credit-hours and hybrid, prepares Coles College students for success in their upper-division BBA courses and after graduation. In this course, students explore their talents, skills and strengths, and become more self-aware through personal assessment. Strengths Quest – 5 Key Strengths is administered in this class. Students develop a resume and practice their interview skills. Students are also encouraged to pursue internship opportunities. This course is divided into sections specific to each major and each section is managed by a Career Coach. Approximately 400 students enroll in this course each spring and fall term, with 200 in the summer.

- *Senior year- BUSA 4150 - Driving My Success*: The third course, zero-credit-hours and hybrid, prepares Coles College students for post-graduation success. In this course, students fine-tune the skills required to carry out an effective job search. Students develop their personal brand, an elevator speech, and leadership style. Business etiquette and dress and negotiating strategies are be discussed. Students update their resume and practice their interview skills.

Changes since inception

In addition to perceived effectiveness, changes to the program were made on the basis of resource requirements. As enrollment in the courses approached full capacity, with all students engaged in the program, it became apparent that the original model was not sustainable from a resource perspective.

- Due to high enrollment numbers, BUSA 2150 was changed to an online format. Thus, various assignments had to be changed or replaced and the required meeting with a career coach removed.
- BUSA 3150 and BUSA 4150 were revised to eliminate or adjust assignments that required significant grading time. This allows more focus on the Career Coach meetings.
- In 2018, a team of Career Coaches, faculty and Academic Advisors began the process to overhaul the entire program, using the Suitable software product as a platform. The first phase of the new Professionalism Program will launch in the fall of 2019.

Appendix C.3 School of Accountancy G2C Project Summary

<u>Background and Purpose</u>

The School of Accountancy (SOA) participated in Gateways to Completion (G2C) Cohort I, which includes 10 colleges within the University System of Georgia. This was a three-year initiative to create and implement an evidence-based plan for improving student learning and success in high-enrollment, lower division courses that have historically resulted in high rates of failure and/or unsatisfactory progress. KSU's Provost and Student Success Strategy team (during Summer 2017) defined KSU's high-risk gateway courses as high enrollment, lower division courses with 20 or > DFWI rates. Historically, ACCT 2100 had DFWI rates consistently greater than 25% and relatively high enrollment, typically exceeding 1,000 students per academic year. As a result, ACCT 2100 was selected as a course for G2C. The SOA Director asked to include ACCT 2200 in the G2C process since the courses are sequenced and changes made to ACCT 2100 would affect ACCT 2200.

The G2C Goals for KSU were as follows:

Project Goals:

- Improve student learning as measured by student learning outcome and survey response measures.
- Increase student success in selected gateway courses as measured by grades.
- Increase student success in selected gateway courses as measured by retention rates.

Long-Term Goals:

- Increase student success as measured by graduation/program completion.
- Use the G2C model to address student learning and success in other gateway courses.

<u>Intervention Implementation Process</u>

The School of Accountancy formed a G2C Committee of four instructors: Jane Campbell, Stephanie Miller, Shannon Shumate, and Bor-Yi Tsay, with Bor-Yi Tsay serving as the Committee Chairperson. The Committee began by analyzing the content in both courses. The required course content was streamlined to include only those topics that the Committee believed to be imperative for students' learning and that met the learning objectives for the courses in alignment with the Coles College of Business learning objectives for ACCT 2100 and ACCT 2200. As a result of this process, about 20% of the required course content was eliminated, thereby leaving additional time during a semester to incorporate new learning activities and assignments aimed at improving student learning and metacognitive skills.

During the Spring and Summer Semester of 2017, the Committee members participated in a Course Redesign Faculty Learning Community offered by the Center for Excellence in Teaching and Learning in order to become educated about active learning techniques and how to redesign the courses. The new redesigned courses were implemented in Fall of 2017. Before the start of the Fall 2017 semester, the Committee hosted a workshop for all ACCT 2100 and ACCT 2200 instructors to inform the instructors of the course redesign changes, including the streamlined content, modified syllabus structure, and recommended active learning techniques. The workshop included collaborative discussions with ACCT 2100 and ACCT 2200 instructors, guidance on using technology platforms associated with the courses and required elements of the common course syllabi, and descriptions and demonstrations of the recommended active learning techniques, including those listed here.

- Exam Wrappers – A pre-exam assignment and post-exam assignment are included in the course structure and should have point value assigned. The pre-exam assignment asks students to think about their goal for the course and make a plan to meet that goal before the exam. The post-exam assignments ask students to reflect on whether they followed their plan and met their goal and to identify if they may need to modify their plans or goals for future exams.
- Early Alert System – Early on in the semester, instructors identify students at risk to fail the course and provide feedback to the early alert system. Students who are identified as "at risk" then receive an email instructing them to meet with an advisor to help get them back on track.

- In-Class Learning Activities – Instructors were asked to incorporate several in-class learning activities (for face-to-face sections.) In-class learning activities could be a problem students work alone or together, a group discussion, or any other non-lecture activity that actively engages the students while learning a particular topic. Preferably, the instructor will attach in-class learning activities to low-stakes assignments.
- Interactive Polling – Instructors were taught to use the free online polling technology called Poll Everywhere. Students use their cell phone or computer to answer a question posed online and then the results are shown on the projector and are discussed.
- Exam Preparation – Designate some class time dedicated to covering the types of questions likely to be on the exam as well as appropriate test taking strategies. After the exam is completed and returned to students (instructors can choose to collect the exams or allow the students to keep their exam) time is dedicated to reviewing frequently missed questions. This should coordinate with the post-exam wrapper assignment.
- Learning Assistants – Learning assistants are students who were successful in a previous semester of ACCT 2100 or ACCT 2200 and participate in the supplemental instruction program hosted by the College of Science and Math. LA's attend class for their assigned section. LA's are also required to complete a 1-hour credit course on metacognitive and pedagogical strategies. LA's assist the instructor during class with in-class learning activities and are also available to assist students during office hours or planned group study sessions.

The G2C program also resulted in an increased level of faculty collaboration and course coordination for both ACCT 2100 and ACCT 2200. Course coordinators provided instructors with guidelines for a common syllabus structure, indicating which aspects of the course structure that should be common across all sections in order to improve consistency across sections for content covered and learning objective obtained. To facilitate consistency and to aid instructors with course preparation, the course coordinators provided pre-developed D2L and Connect courses that included instructor and student resources, pre-selected assignments and quizzes, and customized materials for lecture and course content. This information was communicated during the instructor workshop, through email communications, and individual meetings or communications between the course coordinator and course instructors. The course coordinators also provided the instructors with the DFWI and AOL results for each section. Instructors received a copy of the results for their own section as well as summarized results for all sections. During the instructor workshop faculty collaborated on strategies to improve AOL results for topics that were challenging for most sections. At the request of the ACCT 2100 and ACCT 2200 faculty, during the 2017-2018 academic year, the G2C Committee hosted two other instructor workshops that focused on more active learning teaching strategies, metacognitive teaching strategies, and post-semester discussion of strategies that had been implemented. Course coordinators continued to host instructor workshops for the subsequent semesters.

<u>Impact on Metrics Tracked</u>

Throughout the three-year project, metrics were gathered on student DFWI rates, results of knowledge assessments, and student learning gains surveys. Additionally, instructors were polled during Spring 2016 and again for Spring 2018 to assess which of the recommended active learning and metacognitive pedagogical techniques had been implemented in their courses. Since ACCT 2100 is the first in two course series and was the course officially designated for the G2C project some interventions were implemented in ACCT 2100 a semester earlier than ACCT 2200. Metrics were tracked for ACCT 2100 throughout the entire three-year G2C project and are reflected in the exhibits below.

Exhibit 1 – Instructor Implementation of Interventions Spring 2016 and Spring 2018

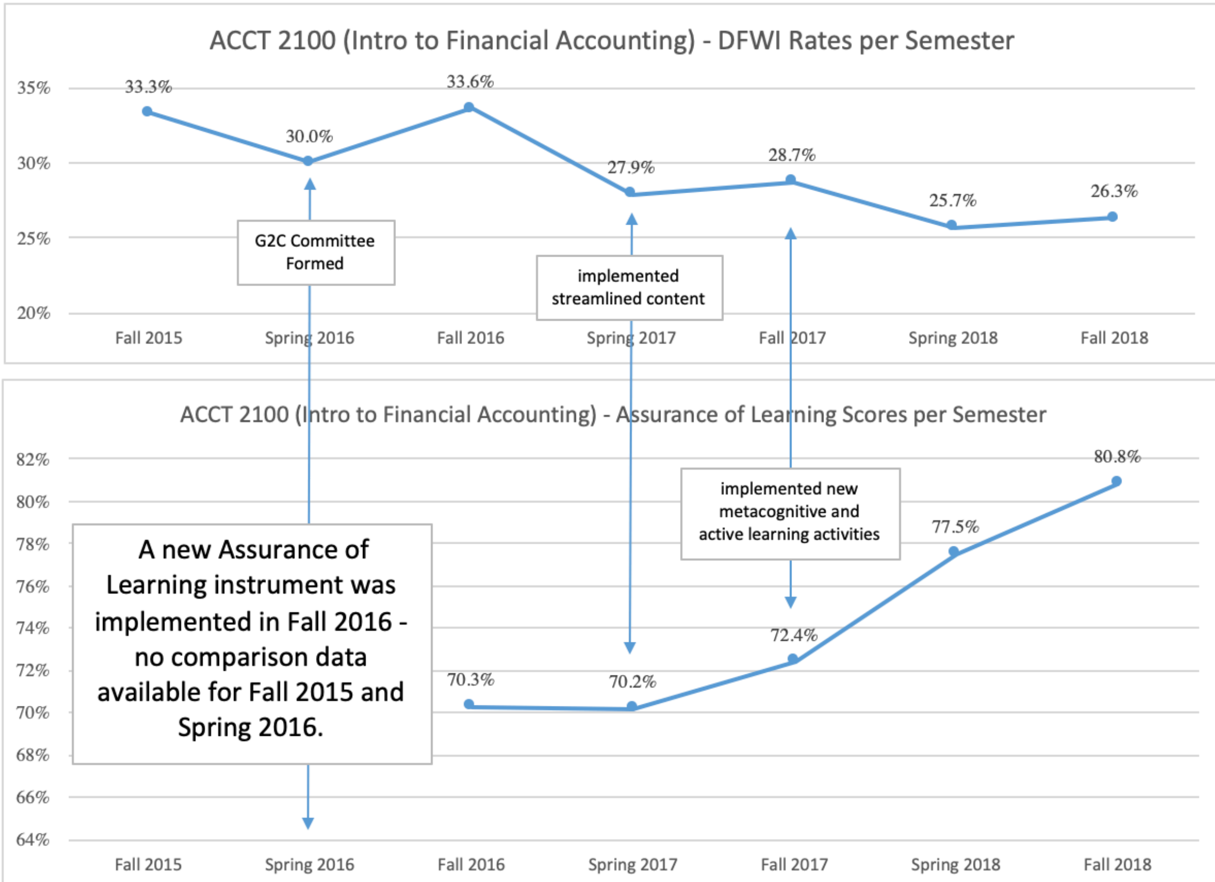
Results of instructor surveys – Spring 2016

	Streamlined		Metacognition				In-Class Active Learning Techniques					Online	Exam Prep	Test	Effective	
15 Sections	Course Content	Flexibility in Grades	Exam Wrapper	Low Stakes Quizzes	Other	Early Alert	In-Class Problems	Interactive Polling	Group Work	Learning Games	Other	Interactive Text Reading	Practice Questions	Taking Tips	& Timely Communication	Learning Assistant
A	N	Y	N	Y	N	N	Y	N	Y	N	Y	N	Y	Y	Y	N
B	N	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
C	N	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
D	N	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
E	N	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
F	N	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
G	N	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
H	N	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
I	N	Y	N	N	N	N	Y	N	N	N	Y	N	Y	Y	Y	N
J	N	Y	N	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	N
K	N	Y	N	Y	N	Y	N	N	N	N	N	N	Y	Y	Y	N
L	N	N	N	N	N	N	N	N	N	N	Y	N	Y	Y	Y	N
M	N	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
N	N	Y	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y	Y	N
O	N	N	N	N	N	N	Y	Y	Y	N	N	N	Y	Y	Y	N
Yes's	0	10	7	10	4	5	13	5	6	0	12	4	15	15	15	0
No's	15	5	8	5	11	10	2	10	9	15	3	11	0	0	0	15
% Yes	0%	67%	47%	67%	27%	33%	87%	33%	40%	0%	80%	27%	100%	100%	100%	0%

Results of instructor surveys – Spring 2018

	Streamlined		Metacognition				In-Class Active Learning Techniques					Online	Exam Prep	Test	Effective	
17 Sections	Course Content	Flexibility in Grades	Exam Wrapper	Low Stakes Quizzes	Other	Early Alert	In-Class Problems	Interactive Polling	Group Work	Learning Games	Other	Interactive Text Reading	Practice Questions	Taking Tips	& Timely Communication	Learning Assistant
A	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
B	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N
C	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N
D	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
E	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
F	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
G	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N
H	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N
I	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
J	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
K	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N
L	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N
M	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N
N	Y	Y	Y	Y	N	Y	N	N	N	N	Y	Y	Y	Y	Y	Y
O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
P	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Q	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yes's	17	13	17	17	12	17	16	9	16	3	15	17	15	17	17	5
No's	0	4	0	0	5	0	1	8	1	14	2	0	2	0	0	12
% Yes	100%	76%	100%	100%	71%	100%	94%	53%	94%	18%	88%	100%	88%	100%	100%	29%

Exhibit 2 – DFWI Rates and Student Performance on AOL Assessments – ACCT 2100



Both ACCT 2100 and ACCT 2200 experience a simultaneous increase in student performance on knowledge assessment and a decrease in DFWI rates. The metrics were tracked and reported to G2C for ACCT 2100.

Appendix C.4 Coles College Assurance of Learning Structure and Process

Coles College Assurance of Learning Council 2018-19 Members

- Hope Baker, Associate Dean for Assessment and Undergraduate Programs
- BBA Program AOL Coordinator
- Dennis Chambers, BBA-Accounting AOL Coordinator
- Justin Cochran, Online BBA AOL Coordinator
- Amy Wosczynski, MSIS Program AOL Coordinator
- Dorothy Brawley, MBA Program AOL Coordinator
- Alison Keefe, EMBA Program AOL Coordinator
- Jomon Paul, Web MBA Program AOL Coordinator
- Jennifer Schafer, MAcc Program AOL Coordinator
- Sweta Sneha, MSHMI Program AOL Coordinator
- Juanne Greene, DBA Program AOL Coordinator

Assurance of Learning Process / Structure

- Learning goals and objectives are provided and updated by faculty teaching within particular programs of study. Input from faculty, administrators and external sources (typically members of the Coles College Advisory Board) is included in the decision-making process. Another source of information we are fortunate to have is the cadre of practitioners who serve as Lecturers and Instructors in our programs. The entire faculty involved in a particular program must also approve learning goals and objectives. Learning goals and objectives for all Coles Programs is are provide in Appendix C.5.
- Policies and procedures for assessment of student learning are developed within the Coles College Assessment Council, which consists of AOL Program Coordinators for each academic program. The AOL directors work with AOL Course Coordinators who teach the core courses in their respective programs. The course coordinators, then, work with faculty teaching the courses to develop and implement assessment within the courses, review the results and make plans for improvement. Course coordinators are also responsible for uploading all assessment information and data into the assessment database and for the communication of assessment results to the appropriate department chair. Course-embedded and program-level assessment of all learning objectives is conducted at least once a year. Each learning outcome is assessed in two or more different courses.
- One of the main benefits of this structure is the increase in communication between the faculty at the course and program levels. Course Coordinators hold meetings once or twice a year, during which assessment results are discussed and improvement plans made. The AOL Program Coordinators then meet with all Course Coordinators within a program to do the same. This has led to discussions of how to better integrate program topics across disciplines and allowed for the creation of program assessment benchmarking standards.
- In addition to the AOL structure described above, there are department-level Curriculum Committees, which oversee curriculum review and development for specific disciplines within the BBA. Some of the curriculum changes discussed below were the result of AOL policies and assessment results; however, faculty who realized the need to improve the relevancy of the program initiated other changes.

Course-embedded and Program-level Assessment of Student Learning

- Course-embedded assessments are administered in core courses for all programs at least once a year. 25-100% of students enrolled in a course are included in each assessment (varies by department).
- Assessment results were maintained in Digital Measure through 2016. In 2017, Filemaker was adopted for this purpose as it is more user-friendly and provides for more robust reporting. Results can be presented by course delivery mode, course location, time and day of course, and faculty status (participating and supporting).

- Criteria to determine above, at or below expectations are determined by Course Coordinators and faculty teaching within a given program.
- Program-level assessments are conducted in capstone courses at least once a year.
- Selected assessment results, by program, are presented in Appendix C.5. All results are available upon request.
- The Cole College Course Coordinator Guidelines are provided in the document on the following pages.

Michael J. Coles College of Business Course Coordinator Guidelines

This document is designed to promote consistency across all sections of a particular course and support assurance of learning (AOL) requirements.

Course Coordinator Responsibilities

- Maintain and disseminate to instructors of the course documentation of the agreed upon common course topics.
- Maintain and disseminate to instructors of the course the common set of course objectives which supports assignments, exams and the Assurance of Learning (AOL) process
- Distribute information related to course content, required text and other learning material, and learning objectives at the beginning of each semester to all faculty teaching the course
- Facilitate the process of changing and/or upgrading teaching resources including the textbook, projects, homework, etc. when deemed necessary by instructors of the course
- Coordinate, prepare, and maintain common exams, if applicable
- Coordinate Assurance of Learning (AOL) assessments
  - The course coordinator should convene a meeting (face-to-face or virtual) at the beginning of the Fall semester with all instructors teaching a particular course to review
    - the AOL process, assessment instruments, and measurement and reporting requirements that will occur that semester,
    - the performance criteria for exceeding and meeting expectations for each assessment instrument, and
    - due dates for posting assessment results and follow-up information.
  - Throughout the term in which assessment is to be conducted, the course coordinator will maintain contact with faculty scheduled to assess in their course section(s) to ensure the process runs smoothly and completely.
  - Additionally, during the spring semester, the course coordinator will meet with instructors of the course to evaluate the results, discuss evidence of student learning, and determine what actions are to be taken for the subsequent assessment cycle.
  - The course coordinator will discuss the overall AOL results and follow-up plans with the Department Chair and the appropriate AOL Program Coordinators.
  - The course coordinator will upload required information and documents in the AOL section of the course in the FileMaker database to create the Course Coordinator report.
  - As the AOL goals and objectives are subject to change, course coordinators within a specific program are expected to participate in the revision process which includes the realignment of course mappings and program assessment questions to the objectives.
- Respond to all (AOL and non-AOL) requests from Coles leadership for course materials and insight.

Departments may include additional responsibilities as deemed necessary.

Other Information

The purpose of this section is to inform course coordinators of certain basic expectations of Coles College Faculty.

Syllabus and Course Content

- Eighty percent or more, as determined by the department, of topic content within a core course will be common throughout all sections of the course.
- Course topic content is to be reviewed annually by those instructors teaching the course to ensure that proper coverage occurs in all sections.
- A common syllabus for the course should be maintained by the course coordinator and distributed to all instructors of the course.
- Faculty may add elements to the common syllabus specific to their section(s) of the course.
- In general, a syllabus should at least include the following sections:
- Instructor **contact information** including office hours
- **Course description** and objectives
- **Course materials** and publisher electronic resources (text, Powerpoint files, homework management systems, etc.) including purchase options for students
- **Grading and scale**, including a brief description of each segment of the grade
- Recommended **exam dates**
- Guidelines for **lateness**, **attendance**, class **participation**
- **Honor code/academic dishonesty** statement
- Coles College of Business goals and objectives which support exams and the Assurance of Learning (AOL) process (**AOL Syllabi Insert**)
- **Course schedule** of topics, exams, homework assignments, projects, assurance of learning assessments, and the date of the **Last Day to Withdraw without Academic** Penalty (from registrar's calendar on www.kennesaw.edu)

Assurance of Learning (AOL): Expectations of Individual Faculty

Instructors of core courses must be prepared to conduct Assurance of Learning (AOL) assessments for each course during **ANY** semester. AOL assessment will occur during the fall semester; however, there will be limited assessment conducted during shorter terms, i.e. 8 and 4-week summer terms, Maymester and December and August minimesters. This generally entails linking certain exam/quiz questions and class projects to the defined course AOL objectives (found on the sample syllabus) then reporting student performance (as % above expectations, % at expectations and % below expectations) on these materials. Beyond reporting performance, faculty will also have to provide specific examples (preferably in pdf format) of graded work that exceeds expectations, meets expectations and falls below expectations work.

Appendix C.5 Assurance of Learning Results by Program (2104-2018)

Bachelor of Business Administration (BBA) Program Report

BBA Program Goals	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
Goal 1.0 Environmental Factors Business majors will understand, apply and synthesize relevant environmental factors in the decision-making process.	1.1: Identify and integrate micro-environmental factors (e.g. competitive environment, corporate culture and mission, resource availability) in business decisions.	**ACCT 2100** – Students learn how financial information is used by and important to a variety of readers (creditors, suppliers, investors, employees, etc.). **ACCT 2200 –** Students learn the basic components of product & service costing (e.g., materials, labor and overhead).
	1.2: Identify and integrate macro-environmental factors (e.g. current issues and historical trends in regulatory, cultural, technology and economic environments) in business decisions.	**BLAW 2200** – Students recognize legal problems and make decisions on hypothetical situations **ECON 2100** - Class discussions identify the forces of supply and demand that impact the allocation of scarce resources. **ECON 2200** - Students learn how the aggregate economy operates, how to interpret macroeconomic data and how particular government actions might influence economic activity. **FIN 3100** – Students use historical trends among equity and debt securities to assess risk and return. **MGT 3200** - Students are evaluated via exams, quizzes, and/or discussions that require them to understand and assess the role of OM in the competitiveness and quality of the firm.
	1.3: Identify and integrate global differences in business decisions.	**ECON 2200** - Class discussions describe global and domestic economic conditions and their impact on employment and income. **MGT 4199**-Students examine the forces that impact international management practices and processes through applied case analysis.
	1.4: Identify and integrate cross-functional connections in business decisions.	**ACCT 2100** - Students use financial statement information to evaluate the impact of business alternatives on company results (e.g., ratio analysis). **MGT 4199** - Students use knowledge across multiple disciplines to develop, apply and understand decisions with cross functional implications.
Goal 2.0 Ethics and Values Business majors will understand, apply and	2.1: Identify, analyze and integrate ethical concerns in business activities.	**ECON 2100 –** Students learn about ethical issues on taxation, externalities and provision of public goods and ethical dilemmas associated with price controls. **MGT 3100** – Students learn about ethical dilemmas and their resolution; corporate governance, and social responsibility.

synthesize resolutions to ethical and social concerns in the business environment.	2.2: Identify and integrate social concerns in business activities, such as those related to sustainability, social responsibility, etc.	**BLAW 2200 –** Students analyze global ethical problems. **MGT 3100** – Students discuss real business dilemmas involving ethics and corporate responsibility; discuss current events and the costs of unethical business decisions.
Goal 3.0 Analytical Process Business majors will demonstrate problem-solving skills using appropriate analytical techniques.	3.1: Identify business problems or opportunities.	**IS 3100** – Students investigate the problems and opportunities created by existing and new technologies. **MGT 3100** – Students learn the basic theories, processes, concepts, and practices associated with effective and efficient planning, organizing, implementation and control. **MKTG 3100** – Students are required to complete a term project of creating a marketing plan for a product/service or idea that includes the identification of problems and opportunities in the internal and external environments.
	3.2: Identify, collect and evaluate data to extract valid, high quality information relevant to a business problem or opportunity.	**ACCT 2100** – Students learn the format and content of the financial statements. **ACCT 2200** – Students discuss and analyze managerial accounting topics including product costing, overhead allocation and profit planning. **ECON 2300** - Students make inferences about the impact on cost or quality of a proposed change by analyzing relevant sample data.
	3.3 Identify decision alternatives, and compare and contrast them, using appropriate analytical tools, to reach a defensible solution.	**ECON 2100 –** Students are required to identify pricing and profit-maximizing outcomes under various market scenarios. **ECON 3300** – Students apply inferential statistics to assess the relative efficiency or effectiveness of alternative methods or materials under consideration. **FIN 3100 –** Students use capital budgeting techniques to evaluate possible investment opportunities. **MGT 3200** – Students are evaluated via exams, quizzes and/or discussions on OM decisions, such as layout, capacity, and processes that are required to produce products and services. **MGT 4199 –** Students will evaluate external and internal forces and apply strategic analysis frameworks in the development and evaluation of strategic alternatives
	3.4: Effectively use technology for business analysis.	**ECON 2300 –** Students use spreadsheet software to summarize data on business operations or conditions in the form of appropriate metrics, tables, or graphs. **ECON 3300** – Students use spreadsheet software to estimate linear regression models for purposes of predicting outcomes or estimating the impacts of factors on outcomes.

Goal 4.0 Communication and Collaboration Business majors will effectively demonstrate collaboration, leadership and communication skills needed in a business environment.	4.1: Communicate the justification of business decisions using a variety of media.	**BLAW 2200 –** Students analyze global ethical problems. **IS 2200** – Students are required to complete an analysis project and communicate the details in a professional report **MKTG 3100** - Students are required to complete a written term project of creating a marketing plan for a product/service or idea. This project is orally presented to the entire class.
	4.2 Demonstrate successful collaboration in a team setting.	**MGT 3100** – Students work in teams or as a class to develop or apply an application of the course content and students critique peers and provide feedback. **MGT 3200** – Students work together to successfully complete a group project involving operations analyses. **MKTG 3100** - Students complete a term research project where they must come to consensus regarding the specific topic and the method to complete the work.
	4.3: Effectively use technology for collaboration and communication of business decisions.	**IS 2200 –** Students work together to complete a project using collaborative technologies. **IS 3100** – Students identify key aspects of collaboration systems.
	4.4: Understand characteristics of leaders who effectively influence, inspire and motivate individuals and groups to achieve results.	**MGT 3100** – Students learn the theories, concepts, and practices associated with effective directing, leading, motivating, and negotiating.

Course-Embedded Assessment Results
For the 2014 AACSB CIR Report, we evaluated BBA Goals 3.0 and 4.0. Therefore, the discussion that follows specifically features BBA Goals 1.0 and 2.0. Assessment results, improvements, closing the loop strategies, etc. for courses associated with the learning objectives and their specialized focus as it pertains to these goals are presented next. In the spring of 2012, course coordinators for core BBA courses agreed to set thresholds for "meets expectations" at 60% and "exceeds expectations" at 90% for all core courses. Faculty teaching each course, then, agree upon the benchmark or the percentage of students expected to "meet or exceed expectations" for specific assignments. The results and narratives provided below are selected to serve as examples of course-embedded assessment that is conducted in all 14 BBA core courses.

***Goal 1.0 Environmental Factors*: Business majors will understand, apply and synthesize relevant environmental factors in the decision-making process.**

<u>Assessment Tools and Results</u>

- ACCT 2200: BBA LO 1.1

Fall 2014: Students were provided a study guide to help focus their attention on those topics deemed to be key in this course. Faculty teaching ACCT 2200 agreed to measure student learning via an online, standard multiple-choice quiz. This quiz was comprised of algorithmic questions where students received the same question facts with different number sets or pooled questions where students were given a single question from a pool of similar questions in an effort to prevent collaboration and truly measure student learning. The criteria for meeting or exceeding expectations were set by the Coles College Assurance of Learning Committee.

A key learning topic is this course is associated with the concept of contribution margin. This concept was covered in 2 chapters that were separated by 2 additional concepts. In Fall 2014, the order of material was changed to that the contribution margin concepts covered in the 2 chapters were covered consecutively rather than being separated by different concepts, thus allowing students to focus more deeply on the contribution margin concepts before moving on to other concepts. A new course coordinator perspective was the basis for this change.

Fall 2015: A multiple choice quiz. The assessment rubric and vehicle were developed by the course coordinator. The benchmarking standards were developed by the BBA AOL committee members.

Measurement results show there were no areas where student learning levels fell below expectations. While the overall results are meeting or exceeding expectations, and interesting insight emerged this year. There were 2 online course sections taught by the same instructor where students were provided with the exact same learning tools and materials. The measurement results for one of the sections had a few pockets where student learning levels fell below expectations where the other section measurement results were stronger - indicating that some of our measurement results are based on student mix.

Greater focus on key topics covered in this course, improved learning tools available to students. Students will be provided with guided examples, where they exist, to help their understanding as they complete graded assignments. This will provide students with immediate help in an effort to improve learning. Select instructors will assign these publisher-provided tools to determine if they impact student learning levels. The publisher (McGraw-Hill) has conducted research and strongly believes that these learning tools do improve student learning levels.

Fall 2016 and 2017: ACCT 2200 was revamped as part of the Gateway to Completion Initiative undertaken by the University. Details of this are provided in Appendix C.3.

Fall 2018: ACCT 2200 has taken part in the Gateways 2 Completion (G2C) project as part of Complete College Georgia in an attempt to reduce the D/F/W/I percentages for high-enrollment gateway courses. Within this project, the four members of the School of Accountancy G2C Committee stream-lined course content, selected a new textbook, and implemented new techniques and strategies to improve student learning. This committee identified assessment topics that related to each learning objective, and then the Course Coordinator developed an updated assessment vehicle based on the work of the G2C Committee. This project was effective in Fall 2017, and at that time a new Course Coordinator was appointed to ACCT 2200. The assessment vehicle is a timed, multiple choice quiz that is delivered online through the publisher's web-based content and assessment tool (McGraw Hill's Connect). This vehicle was selected to enable consistency of delivery across the large number of sections and instructors assessed each semester. In Fall 2018, there were 13 sections taught by seven instructors. The Course Coordinator is able to setup the assessment vehicle and share it to all the other section instructors. Additionally, the students are already familiar with the platform used since the same platform is used for the required homework assignments. All sections were provided with the assessment vehicle and asked to include the assessment in their semester plan.

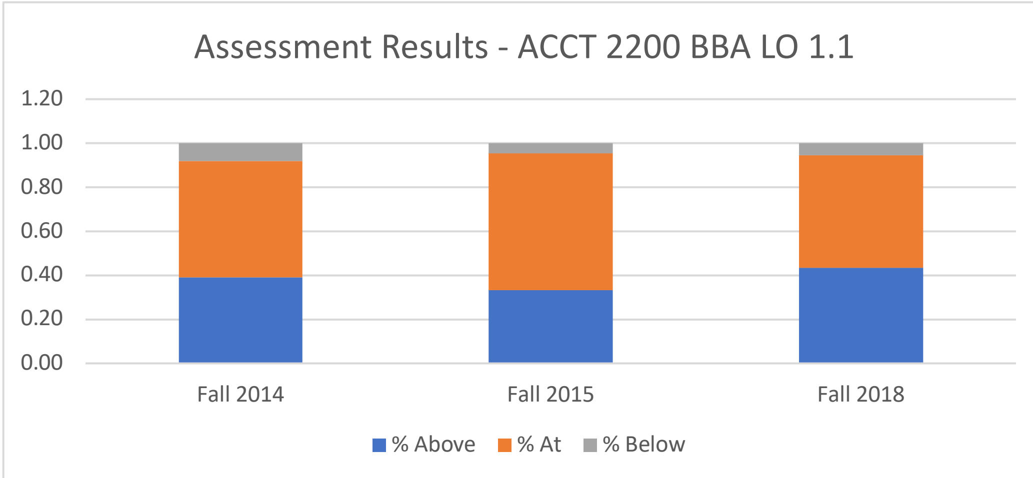
Each instructor can see the assessment results for their own section. The Course Coordinator provides summarized results anonymously to all instructors. For Fall 2017 and Spring 2018, and presumably every semester before that, the data collected was on a per question basis. Upon attending a Course Coordination meeting for Coles, it was determined that the results need to be captured by student, instead of by question. Therefore, Fall 2018 is the first time we are reporting results on a per student basis. Further, we combined our assessment into one quiz and cannot separate results by learning objective. For Fall 2018 we are reporting in summary. Adjustments will be made to assess and report individual learning objectives going forward. There are multiple questions selected for each learning objective. The question population includes some algorithmic questions (so that students will receive different numbers from each other without changing the substance of the question) and the question order is scrambled.

Fall 2017 was a baseline semester for the new assessment vehicle. Data on the results of these questions is not available from prior semesters. However, the goal of the G2C Committee with respect to the assessment vehicle was to better align the content covered for each learning objective with assessment questions for each learning objective. The Committee also targeted questions that represented a range of difficulty. The updated assessment vehicle includes a greater number of questions that have a higher level of difficulty. By using more questions and topics for each learning objective, and more questions that have a higher level of difficulty, the results of the assessment vehicle should be able to provide better detail about the areas of learning that are targets for improvement and areas of learning that are exceeding expectations. As discussed previously, Fall 2018 is the first semester we are reporting results on a per student basis, rather than on a per question basis. As such, we cannot compare results to prior semesters. 90% = Exceeds Expectations 70% = Meets Expectations Benchmark: % Expected to Meet or Exceed Expectations = 75%

We selected 23 questions to use in assessing LO 1.1. Each student received 10 questions from the selected 23 questions. The assessment instrument was designed so that a pool of questions was created for some topics. Four of the 10 questions were used for every student and were algorithmic.

Improvement Opportunities: 1. Students could benefit from receiving a study guide prior to taking the assessment. 2. Learning Assistants could hold study sessions for all sections. 3. We will break the assessment tool down into two quizzes so that we can report on each learning objective individually. 4. Continue to hold workshops with all instructors to discuss areas to improve. A new Course Coordinator will be taking over beginning Fall 2019. Given that we have 95% of students at or exceeding expectations, perhaps we should consider changing to assess another learning objective or increasing the rigor of the assessment vehicle.

Assessment Results for ACCT 2200: BBA LO 1.1				
Year	% Above	% At	% Below	# of Participants
Fall 2014	0.39	0.53	0.08	490
Fall 2015	0.33	0.62	0.05	615
Fall 2018	0.43	0.51	0.05	763



- FIN 3100: BBA LO 1.2

Spring 2015: The assessment initiative is a multiple-choice quiz with 14-questions overall. The first seven questions analyze the first LO1.2, while the last seven questions analyze the second LO3.3. In Spring 2015, we utilized a different AOL assessment instrument than was used in the past. The new questions we used, and will be using in the near future, are an improvement to those used previously.

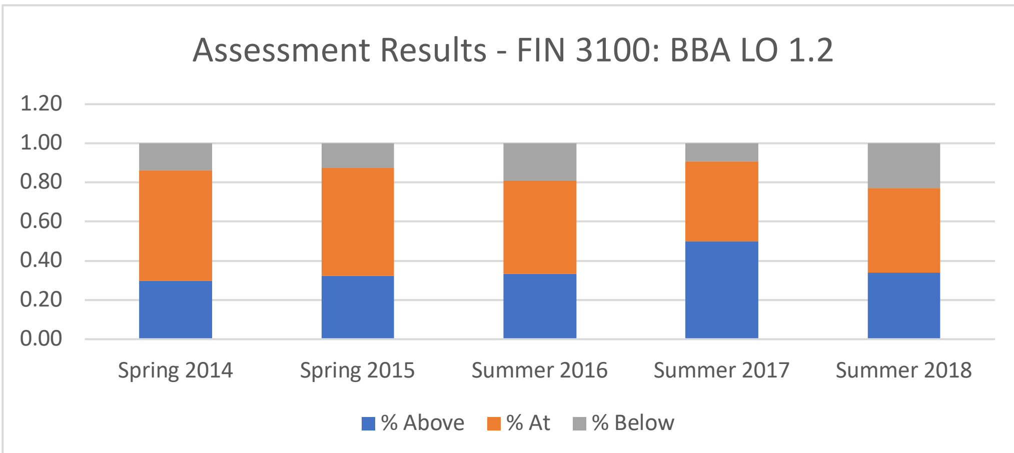
We, faculty who regularly teach FIN 3100, decided to create a new list of assessment questions. Most feel these are an improvement to the assessment questions that have been used in prior academic years. The Spring 2015 assessment of FIN 3100 is the first implementation of these new and improved questions. We have decided to use these for the next 3 assessment periods to have time series data to have a fair and accurate picture of the results and draw relevant conclusions.

Summer 2017: As a faculty, we feel the most efficient way to do this type of assurance of learning assessment in FIN 3100 is a multiple-choice type of instrument (to keep some consistency across sections and/or instructors). The first seven questions pertain to risk and return, a fundamental concept in any type of finance. When viewing each of these questions individually, we can see improvement from the previous year's results. For example, Question #3 went from 67% of students answering it correctly (below benchmark of 70%) to this year's figure of 85% correct. In addition, Question #7 improved as well, moving from 64% to 70% of the students answering it correctly. Furthermore, we saw in Summer 2016 that 18% of students were below expectations for this learning objective and this improved in 2017 to only 9%.

We, as faculty teaching FIN 3100, will explore alternative textbooks this year. Although, in the end, it will come down to a vote as to whether or not a new text is adopted. No major changes are being made to the assessment vehicle or the way it is being administered in FIN 3100. However, two questions are to be tweaked; Question #12 is being replaced and Question #13 is being modified (per the suggestion of teaching faculty).

Summer 2018: No major changes are being made to the assessment vehicle or the way it is being administered in FIN 3100.

Assessment Results for FIN 3100: BBA LO 1.2				
Year	% Above	% At	% Below	# of Participants
Spring 2014	0.30	0.57	0.14	253
Spring 2015	0.32	0.55	0.12	219
Summer 2016	0.33	0.48	0.19	153
Summer 2017	0.50	0.41	0.09	176
Summer 2018	0.34	0.43	0.23	123



- ECON 2200: BBA LO 1.3

Fall 2014: The AOL Quiz is based on previous semesters quiz questions and format. In addition, in the Fall 2014 the quiz questions were re-worded by the coordinator with inputs and contributions from faculty.

Student learning improved as evidenced by 70+% of students answering the quiz questions correctly. Based on the AOL Quiz results, ECON2200 faculty did a great job in teaching the Principles of Macroeconomics. As was discussed and decided during the last year's AOL meeting, ECON 2200 faculty placed a greater emphasis on teaching specific subjects. One consequence was that students who took the AOL quiz either met or exceeded expectations (70% is the benchmark) in both SLO1.2 and SLO1.3.

Improvements: During the AOL meeting, it was decided to proceed through a question-by-question review of the 14 questions. In each instance one of three actions was taken: 1) it was agreed that the macroeconomic faculty needed to place more emphasis on a given point/subject; 2) minor refinements (such as a word change) was made to the questions for the purposes of clarification; 3) some of the questions are to be changed completely because either : a. it was recognized that the questions' topic, while consistent with the SLO, were not widely taught among the macroeconomics faculty, or b. the questions did not properly call out the important point or spirit of the topics.

Fall 2015: Assessment vehicles and rationale: The assessment vehicle was a 14 multiple-choice question quiz on macroeconomic concepts and data. The assessment quiz consisted of 14 multiple choice questions. Sampling plan: All the sections were targeted. Participation by faculty was voluntary. However, the quiz was administered in most sections of ECON 2200. Assessment results were disseminated to faculty teaching the course via e-mail. The assessment quiz was based on previous quiz questions and formats from previous terms. In addition, in the Fall 2015 no new questions were added. However, Fall 2015 questions were re-worded by the coordinator with inputs and contributions from faculty.

Out of 601 students registered in 10 sections (7 face-to-face, 2 directed study, and 1 online), 448 students (75% of total) took the Quiz in the Fall 2015 semester. Students failed to meet or exceed expectations for BBA LO 1.2 (62% to meet or exceed vs. benchmark of 70%).

Improvements: We believe that the material is being adequately covered by EFQA faculty in ECON 2200 classes. Our faculty has used the AOL Assessment Quiz results to modify and fine tune the course content and coverage as well as the delivery methods over the past few years. Some quiz questions were re-worded in order to bring clarity to those questions and focus on the core concepts. ECON 2200 faculty discussed the assessment results and reviewed the scope of topics covered in ECON 2200 and two suggestions were made in order to improve instruction in the classroom and student leaning. These suggestions were as follows: It was suggested that the faculty should (1) emphasize the Consumer Price Index (CPI), how the CPI could be used in deflating nominal figures, and the value of the CPI for the base year being "100" and (2) to cover in depth the relationship between the" interest rates" and "the exchange rates." As a result, three quiz questions were re-worded accordingly. The changes were as follows:

For Question #3, it was decided to keep the question as is. But, it was suggested for the faculty to emphasize the CPI and the value of the CPI for the base year being "100."

For Question #9, it was decided to keep it as is but change answer (d) to "US GDP and Mexican GDP all increase."

For Question #11, it was decided to keep it as is, but it was suggested for the faculty to cover in depth the relationship between the" interest rates" and "the exchange rates."

Fall 2016: We believe that the material is being adequately covered by EFQA faculty in ECON 2200 classes. Our faculty has used the AOL Assessment Quiz results to modify and fine tune the course content and coverage as well as the delivery methods over the past few years. Two questions (Question #3 and Question #9) were answered incorrectly by more than 50% of the students. Question #9 was modified in order to bring clarity to the question. However, no changes were made to Question #3. ECON 2200 faculty discussed the assessment results and reviewed the scope of topics covered in ECON 2200. Faculty decided to look into two questions (Question #3 and Question #9) which were missed by more than 50% of the students who took the AOL Quiz. During the AOL meeting, faculty decided the following:

- For Question #3, 61% of responses were incorrect. It was determined that the question was fair and straightforward. Therefore, no changes were made to Question #3.

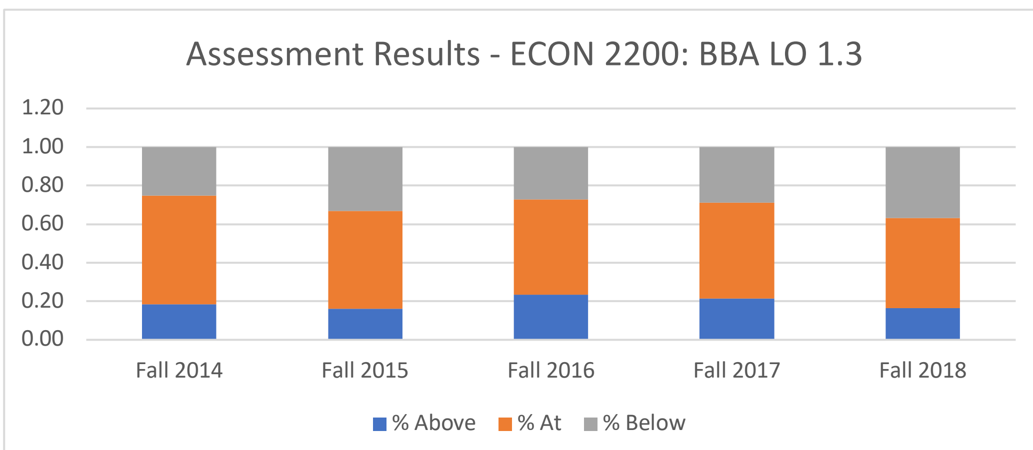
- For Question #9, 50% of responses were incorrect. It was determined that the question needed to be modified.

- Question # 9 was discussed and rewritten as: A U.S. consumer buys a new Kia vehicle (South Korean company), which is manufactured at Kia Motors' factory using all U.S. made parts in West Point, GA. As a result,
  a. U.S. consumption and GDP increase, but South Korean GDP is unaffected.
  b. U.S. consumption and South Korean GDP increase, but U.S. GDP is unaffected.
  c. U.S. consumption, U.S. GDP, and South Korean GDP are all unaffected.
  d. U.S. consumption, U.S. GDP, and South Korean GDP all increase.

Fall 2017: Results are good, so no changes are proposed for 2018.

Fall 2018: Students failed to meet or exceed expectations in SLO1.3 (65% met or exceeded expectations vs. benchmark of 70%). During the AOL meeting, faculty expressed its feeling about changing the textbook and adopting a text that would be more suitable for ECON2200 classes and our students.

Assessment Results for ECON 2200: BBA LO 1.3				
Year	% Above	% At	% Below	# of Participants
Fall 2014	0.18	0.57	0.25	479
Fall 2015	0.16	0.51	0.33	448
Fall 2016	0.23	0.49	0.27	257
Fall 2017	0.22	0.50	0.29	381
Fall 2018	0.16	0.47	0.37	158



- MGT 4199: BBA LO 1.4

Students use knowledge across multiple disciplines to develop, apply and understand decisions with cross-functional implications. Students will both evaluate historic corporate decisions and develop strategic recommendations based on a comprehensive assessment of the company described in the case.

Fall 2014: Students perform similarly on this outcome over time. No trends currently noticed. Some difference between online and in class is noticed and will be discussed with faculty.

Improvements: We are moving toward a more case-oriented course and greater critical thinking in the class. The majority of the faculty continues to require writing in the midterm and final, enhancing important skills. We are likely to move to a better simulation. The faculty will move to the adaptive electronic text from McGraw Hill.

Fall 2015: The course continues to improve through faculty sharing of in class experience. The faculty meet annually in May to discuss the course and areas for improvement. Faculty are beginning to use the Connect platform. More cases are being added. The simulation is only used by a few faculty.

Fall 2017: A few semesters ago the faculty decided to move to 'smart' book. The idea was that the online book would be adaptive and facilitate student learning.

The faculty now agrees that this 'smart' book was not conductive to student learning. Subsequently the faculty agreed to allow individual instructors to decide the version of Rothermerl's Strategic Management text to use in class. This allows faculty to reduce the cost to the students.

The Capsim simulation continues to be used by faculty that wish to emphasize the business policy elements of the course LO 1.4.

There is room for the faculty to coordinate their individual learnings better to improve the uniformity of student experience.

Fall 2018: A complete series of online video describing all frameworks was developed as part of a hybrid development of the class. These videos have proven very effective for students who miss class or need to review the material in more depth.

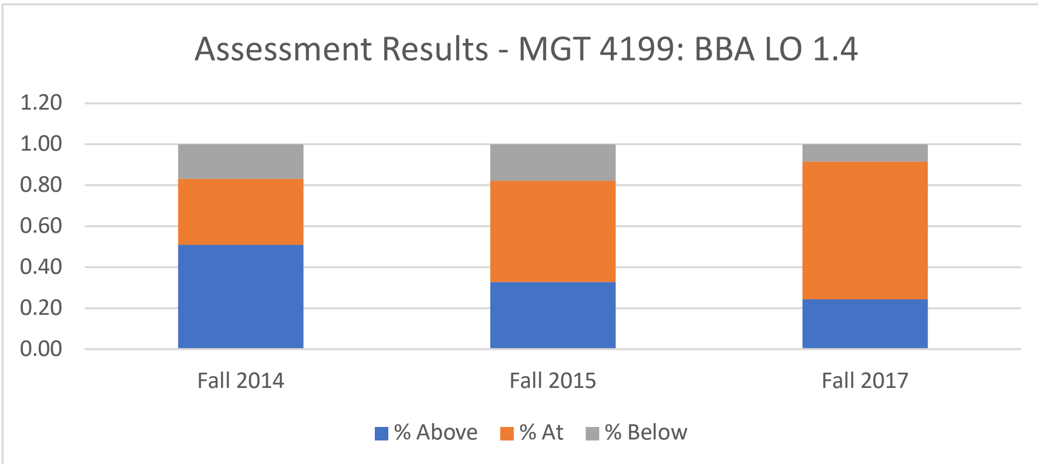
Frameworks are now applied on a company of the student's choosing increasing engagement and subject diversity in classroom discussions.

A complete financial analysis module was developed and implemented along with a financial analysis test. Student understanding of financial analysis has increased.

The faculty get together periodically to share insights to improve student performance. There is general agreement that student excel skills are weak. The financial analysis module would improve that if adopted by all the faculty.

The AOL tracking is being turned over to a new faculty member. They will develop a new plan of action for the upcoming Fall semester.

Assessment Results for MGT 4199: BBA LO 1.4				
Year	% Above	% At	% Below	# of Participants
Fall 2014	0.51	0.32	0.17	242
Fall 2015	0.33	0.50	0.18	230
Fall 2017	0.24	0.67	0.08	311



Goal 2.0 Ethics and Values: Business majors will understand, apply and synthesize resolutions to ethical and social concerns in the business environment.

<u>Assessment Tools and Results</u>

- ECON 2100: BBA LO 2.1

  21 Multiple-Choice Question Quiz on Microeconomic Data. The AOL Quiz is based on previous semesters quiz questions and format. In addition, in the Fall 2014 new questions were added and already existing questions were re-worded by the coordinator with inputs and contributions from faculty. The benchmark has been 70%. Based on this benchmark, 70% of ECON 2100 students are supposed to meet expectations, or correctly answer 5 out of 7 questions on the AOL Quiz.

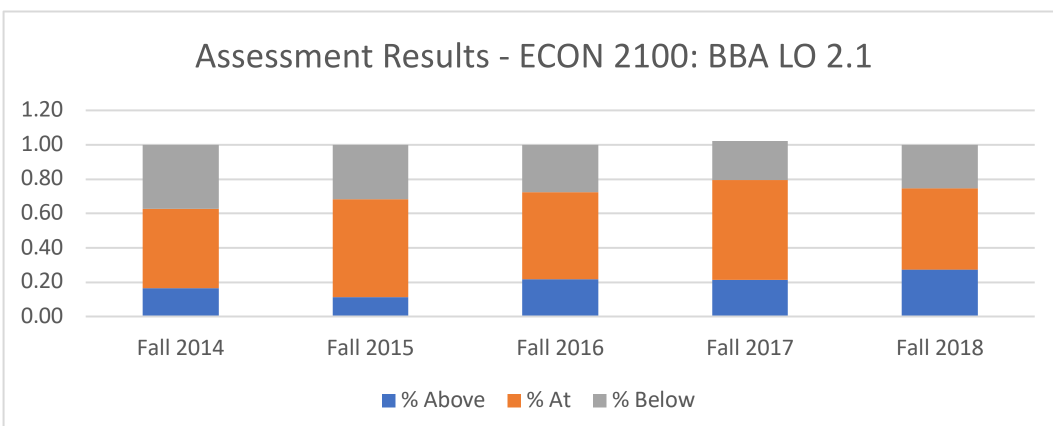
  Fall 2014: The AOL Quiz results were worse in 2014 than in 2013. Though the AOL Quiz questions were modified, reworded, or replaced by other questions, the ECON 2100 Fall 2014 AOL results were worse that 2013's across all three SLOs. ECON 2100 faculty discussed whether this was a result of the unique role of ECON 2100 as both a general education requirement as well as the first of the common core courses for those students in Coles College of Business. The consensus was that those in ECON 2200 have to have passed ECON 2100, so the differing results may, in part, be due to a selection issue. In addition, the attendees discussed whether the poor performance in ECON 2100 AOL Quiz was at least partially stemming from an institutional issue.

  EFQA Faculty have used the AOL Assessment Quiz results to modify and fine tune the course content and coverage as well as the delivery methods over the past years. EFQA faculty has observed that ECON2100 students usually do worse especially in analytic processes that require math skills. Faculty emphasized "testing ideas and concepts" versus "semantics." Also, the general agreement was to re-word the AOL quiz questions to minimize ambiguity in questions and make them as clear as possible for those students who will taking the AOL Quiz in the coming years.

Fall 2016: We believe that the material is being adequately covered by EFQA faculty in ECON 2100 classes. Our faculty has used the AOL Assessment Quiz results to modify and fine tune the course content and coverage as well as the delivery methods over the past few years. Some quiz questions were re-worded in order to bring clarity to those questions and focus on the core concepts. ECON 2100 faculty discussed the assessment results and reviewed the scope of topics covered in ECON 2100 and whether all the topics in the AOL assessment were covered by the instructors of all sections. While believing in the freedom for instructors to structure courses as they feel appropriate, it was observed ECON 2100 is part of the lower division core for Coles and part of the University's Gen Ed program. As a result, there should be at least 80% commonality in topic coverage across all sections. The course coordinator should ensure this outcome and consistency with AOL topic coverage. In addition, after much discussion among faculty, it was decided to revise wording of several questions in order to reduce ambiguity, decrease technical jargon, and use more contemporary examples. The questions impacted are #1, 2, 3, 17, and 20. The wording changes will be circulated to those teaching ECON 2100 for review and approval prior to finalizing the instrument for use in Fall 2017.

Fall 2018: For the upcoming year, it was decided to change questions #2, #3, #7, #13, and #19 in the AOL Quiz, have a faculty discussion on the material that should be covered in ECON2100 classes, and look into a possible change of the textbook that would be more suitable for ECON2100 classes and our students.

Assessment Results for ECON 2100: BBA LO 2.1				
Year	% Above	% At	% Below	# of Participants
Fall 2014	0.16	0.46	0.37	790
Fall 2015	0.11	0.57	0.32	617
Fall 2016	0.22	0.51	0.27	892
Fall 2017	0.21	0.58	0.23	426
Fall 2018	0.27	0.47	0.26	760



- MGT 3100: BBA LO 2.2

Summer 2014: We see relatively consistent performance across our Maymester, Face-to-Face and Online students with 50% of students overall exceeding expectations. This does however represent a decline from prior years' performance.

Faculty reviewed and agreed upon refinements of AOL assessment instruments and requirements. Agreed upon use of LearnSmart Modules for Chapters and mappings to objectives. Agreed upon requirement for ethics discussion / quiz. Agreed upon Team projects. Faculty unanimously agreed to eliminate quizzes on videos due to concerns over validity and consistency of instruments.

As part of continuous improvement initiative, we developed a new ethics and corporate social responsibility case and associated test since our last assessment period. This case is both more comprehensive and more challenging than our prior assessment instrument.

Fall 2017: The assessment vehicle for this learning objective consists of an ethics and corporate social responsibility case study written by two professors within the Management & Entrepreneurship department. After reading the case study, students are required to complete a ten-question multiple-choice examination. The examination can be administered either via on-line methods or in class using a paper testing form. This assessment format provides all MGT 3100 instructors with a consistent method for evaluating student understanding and knowledge in this topic area.

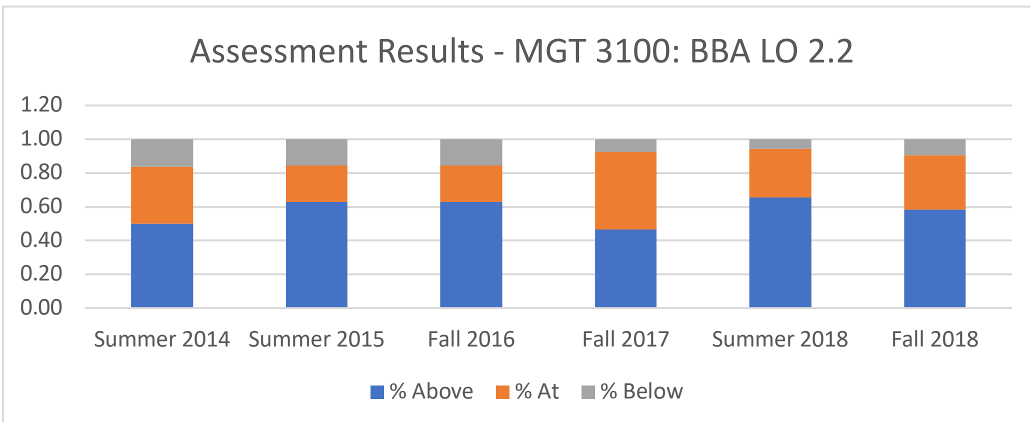
For this learning objective, the major change over the past six semesters has been the course-wide adoption of a case study and associated multiple choice examination. This has provided all involved instructors with the opportunity to use the same method of testing levels of competency across all course sections. For this reporting period, students earning an "exceeding" and "meeting" expectations with respect to this learning objective totaled 89.94% of those selected for the report (161/179 students). This is an increase over last year's figure of 79.35% and represents a significant majority of students who are achieving expected levels of competency in this learning objective.

With new instructors in the course, we will emphasize the importance of concept instruction in the key LO's with the objective of increasing this percentage level of comprehension. Additionally, the case study used in this learning objective can be altered to emphasize specific topics that are potentially confusing for students.

Fall 2018: For this learning objective, the major change over the past nine semesters has been the course-wide adoption of a case study and associated multiple choice examination. This has provided all involved instructors with the opportunity to use the same method of testing levels of competency across all course sections. For this reporting period, students earning an "exceeding" and "meeting" expectations with respect to this learning objective totaled 89.18% of those selected for the report which is consistent with last year's figure of 89.94%. This represents a significant majority of students who are achieving expected levels of competency in this learning objective.

It's probable that course instructors have become more familiar with the content of the case study and have more effectively taught the associated material. A concern is that the case study might be becoming somewhat dated and could be revised. This case study and associated quiz was reviewed again during AY 2018 and it was decided to retain it.

Assessment Results for MGT 3100: BBA LO 2.2				
Year	% Above	% At	% Below	# of Participants
Summer 2014	0.50	0.34	0.16	122
Summer 2015	0.63	0.22	0.15	90
Fall 2016	0.63	0.22	0.15	78
Fall 2017	0.47	0.46	0.07	348
Summer 2018	0.66	0.29	0.06	180
Fall 2018	0.58	0.32	0.09	232



BBA Program-Level Assessment (2014-2018)

Process

We adopt a Total Quality Management perspective of continuous improvement in assessing our BBA Program. As explained herein we do so by continually assessing the quality of our output, the knowledge and skills of our graduates, as they prepare to exit our program. We assess this performance against each of the goals and objectives that we have established for our BBA program. All graduating BBA students are expected to participate in the BBA Program Assurance of Learning process. This takes place during their capstone course, MGT 4199. We conduct this assessment in the fall and spring of each academic year.

The assessment consists of 20 questions designed to measure whether a student has retained key concepts from the curriculum across the breadth of the multiple disciplines of business; these include: accounting, economics, finance, strategy, marketing, leadership, governance, communications, human resources, operations and technology / information systems. We compiled these questions based on the input from our faculty from each of our disciplines of study. More importantly we have also mapped each of these questions to our program's goals and objectives so that we can assess our program at both the goal and objective levels.

Prior to 2016, this assessment was embedded in the CompXM simulation, which was dropped from the course curriculum. In doing so, the question set had to be revised. Thus, the results presented below are from the period after this change occurred.

Results
For the most part, average performance on the assessment has been stable. Students consistently perform worse on the following learning objectives:

- **BBA LO 3.3** Identify decision alternatives, and compare and contrast them, using appropriate analytical tools, to reach a defensible solution.
- **BBA LO 3.4**: Effectively use technology for business analysis.
- **BBA LO 4.2** Demonstrate successful collaboration in a team setting.

These results are consistent with information gathered from employers, related to potential areas of improvement in future hires. This will be a main focus in the upcoming restructuring of the BBA core.

BBA Program Assessment Analysis				
	Fall 2016	**Spring 2017**	**Fall 2017**	**Spring 2018**
Obj: 1.1 Average of Pct Corr	76.68	74.18	77.89	77.50
Obj: 1.2 Average of Pct Corr	71.05	73.29	76.35	75.25
Obj: 1.3 Average of Pct Corr	86.05	83.67	89.83	87.64
Obj: 1.4 Average of Pct Corr	55.19	57.45	59.86	60.74
Obj: 2.1 Average of Pct Corr	82.04	84.59	86.38	87.63
Obj: 2.2 Average of Pct Corr	80.56	83.28	84.19	86.88
Obj: 3.1 Average of Pct Corr	68.42	68.34	67.10	69.75
Obj: 3.2 Average of Pct Corr	72.43	73.86	77.46	81.52
Obj: 3.3 Average of Pct Corr	51.94	54.39	56.07	61.17
Obj: 3.4 Average of Pct Corr	42.23	39.47	40.62	41.75
Obj: 4.1 Average of Pct Corr	87.98	86.94	85.35	89.50
Obj: 4.2 Average of Pct Corr	60.70	59.35	66.07	65.75
Obj: 4.3 Average of Pct Corr	91.79	88.13	91.00	88.00
Obj: 4.4 Average of Pct Corr	65.98	66.77	70.69	74.00

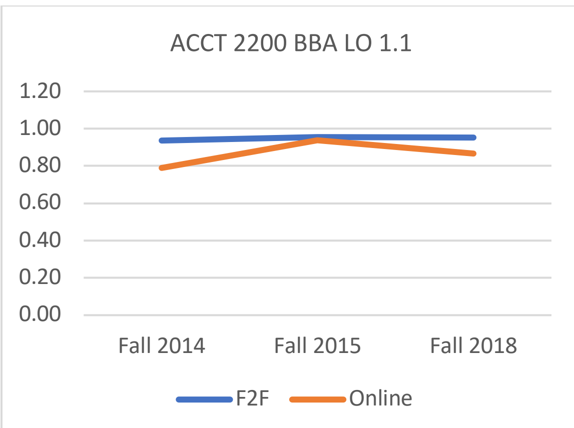
Comparison of Student Performance by Course Delivery Mode (Online vs. Face-to-Face)

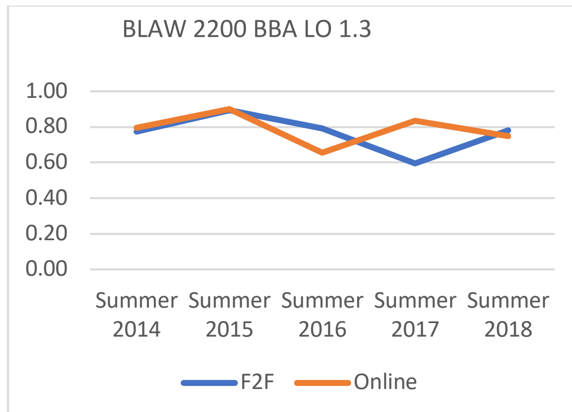
Since 2014, the Coles College of Business has added 28 new Quality Matters approved online courses. Also, during this time frame, 27 existing online courses were re-reviewed against Quality Matters standards and re-approved. This cycle moved from a 5-year cycle to a 3-year cycle to make sure that courses were maintaining their structures and organization over time. Also since 2014, 24 hybrid courses were developed and QM-approved within the college. Beyond checking individual courses against QM standards, several other types of changes happened to improve the quality, integrity, and engagement of our online and hybrid courses.

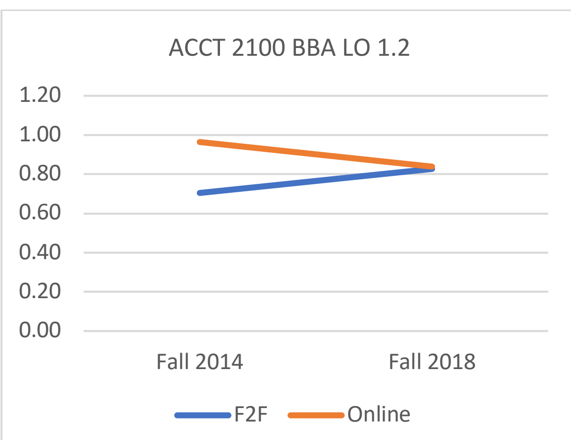
To keep faculty current on research and topics relevant in online education, we conducted an ebook fair, which invited 6-10 publishers to demonstrate their latest ebook technologies and supporting systems. We also conducted two Technology-Enhanced Learning Summits, which brought in researchers, technologists, and other experts to speak with faculty. These summits were ultimately rolled up to a university-wide event called the Unconference. In terms of technology, with the support of university resources, we have deployed the Kaltura video platform, captioning systems for accessibility, increased video studio and sound booth availability, and offered specific training workshops around these technologies.

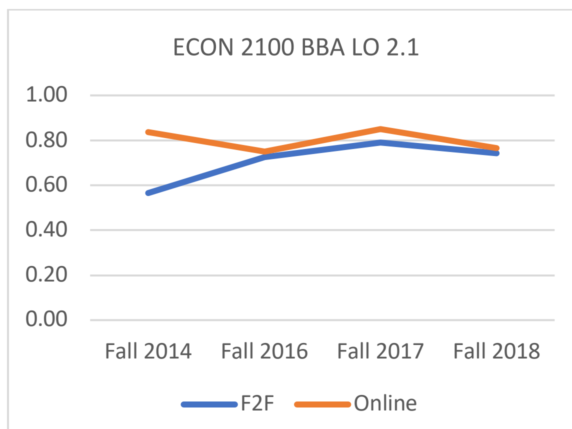
For faculty development, we offered 8 college-wide brownbag sessions on topics like accessibility, plagiarism, online best practices, the menu of technology offerings, and academic integrity. Additionally, we have offered department-specific brownbag sessions in three departments and one program: IS, MGT, MKTG, and the WebMBA. Furthermore, we have offered the 4-6 week hybrid development workshop 7 times, and provided direct assistance for course development in both online and hybrid formats.

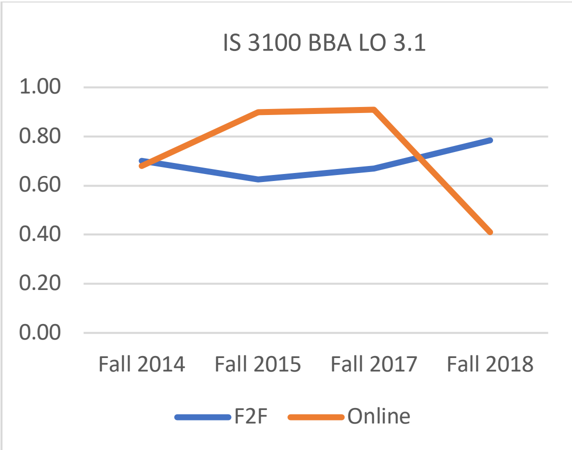
Below is a comparison of student performance on AOL assessments for the BBA core courses, comparing the % of students to meet or exceed expectations for online sections vs face-to-face sections. For the majority of the comparisons, student outcomes were about the same for online as for face-to-face classes. It is interesting to see that, in several cases, there was a bigger gap in earlier years, but the outcomes converged to be approximately the same over time. Most faculty who teach online have been doing so for many years, so this is not overly surprising. These results for all BBA core courses are available upon request.

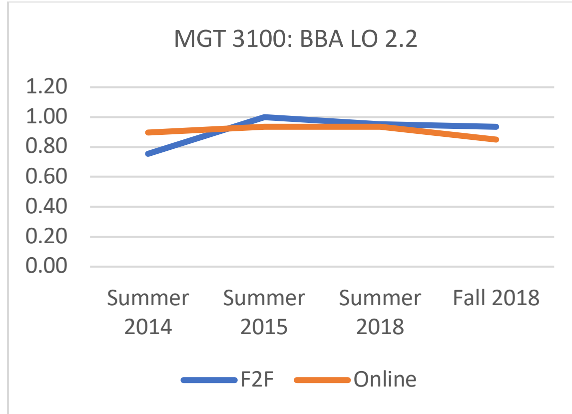


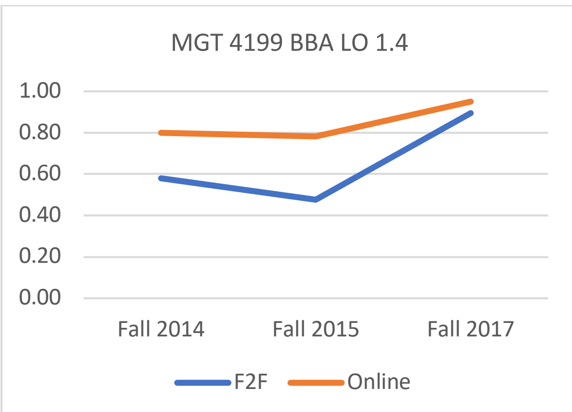


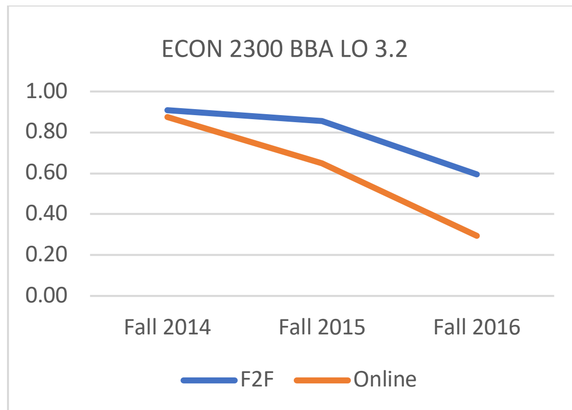


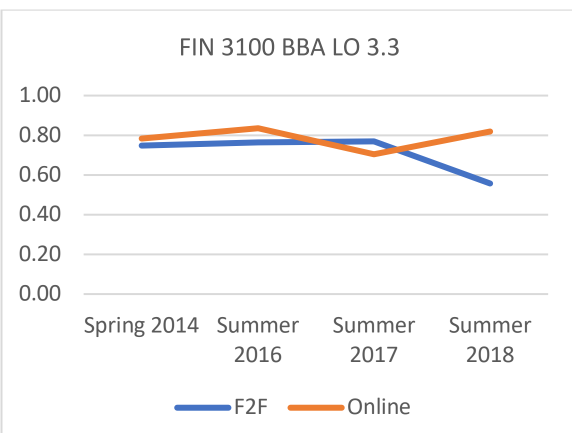


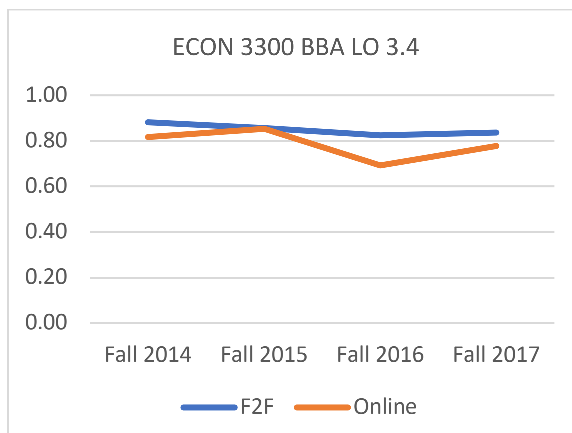

IS 3100 BBA LO 3.1
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2017
Fall 2018
F2F
Online

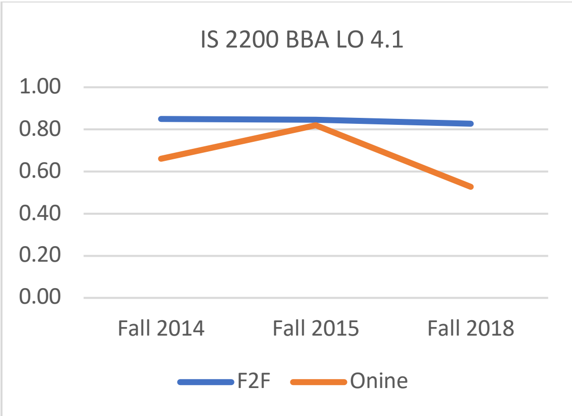

MGT 3100: BBA LO 2.2
1.20
1.00
0.80
0.60
0.40
0.20
0.00
Summer 2014
Summer 2015
Summer 2018
Fall 2018
F2F
Online

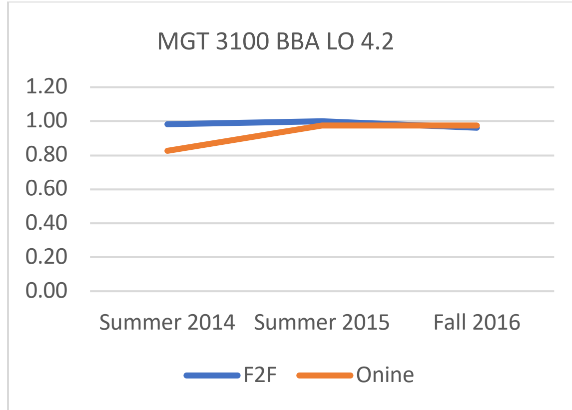

MGT 4199 BBA LO 1.4
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2017
F2F
Online

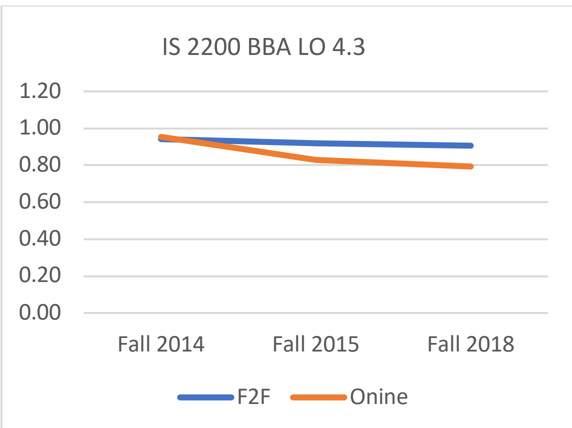

ECON 2300 BBA LO 3.2
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2016
F2F
Online


FIN 3100 BBA LO 3.3
1.00
0.80
0.60
0.40
0.20
0.00
Spring 2014
Summer 2016
Summer 2017
Summer 2018
F2F
Online


ECON 3300 BBA LO 3.4
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2016
Fall 2017
F2F
Online


IS 2200 BBA LO 4.1
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2018
F2F
Onine


MGT 3100 BBA LO 4.2
1.20
1.00
0.80
0.60
0.40
0.20
0.00
Summer 2014
Summer 2015
Fall 2016
F2F
Onine


IS 2200 BBA LO 4.3
1.20
1.00
0.80
0.60
0.40
0.20
0.00
Fall 2014
Fall 2015
Fall 2018
F2F
Onine

Master of Business Administration (MBA) Program Report

Coles MBA-AOL Goals

Students completing the Coles MBA should be:

1. Analytic and Integrative Thinkers with an Applied Orientation,
2. Globally Aware,
3. Ethical Leaders,
4. Who Exhibit Professional Communication Skills

GOAL/OUTCOME	COURSE MAPPING
Goal 1.0 Integrated Analysis & Application	
MBA LO 1.1 Evaluate relationships among value chain components and design value chains to increase overall value.	MGT 8040
MBA LO 1.2 Assess the financial status of a company and effectively communicate a summary opinion.	ACCT 8000
MBA LO 1.3 Choose a profit maximizing level of inputs by balancing marginal revenues and marginal costs.	ECON 8010
MBA LO 1.4 Analyze a company's internal and external environments and formulate appropriate plans.	MGT 8999 MKTG 8030
MBA LO 1.5 Analyze, interpret, and communicate business data using descriptive or inferential statistics.	ECON 8010 FIN 8020
MBA LO 1.6 Evaluate a resource allocation, marketing, or production or service management decision using an appropriate quantitative tool.	ECON 8010 FIN 8020
Goal 2.0 Global Perspectives	
MBA LO 2.1 In a global business context, analyze information, identify threats and opportunities and formulate appropriate organizational responses.	MGT 8999 ACCT 8000
Goal 3.0 Leadership, Ethics and Social Impact	
MBA LO 3.1 Effectively influence group members' behaviors towards the accomplishment of a goal(s).	MGT 8040 MGT 8050
MBA LO 3.2 Analyze business situations and recommend leadership skills and competencies most likely to be effective.	MGT 8050
MBA LO 3.3 Compare and contrast ethical issues of a business problem and choose an ethical solution.	ACCT 8000 MGT 8050
Goal 4.0 Professional Communication Skills	
MBA LO 4.1 Exhibit professional communication skills, balancing content and style components, in written and/or oral presentations.	MKTG 8030

Course/Objective	Changes based on AOL Results
ECON 8010: Resource Allocation and Decision Analysis **MBA LO 1.3:** Integrated Analysis and Application	In ECON 8010, MBA LO 1.3 is assessed based on student answers to Game Theory questions in tests. Based on past assessments, the instructors felt that there was a need to raise the difficulty level of these questions. Therefore, from 2015, we included new material and posted an additional homework problem based on the new material. The solution was also discussed in class. We then asked a few questions based on the new material, but these were much harder than what we had been asking so far. There was no perceptible change in scores. We consider this an encouraging sign because scores did not go down even after we increased the difficulty level of the tests.
FIN 8020: Business Finance **MBA LO 1.6:** Integrated Analysis and Application	Last year (2017), we modified two of the 7 questions that pertain to MBA LO 1.6; Q9 and Q14. Some faculty felt that their students might not be prepared for those particular questions, given their individual lectures. Again, it's worth mentioning that a different instructor conducted the AOL assessment for FIN 8020 in Fall 2018 versus 2017. In 2017, 71% of students answered Q9 correctly. In 2018, over 90% of students who were assessed answered this question correctly. In addition, the percentage answered

	correctly to Q14 also increased over the same two assessment cycles. Overall, the correct response percentages increased for the majority of Q8 through Q14, corresponding to capital budgeting techniques.

IS 8090: Leveraging Information Systems in Business **MBA LO 2.1**: Global Perspectives	Student groups interview a CIO of a medium to large organization to understand apex level strategy perspectives in areas such as resource acquisition including hardware and software for enterprise IT, outsourcing paradigms, IT security and compliance and in general the Resource Based View of the IT operations of an organization. The groups use this raw data to create a voiced over YouTube video (learns the technology to make compelling audio visuals in the process) and then critique presentation by 2 other groups through Q&A for collective learning. This substantial assignment is of 20% overall weight.
MGT 8040: Managing the Value Chain **MBA LO 3.1:** Leadership, Ethics and Social Impact	Effectively influence group members' behaviors towards the accomplishment of a goal(s). I have implemented research-based critical discussions in class for students to analyze and debate contemporary operations-related issues like offshoring, environmental sustainability, and labor sustainability. The goal is to develop practical ideas to address these challenges.
MGT 8050: Managing and Leading Work Behavior **MBA LO 3.3:** Leadership, Ethics and Social Impact	MBA LO 3.3 is measured by student performance on the analysis of a business case. In the Fall of 2018, we eliminated 4 short case reviews and changed to introduce more complicated, contemporary situations. Two new cases were added that challenged the student to comprehend and respond to the situations regarding diversity, communication, organizational culture, and leadership. The cases were then thoroughly discussed and debated in class in which students presented their views of what had occurred and what the organization should do going forward.
MGT 8999: Strategic Management: An Integrative, Capstone Experience **MBA LO 1.4:** Integrated Analysis and Application	Students in MGT8999 are required to complete a full strategic audit of a company (EXH1.1) that they select, and a simulated company (2C) (Capsim.com, Capstone-Andrews) As part of both audits they are required to look at the internal and external environments of running a firm (audit & analysis), and in the simulation, they are required to formulate and execute plans to become #1 in the six (6) firm industry producing sensors (analysis and implementation). All assignments are individual.

	Capstone is a simulation exercise that gives players hands-on experience in crafting strategies, making a variety of business decisions, and being responsible for financial performance. (Capsim.com). Students are playing against 5 computer teams. Students are required to complete 8 practice rounds and 5 defined assignments. Completion of 8 Practice/8 Competitive Rounds- 1C: Systems Model (1 page); 1C: 3D model (1 page) 2C: Capsim Audit and Financial Analysis:- (year 0/0-8) 3C. Porter 5 Forces Model 4C: Ethics Modules- (6 vignette decisions, 1 write-up) 5C: Success Measures/Final Ranking: *Profits12, Market Share12, ROS12, Asset Turnover12, ROA12, ROE,12 Stock Price12 and Market Capitalization16=100* *These are consolidated in Industry Results-Debrief Reports-Round 8, Final Score Ranking: 1=A;2=B;3=C;4=D;5/6=F* *To get an A on the Simulation students must be #1 in the industry.* In the 4C Capsim Ethics Mapping template students are given six (6) ethical situations to evaluate throughout the 8 rounds. The Ethics Mapping template requires the student to objectively evaluate the decision based on criteria (support/oppose), assumptions (internal/external); stakeholders, alternatives (pros/cons) and final decision. Their decision on the ethics modules does impact the levers in the game and ultimately the outcome of the ranking in the industry. Four years ago, we moved away from the full strategic audit, analysis, interpretation, plan and visualization to multiple abbreviated audit/analyses and the inclusion of the simulation as a major aspect of the course. Reasoning for this was student resistance to doing one major paper over the term and a need to get them to see the

Georgia WebMBA® Program Report

Learning Goals, Learning Objectives, and Course Outcomes

The consortium seeks to prepare students from culturally and educationally diverse backgrounds for careers in business. Through this program, graduate students develop the knowledge and skills necessary to use an analytical approach to business decisions using appropriate tools and techniques. In the past, faculty members from all consortium institutions, who were active in the program, met twice a year at the student's orientation to review curriculum, assurance of learning data, meet with fellow course instructors, and discuss program processes. However, as the program has grown, it became impractical to carry out this during the student orientation due to the larger number of faculty involved. In 2011 the entire faculty began to meet once a year separately from the student orientation and discuss program topics. Over the course of these discussions, several things have changed, but the overall Learning Goals (LGs) for the Georgia WebMBA® program have remained consistent and are shown below in Exhibit I.

By the completion of the program, students will be able to:

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.
5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

Exhibit I: WebMBA® Learning Goals

The consortium faculty members have further clarified the previously articulated learning goals associated with the program in the form of Learning Objectives (LOs). These LGs and LOs are now associated with course goals that have embedded assessment vehicles that enable measurement of student performance. At each annual meeting of the consortium faculty, the LGs, LOs, assessment data, and outcomes are discussed with the entire group of faculty and any improvements scheduled for implementation. A list of the LGs and LOs is found in Exhibit II.

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
1.1 Analyze, interpret, and apply financial and other business data necessary to make business decisions using appropriate quantitative and/or qualitative tools. (knowledge & skill) 1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill) 1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill) 1.4 Assess the financial status of a specific company, recommend a business decision, and support it. (knowledge & skill) 1.5 Evaluate relationships among value chain components (knowledge & skill)
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
2.1 Compare and contrast ethical issues of a business problem and formulate an ethical solution. (skill & attitude) 2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes) 2.3. Students master the key concepts in corporate social responsibility as it relates to sustainability in global setting. (knowledge)
3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
3.1 Develop strategies for corporate growth based on effective use and management of information technology. (knowledge & skill) 3.2 Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies. (knowledge & skill) 3.3 Students use Excel and courseware to analyze spreadsheet data, present and interpret their findings. (knowledge & skill)
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.
4.1 Evaluate international business environments and apply appropriate techniques to make effective business decisions. (knowledge, skill & attitude) 4.2 Students research business strategies in other countries to assess business risks and opportunities. 4.3 Learn cultural and communication norms in different countries, and apply that knowledge to global business decisions. (skill)
5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
5.1 Evaluate a comprehensive business plan. (knowledge & skill) 5.2 Assess the multiple impacts of changes in corporate-level, business unit (SBU) level, and functional level strategies. (skill) 5.3 Assess the risks and opportunities of an investment venture in a new international setting. (skill) 5.4 Measure value created by the business processes. (knowledge & skill)
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.
6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness. (knowledge, skill & attitude) 6.2 Apply leadership and interpersonal strategies to influence group members' behaviors towards the accomplishment of a goal (knowledge, skill, & attitude) 6.3 Analyze an interpersonal conflict and propose an improvement plan. (knowledge, skill & attitude)

Exhibit II – List of Learning Goals (LGs) and Learning Objectives (LOs)

While the Learning Goals and Learning Objectives have not changed much, the courses where these objectives are assessed have shifted numerous times to try and create the best alignment possible. Through discussions that took place at the Fall Faculty Retreat in 2013, the Fall Faculty Retreat of 2014, and discussion among Course Leads during the Spring 2015 Student Orientation, the following structure of assessments have been agreed upon and was used for the first time in the 2015 calendar year. This report, for the 2018 calendar year presents the third round of assessments using this structure. Furthermore, in an effort to reduce the confusion of reporting assessment, each learning objective assessment is only reported once a year, and that report is discussed among the faculty over that course each fall at the October Faculty Retreat.

These assessment responsibilities of LOs (and the resulting count of assessments for each LO) are found in Exhibit III.

	6000	6010	6030	6040	6050	6060	6070	6080	6100	6110	Total
1.1						X					1
1.2		X									1
1.3									X		1
1.4		X									1
1.5					X						1
2.1								X			1
2.2					X						1
2.3			X								1
3.1								X			1
3.2								X			1
3.3				X							1
4.1			X								1
4.2			X								1
4.3			X								1
5.1							X				1
5.2										X	1
5.3			X								1
5.4						X					1
6.1									X		1
6.2	X										1
6.3	X										1
Total	2	2	5	1	2	2	1	3	2	1	21

Exhibit III – Assessment Responsibilities and Count of Learning Objectives

Improvements by Learning Objective

Below, in Exhibit IV you will find a table of Identified Improvements by Learning Objective for the 2017 year according to the following key.

Learning Objective	Pedagogy	Course curriculum	Evaluation
1.1	1		
1.2	1	1	1
1.3	1		
1.4		1	
1.5	1	1	1
2.1	1		1
2.2	1	1	1
2.3		1	
3.1			1
3.2			1
3.3	1		
4.1		1	
4.2	1	1	
4.3		1	
5.1			
5.2		1	
5.3		1	
5.4	1	1	
6.1	1		
6.2	1		
6.3	1		
5.4		1	1
Total	12	12	7

Exhibit IV: Summary of assessments and noted course improvements, organized by Learning Objective.

Below, the specific improvements are presented directly from the submission forms. In some cases, faculty assessed multiple cohorts at the same time and submitted identical improvements in the form of two separate reports. Each report was counted as an individual report since it was submitted as such. However, duplicate wording regarding the improvements have been removed, so the count presented in the table may not match the number of improvements presented in the text. There are also cases where faculty report no current changes. In all cases, they are awaiting more data before making strategic decisions about their courses.

Learning Objective	Course Number	Please Describe Planned Course Improvements: Curriculum (C); Evaluation (E); Pedagogy (P)
1.1	WMBA 6060	Curriculum: No plan to change the curriculum at this point. Evaluation: No change in evaluation is considered necessary at this point. This will be revisited at the next annual workshop. Pedagogy: The sample of firms for the project will be updated (a new set of firms). No curriculum changes were done. The video will be redone to emphasize in more detail expectations Sample report that is provided to students will have annotated expectations and areas of concern and focus that students need to pay attention when applying the concepts from the course.
1.2	WMBA 6060	Curriculum: We are updating the course textbook, switching from the 6th edition to the 7th edition, effective Fall 2018. In updating the course with the new textbook, we will work to improve students' recognition of financial statement data in an attempt to improve the students' ability to compute financial ratios. Evaluation: The data used for the scrambled income statement/balance sheet problem is updated every two semesters. Data is obtained from actual firm financial statements, which naturally reflect changing accounting practices. Students are therefore being exposed to the most up to date financial statement practices in accounting. Pedagogy: As mentioned above, WMBA 6060 will be adopted the new, 7th edition of the course text. As such, video and audio presentations will be replaced with those that reflect the updated textbook.
1.3	WMBA 6100	No change proposed in curriculum, evaluation, or pedagogy, except that the instructor will give more feedback on improving good answers. Some students requested this in student feedback.
1.4	WMBA 6010	Overall, the students did not meet the established goal of this learning objective. Q6, 9, & 12 were the 3 questions where the students failed to meet expectations. A recommendation for the next cohort is to: 1. continue to include additional content, and possibly discussion, related to this learning objective, in particular for the content related to tax effects on cash flows and conceptual application, 2. enhance student comprehension of this concept. Additional practice problems will also be introduced for more hands-on for the students, 3. encourage students to set up WIMBA discussions or phone conferences (either individually or as groups) to clarify questions and reinforce material
1.5	WMBA 6050	Major changes for WMBA 6050 in terms of Curriculum, Evaluation, and Pedagogy were done starting Fall 2017 and revised throughout the assessment period with the addition of a new simulation project. The MarketPlace Simulation Project was initially tested with the marketing faculty playing the simulation game in Spring 2017 as an additional means to teach the learning objectives to provide skill development. During Fall 2017 two marketing faculty members utilized the simulation in their

		WMBA 6050 courses. The utilization of the market simulation with assessment was fully utilized by all marketing faculty teaching in Spring 2018. Discussions were held with the marketing faculty in Fall 2018 at the retreat on future plans for continuous improvement. In terms of Curriculum, with the MarketPlace Simulation five additional chapters of material and eight new PowerPoints (from the MarketPlace text materials and simulation materials) along with six different write-ups developed by the marketing faculty (summarizing the key aspects of the text materials, what was involved with playing and grading the simulation, and best practices with the simulation) were incorporated in a new learning Simulation Project Module developed in Fall 2017/revised Spring 2018. These materials were further reviewed and revised by the Course Lead as needed Summer 2018/Fall 2018. In Summer 2018, a compilation of external videos for the seven-course Modules of materials utilized by the WebMBA 6050 faculty was developed and shared with all WMBA 6050 faculty. In Fall 2018, three videos of the course lead were made and shared with all marketing faculty that addressed the following issues (introducing the MarketPlace Live Simulation website, introducing the Simulation Module, and introducing the Quarterly Summary Process and Expectations. In terms of Evaluation, eight additional items were added to the comprehensive final to capture the knowledge and skills gained with the additional readings and practice through doing the simulation for the overall assessment. The marketing faculty reviewed the Fall 2017/Spring 2018 comprehensive final results at the Fall 2018 marketing orientation to determine if any further changes are needed in the evaluation process to capture individual assessment. As a result, the WMBA 6050 faculty created an additional individual essay exercise and rubric to measure Learning Objective 2.2 that will be tested Spring 2019 using the following process: (1) the two WebMBA faculty teaching Spring 2019 will include the individual essay exercise in their course during the last week of the course and individual grade their students' work for their course grade, (2) after the semester ends, the two faculty will share their exercises and have the other Spring 2019 WMBA 6050 faculty member along with another WMBA 6050 faculty member grade the individual essay exercise utilizing the rubric. The assessment will be recorded per student for each of the three faculty members evaluating so variations in scores per student can be examined for inter-rater reliability in addition to looking at the overall average. This overall average will serve as an additional means of assessing Objective 2.2 in addition to the MC Final Exam questions. Based on the results for the additional evaluation for Objective 2.2, additional evaluation means for Objective 1.5 will be developed in the future. In terms of Pedagogy, the marketing faculty utilized the MarketPlace Simulation game in Fall 2017/Spring 2018 with three different cohorts playing eight quarters of the game along with writing quarterly summaries in which the groups described their decisions made based on their analysis of the market research/past results and what was the team's marketing strategy. As the simulation and quarterly summaries were played and assessed in groups, individual assessment is being currently conducted with the comprehensive final items. Note: In Fall, 2017 and Spring, 2018 all groups playing the MarketPlace Simulation made a profit indicating successful incorporation of marketing knowledge and skills.

		One pedagogical change put into use is to stress to the students that in their Quarterly Summary for the simulation the need to connect the text material with the simulation in addressing the analysis, marketing strategy, and summary of decisions made portions of the Quarterly Summary. This is emphasized in the rubric, the revised Simulation Module materials, and stressed in the group meetings with the WMBA 6050 faculty member. The hope is that by the groups doing the simulation which incorporates selecting channels of distributions with store locations (LO 1.5), utilizing marketing research reports about the environment in marketing decisions (LO 2.2), this will enhance the assessment process and provide a richer development of the students' overall knowledge and skills.
2.1	WMBA 6080	Pedagogy and Evaluation: The faculty met and discussed the outcomes and decided that we are going to include more emphasis on the presentation of the rubric. We also plan to modify and update the rubric.
2.2	WMBA 6050	Major changes for WMBA 6050 in terms of Curriculum, Evaluation, and Pedagogy were done starting Fall 2017 and revised throughout the assessment period with the addition of a new simulation project. The MarketPlace Simulation Project was initially tested with the marketing faculty playing the simulation game in Spring 2017 as an additional means to teach the learning objectives to provide skill development. During Fall 2017 two marketing faculty members utilized the simulation in their WMBA 6050 courses. The utilization of the market simulation with assessment was fully utilized by all marketing faculty teaching in Spring 2018. Discussions were held with the marketing faculty in Fall 2018 at the retreat on future plans for continuous improvement. In terms of Curriculum, with the MarketPlace Simulation five additional chapters of material and eight new PowerPoints (from the MarketPlace text materials and simulation materials) along with six different write-ups developed by the marketing faculty (summarizing the key aspects of the text materials, what was involved with playing and grading the simulation, and best practices with the simulation) were incorporated in a new learning Simulation Project Module developed in Fall 2017/revised Spring 2018. These materials were further reviewed and revised by the Course Lead as needed Summer 2018/Fall 2018. In Summer 2018, a compilation of external videos for the seven-course Modules of materials utilized by the WebMBA 6050 faculty was developed and shared with all WMBA 6050 faculty. In Fall 2018, three videos of the course lead were made and shared with all marketing faculty that addressed the following issues (introducing the MarketPlace Live Simulation website, introducing the Simulation Module, and introducing the Quarterly Summary Process and Expectations. In terms of Evaluation, eight additional items were added to the comprehensive final to capture the knowledge and skills gained with the additional readings and practice through doing the simulation. The marketing faculty reviewed the Fall 2017/Spring 2018 comprehensive final results at the Fall 2018 marketing orientation to determine if any further changes are needed in the evaluation process to capture individual assessment. As a result, the WMBA 6050 faculty created an additional individual essay exercise and rubric to measure Learning Objective 2.2 that will be

		tested Spring 2019 using the following process: (1) the two WebMBA faculty teaching Spring 2019 will include the individual essay exercise in their course during the last week of the course and individual grade their students' work for their course grade, (2) after the semester ends, the two faculty will share their exercises and have the other Spring 2019 WMBA 6050 faculty member along with another WMBA 6050 faculty member grade the individual essay exercise utilizing the rubric. The assessment will be recorded per student for each of the three faculty members evaluating so variations in scores per student can be examined for inter-rater reliability in addition to looking at the overall average. This overall average will serve as an additional means of assessing Objective 2.2 in addition to the MC Final Exam questions. In terms of Pedagogy, the marketing faculty utilized the MarketPlace Simulation game in Fall 2017/Spring 2018 with three different cohorts playing eight quarters of the game along with writing quarterly summaries in which the groups described their decisions made based on their analysis of the market research/past results and what was the team's marketing strategy. As the simulation and quarterly summaries were played and assessed in groups, individual assessment is being currently conducted with the comprehensive final items. Note: In Fall, 2017 and Spring, 2018 all groups playing the MarketPlace Simulation made a profit indicating successful incorporation of marketing knowledge and skills. One pedagogical change put into use is to stress to the students that in their Quarterly Summary for the simulation the need to connect the text material with the simulation in addressing the analysis, marketing strategy, and summary of decisions made portions of the Quarterly Summary. This is emphasized in the rubric, the revised Simulation Module materials, and stressed in the group meetings with the WMBA 6050 faculty member. The hope is that by the groups doing the simulation which incorporates selecting channels of distributions with store locations (LO 1.5), utilizing marketing research reports about the environment in marketing decisions (LO 2.2), this will enhance the assessment process and provide a richer development of the students' overall knowledge and skills.
2.3	WMBA 6030	Curriculum: Additional recorded lecture on CSR will be added to this course. Evaluation: In addition to multiple-choice quiz, this objective will be assessed with the discussion. Pedagogy: No changes to the syllabus and quiz. Discussion on this topic will be added to spring 2019.
3.1	WMBA 6080	Evaluation: The rubric is very detailed and allows the students to understand what is expected to exceed expectations on the assignment. We plan to review the rubric to see if there are any updates that could be made.
3.2	WMBA 6080	Evaluation: Since this is the first time we have used this assignment and rubric, we will review the rubric to consider more rigorous requirements for the students.

3.3	WMBA 6100	No change proposed in curriculum, evaluation, or pedagogy, except that the instructor will give more feedback on improving good answers. Some students requested this in student feedback.
4.1	WMBA 6030	Curriculum: No changes. Evaluation: No changes. Pedagogy: No changes.
4.2	WMBA 6030	Curriculum: Additional recorded lecture with examples of small businesses going to foreign markets will be added to this course. Evaluation: No changes. Pedagogy: No changes.
4.3	WMBA 6030	Curriculum: No changes Evaluation: No changes. Pedagogy: No changes.
5.1	WMBA 6070	Curriculum: N/A Evaluation: N/A Pedagogy: N/A N/A = Not Applicable
5.2	WMBA 6110	The class average percentile ranking of 73% demonstrate that this cohort, as a whole, scored above the national average on the Comp-XM graduate program assessment. An analysis of the individual dimensions measured on this section of the Comp-XM exam revealed that students scored best on questions related to competitive analysis, human resources and marketing (see table below). On average, students scored lower on questions related to accounting and finance compared to their peers.
5.3	WMBA 6030	Curriculum: Additional recorded lecture with examples of small businesses going to foreign markets will be added to this course. Evaluation: No changes. Pedagogy: No changes.
5.4	WMBA 6060	Curriculum: We will be changing from the 5th edition to the 6th edition of the course textbook. Evaluation: No changes. We feel the first question is an important measure and that 100% of the students should be able to answer the question directly. We change the Capital Budgeting Problem every semester (Questions 2, 3, and 4). Pedagogy: We have increased the number of audio solutions to capital budgeting problems from three to five. We have replaced all of the streaming videos, with the added feature that students can control the speed of delivery in the videos. The biggest change will be to make available spreadsheet solutions to all end of chapter capital budgeting problems. We are not changing the amount of time dedicated to the topic.
6.1	WMBA 6100	No change proposed in curriculum, evaluation, or pedagogy, except that the instructor will give more feedback on improving good answers. Some students requested this in student feedback.
6.2	WMBA 6000	In past assessments of this Learning Objective, we discovered that students' ability to provide developmental feedback was not at the level we wanted to see. Subsequently, we added more instruction and practice with giving feedback, which resulted in higher-quality feedback this time around. During the next assessment

		cycle, we will continue delivering the additional training on giving feedback. Now that the quality of feedback has improved, our next goal is to raise the quality of the students' plans for team improvement. To do so, we will add practice making a plan prior to assessing the planning skill, rather than have the students only complete readings on making plans prior to actually making a plan for improvement.
6.3	WMBA 6000	This assignment occurs near the end of the semester after students have already made development plans in at least two prior modules, so it is unsurprising that so many students exceeded expectations on this activity. To continue to improve on this activity and deepen the students' learning, we will add more emphasis on the topic of managing conflict by highlighting key concepts, rather than having students simply read a textbook chapter.
5.4	WMBA 6060	Curriculum: We are changing the textbook edition from sixth to seventh. The textbook has a main author of Eugene Brigham, about 50% of current MBA students use a Brigham textbook so we want to stay with a mainstream presentation. This rollout will begin in Spring 2019 and be completed by Fall 2019. We want to keep Question 1, as the topic is important and 100% of students should know the answer to this question. We have added additional spreadsheet materials for questions 2-4. We think we have sufficient support materials. However, Capital Budgeting is a difficult topic so meeting expectations is a difficult standard. Evaluation: We are making it harder to collaborate by varying numbers within questions 2-4. Starting Spring 2019, there will be multiple versions with slightly different numbers randomly assigned. For Fall 2018, we reduced the point value from 13% to 10%. Pedagogy: No Changes are planned for Pedagogy.

Exhibit V: Count of Assessments by Learning Objective and Typ

Report Summary

The faculty members who teach in the Georgia WebMBA® have developed an integrated, systematic and thorough process to assure that students are receiving a high-quality educational experience. This process is rooted in learning goals and objectives that are linked to course goals. In each of the 10 required MBA courses, students complete assurance of learning activities that are monitored and reported by the faculty.

Several curriculum and content changes were voted on in 2015 at the Annual Faculty Retreat, and implemented during the 2016 assessment cycle. In the spirit of continuous improvement, there were more changes discussed at the 2017 Annual Faculty Retreat after the 2016 reporting year. These results drove curriculum improvements that were implemented during the 2018 year.

Additional Note

Annual Assessment Cycle

At the August 2016 orientation meeting, the deans and course leads met to discuss assessment plans. Based on current practices with AACSB and SACSCOC, we decided to modify our assessment cycle such that faculty submit assessment data to their course lead, who then summarizes the data into one report. This report is submitted by the end of the summer semester to the AOL Director. Then, at the mandatory Faculty Retreat (October of each year), the faculty who teach a given course will meet with their course lead and review the outcomes to determine any changes that will be implemented. This will ensure consistency across courses, improve communication among faculty, and create a stronger culture of assessment.

This model was used for the 2018 assessment cycle. Not only did faculty have the opportunity to report to each other about their individual classes and learning objectives, but also for the first time in many years, the course leads presented an overview of their outcomes to the entire faculty group of the WebMBA. This will remain part of our process to create opportunities for program-level improvement.

Executive Masters of Business Administration (EMBA) Program Report

In the fall of 2009, the EMBA Program re-evaluated its nine (9) primary goals of Assurance of Learning as well as overall AOL process and determined that based on changes to the process that 6 goals were more appropriate as well as a focus on Program assessment since the AOL process had been well-defined. Those goals, Collaboration, Ethics, Global Environment, Leadership, Strategic Decision-Making, and Business Acumen now define the Program's assessment process. The Program is now assessed using the Foundation/Capstone business simulation, the virtual IVY pre- and post-assessments, and the Iliad Assessment Center, which cover all the EMBA Goals. All full-time EMBA faculty and as of 2008, the AoL standing committee are assigned to each core course to implement the AOL process in each core course. Specifically, the committee is responsible for the development of a common set of assessment vehicles and rubrics. All learning objectives to which this course is mapped in the Curriculum Alignment must be addressed by at least one of the assessment vehicles. Based on the AOL process, below are the program modifications that have occurred as a result.

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
1.0 Collaboration Graduate students will be able to collaborate and communicate to accomplish personal and organizational objectives within a business environment. (Knowledge, Skill, Attitude)	**1.1** Function effectively in a collaborative business environment. (Knowledge, Skill, Attitude)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	1.2 Evaluate the appropriate use of collaboration. (Knowledge, Skill)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**
	1.3 Select and use appropriate personal and business communication skills and channels (Knowledge, Skill, Attitude)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**
2.0 Ethics Graduate students will be able to question, formulate and defend decisions using an ethics framework. (Knowledge, Skill, Attitude)	**2.1** Identify the ethical dimensions of a situation. (Knowledge, Skill, Attitude)	**GBA 7222 -** Associates answer specific questions designed to assess their understanding of ethical issues – **Individual Assignment** **GBA 7251** – Associates answer specific questions designed to assess their understanding of applied ethics to the business environment – **Individual Assignment** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	2.2 Understand the ethical implications and consequences of a business decision. (Knowledge, Skill, Attitude)	**GBA 7222** - Associates answer specific questions designed to assess their understanding of ethical issues – **Individual Assignment** **GBA 7251** - Associates answer specific questions designed to assess their understanding of applied ethics to the business environment – **Individual Assignment** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**
3.0 Global Environment Graduate students will evaluate and adapt to the effects of a global environment on a business organization. (Knowledge, Skill, Attitude)	**3.1** Evaluate the impact of different economic systems on the business environment. (Knowledge, Skill)	**GBA 7231** – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**
	3.2 Evaluate the impact of different financial systems on the business environment. (Knowledge, Skill, Attitude)	**GBA 7231** – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	3.3 Evaluate the impact of different national and regional cultures on the business environment. (Knowledge, Skill, Attitude)	**GBA 7242** – Associates complete written deliverables (statement of work and project plan) as members of a joint team comprised of students from both the Coles College EMBA Program and a non-U.S.-based EMBA Program, working in-person at a non-U.S. location. – **Team Assignment** **GBA 7242** – Associates prepare and orally present a comprehensive report on doing business in a non-U.S. country, addressing a wide range of cultural business norms. – **Team Assignment** **GBA 7342** – Associates prepare and orally present a comprehensive report on doing business in a non-U.S. country, addressing a wide range of cultural business norms. – **Team Assignment**
	3.4 Comprehend how business practices and processes differ among various countries and how this may impact a multi-national firm's performance. (Knowledge, Skill)	**GBA 7242** – Associates prepare and orally present a comprehensive report on doing business in a non-U.S. country, addressing a wide range of cultural business norms. – **Team Assignment** **GBA 7251** – Associates complete a written final project report in collaboration with other members of a team of students from both the Coles College EMBA Program and a non-U.S.-based EMBA Program. – **Team Assignment** **GBA 7251** – Associates present a summary of the results of a project conducted in collaboration with other members of a team of students from both the Coles College EMBA Program and a non-U.S.-based EMBA Program. – **Team Assignment** **GBA 7342** – Associates prepare and orally present a comprehensive report on doing business in a non-U.S. country, addressing a wide range of cultural business norms. – **Team Assignment**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
4.0 Leadership Graduate students will evaluate and use appropriate leadership behaviors to enhance personal and business organization effectiveness. (Knowledge, Skill, Attitude)	**4.1** Evaluate self and others using proven personal profile, assessment, and skill development models to achieve individual and business. (Knowledge, Skill, Attitude)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**
	4.2 Enhance effective interpersonal skills necessary to influence others to achieve business outcomes. (Skill, Attitude)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**
5.0 Strategic Decision-making Graduate students will evaluate and use appropriate strategic models to generate decisions in a business environment. (Knowledge, Skill, Attitude)	**5.1** Assess and evaluate the process of decision-making and problem solving required to accomplish business goals and objectives. (Knowledge, Skill, Attitude)	**GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7231** – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
		GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	5.2 Assemble, analyze, and synthesize information from internal and external sources to enable the decision-making process. (Knowledge, Skill)	**GBA 7211 –** Associates complete the Virtual IVY business statistics and mathematics pre-assessment to introduce several management tools from mathematics and statistics, such as decision trees, probability, math programming, and regression. – **Individual Assignment (Program Assessment)** **GBA 7212 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)** **GBA 7221 –** Associates complete the Virtual IVY business statistics and mathematics post-assessment to evaluate mastery of several management tools from mathematics and statistics, such as forecasting, decision analysis, probability, and regression analysis. – **Individual Assignment (Program Assessment)** **GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)** **GBA 7251 -** Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	5.3 Analyze and develop appropriate mission, goals, and objectives for individual and business desired outcomes. (Knowledge, Skill, Attitude)	**GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**
	5.4 Evaluate, develop, and execute an appropriate strategic plan to achieve business goals and objectives (Skill, Attitude)	**GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates complete a written business plan for a start-up or early stage company, with primary focus on seeking capital to launch and/or build the business – **Team Assignment.** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
6.0 Business Acumen Graduate students will coordinate disparate resources to foster a business organization's mission by synthesizing data and applying the tenets of relevant disciplines. (Knowledge, Skill, Attitude)	**6.1** Comprehend the core concepts of the functional areas of business: accounting, finance, and economics (Knowledge, Skill)	**GBA 7211 –** Associates complete the Virtual IVY financial accounting pre-assessment to introduce basic accounting skills as well as several management tools.- **Individual Assignment (Program Assessment)** **GBA 7211 –** Associates complete the Virtual IVY Fundamentals of Economics pre-assessment to introduce fundamental concepts related to all areas of economics (Micro, Macro, and International). - **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
		GBA 7211 - Associates complete the Virtual Finance pre-assessment to introduce fundamental concepts related to all areas of finance as well as skills and tools. - **Individual** **GBA 7221 –** Associates complete the Virtual IVY financial accounting post-assessment to evaluate mastery of basic financial accounting skills and mastery of accounting as the language of business. - **Individual Assignment (Program Assessment)** **GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7241 –** Associates complete the Virtual IVY Fundamentals of Economics post-assessment to evaluate mastery of the fundamental concepts related to all areas of economics (Micro, Macro, and International). - **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)** **GBA 7251 -** Associates complete the Virtual Finance post-assessment to introduce fundamental concepts related to all areas of finance as well as skills and tools. - **Individual Assignment (Program Assessment)** **GBA 7341 –** Associates complete the Virtual IVY Fundamentals of Economics post-assessment to evaluate mastery of the fundamental concepts related to all areas of economics (Micro, Macro, and International). - **Individual Assignment (Program Assessment)**

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	6.2 Comprehend the core concepts of the functional areas of business: marketing, operations management (Knowledge, Skill)	**GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**
	6.3 Comprehend the core concepts of the functional areas of business: human resources and organizational theory (Knowledge, Skill)	**GBA 7231** – Associates individually gather and analyze data in conjunction with making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – **Individual Assignment (Program Assessment)** **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – **Team Assignment (Program Assessment)**

Continuation of the AOL process: As a result of the process, two specific international courses, GBA 7241/341: Experiencing Business in a Global Environment and GBA 7242/342: International Leadership and Collaboration have been added to the curriculum. These courses have significantly increased the amount of international curriculum in the program to meet our global AOL goal as well as meet the University's global QEP initiative. As part of the AOL process and continuous improvement of student learning, the EMBA program has implemented an international residency with a consulting project (fall 2013) in which students work with a chosen company in a foreign country over a 4-month period. These individuals work closely with the students to ensure that the project is executed within the company itself. Not only does this approach provide the EMBA students with a real-world business experience, it is also an innovative and engaging approach to the study abroad type residency which allows students a first-hand knowledge of the cultural, business, economic, political, and legal issues that companies operating on foreign soil face.

More focus has been placed on "what does the student need to learn in order to achieve an EMBA degree from Kennesaw State University?" This has expanded our thinking as a department and has made us concentrate more on working with one another to develop a rigorous but meaningful curriculum. As stated above, we have created two global courses entitled "Experiencing Business in a Global Environment " and "International Leadership and Collaboration" to measure our Global Environment goal which is an improvement based on previous AoL findings. The Program has been able to further integrate the curriculum as the directive toward the addition of these two global courses has allowed many of the Program's units to be co-taught. The faculty have taken greater interest in compiling information from each other's units and integrating that information into their units to "close the loop".

The EMBA Program has also continued its Program Assessment for all its other goals specifically concentrating on our Ethics and Collaboration goals since these are of particular importance to the Program. Since the EMBA Program is highly collaborative in its teaming curriculum and greater emphasis has been placed on the ethical decision-making of our students, we felt that we needed greater integration and focus on these two areas in the curriculum. As outlined below, we have expanded our coaching and mentorship program to allow for greater communication and collaboration amongst our students. We have also expanded our ethics offerings to include 4 total units. These units are assessed via our Program assessment instruments and the goal metrics are located at the end of this document. These additions not only strengthen our program but also allow the students to get a greater perspective on the needs of their business environment.

Coaching and Mentorship Opportunities – The Coles EMBA Program has prided itself on producing solid thoughtful business leaders who will be able to influence the next generation. As such, we have had in place a strong tradition of coaching in the Program. In 2009, we increased that tradition to provide individual executive coaches to each student throughout the length of the Program in which the coach and coachee meet once a month to discuss a range of topics set-forth by the faculty and to complete specific assignments designed to help the coachee grow professionally. These coaches guide the students by helping with the personal and professional development process. This was the first of its kind in the United States in which the coaching program was academically accredited. Not only does it have a lasting and meaningful impact on the student, but it also allows those graduates to come back to the program and continue the coaching program with the next cohort of students. The coaching program continues to innovate through changes in the curriculum and increased coach to coachee interaction. But as time went on and more schools adopted the executive coaching initiative, we found the need to further innovate and differentiate our Coles' Program. We also noticed that many of our students began the Program unsure of their career path and unsure of how to progress in their chosen profession. As such, in 2013, the Program, in partnership with the CEO Netweavers group of Metro Atlanta, began a mentoring program which is similar to the individual coaching program. Both mentor and mentee meet once a month to discuss professional growth however, the mentor (as opposed to the coach) provides advice on career progression and overall goal achievement. This allows our students to have a much richer MBA experience and experience achievement of career goals at a much faster rate than students in the past.

Community Engagement – As part of the continuous learning process and addressing student feedback, the EMBA Program has taken on a goal of bringing in subject matter experts into the classroom from around the business community. In 2012, student feedback overwhelming suggested that the idea of an executive MBA Program meant that they would experience C-level executive teaching within the Program curriculum. Although all of our faculty are required to have outside business experience to be able to teach in the Program, we had limited business community involvement. The faculty began the process of looking through the curriculum in mid-2012 to determine where the most appropriate areas and units were that would be the most impactful on our student education. Many units were identified, but specifically, the functional areas of leadership, strategy, business communication, ethics, entrepreneurship, and business planning were targeted to collaborate with business leaders to provide students with practical business experience. We are currently working with not only the CEO Netweavers group to bring in outside business leaders and C-level executives for guest lecturing purposes but also with the Executive Education advisory board which is also made up of local business members. These individuals have allowed our students to see the curriculum subjects from a greater perspective and to gain practical knowledge of the challenges faced in today's workplace environment.

Assessment Results

Goal 3.0 Global Environment: Graduate students will evaluate and adapt to the effects of a global environment on a business organization's mission. (Knowledge, Skill, Attitude)

- **GBA 7231** – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – Individual Assignment (Program Assessment)
- **GBA 7251** – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – Team Assignment (Program Assessment)

Foundation Assignment	Above	At	Below	Capstone Assignment	Above	At	Below
Fall 2011	82.3%	11.7%	5.8%	**Spring 2011**	71.4%	26.8%	1.8%
Fall 2012	62.2%	33%	4.4%	**Spring 2012**	88.2%	17.6%	0%
Fall 2013	78.2%	19.5%	2.1%	**Spring 2013**	57.7%	42.2%	0%

The EMBA program has used several assessments to measure the AoL process in terms of obtaining our goal of global environment in the past, but starting in 2009, we moved to a complete Program assessment model. Specifically, the two assignments described above were chosen because they embody this process. Periodic reviews by the AoL standing committee on assignments mapped to the global environment goal indicate that overall curriculum improvement has occurred. The international curriculum in the program has almost quadrupled since 2006 and we believe that the addition of this Program assessment has allowed our students to take their global learning knowledge to the next level. The assessment continually shows our students ability to not only integrate global concepts across functional areas, but to see how the integration of business units is critical for global success. The faculty have taken greater interest in compiling information from each other's units and integrating that information into their units to "close the loop". As a faculty recommendation, the assessments will be re-evaluated every fall and spring to determine if improvement in the individual learning process has occurred and to determine if those improvements satisfy the goal requirements.

Goal 1.0 Collaboration: Graduate students will be able to collaborate and communicate to accomplish personal and organizational objectives within a business environment. (Knowledge, Skill, Attitude)

- **GBA 7212** - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)
- **GBA 7251** - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)

Illiad Assignment	Above	At	Below	Illiad Assignment	Above	At	Below
Fall 2011	76.4%	12.9%	10.5%	**Spring 2011**	60%	40%	0%
Fall 2012	48.8%	31.1%	20%	**Spring 2012**	84.7%	15.2%	0%
Fall 2013	67.3%	26%	6.5%	**Spring 2013**	71.1%	26.6%	2.2%

Since 2009, the EMBA program has changed the way it measures its collaboration goal by concentrating on a program-wide assessment known as the Iliad assessment center which measures not only their ability to collaborate but also their skills in the areas of organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. The review process divulged an issue that we choose to address even though students are meeting or exceeding expectations. The first was the overall teaming issue as well as ability to collaborate outside of the classroom in a coaching type of relationship. The first step was to add 5 new units of teaming throughout the program including one that specifically addresses conflict management as well as resolving teaming issues. We also expanded our coaching program to include a mentorship relationship to further increase the collaboration curriculum as we feel this is a vital component of our Program and one that we want the students to gain the greatest amount of experience from. The results above are truly indicative of the improvements we have made in the Program and that will continue based on our continuous improvement pattern and re-evaluation every fall and spring to determine if the improvement continues.

Doctorate in Business Administration (DBA Program Report)

DBA Goals and Objectives

Learning Goal	Description	Related Learning Objectives
DBA Goal 1.0: Mastery of Statistical Techniques	The DBA graduate will demonstrate expertise in basic and more advanced multivariate statistical analysis.	LO 1.1: Choose the analytical technique appropriate for the research need.
		LO 1.2 Test a conceptual model using the appropriate analytical technique. Analyze and interpret results, pertaining to the relationships specified in the conceptual model (evaluated on BRM 9101/02 assignment)
		LO 1.3 Prepare a defendable dissertation project that demonstrates ability to interpret the implications of the statistical results and assess relationships and hypotheses (evaluated on formal evaluations of final dissertations)

DBA Goal 2.0: Mastery of Scholarly Writing	The DBA graduate will demonstrate expertise in scholarly writing.	LO 2.1: Evaluate the body of literature in respective area of interest and summarize the current state of the research in a literature review (evaluated on progression toward a defendable proposal)
		LO 2.2: Construct a research proposal, including literature review, hypotheses, description of methods to be used, and variable definitions (evaluated on formal evaluations of dissertation proposal)
		LO 2.3: Compose a scholarly paper. A complete paper includes an introduction, literature review with hypotheses, a methods section, a findings section and a conclusion. A scholarly paper contributes new knowledge.
		LO 2.4: Compose and defend a dissertation proposal.

DBA Goal 3.0: AQ Faculty Certification	The DBA student will attain AACSB certification as an AQ (academically qualified) faculty member.	Explain concept of positioning manuscripts, including purpose, hooks, gaps, research questions, and explain what makes an effective introduction (evaluated on Part 1, section 3 of preliminary exam)
		Construct a single-authored research paper including theory, hypotheses, and proposed research design (evaluated on Part 2 of the preliminary exam)

The DBA Program started requiring a Qualifying Exam in 2016 (LO 3.1 and LO 3.2). This exam allows the Program to evaluate students' ability before they are allowed to defend their dissertation proposal. If student's performance on the exam identifies deficiency in any given area, the Program works with the student to help ensure he/she has the skills to be successful in the dissertation stage.

Prior to formally pursuing dissertation research, the PhD student must demonstrate knowledge of theoretical and statistical fundamentals by passing a qualifying examination. The purposes of the qualifying examination are to:

- assess the student's understanding of fundamental research concepts and ability to adequately apply statistical techniques;
- evaluate the student's knowledge of research in his/her specific discipline; and
- identify areas that may need strengthening by the student so the student can be successful in subsequent dissertation research.

Assessment Results for LO 3.1

Data for DBA 3.1 for Cohort 8:

(n = 11)
100-90% = 9
89-80% = 2
79-70% = 0

Data for DBA 3.1 for Cohort 9:

(n = 5)
100-90% = 5
89-80% = 0
79-70% = 0

Assessment Results for LO 3.1 and 3.2

Data for DBA 3.2 for Cohort 8:

After evaluating the research papers submitted for the cohort 8 qualifying exam, the examination committee came to a consensus. Ten students in cohort 8 passed part 2 of the exam. One student failed.

Data for DBA 3.2 for Cohort 9:

After evaluating the research papers submitted for the cohort 9 qualifying exam, the examination committee came to a consensus. Five students in cohort 9 passed part 2 of the exam. No student failed.

Secondly, not all students defend their dissertation proposals within the allotted timeframe (LO 2.1 and LO 2.2). This means they accumulate significant delay toward graduating from the Program within the allotted timeframe. This appears to be a larger issue for Cohorts 7 and 9 compared to Cohort 8, but this still has created a delay toward graduating students. The curriculum committee has reviewed all courses and has recommended an updated dissertation design course that focuses only on design and no longer includes research methods as part of the course. This should better prepare students for the entire dissertation process earlier in the Program. Please note – the research methods courses have also been updated.

Master of Science in Information Systems (MSIS) Report

MSIS Program Learning Outcomes (LOs)

Upon completion of the program, MSIS graduates will be able to:

1) Apply technology solutions to solve organizational problems (Technologically Savvy)
2) Analyze organizational problems and review technology for appropriate use in the organization (Integrated Analysis & Application)
3) Demonstrate a global perspective regarding technology and the organization (Global Perspectives)
4) Communicate technology problems and solutions in a professional manner for technical and non-technical audiences (Professional Communication Skills)
5) Describe information security issues in the organization and develop appropriate ethical solutions to minimize risk (Information Security & Ethical Perspectives)

Notes:

- Updated program LOs in line with revised curriculum
- Deletion of LOs from courses that are no longer required (IS 8500, IS 8700, and IS 8800)
- Added LOs for new required courses, IS 8060 and IS 8080
- Updated course coordinator roles
- Added 4.0 Professional Communication Skills, in line with revised MBA goals and the MSIS program focus
- Renamed 4.0 from Ethical IT Leadership to 5.0 Information Security & Ethical Perspectives, in line with revised MSIS curriculum
- Streamlined the LOs to minimize AOL collection burden

MSIS Program LOs, Course LOs, Courses, and Assessment Instruments – revised November 2015

Goals	Learning Objectives	Course	Assessment instrument
1.0 Technologically Savvy	MSIS LO 1.1 Apply project management software to manage team projects and project reporting.	IS 8100	Project: Each student completes a Microsoft Project toolset assignment, presents it in class, and submits a written document.
	MSIS LO 1.2 Using an IDE such as Access or SQL workbench, construct a set of input forms and output reports	IS 8080	Project: XML/SQL modeling This task requires you to: 1) Write a one page example on how databases can be used in a business of student choice. Data model to be presented in Relational and as XML. 2) Next step, on a separate model, providing at least three areas of improvement or extension.
	MSIS LO 1.3 Prepare UML-based models using object-oriented design techniques	IS 8060	
	MSIS LO 2.1	IS 8005	Research paper:

Goals	Learning Objectives	Course	Assessment instrument
2.0 Integrated Analysis & Application	Analyze, interpret, and communicate information technology data and information in a professional, clear and concise manner to both technical and non-technical audiences.		Students complete a research paper on an IT-related topic. The research paper must be logically organized and include the following sections: • Abstract • Introduction • Literature review • Conclusion • References in APA format
	MSIS LO 2.2 Assess current practices in systems integration, including enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), and data integration.	IS 8400	Written Project: Students are assessed based on written project deliverable. Students assess ERP implementation via comparing and contrasting SAP R3 implementation at two organizations. The assessment of the organizational practices and strategy for implementation and integration of ERP modules is done via case study focusing on Nibco and Siemens. The student must satisfy the basic components of the paper including a compare and contrast table, introduction, evaluation and expansion of each factor, references/citations, and conclusion. The assignments are judged not merely on summarizing the case study but whether or not the students can understand and evaluate ERP implementation strategies, the challenges/opportunities associated with process and data integration, and the impact of systems integration on organizational efficiencies.
3.0 Global Perspectives	MSIS LO 3.1 Analyze the role of systems in transforming global organizations and markets.	IS 8400	Written project: Graduate students will show competency in making decisions for organizations within the global IT context. Students are assessed based on written project deliverable. Students understand and assess the role of technology working in parallel with organizational strategy towards organizational success in three global organizations and markets. The assessment is done via evaluation of two global organizations Nypro and Dairy Farm, with the adaptive enterprise philosophy in the background. The student must satisfy the basic components of the paper including a compare and contrast table, introduction, evaluation and expansion of each factor, references/citations, and conclusion. The assignments are judged not merely on summarizing the case studies and articles but it allows the students to appreciate the challenges of global organizations and the dilemma faced by the

Goals	Learning Objectives	Course	Assessment instrument
			executives in making strategic decisions towards organizational success.
	MSIS LO 3.2 Describe the global/international technology environment	IS 8600	<u>Research paper:</u>
4.0 Professional Communication Skills	MSIS LO 4.1 Author and present written technical and non-technical documents using appropriate technology.	IS 8005	<u>Oral Presentation (individual):</u> This presentation will be a voice over Powerpoint ONLY- no wav, flash or other video formats. I also need to have the PPT execute upon opening and play for no longer then 7-10 minutes. Upload a copy of your PowerPoint slides used for your oral presentation here and in the discussion area for the class. The presentation will cover the topic that you plan to use for your research paper. You may only be able to cover a portion of your research paper, but you must stay within the time limits specified.
	MSIS LO 4.2 Conduct research on contemporary ethical and/or legal issue that impacts the effectiveness of IT deployment.	IS 8200	<u>Question on Midterm Exam:</u> The following question (or one of similar format and difficulty): American Ingenuity, Inc. (AI) invents, develops, and distributes a new technology process to test for gestational diabetes and receives a patent from USPTO. Best Copy Corporation analyzes AI's process and then develops a new technology process to test for both gestational diabetes and anemia. AI files suit against Best in the US, alleging violations of its patent, contending that Best's test is not novel and nonobvious and only adds a trivial component to its patented process. Using concepts of patent law, discuss the following issues: • Under what conditions would Best prevail? • Under what conditions would AI prevail? • Under what conditions would one or both patents be declared invalid? • How does the situation change if this suit is brought in another country?
5.0 Information Security & Ethical Perspectives	MSIS LO 5.1 Identify and assess the organizational impact of legal and ethical technology	IS 8200	<u>Written research paper:</u> The final research paper is an individual project completed by all students near the end of the semester. The final paper assesses the impact of

Goals	Learning Objectives	Course	Assessment instrument
	issues such as intellectual property, privacy, and product liability.		legal and ethical technology issues within the organization.
	MSIS LO 5.2 Discuss the components of an effective GRC Program (Governance, Risk Management and Compliance) and relate to the need for effective organizational information security management to support the protection of information assets.	IS 8310	<u>Final exam questions:</u> Assessed in Comprehensive final exam (essay questions on G, R and C).

MSIS AOL Courses and Program Goals

Course/Goal	1.0 Technologically Savvy	2.0 Integrated Analysis & Application	3.0 Global Perspectives	4.0 Professional Communication Skills	5.0 Information Security Perspectives	Coordinator
IS 8005		X		X		Amy
IS 8060	X					Reza
IS 8080	X					Saurabh
IS 8100	X					Solomon
IS 8200				X	X	Amy
IS 8310					X	Mike
IS 8400		X	X			Sweta
IS 8600			X			Solomon

The Master of Science in Information Systems underwent a program review and updated curriculum, effective in Spring 2016. No changes in admissions requirements were made during the review period. As a result of assurance of learning (AOL) activities from 2014-2018, we made several changes to improve the assessment process. Several examples are included below.

1. IS 8005, Informatics, assesses MSIS LO 4.1, which states that, after completion of the course, the student will be able to: Author and present written technical and non-technical documents using appropriate technology. The assessment vehicle is the research paper. IS 8005 is the first class in the MSIS program, and as such, may be the student's first experience with writing a high-quality written graduate-level research paper. Students continue to struggle to meet and exceed expectations on this assessment vehicle. Throughout the review period, we implemented several changes in assessment of LO 4.1, including: providing 2-3 weeks of additional time for the students to work on the research paper by moving the oral presentation assignment to earlier in the semester; offering one-on-one help sessions in the two weeks prior to the due date; and adding an optional draft submitted at least a week in advance of the due date.

2. IS 8200, Legal and Ethical Issues in IS, assesses MSIS LO 5.1: Identify and assess the organizational impact of legal and ethical technology issues such as intellectual property, privacy, and product liability. The assessment vehicle is a written response to an essay question on the exam. Early in the current review period, instructors allowed students to select 4 of 5 questions on the exam. Since the five questions did not all assess the same issues relevant to MSIS LO 5.1 and/or were not all similar in format and difficulty, we revised the exam, and required the students to complete identical questions. Thus, we were able to consistently compare responses across semesters and report accurate assessment results.

3. IS 8005 assesses MSIS LO 2.1: Analyze, interpret, and communicate information technology data and information in a professional, clear and concise manner to both technical and non-technical

audiences. During the review period, students submitted an oral presentation, which was uploaded to YouTube. We were able to report how many students exceeded, met, or did not meet expectations; however, we were unable to submit examples without identifying the author. Thus, we began to require students to submit the following as part of their oral presentation: a link to a YouTube presentation with and without author names included; and a transcript of the presentation, without identifying information. We solved a reporting problem by making this change, which streamlines the AOL process and allows us to fully document the results achieved.

4. IS 8080, Database Application Design and Implementation, assesses LO 1.2, which states that after completion of the course, the student will be able to: Using an integrated development environment (IDE) such as Access or SQL workbench, construct a set of input forms and output reports. The assessment vehicle is the final project. Students noted difficulties with completing the project because of incompatible systems and/or problems with the software, and the instructor concurred with their feedback. Thus, based on student feedback captured during AOL, we implemented MySQLWorkbench as the core software for the class. We also began to pilot test the use of NetLabs so that we could provide a consistent environment for the assessment vehicle. While these changes required that numerous instructions be written for the assignments, we felt it was worthwhile, given the feedback received.

Master of Science in Healthcare Management and Informatics (MSHMI) Report

MSHMI Program LOs, Course LOs, Courses, and Assessment Instruments – revised November 2015

Program Goal	Learning Objective	Course	Assessment instrument
MSHMI Goal 1.0	**MSHMI LO 1.1** Analyze, interpret, and communicate healthcare challenges and opportunities in a professional, clear and concise manner to diverse audiences.	HMI 7510	Research Paper
	MSHMI LO 1.2 Assess risk to Healthcare information assets and recommend remediation in accordance with national standards.	HMI 7580	Risk Management Project
	MSHMI LO 1.3 Articulate the solution, i.e., the application and the corresponding objective/subjective improvements	HMI 7540	Course Project
MSHMI Goal 2.0	**MSHMI LO 2.1** Use critical thinking, logic, and decision-making to examine ethical, legal, and conflict management issues of importance to the health care professions.	NURS 7780	Online Discussion- Case Studies & Final paper
	MSHMI LO 2.2 Identify the elements involved in patient NURS 6510care in different health care settings that must be taken into consideration when examining and proposing changes in workflow processes Evaluate and select ways in which quality improvement methods, tools and health information technology can be applied to improve healthcare workflow processes	IT 6523	Term project
MSHMI Goal 3.0	**MSHMI LO 3.1** Employ Data Modeling using a relational approach to understand how data is stored in Medical systems	HMI 7550	Final Exam

The Master of Science in Healthcare Management and Informatics (MSHMI) was launched in Fall 2016. We graduated our first cohort in Fall 2018 and have recruited three cohorts since then. Since the program is relatively new, most of our courses have been taught only two or three times, so changes have not been implemented for most. The following section outlines a few courses that reflect improvements/changes that have been put into place.

LO 1. Analyze and communicate the intricacies of the healthcare landscape – stakeholders, laws/regulations, payment structure, EHR, security, compliance, and risks (Healthcare)

LO 1. 1. Analyze, interpret, and communicate healthcare challenges and opportunities in a professional, clear and concise manner to diverse audiences – HMI 7510 Final Research Paper (Assessment Vehicle)

HMI 7510 was taught in Fall 2016, Spring 2018, and Fall 2018. The Final Research Paper was used to assess mastery of this learning objective. All students in the course were included in the assessment process. The faculty teaching the course developed the requirements and details of the research paper. After the assessment data was collected and summarized, the course coordinator reflected on the results in collaboration with the department chair to discuss and develop an improvement plan as deemed necessary.

Spring 2018 - To increase the % of students to meet or exceed expectations, the faculty discussed the following strategies: hold one-on-one brainstorming sessions, increase feedback/checkpoints as the research paper is developed, and include journal/conference submission as a course requirement.

Fall 2018 - For the upcoming semester, it was decided to continue the one-on-one session for brainstorming research proposal a program requirement along with research manuscript submission to a journal/conference.

LO 2.2 Risk Management

LO 1.2 Risk Management Project – a real-world assessment of risk in a fictional case organization, using industry-leading Risk Assessment software (Clearwater Compliance-Information Risk Management). This project is submitted in 2 stages and assessed using a D2L rubric.

Summer 2018 - 2nd time the course was offered. Student performance was excellent (81% meets or exceeds expectations – benchmark is 70%). Student feedback indicates they still feel the amount of work is excessive, and there isn't enough time in the summer to complete the project effectively. The plan is to add additional resources to facilitate student understanding of the project and its integral components and tasks. We are discussing whether the course should be offered in the summer, due to the amount of time needed to complete the project. Shortening the project would only further dilute the learning experience.

LO 3.1 Employ Data Modeling using a relational approach to understand how data is stored in Medical systems

Fall 2018 – First time the course was taught. There were some software issues in the class. This did not provide adequate training opportunity for some students. Moving the software suite to Netlabs.

Appendix C.6 Transfer Policy for Undergraduate Programs

For undergraduate programs, transfer credit policies are mainly established at the University, although, as shown below, the Coles College imposes stricter standards in some cases:

- Transfer students must meet the same requirements for admission to the Coles Undergraduate Professional Program as native students. (However, they can use appropriate transfer credit for some of the courses in the Sophomore GPA Requirement.)
- The KSU Registrar's Office evaluates an incoming student's transcript from another school and determines what credits will be given at KSU. There are articulation guidelines for the KSU credit that will be awarded for credit transferred from other USG schools in the areas of General Education and Area F (lower-division courses required for a particular Major). Individual departments work with the Registrar's Office on keeping the approved transfer "matches" for other courses and other schools up to date.
- If a student is given only "elective" credit for a transfer course by the KSU Registrar's Office, he/she may ask the Coles College to review that course and consider whether we will "match" it to one of our courses. This process is coordinated through the Office for Undergraduate Business Programs.
- KSU has "residency requirements" which indicate the minimum number of hours toward a degree that must be completed at KSU but Coles has more rigorous requirements in some areas. In order to receive a business degree from KSU:
    - All students must complete at least 33 semester hours of business courses at KSU. (Non-business areas at KSU require only 30 hours in residence.) Of the 33 hours of business courses,
        - At least 24 of the hours must be upper-division.
        - Accounting Majors must complete at least 18 semester hrs of their "Major Field Requirements (MFR)" and "Major Field Electives (MFE)" at KSU.
        - All other business majors must complete at least 12 semester hours of their MFR and MFE at KSU.
    - All students at KSU must complete at least 20 of their last 30 semester hours before graduation at KSU.
    - Coles requires some specific courses to be taken at KSU. An example would be MGT 4199, the capstone course for the BBA degree.
    - The Coles College has a graduation requirement that students must earn at least 45 hours of upper-division business credit. The courses used to meet this requirement may be transfer courses or courses taken at KSU. (The KSU requirement is at least 39 hours.) If a student transfers in a course taken at the lower-division level and that course is approved to satisfy an upper-division course requirement, the hours do not count toward the 45 hour graduation requirement. (For example, some schools offer Principles of Marketing at the 2000-level, and we offer it at the 3000-level.

Appendix C.7 Path 2 Coles and Coles Partner Programs

If students follow the recommended schedule of courses, upon entry to KSU, they should complete the eight "gate" courses by the end of their sophomore year. However, prior to fall of 2017, they could not register for 3000-level courses until they were admitted to Coles College, which could not happen until the end of 2nd term of the sophomore year was complete. Also, many students do not follow the prescribed plan and end up with too few courses to fill their schedule during the term they are completing the gate requirements. Thus, a great number of students were submitting override requests to register for upper-level courses prior to admission. There was a policy for handling these overrides, but it was not clear. The approval process was cumbersome and very time-consuming for the advisors. Students were incredibly frustrated and lines in the Advising Center were long.

The **Path 2 Coles Program** (https://coles.kennesaw.edu/advising/path2coles.php) was implemented in the fall of 2017 to provide automatic access to upper-level courses prior to admission to Coles College. The following table explains the necessary criteria to automatically enroll in one of the selected 3000-level courses prior to admission to Coles. If a student has a C in one of the prerequisite courses but has an overall GPA of 3.0 in the set of prerequisites, they can still submit an override requests to register for the class early. The registration system is not able to screen for this situation, but the overall intention is that students have the required 3.0 GPA in the gate courses completed thus far.

AUTOMATICALLY ENROLL IN:	(PREREQUISITES) IF YOU HAVE GRADES OF "B" OR HIGHER IN...
MGMT 3100 (core requirement) MKTG 3100 (core requirement)	(MATH 1160 or MATH 1190), ACCT 2100, ACCT 2200, ECON 2100 and ECON 2200
FIN 3100 (core requirement)	(MATH 1160 or MATH 1190), ACCT 2100, ACCT 2200, ECON 2100, ECON 2200 and ECON 2300
IS 3100 (core requirement)	(MATH 1160 or MATH 1190), ACCT 2100, ACCT 2200, ECON 2100, ECON 2200 and IS 2200
ACCT 3100 (major specific) ACCT 3200 (major specific)	ACCT 2100 and ACCT 2200, and minimum GPA of 2.0
ISA 3100 (major specific)	(MATH 1160 or MATH 1190), ACCT 2100, ACCT 2200, ECON 2100, ECON 2200 and IS 2200

This process has been extremely successful. Students who are performing well are able to progress easily and avoid the worry and stress of not getting classes they need because they had to wait to apply to Coles at the end of term. An indirect benefit is that in order to meet the above criteria, one has to take the lower-level gate courses as recommended in our program maps. So, more students are now taking courses on time. The number of prerequisite overrides dropped by over 50% after this program was implemented.

Another registration bottleneck was the requirement that all non-Coles students who needed to take 3000 or 4000-level Coles courses had to submit prerequisite override requests in order to register. Again, this required a significant amount of time for the Advisors and students were frustrated. In addition to the Coles Minors, 24 degree programs across campus include Coles courses as requirements or electives in their programs. Coles College was viewed as being closed and inhospitable to these students. So, the **Coles Partner Program** (https://coles.kennesaw.edu/advising/non-business-majors.php) was created and launched in the fall of 2017. Basically, the Coles College Partner (CCP) Program allows non-business students in select major, minor, and certificate programs to enroll in upper-division (3000 and 4000 level) required and elective Coles College courses, for which they have satisfied the prerequisites. The Registrar's Office created a special code for courses required by non-Coles degrees to enable students in these majors to register automatically. The registration system also has a check to ensure that non-Coles students cannot exceed the 25% limit on Coles courses required by AACSB. With this program in place, override requests have declined even further. The Coles Undergraduate Programs Advising Center philosophy is that all students, Coles and non-Coles, should have equal access to courses required by their degree program.