Georgia WebMBA
Assurance of Learning Report
Calendar Years 2013 and 2014

Prepared by:
Bradley J. Prince, Ph.D.
WebMBA Assurance of Learning Coordinator
Associate Dean and Professor of MIS
Richards College of Business
University of West Georgia

August, 2015
Table of Contents

1. An Introduction to The Georgia WebMBA® .......................................................................................................................................................................................... 3
2. Learning Goals, Learning Objectives, and Course Outcomes ..................................................................................................................................................................... 4
3. The Georgia WebMBA® Assurance of Learning Model ........................................................................................................................................................................... 7
4. Learning Goal Assessments and Course Improvements ....................................................................................................................................................... 9
5. AOL Data Access and Data Management ......................................................................................................................................................................................... 38
6. Report Summary ................................................................................................................................................................................................................. 40
1) An Introduction to The Georgia WebMBA®

The Georgia WebMBA® offers qualified and highly motivated students the opportunity to earn a Master of Business Administration (MBA) degree online through a consortium of six University System of Georgia Institutions: Columbus State University, Georgia College & State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University. In previous years the consortium has been composed of five institutions, Columbus State University was added in 2009.

Each of those six schools admits students into the common curriculum based on its admissions requirements for campus-based MBA programs. Also, each school is the degree-granting institution. As such, while students work in cohorts as part of their common experience, each school is accountable for its individual student’s learning outcomes.

As each school is responsible for the learning outcomes of their enrolled students, the preparatory courses or modules students are required to complete prior to enrolling vary between consortium institutions. However, all students enrolling in the Georgia WebMBA® complete a 10-course on-line MBA program delivered via the Web. Courses are team-based, with an emphasis on student-to-student and student-to-faculty interaction. This 10 course list was modified during the 2010 academic year. Managerial Communications was removed and Entrepreneurship was added to the required course list. A list of the courses included in the program is shown in Exhibit I.

<table>
<thead>
<tr>
<th>Exhibit I: Georgia WebMBA® Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>WMBA 1000: WebMBA Orientation</td>
</tr>
<tr>
<td>WMBA 6000: Human Behavior in Organizations</td>
</tr>
<tr>
<td>WMBA 6010: Managerial Accounting</td>
</tr>
<tr>
<td>WMBA 6030: Global and International Business</td>
</tr>
<tr>
<td>WMBA 6040: Managerial Decision Analysis</td>
</tr>
<tr>
<td>WMBA 6050: Strategic Marketing</td>
</tr>
<tr>
<td>WMBA 6060: Managerial Finance</td>
</tr>
<tr>
<td>WMBA 6070: Entrepreneurship</td>
</tr>
<tr>
<td>WMBA 6080: Management Information Systems</td>
</tr>
<tr>
<td>WMBA 6100: Productions and Operations Management</td>
</tr>
<tr>
<td>WMBA 6110: Business Strategy (Capstone)</td>
</tr>
</tbody>
</table>
2) 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 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 at 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 outcomes 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.

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 within a team setting. (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 Construct and propose (in writing) 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 and intervene in an interpersonal conflict; and propose an improvement plan. (knowledge, skill & attitude)
Historical Note: During the 2012 Academic Year, the following reports (shown in Exhibit III – 2012 Assessment Reports) were submitted by faculty and reported in the 2012 WebMBA AOL Report by Dr. Ernie Cappozoli.

<table>
<thead>
<tr>
<th>LO</th>
<th>6000</th>
<th>6010</th>
<th>6030</th>
<th>6040</th>
<th>6050</th>
<th>6060</th>
<th>6070</th>
<th>6080</th>
<th>6100</th>
<th>6110</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>1.2</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>3.1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6.1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6.2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Exhibit III – 2012 Assessment Reports

As is shown by Exhibit IV, there were a large number of assessments collected and the workload was not evenly spread across courses. Accordingly, the faculty took on the job of redistributing the workload in a way that would allow the program to best communicate successes and growth opportunities.

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 will be used from January 2015 forward. These assessment responsibilities (and the resulting count of assessments for each LO) of LOs are found in Exhibit IV.
<table>
<thead>
<tr>
<th></th>
<th>6000</th>
<th>6010</th>
<th>6030</th>
<th>6040</th>
<th>6050</th>
<th>6060</th>
<th>6070</th>
<th>6080</th>
<th>6100</th>
<th>6110</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4.1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6.1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

Exhibit IV – Assessment Responsibilities and Count of Learning Objectives

Given that the assignments shown below were determined to begin in January 2015, they differ from what is presented in this report. The former model (reported in the 2012 AOL Report) began a transformation during 2013 that was not complete until 2015. Even though there were discussions of implementation dates, some faculty reported based on the newer system and some reported based on the older system. Additionally, it took three meetings from the fall of 2013 until January of 2015 to finalize the new structure. Ultimately, the assessments presented in this reflect a combination of both the old and the new model.

3) **The Georgia WebMBA® Assurance of Learning Model**

The Georgia WebMBA® program uses multiple approaches to link outcomes and methods to collect evidence of AOL. The first approach involves *course embedded assessment* vehicles. Course embedded measures are collected in all courses with the exception of the capstone course. The second approach utilizes program assessment vehicles collected in the capstone course WMBA 6110.
Course Embedded Assessments – Key Participants

**AOL Coordinator:** The AOL Coordinator is responsible for preparing the annual AOL report and sharing it with the appropriate constituents on each of the consortium campuses. Also, the AOL Coordinator is charged with communicating with the AOL Council to be sure that Course Leads are gathering and submitting the appropriate reports.

**Course Lead:** Beginning in 2009 each Georgia WebMBA course is assigned a Course Lead. This is an individual that the deans have identified as one that is teaching the course and is familiar with the AOL process. It is the responsibility of the Course Lead to assure that the course content is similar across sections. Additionally, in October 2011 it was agreed by the faculty that the Course Lead and the AOL coordinator would form the WebMBA AOL council. In January 2012 the faculty and Course coordinators agreed that AOL assessment activities would take place twice per academic year and that the Course Leads would be responsible for coordinating this activity. Additionally, this council met in January of 2015 and made the final decisions on the current structure after hearing the discussions of the entire faculty during the annual faculty retreats of 2013 and 2014.

**Georgia WebMBA Faculty:** Members of the faculty have identified data collection points for each Learning Goal and Learning Objective across the 10-course curriculum for the Georgia WebMBA®. Assessment vehicles for assignments have been developed and are improved by faculty who teach in the program. Results are reviewed by the AOL council and faculty once a year at a fall retreat.

**Capstone Assessments**

In addition to course embedded assessments, The Georgia WebMBA® uses Comp-XM to assess outcomes of many program learning goals. This program is implemented as part of the Georgia WebMBA® capstone course. Comp-XM (CXM) is a complex web-based computer simulation that enables students to obtain hands-on experience in running a manufacturing business in a competitive environment against other student-run companies or computer-run companies. CXM will be delivered in the final term of the program in WMBA 6110, Business Strategy. CXM is an extension of CapSim, which has been developed by Capstone Management Simulations, Inc. As a program exit assessment, students will participate in CXM following their work with the Cap-Sim simulation. This follow-on administration will eliminate any bias that may result from lack of familiarity with the simulation. In the Comp-XM simulation, students compete against other computer-controlled companies making electronic sensors. Each company initially starts with identical positions competing for four potential market segments. Over four periods of decision rounds (each round is equivalent to one year), students make strategy decisions to maximize their company's position within the industry. The simulation is cross-functional and integrates all major elements of the business decision-making process. Each individual will have the opportunity to set corporate strategies.
and apply strategic concepts and techniques within a practical decision-making framework. The effectiveness of the strategy and its implementation will determine the successful competition against the computer-run teams.

To complete a decision round the student is expected to:

1. Analyze and evaluate alternative courses of action using qualitative and quantitative tools. In particular, the simulation requires students to utilize product research, financial spreadsheet analysis, and total quality management variables in the decision environment.

2. Integrate multiple business functions across a broad range of situations to solve problems and make decisions.

Upon completion of the decision rounds CXM will provide questions for each student to answer. The questions have been designed to meet many of the program learning goals and objectives. The answers to the questions are then evaluated to determine learning outcomes.

An advantage of using Comp-XM for program assessment is that, unlike other standardized assessment tests such as the ETS, it goes beyond measuring recall of acquired knowledge. It also provides a picture of how effectively students use this knowledge to make business decisions. Prior to 2014, the WebMBA used in-house custom questions to measure program learning objectives instead of the standard version offered by Comp-XM. However, WebMBA faculty voted in the Spring of 2014 to begin using the standard set of Comp-XM questions. The main advantage of using the standard version of the exam is that it allows us to have comparison data with other MBA programs across the country. It can give us information on how well our students perform compared to other graduate programs in the country that use Comp-XM.

In 2015, Capsim added new questions to the Comp-XM exam to assess "Teamwork and Leadership Skills" as well as "Ethics and Social Responsibility." Since these are new questions just recently added to the Comp-XM assessment tool, there isn't enough data yet to provide reliable comparative data, so only our students' scores are reported on these two new areas.

A separate report has been prepared assessing the specific outcomes of this capstone assessment. This report is prepared semi-frequently as enough data is gathered to make meaningful decisions.

4) Learning Goal Assessments and Course Improvements

Each member of the faculty that teaches in the Georgia WebMBA® is responsible for attending the Annual Fall Faculty Retreat. At this meeting, Course Leads will meet with the
faculty that teach their course and determine who will assess the learning goals, learning objectives and course objectives associated with their course. It is the responsibility of the Course Lead to ensure that the chosen faculty members collect data for assurance of learning purposes and provides the necessary report. Prior to the creation of this position, it was the responsibility of each faculty member to work with other members of the faculty who teach the same course, to identify course improvements in terms of curriculum, evaluation techniques or tools, and pedagogical techniques and tools.

Since implementing this assurance of learning process, the instrument used to report AOL data collection and course improvements has been revised and improved at least twice. The current template used by faculty members to report AOL data collection and course improvements is shown in Exhibit V:

Exhibit V: Georgia WebMBA® - AOL Outcome Reporting Form
Course Embedded Assessments Completed

The Georgia WebMBA® faculty have delivered a high quality MBA program for many years. As reported previously in 2010, improvements to instruction since 2005 has occurred with a regularity that has led to a large number of course improvements in curriculum, pedagogy, and evaluation. Between the fall 2010 semester and the fall 2011 semester, course embedded assessments have been completed leading to specific improvements in pedagogy, curriculum, or evaluation. No curriculum or course content changes were implemented in 2012. This was primarily due to the implementation in 2010 and 2011 of numerous changes. It was felt by the faculty that these changes once implemented would have to be further analyzed. Additionally, in January 2013 it was determined that the fall 2013 retreat would be a comprehensive review of AOL activities. That review encompassed past assessment results as well any changes to learning outcomes. The process utilized breakout sessions conducted by the Course Leads for each course. These results were compiled and discussed further over the next year to ensure complete coverage across the program, to close the loop on all changes and for concurrence of AOL direction and scope.

The following presents the assessments completed on each learning goal during 2013 and 2014. Due to the transition period, there are

Learning Goal 1 – Decision Analysis: Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

Learning Objective 1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics.

- Fall 13 Cohort 36 WMBA 6060
  - Assessment - Applied Individual Project where students calculate and interpret averages, standard deviation, and coefficient of variance. Students regress data where you try to predict your dependent variable using independent variable, and then interpret the results. I continue to make available a sample project. I continue to available an expanded data set, so that students used more time for analysis and less for data gathering. The quality of submissions was good.
  - Course Improvement - 3% did not meet expectations, which represents an improvement over recent semesters. I will continue to change the data set for Fall 2013. I will consider creating videos instructions for each section of the project.

- Summer 13 Cohort 37 WMBA 6060
  - Assessment - Applied Individual Project where students calculate and interpret averages, standard deviation, and coefficient of variance. Students regress data where you try to predict your dependent variable using independent variable, and then interpret the results. I continue to make available a sample project. I continue to available an expanded...
data set, so that students used more time for analysis and less for data gathering. The quality of submissions was good.

- **Course Improvement** - 12% did not meet expectations, which is below with long run averages and better than recent performances. I will change the data set for Fall 2013, but keep the same style of assessment.

**Spring 14 Cohort 45 WMBA 6040**

- **Assessment** – The assessment was conducted via a set of 5 questions that were included in the exam. these questions included some multiple choice and open ended questions. The assessment questions covered statistical based topics such as probability distributions, sample size estimation, hypothesis testing, etc., that ties with the objective and learning outcome being assessed. The material covered was challenging and difficult to grasp.
  - Results are overall decent as 58.06% of students have either met or exceeded expectations. Two areas they seemed to continue to struggle on are confidence interval for a proportion and sample size estimation.
- **Course Improvement** - I will be reviewing improvements that can be made to solved examples and videos focusing on confidence interval of proportion, normal probability and sample size estimation, three areas where they have scored the lowest overall. This might require a curriculum revision so that students gain more exposure and coverage on this topic. Further, I will be revising the Frequently Asked Questions Section with a detailed discussion on intuition that goes into play when deriving confidence interval of proportion and sample sizes. A section discussing key properties of a normal distribution will also be added.

**Spring 14 Cohort 44 WMBA 6040**

- **Assessment** - assessment results are based on a group assignment. all students applied inferential statistics to analyze business data. I set the target for “meet expectations” and “exceed expectations” at 70% and 90%, respectively. I then calculated the percentage of students who achieved the target. results indicate that 38.5% of the students meet or exceed expectations.
- **Course Improvement** - Students do not perform well on inferential statistics. This seems to be a tough concept for students to grasp. I plan to post threads in module discussion area to (1) let students aware of the common misstates and (2) encourage more student discussions on this topic.

**Fall 14 Cohort 43 WMBA 6060**

- **Assessment** – Applied Individual Project where students calculate and interpret averages, standard deviation, and coefficient of variance. Students regress data where you try to predict your dependent variable using independent variable, and then interpret the results. I continue to make available a sample project. I increased the amount of supplemental
materials available to students, so that there should be very little confusion about expectations. I continue to available instructional videos and an expanded data set, so that students used more time for analysis and less for data gathering. The quality of submissions was very good.

- Course Improvements - Three (11.1%) students did not meet expectations. 24 of 27 students had no significant errors, thus earning scores of 100 on the project. This is the highest percentage of 100s since this version of the project was adopted. I think the project is sufficiently difficult and complex (see the attached sample). I will consider revising the rubric for evaluation met versus exceeded expectations. I think the students deserve the 100 for the quality they are submitting. However, I can create a rubric such that some 100s will only meet expectations rather than exceeded expectations.

- Spring 14 Cohort 40 WMBA 6060
  - Assessment – Applied Individual Project where students calculate and interpret averages, standard deviation, and coefficient of variance. Students regress data where you try to predict your dependent variable using independent variable, and then interpret the results. I continue to make available a sample project. I increased the amount of supplemental materials available to students, so that there should be very little confusion about expectations. I continue to available instructional videos and an expanded data set, so that students used more time for analysis and less for data gathering. The quality of submissions was very good.
  - Course Improvements - Five (18.5%) students did not meet expectations, the highest percent in many semesters. Conversely, a higher than normal percent exceeded expectations. This cohort made averaged significantly lower scores on the projects and two exams. They also made significantly fewer attempts on quizzes Five attempts are allowed for each quiz, this cohort averages about 1 fewer attempts per quiz. I will change the data set for Summer 2014, but make no other changes. My belief is that the lower performance was cohort driven, rather than lack of learning materials.

Learning Objective 1.2 - Comprehend and apply accounting information to support a business decision.

- Fall 13 Cohort 43 and 44 WMBA 6010
  - Assessment - Exam embedded multiple choice questions.
  - Course Improvements - Overall, the students did not meet the established goal of this learning objective. Q5, 7, 8, 10, 11, & 12 were the 6 questions where the students failed to meet expectations. A recommendation for the next cohort is to:
• 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,
• enhance student comprehension of this concept. Additional practice problems will also be introduced for more hands-on for the students,
• encourage students to set up WIMBA discussions or phone conferences to clarify questions

• Fall 2013 Cohort 36 WMBA 6060
  o **Assessment** - I use two quizzes, Financial Statements and Financial Statement Analysis. I use the same quizzes at University of West Georgia. The quiz samples from a data base of about 200 questions. The quiz focuses on the structure of financial statements, the major accounts, ratio analysis, and financial statement analysis. On the Financial Statement quiz, Fall 2013 students averaged 96.0. On the Financial Statement Analysis quiz, students averaged 97.5. This compares to the historical average of about 95. Exceeding expectations were 18 students (designated as grade of 100), 7 students (between 86 and 99) met expectations and 1 student (below 86) as failed to meet expectations.
  o **Course Improvements** - I will continue modify the database of questions, based on new material. I expect to replace roughly 15% of the question database. I am happy with the level of performance on financial statements and financial statement analysis. No further changes are planned, as long as performance remains at this level.

• Summer 2013 Cohort 37 WMBA 6060
  o **Assessment** - I use two quizzes, Financial Statements and Financial Statement Analysis. I use the same quizzes at University of West Georgia. The quiz samples from a data base of about 200 questions. The quiz focuses on the structure of financial statements, the major accounts, ratio analysis, and financial statement analysis. On the Financial Statement quiz, Fall 2013 students averaged 96.0. On the Financial Statement Analysis quiz, students averaged 97.5. This compares to the historical average of about 95. Exceeding expectations were 18 students (designated as grade of 100), 7 students (between 86 and 99) met expectations and 1 student (below 86) as failed to meet expectations.
  o **Course Improvements** - I will continue modify the database of questions, based on new material. I expect to replace roughly 15% of the question database.

• Spring 14 Cohort 47 WMBA 6010
  o **Assessment** – Exam embedded multiple choice questions.
  o **Course Improvements** - Overall, the students met the established goal of this learning objective. However, as always, I will continue to look for ways to improve the course for even better comprehension by the
students. (Note: One student failed to take any of the exams in this course and was not counted in these statistics.)

**Spring 14 Cohort 48 WMBA 6010**
- **Assessment** – Exam embedded multiple choice questions.
- **Course Improvements** - Overall, the students did meet the established goal of this learning objective. A recommendation for the next cohort is to:
  - 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,
  - Encourage students to set up phone conference calls to clarify questions

**Spring 14 Cohort 49 WMBA 6010**
- **Assessment** – Exam embedded multiple choice questions.
- **Course Improvements** - Overall, the students met the established goal of this learning objective. Q10, 11, & 12 were the 3 questions where the students had the most difficulty. A recommendation for the next cohort is to:
  - 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,
  - enhance student comprehension of this concept. Additional practice problems will also be introduced for more hands-on for the students,
  - encourage students to set up WIMBA discussions or phone conferences to clarify questions

**Fall 14 Cohort 43 WMBA 6060**
- **Assessment** – I use two quizzes, Financial Statements and Financial Statement Analysis. I use the same quizzes at University of West Georgia. The quiz samples from a data base of about 200 questions. The quiz focuses on the structure of financial statements, the major accounts, ratio analysis, and financial statement analysis. On the Financial Statement quiz, Fall 2014 students averaged 94.2. On the Financial Statement Analysis quiz, students averaged 95.4. This compares to the historical average of about 95. Exceeding expectations were 17 students (designated as grade of 100), 7 students (between 86 and 99) met expectations and three students (below 86) as failed to meet expectations.
- **Course Improvements** - I will continue modify the database of questions, based on new material. I am happy with the level of performance on financial statements and financial statement analysis. However, I feel that my current method of assessment overstates the skills of the students to perform financial statement analysis. This quiz allows students to attempt the quiz until they are satisfied with their grades. Most students need 4 or 5 attempts to achieved 100 on these quizzes. I am considering using the
questions on the midterm exam to evaluation this area. In that case, the student would only have one attempt at the material. The tradeoff is that I would go from evaluating 24 questions to evaluating about 6 questions. I think this smaller sample would cause greater variability (unrelated to student skills) from semester to semester.

- **Spring 14 Cohort 40 WMBA 6060**
  - **Assessment** – I use two quizzes, Financial Statements and Financial Statement Analysis. I use the same quizzes at University of West Georgia. The quiz samples from a data base of about 200 questions. The quiz focuses on the structure of financial statements, the major accounts, ratio analysis, and financial statement analysis. On the Financial Statement quiz, Spring 2014 students averaged 97.8. On the Financial Statement Analysis quiz, students averaged 94.6. This compares to the historical average of about 95. Exceeding expectations were 18 students (designated as grade of 100), 9 students (between 86 and 99) met expectations and no student (below 86) as failed to meet expectations.
  - **Course Improvements** - I will continue modify the database of questions, based on new material. I expect to replace roughly 15% of the question database. I am happy with the level of performance on financial statements and financial statement analysis. No further changes are planned, as long as performance remains at this level.

**Learning Objective 1.3** - Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools.

- **Fall 13 Cohort 43 and 44 WMBA 6010**
  - **Assessment** - Exam embedded multiple choice questions.
  - **Course Improvements** - Overall, the students did not meet the established goal of this learning objective. Q13, 14 and Q15 were the 3 questions where the students failed to meet expectations. Student performance on these questions will be monitored for future cohorts and additional content, in the form of practice problems from the text and outside sources, will be introduced to improve student learning of this concept.

- **Fall 13 Cohort 36 WMBA 6060**
  - **Assessment** – I used four questions from the Final Exam, see the attached sheet. Individually, WEBMBA students exceeding expectations were 1 student (designated as 4 correct answers of 4 questions), 3 students (designated as 3 of 4) met expectations and 22 (85%) students (designated as 0, 1, or 2 of 4) as failed to meet expectations. The percent meeting and exceeding expectations was better than last semester, but low by historical standards. Questions 1 had high correct percentages (85%). Five students were correct on question 3. Only 1 student was correct on question 4. This was the fourth term of using a new textbook. The textbook may be driving the poor results, I am evaluating
alternatives. But one of the instructors strongly prefers this book, so discussions are needed.

- **Course Improvements** - I will keep the same set of questions for next semester. I will again increase my level of discussion of capital budgeting cash flows. I will create more resources to assist the students.

- **Summer 13 Cohort 37 WMBA 6060**
  - **Assessment** – I used four questions from the Final Exam, see the attached sheet. Individually, WEBMBA students exceeding expectations were 1 student (designated as 4 correct answers of 4 questions), 3 students (designated as 3 of 4) met expectations and 22 (85%) students (designated as 0, 1, or 2 of 4) as failed to meet expectations. The percent meeting and exceeding expectations was better than last semester, but low by historical standards. Questions 1 had high correct percentages (85%). Five students were correct on question 3. Only 1 student was correct on question 4. This was the fourth term of using a new textbook. The textbook may be driving the poor results, I am evaluating alternatives. But one of the instructors strongly prefers this book, so discussions are needed.
  - **Course Improvements** - I will keep the same set of questions for next semester. I will increase my level of discussion of capital budgeting cash flows. I will create more resources to assist the students.

- **Spring 13 Cohort 29, 33, 34 and 35 WMBA 6070**
  - **Assessment** - Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case.
  - **Course Improvements** - Students will be given the option to complete either one exercise and two cases or vice versa.

- **Fall 13 Cohort 37 WMBA 6070**
  - **Assessment** - Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case.
  - **Course Improvements** - No changes are anticipated at this time.

- **Spring 13 Cohort 36 – WMBA 6100**
  - **Assessment** - Students are required to implement a production schedule using two production approaches: Make-to-Stock (MTS) and Make-to-Order (MTO). I included two questions in the course mid-term exam. To meet expectations, a student needed to receive greater than 80% for each question. Most students did a good job with MTS question, but many students missed MTO question.
o Course Improvements - I plan to give open-ended questions. Also, before giving the mid-term exam, I plan to include more questions related to these topics on quizzes.

Fall 13 Cohort 42 WMBA 6100

o Assessment – The course final exam included an embedded series of quantitative questions relating to breakeven point analysis. To meet expectations a student needed to receive greater than 70% of the available points. One factor in student performance on this assessment is that since it was embedded in the final exam, a proportion of the students may have recognized the limited impact on their course grade of performance on a challenging problem. Hence, some may have chosen not to maximize their performance on a given question and there is likely a downward bias in the results.

o Course Improvement – I plan to use group Case study project with guided questions to further illustrate use of breakeven analysis in the module.

Spring 13 Cohort 29, 30, and 32 WMBA 6110

o Assessment – Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Measures are from the 2nd Company Strategy Analysis assignment.

o Course Improvement - There are no current plans to improve this assignment.

Summer 13 Cohort 33 and 34 WMBA 6110

o Assessment – Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Measures are from the 2nd Company Strategy Analysis assignment.

o Course Improvement - There are no current plans to improve this assignment.

Spring 14 Cohort 47 WMBA 6010

o Assessment – Exam embedded multiple choice questions.

o Course Improvement - Overall, the students met the established goal of this learning objective. Q13 was the question where the students had the most difficulty. Student performance on this question will be monitored for future cohorts and additional content, in the form of practice problems from the text and outside sources, will be introduced to improve student learning of this concept.

Spring 14 Cohort 48 WMBA 6010

o Assessment – Exam embedded multiple choice questions.
Course Improvement - Overall, the students did meet the established goal of this learning objective.

**Spring 14 Cohort 48 WMBA 6010**
- **Assessment** – Exam embedded multiple choice questions.
- **Course Improvement** - Overall, 50% of the students met the established goal of this learning objective. Q13 and Q15 were the 2 questions where the students experienced difficulty. Student performance on these questions will be monitored for future cohorts and additional content, in the form of practice problems from the text and outside sources, will be introduced to improve student learning of this concept.

**Spring 14 Cohort 45 WMBA 6040**
- **Assessment** – The assessment was conducted via a set of 5 questions that were included in the exam. These questions included some multiple choice and open ended questions. The assessment questions covered decision analysis topics such as linear programming, regression that ties in with the objective and learning outcomes assessed. The material covered was challenging and difficult to grasp.
  - This being said the Results are positive Overall as 64.51% of students have either met or exceeded expectations. The found linear programming and in particular developing formulations challenging. I will be reviewing areas for improving instruction and coverage of this material before future offerings.
- **Course Improvement** - I will be continue to spend more time on Linear programming topics especially on concepts such as slack and surplus, binding constraints and formulation of LP models. Students generally find these topics challenging as they required increased application of logical thinking and analytical reasoning skills unlike statistical topics that are the focus of LO1. In particular going forward I will spend more time explaining the generic process involved in transforming any word problem to a math model. Overall their performance on these two topics has improved compared to prior semester given the steps put in to place to address these issues identified in the prior semesters.

**Spring 14 Cohort 44 WMBA 6040**
- **Assessment** – assessment results are based on a group assignment which consists of LP problems in the areas of resource allocation, marketing, and investment. I set the target for “meet expectations” and “exceed expectations” at 70% and 90%, respectively. i then calculated the percentage of students who achieved the target. results indicate that 100% of the students meet or exceed expectations.
- **Course Improvement** - Students perform extremely well on this task. No improvements are proposed.

**Spring 14 Cohort 40 WMBA 6060**
- **Assessment** – I used four questions from the Final Exam, see the attached sheet. Individually, WEBMBA students exceeding expectations
were 3 students (designated as 4 correct answers of 4 questions), 2 students (designated as 3 of 4) met expectations and 22 students (designated as 0, 1, or 2 of 4) as failed to meet expectations. The percent meeting and exceeding expectations was better than last semester, but still low by historical standards. Questions 1 had a very high correct percentage (96%). Six students were correct on question 3. Three students was correct on question 4. This was the fifth term of using a new textbook.

- **Course Improvements** - I will keep the same set of questions for next semester. I will again increase my level of discussion of capital budgeting cash flows. I will create more resources to assist the students. I continue to evaluate textbook alternatives.

- **Spring 14 Cohort 36, 40, 41, 42 WMBA 6070**
  - **Assessment** - Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) Identify the firm’s most important internal strengths/weaknesses. And 3) use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Assessment Vehicle 1: Case Analysis
  - **Course Improvement** - No changes are anticipated at this time.

- **Fall 14 Cohort 44 WMBA 6070**
  - **Assessment** - Students will 1) identify the most important opportunities/threats in the firm’s external environment. 2) Identify the firm’s most important internal strengths/weaknesses. And 3) use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Assessment Vehicle 1: Case Analysis
  - **Course Improvement** - No changes are anticipated at this time.

- **Spring 14 Cohort 36 WMBA 6110**
  - **Assessment** - Measures are from the 2nd Company Strategic Analysis assignment. This assignment requires the students to complete the following tasks: (1) Identify the most important opportunities/threats in a firm’s external environment; (2) Identify the firm’s most important internal strengths/weaknesses compared to its competitors; and (3) Use appropriate strategic frameworks to formulate and recommend future strategic actions for the company.
  - **Course Improvements** - There are no current plans to improve this assignment.

- **Summer 14 Cohort 42 WMBA 6110**
  - **Assessment** - Measures are from the 2nd Company Strategic Analysis assignment. This assignment requires the students to complete the following tasks: (1) Identify the most important opportunities/threats in a firm’s external environment; (2) Identify the firm’s most important internal strengths/weaknesses compared to its competitors; and (3) Use appropriate strategic frameworks to formulate and recommend future strategic actions for the company.
Learning Objective 1.4 - Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. This requires knowledge of the strategic management process and the ability to assess the financial status of a company. (knowledge & skill)

- Spring 14 Cohort 36 WMBA 6110
  - Assessment - A midterm exam is given with objective and essay questions that cover the following learning objectives: (1) knowledge of the strategic management process, and (2) assessment of the financial status of a company. Most questions were applied and asked students to use critical thinking skills to apply business strategy concepts to particular situations. An exam score of 80 meets expectations for these two learning objectives and an exam score of 90 exceeds expectations for these two learning objectives.
  - Course Improvements - There are no current plans to improve this assignment.

- Summer 14 Cohort 42 WMBA 6110
  - Assessment - A midterm exam is given with objective and essay questions that cover the following learning objectives: (1) knowledge of the strategic management process, and (2) assessment of the financial status of a company. Most questions were applied and asked students to use critical thinking skills to apply business strategy concepts to particular situations. An exam score of 80 meets expectations for these two learning objectives and an exam score of 90 exceeds expectations for these two learning objectives.
  - Course Improvements - There are no current plans to improve this assignment.

Learning Objective 1.5 - Evaluate relationships among value chain components.

- Fall 13 Cohort 37 and 40 WMBA 6050
  - Assessment - Exam There were 4 mc questions on the final exam (see Exhibit 1 for items and average score per item). The average score on these four items were 100 for Cohort 37 and 99 for Cohort 40. The range of the items was all 100s for Cohort 37 and 96 to 100 for Cohort 40. Thus a performance level of 80% was exceeded by both cohorts.
  - Course Improvements - Based on expectations being exceeded by both cohorts, maintain status quo. No course improvements to be undertaken.
Assessment There were 4 mc questions on the final exam (see Exhibit 1 for items and average score per item). The average score on these four items were 98.3% for Cohort 39. The range of the items was 93 to 100 for Cohort 39. Thus a performance level of 80% was exceeded.

Course Improvements - Based on expectations being exceeded, maintain status quo. No course improvements to be undertaken.

Fall 13 Cohort 44 WMBA 6080

Assessment - Student investigate various applications of Information Technology in a business environment using strategic tools such as a value chain analysis and SWOT analysis.

Course Improvements - No changes are planned at this point except for revising and improving the scoring rubric.

Note: A high percentage of people exceeded expectations partially because my pedagogy is to allow students to correct work on a 2nd or 3rd attempt until it is acceptable for a high score.

Spring 13 Cohort 38 WMBA 6080

Assessment - Student investigate various applications of Information Technology in a business environment using strategic tools such as a value chain analysis and SWOT analysis.

Course Improvements - No changes are planned at this point except for revising and improving the scoring rubric.

Note: A high percentage of people exceeded expectations partially because my pedagogy is to allow students to correct work on a 2nd or 3rd attempt until it is acceptable for a high score.

Fall 14 Cohort 46 WMBA 6050

Assessment – There were 4 mc questions on the final exam (see Exhibit 1 for items). The average score on these four items were 95.83 for Cohort 46. The range of the items was 86.67 to 100 for Cohort 46. Thus a performance level of 80% was exceeded.

Course Improvements - Based on expectations being exceeded, maintain status quo. No course improvements to be undertaken.

Fall 14 Cohort 44 and 47 WMBA 6050

Assessment – There were 4 mc questions on the final exam. The average score on these four items were 97.12 for Cohort 44 and 99.04 for Cohort 47. The range of the items was 88.46 to 100 for Cohort 44 and 96.15 to 100 for Cohort 47. Thus a performance level of 80% was exceeded by both cohorts

Course Improvement - Based on expectations being exceeded by both cohorts, maintain status quo. No course improvements to be undertaken.

Fall 14 Cohort 49 WMBA 6050

Assessment – There were 4 mc questions on the final exam. The average score on these four items were 96.7. The range of the items was 86.96% to 100. Thus a performance level of 80% was exceeded.
Learning Goal 2 – Ethics and Social Impact: Graduate students will recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

Learning Objective 2.1 - Compare and contrast ethical issues of a business problem and formulate an ethical solution. (skill & attitude). This was not assessed during the 2013 or 2014 Academic Years. This is due to confusion among faculty about the transition time. It is currently under assessment in the 2015 AY.

Learning Objective 2.2 – Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions.

- **Fall 13 Cohort 43 WMBA 6000**
  - **Assessment** - The case study evaluates ethical decision making in organizations. The follow-up questions require associates to evaluate ethical dilemmas in organizations and to provide realistic recommendations for the organization.
  - **Course Improvements** - The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the spring 2014 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- **Fall 13 Cohort 43 WMBA 6000**
  - **Assessment** - Associates completed a multiple choice question by determining which ethical principles applied to a particular scenario. In Module 6, quiz question #4 was assessed for correct answers related to ethical issues in management.
  - **Course Improvements** - The multiple choice question is an additional tool for evaluating ethical decision making in organizations. I will not change the multiple choice question used for the spring 2014 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- **Spring 13 Cohort 41 WMBA 6000**
  - **Assessment** - Four of the quizzes in the class we used for assessment because they have numerous multiple-choice and true-false questions pertaining to the topics of leadership, conflict management, decision making (including ethics and decisions), and goal setting. A score of 90% or greater on a quiz is considered to exceed expectations, and a score of
70% - 90% is considered to meet expectations. Scores below 69% do not meet expectations. Twenty-six (26) students completed the four quizzes, each of which consisted of 20 questions.

- **Course Improvement** - Since all students met or exceeded expectations, no changes will be made

**Fall 13 Cohort 37 and 40 WMBA 6050**

- **Assessment** - There were two mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items were 94% for Cohort 37 and 100 for Cohort 40. The range was 92 to 96 for Cohort 37 and all were 100 for cohort 40. As all items had an average score of above 90, a performance level of 80% was exceeded.

- **Course Improvement** - Narrated PowerPoint Presentations on doing a Situation Analysis, SWOT, Developing Outcomes and Developing a Marketing Strategy and Tactics were added to the course Spring, 2010 (CP).
  - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

**Fall 13 Cohort 35 WMBA 6050**

- **Assessment** – There were two mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items were 96.5% for Cohort 39. The range was 93 to 100 for Cohort 39. As all items had an average score of above 90, a performance level of 80% was exceeded.

- **Course Improvement** - Narrated PowerPoint Presentations on doing a Situation Analysis, SWOT, Developing Outcomes and Developing a Marketing Strategy and Tactics were added to the course Spring, 2010 (CP).
  - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

**Spring 14 Cohort 48 WMBA 6000**

- **Assessment** – Students worked in teams to complete an activity in which they were presented with ethical dilemmas and potential responses and asked to select the best response, identify the ethical approach which their response represented, and justify their choice.

- **Course Improvement** - This activity has been used in the course before, resulting in higher levels of student performance. Because all students achieved at least a 70% level of performance this semester, and considering that this is a learning activity for use in building their ability to apply conceptual information prior to taking an examination on the material, the percentages are deemed to be adequate. However, in the future, changes will be made in explaining the ethical approaches more fully, prior to students practicing using them.

**Spring 14 Cohort 48 WMBA 6000**
- **Assessment** – Associates completed a multiple choice question by determining which ethical principles applied to a particular scenario.
- **Course Improvement** - The multiple choice question is an additional tool for evaluating ethical decision making in organizations and a good follow-up from the learning activity discussed in the SLO above. I will not change the multiple choice question used in future semesters. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

**Fall 14 Cohort 46 WMBA 6050**
- **Assessment** – There were two mc questions on the final exam. See Exhibit 1 for the individual items. The average score on these items were 90% for Cohort 46. The range was 86.67 to 93.33 for Cohort 46. As all items had an average score of above 90, a performance level of 80% was exceeded.
- **Course Improvement** - Narrated PowerPoint Presentations on doing a Situation Analysis, SWOT, Developing Outcomes and Developing a Marketing Strategy and Tactics were added to the course Spring, 2010 (CP).
  - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

**Fall 14 Cohort 44 and 47 WMBA 6050**
- **Assessment** – There were two mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items were 100% for Cohort 44 and 98.08 for Cohort 47. The range were all 100s for Cohort 44 and 96.15 to 100 for cohort 47. As all items had an average score of above 90, a performance level of 80% was exceeded.
- **Course Improvement** - Narrated PowerPoint Presentations on doing a Situation Analysis, SWOT, Developing Outcomes and Developing a Marketing Strategy and Tactics were added to the course Spring, 2010 (CP).
  - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

**Fall 14 Cohort 49 WMBA 6050**
- **Assessment** – There were three mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these three items were 94.2. THE SCORE RANGES FROM 91.3 TO 100. As the score was 94.2 on the items, a performance level of 80% was exceeded.
- **Course Improvement** - I added a group marketing plan project that includes a detailed situation analysis and swot analysis in fall 2014 (cep).
Learning Goal 3 – Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

Learning Objective 3.1 - Develop strategies for corporate growth based on effective use and management of information technology. (knowledge & skill)

- Spring 2013 Cohort 29, 33, 34 and 35 WMBA 6070
  
  o Assessment - Students will use Microsoft Excel to conduct scenario analysis using proforma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. Students should be able to construct a proforma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis.
  
  o Course Improvements - No changes are anticipated at this time.

- Fall 2013 Cohort 37 WMBA 6070
  
  o Assessment - Students will use Microsoft Excel to conduct scenario analysis using proforma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. Students should be able to construct a proforma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis.
  
  o Course Improvements - No changes are anticipated at this time.

Learning Objective 3.2. 3Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies within a team setting. (knowledge & skill). This was not assessed during the 2013 or 2014 Academic Years. This is due to confusion among faculty about the transition time. It is currently under assessment in the 2015 AY.

Learning Objective 3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness. (knowledge & skill)

- Spring 13 Cohort 38 WMBA 6080
  
  o Assessment – Students demonstrate the ability to use technology to conduct research on multiple topics in a finite period of time.
  
  o Course Improvements - No changes are planned at this time.

  ▪ Note: A high percentage of people exceeded expectations partially because my pedagogy is to allow students to correct work on a 2nd or 3rd attempt until it is acceptable for a high score.

  ▪ The reason there are 0% that just “met” expectations is that the percentage is so close 85% to meet, 95% to exceed. I grade out of 10, so a score of 8/10 does not meet expectations. This should be considered in the new LO structure we are developing for the program.
**Fall 13 Cohort 44 WMBA 6080**
- **Assessment** – Students demonstrate the ability to use technology to conduct research on multiple topics in a finite period of time.
- **Course Improvements** - No changes are planned at this time.
  - Note: A high percentage of people exceeded expectations partially because my pedagogy is to allow students to correct work on a 2nd or 3rd attempt until it is acceptable for a high score.

**Spring 13 Cohort 36 WMBA 6100**
- **Assessment** – Students are required to calculate economic order quantity (EOQ) using software applications such as Web-based EOQ model or Microsoft Excel. I included one question in the course mid-term exam. Students were asked to use these software applications when they took the exam. To meet expectations, a student needed to receive greater than 80%. Most students did a good job with this question.
- **Course Improvement** - Although most students understood how to use these applications, it appears that it is still important to emphasize the rationale behind EOQ. Previously, Microsoft Excel layout for EOQ was given to students. However, I plan to ask students to set up this layout. It might be part of the course assignment.

**Fall 13 Cohort 42 WMBA 6100**
- **Assessment** – Problems assigned on the final exam required students to use MS-Excel data-manipulation and graphing techniques and to include these in a Word processed file for grading consideration. Additionally, semester projects and module assignments required the use of these files.
- **Course Improvement** - Continue to emphasize the use of IT to enhance personal and organizational effectiveness including the use of model templates in spreadsheets.

**Spring 14 Cohort 45 WMBA 6040**
- **Assessment** - The assessment was conducted via an assignment question. These questions required them to analyze data and create graphs such as column chart and Bar chart and make conclusions.
  - Results are overall positive as 100% of students have either met or exceeded expectations.
- **Course Improvement** - Given the excellent score, there are no recommendations for improvement at this point to consider.

**Spring 14 Cohort 44 WMBA 6040**
- **Assessment** - assessment results are based on a group assignment. all students applied inferential statistics to analyze business data. I set the target for “meet expectations” and “exceed expectations” at 70% and 90%, respectively. i then calculated the percentage of students who achieved the target. results indicate that 100% of the students meet or exceed expectations.
Learning Goal 4 – Globalization: Graduate students will analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis

Learning Objective 4.1 - Evaluate international business environments and apply appropriate techniques to make effective business decisions.

- **Summer 13 Cohort 33 and 36 WMBA 6030**
  - **Assessment** - Exam questions in exam 2 assess these questions. The sample questions and individual student performance in these questions are in the appendix (below).
  - **Course Improvement** - No improvements.

- **Spring 13 Cohort 29, 30, and 32 WMBA 6110**
  - **Assessment** – Students will 1) identify the most important opportunities/threats in the firm’s global external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Measures are from Strategy Analysis #2.
  - **Course Improvement** - There are no current plans to improve this assignment.

- **Summer 13 Cohort 33 and 34 WMBA 6110**
  - **Assessment** – Students will 1) identify the most important opportunities/threats in the firm’s global external environment. 2) identify the firm’s most important internal strengths/weaknesses. 3) And use appropriate frameworks to formulate and recommend strategic actions for the company described in the case. Measures are from Strategy Analysis #2.
  - **Course Improvement** - There are no current plans to improve this assignment.

Learning Objective 4.2 - Students work collaboratively with other students from a university in another country to research a country’s business components and construct a risk analysis.

- **Summer 13 Cohort 33 and 36 WMBA 6030**
  - **Assessment** - Exam questions in exam 2 assess these questions. The sample questions and individual student performance in these questions are in the appendix (below).
  - **Course Improvement** - No improvements.

Learning Objective 4.3 - Apply theory to evaluate options for international investment and trade options.

- **Summer 13 Cohort 33 and 36 WMBA 6030**
Learning Objective 4.4 - Understand cultural and communication norms in a foreign country, and apply that understanding to influence others and manage tasks in a multicultural team.

- **Summer 13 Cohort 33 and 36 WMBA 6030**
  - **Assessment** - Guidelines for Expat Assignment, WMBA6030
    - “You have been offered an excellent opportunity for an expatriate assignment for two years in the Country of Your Choice. You agreed to take, and your family can come with you, if you want. You will be leaving for Country of Your Choice in six months. You will have a meeting with your boss in a month about your expat assignment and your boss expects you to have an action plan for next 6 months that includes: - Research on the country (basic demographics, economy, culture, current issues etc.) Start with this! - Explanation on how you are going prepare for your expat assignment next six months (language learning, preparing your family, note: women and men may have different issues they need to prepare for etc). - Be specific what you are going to do and what type of position you are taking (make it realistic, how much you should earn in Country X). - Prepare a check list of issues you should prepare for before leaving for Country of Your Choice. (Let’s assume that money is not a big issue when choosing housing and school for your children or transportation needed.)"
  - **Course Improvement** - Overall, students found this assignment as a valuable learning experience, however, the course feedback showed that students found that this project was much busy work. This topic will be integrated to the exam question (essay) for the next cohort.

**Learning Goal 5 – Integration:** Graduate students will integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

**Learning Objective 5.1 Construct and propose a comprehensive business plan.**

- **Fall 13 Cohort 37 and 40 WMBA 6050**
  - **Assessment** - There were 3 mc questions on the final exam (see Exhibit 1 for items and average score per item). The average score on these items was 87% for Cohort 37 (range of 68 to 96) and 100% for Cohort 40 (All were 100). Thus an overall performance level of 80% was exceeded, but there was difficulty with one question for one cohort.
  - **Course Improvement** – The one question on overall cost leadership continues to be difficult for some cohorts. In the Introduction to Module 2 dealing with strategy, I will emphasize what the different strategic options involve.

- **Fall 13 Cohort 39 WMBA 6050**
- Assessment - There were 3 mc questions on the final exam (see Exhibit 1 for items and average score per item). The average score on these items was 97.3% for Cohort 39 (range of 95 to 100). Thus an overall performance level of 80% was exceeded.
- Course Improvement - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken

- Spring 13 Cohort 29, 33, 34 and 35 WMBA 6070
  - Assessment - Students will use Microsoft Excel to conduct scenario analysis using pro forma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. Students should be able to construct a pro forma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis.
  - Course Improvement - No changes are anticipated at this time.

- Fall 13 Cohort 37 WMBA 6070
  - Assessment - There were 3 mc questions on the final exam (see Exhibit 1 for items). The average score on these items was 90% for Cohort 46 (range of 80 to 96.67). Thus an overall performance level of 80% was exceeded.
  - Course Improvement - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

- Fall 14 Cohort 44 and 47 WMBA 6050
  - Assessment - There were 3 mc questions on the final exam (see Exhibit 1 for items and average score per item). The average score on these items was 97.44% for Cohort 44 (range of 92.31 to 100) and 94.87% for Cohort 47 (Range of 84.62 to 100). Thus an overall performance level of 80% was exceeded.
  - Course Improvement - The one question on overall cost leadership was found to be difficult the last time the assessment was done (Fall 2013) so to address that problem this semester (Fall, 2014) in the Introduction to Module 2 dealing with strategy, I emphasized what the different strategic options involve and this seemed to improve the scores on this item.

- Fall 14 Cohort 49 WMBA 6050
Assessment – There were five mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items was 91.3. The range of the items was 73.91 to 100. Thus an overall performance level of 80% was exceeded.

Course Improvement - I would add some additional discussion on new product development (c). I would also introduce some more materials of new product development into the discussion next time (p). I would also use more quiz questions to evaluate students’ understanding of the section (e).

- Spring 14 Cohort 36, 40, 41, 42 WMBA 6070
  Assessment - Students will use Microsoft Excel to conduct scenario analysis using proforma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. Students should be able to construct a proforma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis. Assessment Vehicle 3: Business Plan or Venture Feasibility Analysis.

  Course Improvement - No changes are anticipated at this time.

- Fall 14 Cohort 44 WMBA 6070
  Assessment - Students will use Microsoft Excel to conduct scenario analysis using proforma budgets and examine best, worst and most likely instances within their new venture business plan or feasibility study to then develop strategies to successfully deal with them. Students should be able to construct a proforma cash budget for a proposed venture start up and then use this tool to determine strategic and tactical issues based upon scenario analysis. Assessment Vehicle 3: Business Plan or Venture Feasibility Analysis.

  Course Improvement - No changes are anticipated at this time.

Learning Objective 5.2 Assess the multiple impacts (e.g. financial, economic, and behavioral) of introducing a new product or service, or making a significant change to an existing product or service.

- Fall 13 Cohort 37 and 40 WMBA 6050
  Assessment - There were four mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items was 91% for Cohort 37 (range 80-100). The average score on these items was 94 % for Cohort 40 (range 83 to 100). Thus an overall performance level of 80% was exceeded for both cohorts for both the individual items average and overall average.

  Course Improvement – In Spring, 2010, I added a narrated PowerPoint presentation that discussed developing a marketing strategy and action plans (CP). In Summer, 2011, I added additional discussion on the new
product development process (Chapter 20 in the Kotler and Keller text) through an additional PowerPoint presentation on this topic (CP).
  - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

• Fall 13 Cohort 39 WMBA 6050
  - Assessment – There were four mc questions on the final exam. See Exhibit 1 for the individual items and average score per item. The average score on these items was 90.8% for Cohort 39 (range 83-100). Thus an overall performance level of 80% was exceeded for both the individual items average and overall average.
  - Course Improvement - In Spring, 2010, a narrated PowerPoint presentation that discussed developing a marketing strategy and action plans (CP) was added. In Summer, 2011, additional discussion on the new product development process (Chapter 20 in the Kotler and Keller text) through an additional PowerPoint presentation on this topic (CP) was added.
    - Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken

• Spring 13 Cohort 38 WMBA 6080
  - Assessment - Students investigate and define the impact of applying a defined set of new information technologies or applications to a specific set of business processes.
  - Course Improvements - No course improvements planned at this time. Learning objective and course updates that have been discussed and planned for over a year will be implemented in Fall of 2014.

• Fall 13 Cohort 44 WMBA 6080
  - Assessment - Students investigate and define the impact of applying a defined set of new information technologies or applications to a specific set of business processes.
  - Course Improvements - No course improvements planned at this time. Learning objective and course updates that have been discussed and planned for over a year will be implemented in Fall of 2014.

• Spring 13 Cohort 29, 30, and 32 WMBA 6110
  - Assessment – Students develop and implement plans through a challenging simulation project. Measures are based on the Capstone Simulation (www.capsim.com) project performance.
  - Course Improvements - There are no current plans to improve this assignment.

• Summer 13 Cohort 33 and 34 WMBA 6110
  - Assessment – Students develop and implement plans through a challenging simulation project. Measures are based on the Capstone Simulation (www.capsim.com) project performance.
  - Course Improvements - There are no current plans to improve this assignment.
• Fall 14 Cohort 46 WMBA 6050  
  o **Assessment** – There were four mc questions on the final exam. The average score on these items was 83.33% for Cohort 46 (range 73.33 to 100). Thus an overall performance level of 80% was exceeded for cohort 46.
  o **Course Improvement** - In Spring, 2010, I added a narrated PowerPoint presentation that discussed developing a marketing strategy and action plans (CP). In Summer, 2011, I added additional discussion on the new product development process (Chapter 20 in the Kotler and Keller text) through an additional PowerPoint presentation on this topic (CP).
    ▪ Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

• Fall 14 Cohort 44 and 47 WMBA 6050  
  o **Assessment** – There were four mc questions on the final exam. The average score on these items was 97.12% for Cohort 44 (range 92.31-100). The average score on these items was 95.19% for Cohort 47 (range 88.46 to 100). Thus an overall performance level of 80% was exceeded for both cohorts for both the individual items average and overall average.
  o **Course Improvement** - In Spring, 2010, I added a narrated PowerPoint presentation that discussed developing a marketing strategy and action plans (CP). In Summer, 2011, I added additional discussion on the new product development process (Chapter 20 in the Kotler and Keller text) through an additional PowerPoint presentation on this topic (CP).
    ▪ Based on expectations being exceeded, maintain status quo. No additional course improvements to be undertaken.

• Spring 2014 Cohort 36 WMBA 6110  
  o **Assessment** – Students develop and implement plans through a challenging simulation project. Measures are based on the Capstone Simulation (www.capsim.com) project performance.
  o **Course Improvements** - There are no current plans to improve this assignment.

• Summer 2014 Cohort 42 WMBA 6110  
  o **Assessment** – Students develop and implement plans through a challenging simulation project. Measures are based on the Capstone Simulation (www.capsim.com) project performance.
  o **Course Improvements** - There are no current plans to improve this assignment.

**Learning Objective 5.3** Assess the risks and opportunities of an investment venture in a new international setting.

• Fall 13 Cohort 33 and 36 WMBA 6030  
  o **Assessment** - Sample exam questions and individual student performance.
  o **Course Improvement** – No improvements.
Learning Objective 5.4 Measure value created by the business processes. (knowledge & skill)

- Fall 14 Cohort 43 WMBA 6060
  - Assessment – This is the first semester evaluating this Learning Objective. I used four questions from the Final Exam, see the attached sheet. Individually, WEBMBA students exceeding expectations were 10 students (designated as 3 or 4 correct answers of 4 questions), 2 students (designated as 2 of 4) met expectations and 15 students (designated as 0 or 1 of 4) as failed to meet expectations. Question 1 had a high correct percentage (78%). 13 students were correct on question 2. 12 students were correct on question 3. Five students were correct on question 4.
  - Course Improvement - To check for consistency, I will use a similar set of questions for next semester. Capital Budgeting is an important topic. We are concerned that our current textbook is not sufficient to allow students to master this topic. Along with the other 6060 instructors, we are evaluating textbook alternatives.

Learning Goal 6 - Leadership: Graduate students will apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

Learning Objective 6.1 - Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness.

- Fall 13 Cohort 43 WMBA 6000
  - Assessment - The case study evaluates teamwork in organizations. The follow-up questions require associates to evaluate team dynamics in organizations and to provide realistic recommendations for the organization
  - Course Improvements - The case study is an excellent tool for evaluating teamwork in organizations. This case will remain the same in spring 2014. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- Fall 13 Cohort 43 WMBA 6000
  - Assessment - Part 1 (leadership) was assessed as part of the Module 5 discussion forum. Associates completed a multiple choice question by determining which leadership principles applied to a particular scenario. In Module 5, quiz question #6 (chapter 10) was assessed for correct answers related to leadership issues in management.
  - Course Improvement - For the spring 2014 semester, I will not change the tool for evaluating this learning objective. Students will be evaluated on leadership skills within a team dynamic through a multiple choice question. The multiple choice question is an additional tool for evaluating leadership
and team decisions in organizations. I will use a question from chapter 10 (question 6) in our textbook.

- **Spring 13 Cohort 41 WMBA 6000**
  - **Assessment** - Students provided feedback to each of their team members on the team member’s strengths, contributions to the team, and one area for improvement.
  - **Course Improvement** - All students completed this activity effectively, therefore, the activity will be retained without changes.

- **Spring 13 Cohort 36 WMBA 6100**
  - **Assessment** – After reading case studies, students are required to answer related questions as a group. Seven case studies were given during the semester. Each case study has generally two questions: one is directly based on the contents and the other asks students do some extra activities (e.g., find additional materials). To meet expectations, a student needed to receive greater than 80% of each case question.
  - **Course Improvement** - Most groups did a good job. In fact, most questions were straightforward. I plan to add some difficult questions next time.

- **Fall 13 Cohort 42 WMBA 6100**
  - **Assessment** – Each group was required to participate in an online factory simulation. Each group was required to determine the number of machines to purchase as well as the amount of inventory to purchase and hold. Teams competed against each other based on total profitability of their factory. Teams were required to write a detailed report identifying their strategy for each decision. Each submission was returned with detailed feedback.
    Groups were evaluated based on their relative performance regarding factory profitability as well as the logic associated with the teams' various strategies.
    Teams that scored greater than 70% were considered to have met expectations. Groups that scored greater than 90% were considered to have exceeded expectations.
  - **Course Improvement** - I will continue to emphasize that teamwork does involve more than divide and conquer and that effective teams will police themselves by collaborating in developing solution strategies, evaluating one another’s work prior to submission and ensuring thorough response to feedback.

- **Spring 14 Cohort 48 WMBA 6000**
  - **Assessment** – The exam question presents a scenario involving groupthink and asks students to identify what aspect of groupthink the scenario represents.
  - **Course Improvement** - I will not change the tool for evaluating this learning objective.

- **Fall 14 Cohort 50 WMBA 6000**
  - **Assessment** – Each team assesses its status as a work unit and takes action to increase both the team's task performance and relationship satisfaction. Each team member completes an online Feedback Assessment
and provides BET and BEAR feedback for each team member. The individual results are combined into a team report. Using this report, each team holds a Blackboard Collaborate session to review the summary report [provided by the professor] and identifies five team strengths and five team weaknesses based on this assessment. Each team determines strategies to overcome the team weaknesses as well as strategies that ensure the team will maintain its strengths. The teams’ answer to the following questions which become a part of a team memo that is submitted to the professor.

- What are our team’s five strengths? [Provide evidence such as examples of when and how the team has done these things.]
- Why are these strengths?
- What are our team’s five weaknesses? [Provide evidence such as facts and examples to support your conclusion.]
- Why are these five our team’s weaknesses? What does the assessment tell us about our team?
- What changes should our team make based on this information?
- What activities or behaviors should team members continue to do?
- How will the team continue to monitor personal performance and collective performance?

- Teams answer the above questions and identify the implications of this analysis and determine if any social loafing has occurred. Then each team reestablishes priorities, expectations, and goals where appropriate as well as reviews team goals set at the Opening Residency. Teams makes any constructive changes to their Team Contracts to enhance the functioning of the teams.

- The next activity for each team is to determine the performance of the team members. Based upon the BET [Behavior, Effect and Thank you] and BEAR [Behavior, Effect, Alternative Behavior, and Result] feedback each team member receives, each team conducts an open, honest discussion regarding what each member will (a) do more of, (b) do less of, and (c) continue to do to ensure the success of the team in its remaining work for the course.

- Then each team discusses what three lessons members learned from completing this activity. Lastly, each team thinks about what advice it would give to future Web MBA teams. All teams summarize their work into a team memo report.

- **Course Improvements** - The Growing as a Team Assignment is an excellent tool to evaluate teamwork. This assignment will remain the same in spring 2015. Minor changes can be made to the wording to ensure students are grasping the concepts and using tools to be successful in these situations.
Learning Objective 6.2 - Apply leadership and interpersonal strategies to influence group members’ behaviors towards the accomplishment of a goal.

- **Fall 13 Cohort 43 WMBA 6000**
  - **Assessment** – Leadership was assessed as part of the Module 5 discussion forum. Associates completed a case study on leadership and answered a question about the relevance of leadership in practice (Case study “Sir Richard Branson”, pp. 344-345 in Organizational Behavior, 13th edition, Hellriegel and Slocum).
  - **Course Improvement** - The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the spring 2014 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- **Spring 13 Cohort 41 WMBA 6000**
  - **Assessment** - Associates viewed a video presentation of the classic work, The Lord of the Flies, looking for themes regarding leadership and teamwork and then discussed the video.
  - **Course Improvement** - This case study is an engaging way to view leadership and team issues, and students are exceeding expectations in their ability to work in a virtual team to analyze the issues in the video case. No changes are planned.

- **Spring 14 Cohort 48 WMBA 6000**
  - **Assessment** – The case study evaluates the leadership of Sir Richard Branson. The follow-up questions require associates to evaluate leadership in organizations and to provide realistic recommendations for the organization.
  - **Course Improvement** - The case study is an excellent tool for evaluating leadership in organizations. This case will remain the same in future semesters. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- **Fall 14 Cohort 50 WMBA 6000**
  - **Assessment** – Each student composes a module project plan for leading the team through the module. Each student manages and leads his or her team’s activities, discussion threads, and meetings during the specific weeks of a module. At the conclusion of his or her module, the student seeks feedback from his or her peers as well as self assess his or her performance as a module team leader. After assessing his or her performance, the student writes a leader self-evaluation memo that explains his or her strategies and action plans to strengthen his or her skills and work to improve his or her improvement areas.
  - **Course Improvement** - The Team Module Leader is an excellent tool to assess an individual team member’s ability to lead a team toward the accomplishment of goals. This assignment will remain the same in spring
Learning Objective 6.3 - Analyze and intervene in an interpersonal conflict; and propose an improvement plan.

- Fall 14 Cohort 50 WMBA 6000
  - Assessment – The journal assignment allows each student to learn about her/herself by providing a written record of behaviors and thoughts over time. Each student will review his/her accomplishments and determine how he or she has progressed in his or her skill development.” The journal will allow students to record significant learnings that emerged from their reflections on experiences he or she had at work, in his or her team, at home, and in the classroom.
  - Course Improvement - The Journal is an excellent tool to assess an individual team member’s ability to analyze, intervene, and manage an interpersonal conflict to a successful conclusion. This assignment will remain the same in spring 2015. Minor changes can be made to the wording to ensure students are grasping the concepts and using tools to be successful in these situations.

5) AOL data access and management

In keeping with a transparent course improvement process, assurance of learning documents are housed on a Desire to Learn (D2L) site accessible to all deans, program directors, and faculty. At the end of each semester, all faculty who have been assigned to complete an assessment report for a course in the Georgia WebMBA® complete the AOL data collection form and post it to the D2L AOL area. These reports are reviewed by the Course Coordinators for accuracy and completeness. Additionally, the Program AOL Coordinator also reviews the reports and uses them to compile annual AOL reports.
This allows all other faculty and directors to review course improvements and review the data collected in each course. This process is important as many learning goals and objectives are collected in more than one course. By accessing multiple data collections regarding each learning goal, a member of the faculty can identify shortcomings in the program and implement improvements in the course he or she teaches.

Additionally, all AOL reports are entered into a database which is also kept on the D2L site. This allows faculty members to review course improvements, data collection instruments, rubrics, etc. from a number of different faculty members in classes in addition to the one he or she teaches. For example, if a professor is teaching WMBA 6010: Managerial Accounting, the professor is required to teach and collect AOL data on Learning Goal 1, Learning Objective 3. In reviewing the Listing of the Content Coverage, Learning Goals, and Learning Objectives for the Georgia WebMBA® Program (Exhibit III), the professor can see that this learning goal and objective is also measured in WMBA 6040: Managerial Decision Analysis, WMBA 6060: Managerial Finance, and WMBA 6100: Productions and Operations Management in addition to the capstone course WMBA 6110: Business Strategy. The professor can then access the D2L site and download data collections from each time the course WMBA 6040: Managerial Accounting has been taught in addition to all other courses this learning goal and objective have been measured. Within a few minutes the professor has access to a network of AOL data collection points, rubrics, and assessment tools that have been used to measure learning goal and objective 1.3. This collection of AOL data is not solely a repository of course improvements, but a library for future course improvement ideas and enhancements to student outcomes.
6) Report Summary

The Georgia WebMBA® faculty have delivered a high quality MBA program for many years. As reported previously in 2010, improvements to instruction since 2005 has occurred with a regularity that has led to a large number of course improvements in curriculum, pedagogy, and evaluation. Between the fall 2010 semester and the fall 2011 semester, course embedded assessments have been completed leading to specific improvements in pedagogy, curriculum, or evaluation. No curriculum or course content changes were implemented in 2012. This was primarily due to the implementation in 2010 and 2011 of numerous changes. It was felt by the faculty that these changes once implemented would have to be further analyzed. Additionally, in January 2013 it was determined that the fall 2013 retreat would be a comprehensive review of AOL activities. That review encompassed past assessment results as well any changes to learning outcomes. The process utilized breakout sessions conducted by the Course Leads for each course. These results were compiled and discussed further over the next year to ensure complete coverage across the program, to close the loop on all changes and for concurrence of AOL direction and scope.

The numerous changes that began in January of 2013 led to confusion as to when the new assessment responsibilities would be in effect. Additionally, the Fall Faculty Retreat of 2013 proved to be the starting point, where the Fall 2014 Faculty Retreat smoothed out many of the previous conversations. The January 2015 meeting of the Course Leads finalized the current structure. These years of change have created confusion as to which model we were supposed to provide reports under and exactly who was supposed to do this. Additionally, there was a change in the AOL Director position and the 2013 report was never filed. For these reasons, this report includes assessments from 2013-2014. No attempt has been made to reconcile which model the faculty used. Reports are presented as they were received during 2013 and 2014 and feedback will go forward to the faculty to close the loop at the Fall 2015 Faculty Retreat.