

Georgia WebMBA
Assurance of Learning Report
Fall, 2010

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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 10
 - a. Course Embedded Assessments 10
 - b. Capstone Assessments..... 13
- 4. Learning Goal Assessments and Course Improvements..... 14
 - a. Course Embedded Assessments Completed 15
 - b. AOL data access and management..... 27
- 5. Report Summary 27

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.

Exhibit I: Georgia WebMBA® Courses	
Course Name	Credit Hours
WMBA 1000: WebMBA Orientation	N/A
WMBA 6000: Human Behavior in Organizations	3
WMBA 6010: Managerial Accounting	3
WMBA 6030: Global and International Business	3
WMBA 6040: Managerial Decision Analysis	3
WMBA 6050: Strategic Marketing	3
WMBA 6060: Managerial Finance	3
WMBA 6070: Entrepreneurship	3
WMBA 6080: Management Information Systems	3
WMBA 6100: Productions and Operations Management	3
WMBA 6110: Business Strategy (Capstone)	3

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. Faculty members from all consortium institutions, who teach in the program, meet twice a year to review curriculum, assurance of learning data and program processes. These faculty members have identified the following **Learning Goals (LGs)** for the Georgia WebMBA® program.

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.

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

Exhibit II: WMBA Learning Goals	Count of Learning Objectives
1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.	26
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.	8
3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.	13
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.	6
5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.	9
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.	14
Total	76

Exhibit III: Learning Outcomes and Learning Objectives by Course

WMBA 1000

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)
- 6.3 Analyze and intervene in an interpersonal conflict; and propose an improvement plan. (knowledge, skill & attitude)

WMBA 6000

2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

- 2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes)

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)

WMBA 6010

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

- 1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (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)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

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

WMBA 6020

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

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

(knowledge & skill)

2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

3.4 Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness. (skill)

WMBA 6030

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 Construct a risk assessment based on an analysis of business components in a specific country. (knowledge & skill)

4.3 Apply theory to evaluate options for international investment and trade options. (knowledge & skill)

4.4 Understand cultural and communication norms in a foreign country, and apply that understanding to influence others and manage tasks in a multi-cultural team. (skill)

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

5.3 Assess the risks and opportunities of an investment venture in a new international setting. (skill)

WMBA 6040

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (knowledge & skill)

1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

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

WMBA 6050

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

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.

2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes)

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 (e.g. financial, economic, and behavioral) of introducing a new product or service, or making a significant change to an existing product or service. (skill)

WMBA 6060

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (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)

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

5.4 Measure value created by the business processes. (knowledge & skill)

WMBA 6070

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (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)

1.5 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)

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)
- 3.4 Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness. (skill)

4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.

- 4.3 Apply theory to evaluate options for international investment and trade options. (knowledge & 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 (e.g. financial, economic, and behavioral) of introducing a new product or service, or making a significant change to an existing product or service. (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)
- 6.3 Analyze and intervene in an interpersonal conflict; and propose an improvement plan. (knowledge, skill & attitude)

WMBA 6080

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

- 1.5 Evaluate relationships among value chain components (knowledge & skill)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

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

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

- 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. (skill)

WMBA 6100

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

- 1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

- 3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness. (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)

WMBA 6110

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

- 1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (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)

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)

3.4 Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness. (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)

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.

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. (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.

6.2 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)

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

Course Coordinators: Beginning in 2009 each Georgia WebMBA course is assigned a course coordinator. This is a member of the faculty at one of the consortium institutions who has experience teaching the course and is familiar with the AOL process. It is the responsibility of the course coordinator to assure that the course content is similar across sections.

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. The number of data collection points varies slightly by cohort (based on previous data collection and feedback). A sample of the total data collection points is shown in Exhibit II. The position of each data collection point relative to the program learning goals and objectives is shown in Exhibit III.

**Exhibit III
Georgia WEB-MBA®
Assurance of Learning**

Learning Goal and Learning Outcome Summary Table

Listing of the Content Coverage, Learning Goals, and Learning Objectives for the Georgia WebMBA Program

Course	1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	
WMBA 6000: Human Behavior in Organizations							A														A	A	
WMBA 6010: Managerial Accounting	A	A	A							A												A	
WMBA 6030: Global and International Business												A	A	A	A				A				
WMBA 6040: Managerial Decision Analysis	A		A						X	X													
WMBA 6050: Strategic Marketing					A		A									A	A						
WMBA 6060: Managerial Finance	A	A	A	X																X			
WMBA 6070: Entrepreneurship	X	x	x		x	x	A	x	x		x				x		A	A			x		x
WMBA 6080: Management Information Systems					A					A								X					
WMBA 6100: Productions and Operations Management			A								A										A		
WMBA 6110: Business Strategy (Capstone)	A	A	A	A	A	A	A	A	A		A	A						A		A			A
Learning Objectives Taught	6	4	6	2	5	2	4	2	3	3	3	2	1	2	1	2	4	1	2	3	2	2	2
Learning Objective Assessments	3	2	5	1	3	1	4	1	1	2	2	2	1	1	1	2	3	1	1	2	2	2	1
Learning Goal Assessments per Cohort	14					5			6				5				7			5			

X = Content taught in course **A** = Assessment collected for Assurance of Learning

Most Recent Changes were effective Fall 2010

Capstone Assessments

In addition to course embedded assessments, The Georgia WebMBA® uses Comp-XM to assess outcomes of all 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. The simulation consists of four companies making electronic sensors operating in a competitive environment. A student will be competing against three computer-controlled companies. Each company initially starts with four market segments. All individuals start with identical positions and compete over several periods of decision rounds, where each round is the equivalent of one year.

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 will:

1. Analyze and evaluate alternative courses of action using qualitative and quantitative tools.
2. Recognize and assess the ethical and social dimensions of business activities and evaluate their impact on business decisions.
3. Formulate and assess integrated technologies to influence structures, processes and techniques of management. In particular the simulation utilizes product research and development, and total quality management variables in the decision environment.
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 to solve problems and make decisions.
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

Upon completion of the decision rounds CXM will provide questions for each student to answer. The questions have been designed to meet the program learning goals and objectives. The answers to the questions will then be evaluated to determine learning outcomes. Questions have been identified by the faculty to measure specific learning goals, learning objectives, and course goals.

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. *The most recent review of these questions happened in the summer of 2008. During this review, questions were deleted, modified, and added.* The report you are reading focuses on reporting the outcomes and improvements based on the course embedded assessments.

4) Learning Goal Assessments and Course Improvements

Each member of the faculty that teaches in the Georgia WebMBA® is responsible for the delivering the learning goals, learning objectives and course objectives associated with each course. It is also the responsibility of the faculty member to collect data for assurance of learning purposes. As noted above, beginning in 2009, it will be the role of the course coordinator to assure this process happens. 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

Complete one sheet per Learning Objective

(Please refer to the *WebMBA LG and LO Table* to identify which LGs and LOs should be measured in each WebMBA Course).

COURSE, LEARNING GOAL, AND LEARNING OBJECTIVE INFORMATION										
COHORT		COURSE								
SEMESTER		PROFESSOR								
WEBMBA LEARNING GOAL BEING ASSESSED (NUMBER AND TEXT)										
WEBMBA LEARNING OBJECTIVE BEING ASSESSED (NUMBER AND TEXT)										
COURSE GOAL BEING ASSESSED (FROM COURSE SYLLABUS, MUST BE OPERATIONAL)										
ASSESSMENT INFORMATION										
ASSESSMENT TYPE (CHECK ONE)	<input type="checkbox"/>	EXAM	<input type="checkbox"/>	CASE	<input type="checkbox"/>	PROJECT	<input type="checkbox"/>	WRITTEN	<input type="checkbox"/>	OTHER
PERFORMANCE LEVEL TO... (ADD %)	<input type="checkbox"/>	MEET EXPECTATIONS				<input type="checkbox"/>	EXCEED EXPECTATIONS			
RESULTS: % OF STUDENTS THAT...	<input type="checkbox"/>	MET EXPECTATIONS				<input type="checkbox"/>	EXCEEDED EXPECTATIONS			
PLEASE DESCRIBE THE ASSESSMENT										

INFORMATION ON COURSE IMPROVEMENTS			
I PLAN TO IMPROVE	COURSE CURRICULUM	EVALUATION	PEDAGOGY
PLEASE DESCRIBE PLANNED COURSE IMPROVEMENTS: CURRICULUM (C); EVALUATION (E); PEDAGOGY (P)			

Please attach exhibits: 1) Assessment 2) Grading Rubric and 3) Student Performance Data (without student ID information)

Once complete, please email a copy to the WebMBA Director and WebMBA AOL Coordinator and upload to the WebCT Vista AOL website.

Course Embedded Assessments Completed

The Georgia WebMBA® faculty have delivered a high quality MBA program for many years. Improvements to instruction are reported here beginning with cohort 5, in 2005. This data has led to a large number of course improvements in curriculum, pedagogy, and evaluation. As of the summer 2010 semester, 164 course embedded assessments have been completed leading to more than 105 specific improvements in pedagogy, curriculum, or evaluation. **Exhibit VI** shows the breakout of course embedded assessment types and course improvements. **Exhibit VII** shows the number of improvements made in each course **Exhibit VIII** shows the number of assessments completed per cohort. **Exhibit IX** provides a summary of the course improvements.

Exhibit VI: Course Embedded Assessments Completed Since 2005

Learning Outcomes	Assessment Points	Assessments Completed	Identified Improvements
1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.	185	113	81
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.	51	42	22
3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.	62	39	25
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.	61	27	16
5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.	64	44	26
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.	54	36	26
Total	477	301	196

Exhibit VII: Identified Improvements by Course

WMBA Course	Curriculum	Evaluation	Improvement Type		Total
			Evaluation and Pedagogy	Pedagogy	
WMBA6000	1	10		23	34
WMBA6010	16	3		19	38
WMBA6020		6		4	10
WMBA6030	3	8	9	1	21
WMBA6040	8	2		6	16
WMBA6050	10	6		13	29
WMBA6060		8		3	11
WMBA6070		This course will be taught for the first time in Spring 2010			
WMBA6080	4	8		7	19
WMBA6100	8	8		2	18
Grand Total	50	59	9	78	196

Exhibit VIII: Assessments Completed by Cohort (note that cohorts 15-20 are still in progress)

Cohort	Embedded Assessments Completed
C5	9
C6	23
C7	28
C8	20
C9	24
C10	24
C11	30
C12	30
C13	23
C14	35
C15	17
C16	5
C17	5
C18	11
C19	10
C20	7
Grand Total	301

Exhibit IX: Summary of noted course improvements, organized by course.

WMBA 6000: Organizational Behavior

- The team project required all individuals to fully participate in recognizing organizational problems and providing realistic recommendations for improving this organization. I will continue to use this method for evaluating decision analysis among student groups.
- The case study was a graded assignment and with future cohorts i continue to use this method
- The assessments and case study were graded assignments and with future cohorts i continue to use this method.

- The assessments and case study were graded assignments and with future cohorts i continue to use this method.
- The assessments and case study were graded assignments and with future cohorts i continue to use this method.
- The assignment was completed correctly by over 90% of the students, however, the individual skills of communication, leadership, and conflict management were not a focus of this activity. Thus, in the future, these areas will receive greater emphasis in this assignment.
- I will continue to review and refine the grading rubric for these two methods
- The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the spring 2009 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.
- 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 2009 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.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the spring 2009 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.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the spring 2009 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.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the spring 2009 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.
- I will continue to review and refine the grading rubric for a case study
- The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the spring 2010 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.
- 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 2010 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.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the spring 2010 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.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the Spring 2010 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.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the spring 2010 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.

- The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the fall 2009 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.
- 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 fall 2009 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.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the fall 2009 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.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the fall 2009 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.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the summer 2010 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.
- 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 Fall 2010 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.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the fall 2010 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.
- For the fall 2010 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 9 (question 6) in our textbook.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the Fall 2010 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.

WMBA 6010: Managerial Accounting

- This is a significant improvement from the results obtained from the spring 2006 cohort, where the goal was not met since only 65% of the students met the objective. The additional emphasis on this material (content & discussion) appears to have helped students in meeting this objective. This objective will continue to be monitored for continuous improvement.
- This is a significant improvement from the results obtained from the spring 2006 cohort when only 24% of the students met the objective. A recommendation for the fall 2007 cohort is 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, to enhance student comprehension of this concept.

- This is an improvement from the results obtained from the spring 2006 cohort when only 29% of the students met the objective. A recommendation for the fall 2007 cohort is to include additional content, and possibly discussion, related to this learning objective
- The prior term's aol recommended changing the assessment mechanism (ie to a spreadsheet for budgeting). A budget spreadsheet was assigned (module 6 individual homework). All students did well on this test (1 out of 41 were less than 100%). However, i did not follow through to replace the prior year's question with the budget spreadsheet because the current question has interpretive and analytical parts that relate the spreadsheet tools to management use, but the budget is a mere calculation and use of the spreadsheet. Indeed the assessment results of the limited calculation and use of spreadsheet part of the current question reflects the results from the above-noted budget question (q34 part a shows 2 students with poor excel skills, compared tot eh 1 person from the budget question). For these reasons, i will keep the current question for the spring 09 assessment.
- Due to the small class size these results should be interpreted with caution. Two suggested recommendations are to (1) repeat the measurement for the fall 2006 cohort to confirm/refute the results and, (2) include additional content related to this learning objective, in particular for the content related to tax effects on cash flows and conceptual application, to enhance student comprehension of this concept
- This is a significant improvement from the results obtained from the fall 2006 cohort, where the goal was met but only 81% of the students met the objective. The additional emphasis on this material (content & discussion) appears to have helped students in meeting this objective. This objective will continue to be monitored for continuous improvement.
- While this is a significant improvement from the results obtained from the spring 2006 cohort when only 24% of the students met the objective, it is slightly worse than the results obtained from the fall 2007 cohort when 65% of the students met the 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, to enhance student comprehension of this concept.
- This is a continuing and significant improvement from the results obtained from the spring 2006 cohort when only 29% of the students met the objective and from the fall 2006 cohort when only 38% of the students met the objective. A recommendation for the next cohort is to continue to include additional content, and possibly discussion, related to this learning objective
- No improvements planned at this time except improving the quality of question #3
- Introduce more individual assignments for arr and payback calculations.
- Insure coverage of material associated with cost allocation basis (question 7) by having an individual assignment.
- Analyze the questions and rework to obtain a more consistent result.
- C&p: i will insert a new content section into the course that will review some of the basic relationships that exist within the financial statements. In fall 2008, students had very little difficulty using the spreadsheet to perform the computations for evaluating investment proposals. However, their lack of knowledge of the underlying relationships between the information reported in the financial statements and the business activities that created that information made it difficult for them to determine some of the inputs (specifically, incremental after-tax cash flows and incremental income) that go into those computations.

- Since 100% of the students met or exceeded expectations in fall 2008, i do not see any need for curriculum or pedagogical improvements at this time.
- Minor changes in pedagogy will involve emphasizing interpretations of variances.
- Minor changes in pedagogy will involve emphasizing weak areas.
- Like prior semesters, results are below expectations. Following recommendations made last term, additional content was added as well as additional discussion but results are not improved. The additional content included added explanation of mechanics at the time of topic coverage. Improvements recommended for next term include continuing emphasis of the topic and to continue the additional practice questions and solutions and coverage of the detailed logic at the time of coverage.
- Changes should be made in aol. No changes in the goals - they are important.
- No significant changes anticipated. Continue with detailed coverage of material.
- Like prior semesters, results are below expectations. Following recommendations made last term, additional content was added as well as additional discussion and results are improved. The additional content included added explanation of mechanics at the time of topic coverage. Also, as students went through problems before the exam, they requested significant amount of explanation of the logic of the decisions. Improvements recommended for next term include continuing emphasis of the topic and to include more practice questions and solutions, but also the detailed logic at the time of coverage.
- Changes should be made in aol. No changes in the goals - they are important. The aol should be based on using a spreadsheet for budgeting. This is already being done in the assigned homework questions but the questions had the basic templates available to students on the internet. This spring 2008 term, another excel graph question was chosen as the assessment vehicle because there were assigned readings on graphing accounting numbers. I recommend an excel question based on coverage during the course such as the budgeting material.
- Students' failures to achieve the learning objective appear to be based primarily in lack of understanding of the information and relationship contained in the financial reporting information system: contents of the various financial statements, relationships among financial statement components, flow of costs through the financial statements, ability to distinguish asset costs from expenses, etc. . I intend to create additional supplemental materials (a learning module to review the financial reporting module, perhaps some narrated powerpoint presentations, etc.) To strengthen this section of the course. Several students requested this sort of additional help in the online evaluations.
- It appeared that students had very little problem in applying the evaluation models. Rather, the major problems were related to determining the information that needed to be input into those models. The primary deficiencies that impaired student performance appear to be related to lack of understanding of the financial reporting model: form and contents of financial statements, interrelationships among the financial statements, cost flow through the financial statements, income determination, relationship of income to cash flow, the effects of depreciation and taxes on after-tax cash flows, etc. I intend to provide supplemental instructional resources to address these deficiencies. These resources may be in the form of additional supplemental learning modules, narrated powerpoints, or other similar items. The exact format has not been decided at this time. A few students demonstrated lack of spreadsheet skills (see grading rubric). I will also provide supplemental materials on spreadsheet technique and construction.

- I intend to create additional supplemental materials (perhaps some narrated powerpoint presentations, etc.) To strengthen this section of the course. Several students requested this sort of additional help in the online evaluations.
- The primary deficiencies that impaired student performance appear to be related to lack of understanding of the financial reporting model: form and contents of financial statements, interrelationships among the financial statements, cost flow through the financial statements, income determination, relationship of income to cash flow, the effects of depreciation and taxes on after-tax cash flows, etc. I intend to create additional supplemental materials (a learning module to review the financial reporting module, perhaps some narrated powerpoint presentations, etc.) To strengthen this section of the course. Several students requested this sort of additional help in the online evaluations.
- As noted above, this expectation can only be met or not met; it cannot be exceeded. Since 100% met the expectation, and since it is impossible to perform any better than that, it would seem that no improvement is possible. Therefore, there is no plan for course improvements. Note: given this discussion, it should be clear why no assessment instrument, rubric, or performance data is attached.
- Overall, the students met the established goal of this learning objective. Q4 was the only question where students did not meet the expectations (23 out of 29 students answered this correctly, i.e. 79.3%). As close as this is to the desired benchmark of 80%, student performance on this question will be monitored for future cohorts but no change is recommended as of now.
- Overall, the students did not meet the established goal of this learning objective. Q8 (20 out of 29 students answered this correctly, i.e. 69%) and q10 (19 out of 29 students answered this correctly, i.e. 66%) were the 2 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, to enhance student comprehension of this concept.
- Overall, the students met the established goal of this learning objective. Q13 (22 out of 29 students answered this correctly, i.e. 76%) and q16 (23 out of 29 students answered this correctly, i.e. 79%) were the 2 questions where the students failed to meet expectations. As close as this is to the desired benchmark of 80%, student performance on these questions will be monitored for future cohorts but no change is recommended as of now.
- Although the course met expectations, it was at the low end of the measure. The changes will involve more explanation on how standards are determined and more interpretation of variances.
- Although the course did not meet expectations, it missed the mark by a small amount. No easy pattern of missed questions is evident. The changes to pedagogy will involve additional examples and clearer idea of expectations.
- Improvement over prior terms. Pedagogy will continue the prior term's recommendations to emphasize the topic by covering additional practice questions and the detailed logic at the time of topic coverage.
- Changes should be made in aol. No changes in the goals - they are important. The changes to pedagogy will involve additional examples and clearer idea of expectations.

WMBA 6020: Business Communications

- Activity will be completed by individuals, with elimination of the oral and written presentation to “train” new managers. While students did well with revisions of each assignment, greater clarification of rubrics is needed, along with a more narrow focus at each stage.
- Students within team will take on individual roles, write policy from each role, then combine into one policy, to be evaluated by faculty based on rubrics.
- Below expectations is defined with the letter grade of “C” or lower (Below 120 points). Fewer students fell below as more successfully completed the primary research. In majority of the cases where students fell below expectations, they had already reached the majority of their course goals and did not have the motivation to complete this assessment at the level required.
- This exercise and assessment was very well received. Students shared comments and reported an increased awareness of the importance of ethical decision making in business.
- (P) This assessment is very well received but offers limited interaction between students. The assignment/assessment will be expanded to include a review of peer video presentations to assess context, fit, technology, and quality characteristics.
- This exercise and assessment was very well received. Students shared comments and reported an increased awareness of the importance of ethical decision making in business.

WMBA 6030: Global Business

- Students completed assignments for each module that required them to apply the concepts in the module. For the most part, these assignments were completed in their work groups, requiring them to discuss the topic among themselves prior to coming to a final consensus on their response. As the groups were working on the assignments, the professor provided detailed guidance. 100% of the students completed these assignments correctly.
- Students worked in cross-cultural teams to complete an extensive and detailed risk analysis of expanding an existing business into an additional country. Each team submitted their work for feedback and review by two professors, the professor of record for the course and the professor who supervised the German student participants in the project, four times throughout the semester. After each review, students revised their work and added new components. As a result of this intense collaborative process between students and professors, all teams completed the project satisfactorily, as evaluated by both professors, and on time.
- The few questions that were not answered correctly by over 70% of the students will be improved
- More detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment.
- Remove Big Mac assignment.
- More detailed lecture about culture. Add few interesting videos for students.
- Evaluation: More detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment
- Evaluation: more detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment. Pedagogy: to include mandatory review before submitting the final country report. This was optional this semester.
- Course curriculum: add an exchange rate quiz and/or exam.
- Evaluation: creating more detailed rubric for the assignments

- Evaluation: more detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment. Pedagogy: to include mandatory review before submitting the final country report. This was optional this semester.
- Course Curriculum: Add an exchange rate quiz and/or exam
- Evaluation: creating more detailed rubric for the assignments. Pedagogy: adding interviews of the expats (I will conduct interviews soon.)
- Evaluation: More detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment. Pedagogy: To include mandatory review before submitting the final country report. This was optional this semester.

WMBA 6040: Decision Analysis

- During the next offering of the course, it is planned to include a voice-over video that walks students through the logic of confidence interval construction and interpretation. Then, an assessment will be included that evaluates the success of the addition. That is, we will do a before and after assessment to determine if the added instructional tool improves learning.
- The material is covered at the end of the course. More time will be allowed for coverage of solution and a tutorial video will be created that will walk students through a formulation and solution.
- The evaluation will be incorporated as an anonymous survey in the course in an attempt to obtain a better response rate.
- Continue to develop learning tools to improve learning for hypothesis testing concepts.
- Did not implement improvements noted; however the reorganization of the material seemed to have had a positive effect. This topic was still last but now followed inference.
- The response rate was much greater. However, the difference in class size (16 versus 39) may have affected the interaction. In additional comments, several students suggested that fewer quizzes be given. During the next offering, material will be grouped so that 3, rather than 8, quizzes will be given.
- Return to a quiz per module.
- The discussion areas were either used extensively (and well) or other means of communication were used. Most comments noted that other means, such as phone calls or personal e-mails, were the communication mode of choice. The addition of wimba to our webmba tool bag should enhance communication within the course.
- I switched to a new text to accommodate excel 2007. The students did appear to like the text a bit more but i was running to stay ahead and did not have as many supplemental short videos. Thus, improvements will include additional aids for the difficult concepts. In addition, i plan to offer a few virtual problem sessions on the inference topics that cause the greatest challenge.
- The videos for the sampling and interval estimation section of the course are not as comprehensive as the other areas. I had thought the text would suffice. However, this will be adjusted during the next course offering.
- An effort will be made to improve the coverage in LP model formulation.
- The videos for the sampling and interval estimation section of the course are not as comprehensive as the other areas. I had thought the text would suffice. However, this will be adjusted during the next course offering.

WMBA 6050: Marketing

- One consistent suggestion received from the students was to replace one or more of the discussion summaries with cases to break up the activities. Thus, given that sslo 1.5 had the lowest score (and one question with a percentage correct lower than 80%), that is where i will make a change. For the next cohort, i am going to replace the discussion application questions/group summary with an individually done case dealing with channel management issues that will also be used for assessment along with the cumulative final. Additional changes i plan to make address how the multiple choice final is handled: (1) this time i gave them the final around mid-term so they could work on it throughout the second half of the term, next time i'll release it later in the semester so it is a better measure of retention; and (2) for each question, i noted the objective and i put a star on those items that were used for assessment, next time i will not star those items to see if that impacts the findings.
- Add more discussion of different types of channel power in introduction to chapter. Create a "how-to" guide for resources i would like them to be able to use in galileo to add in their case research/analysis.
- Create "how-to" guide for galileo noted above. Revise course objective wording to match current syllabus
- Add more discussion of new product development stages in introduction to chapter. Add a new product development case analysis.
- Add more discussion of different types of channel power in introduction to chapter. Add question to case analysis dealing with channel power.
- This year i create "how-to" guide for galileo for resources i would like them to be able to use in their case research/analysis. Continue to use/update this guide as needed.
- None proposed in this area.
- Add more discussion of new product development stages in introduction to chapter. Add question to case analysis dealing with stages of new product development.
- Based on expectations being exceeded, maintain status quo. No course improvements to be undertaken.
- I plan to add additional discussion on the multiple impacts of the multiple environment (c). I also plan to make one of the individual discussion items to be on the macro-environment next time (p) with the individual discussion graded (e).
- Based on expectations being exceeded, maintain status quo. No course improvements to be undertaken.
- I plan to add additional discussion on new product development (c). I also plan to make one of the individual discussion items to be on new product development next time (p) with the individual discussion graded (e).
- In my introduction to the chapter to discuss more specifically the different types of power in the channel relationship as that was the final question that was most problematic for the associates. 2. To provide more guidance on issues to address for the case analysis; such as request that they specifically discuss the power issue as part of the case analysis.
- Add additional introductory materials discussing the stages of the new product development process.

- I would add some additional discussion on new product development process (c). I would also introduce some video 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).
- Based on expectations being exceeded, maintain status quo. No course improvements to be undertaken.
- I plan to add additional discussion on the multiple impacts of the multiple environment (c). I added a group marketing plan project that includes a detailed situation analysis and swot analysis (cep).
- A narrated powerpoint presentation on doing a situation analysis and swot was added to the course this term (cp). I added a group marketing plan project that includes a detailed situation analysis and swot analysis (cep).
- I added a group marketing plan project that includes a detailed development of product, price, promotion, and place (cep). I added a narrated powerpoint presentation that discussed developing a marketing strategy and action plans this term (cp).

WMBA 6060: Finance

- I will improve course content and steaming video related to capital budgeting cash flows and stock valuation. I am considering a fixed set of questions to be applied across all my courses.
- On the financial statement and financial statement analysis quizzes, wmba 6060 students averaged 93. This compares to online fall 2007 georgia state university students who averaged 95 and face to face spring 2007 university of west georgia students who averaged 98 on similar material. Exceeding expectations were 15 students (designated as grade of 100), 23 students (between 85 and 99) as met expectations and four students (below 85) as failed to meet expectations.
- On the capital budgeting analysis quiz, wmba 6060 students averaged 85. I compared the results to other usg core graduate corporate finance classes. This compares to online spring 2007 georgia state university students who averaged 92 and face to face spring 2007 university of west georgia students who averaged 91 on similar material. Exceeding expectations were 15 students (designated as grade of 100), 11 students (between 85 and 99) as met expectations and 15 students (below 85) as failed to meet expectations.
- On the financial statement and financial statement analysis quizzes, wmba 6060 students averaged 93. This compares to online fall 2007 georgia state university students who averaged 95 and face to face spring 2007 university of west georgia students who averaged 98 on similar material. Exceeding expectations were 15 students (designated as grade of 100), 23 students (between 85 and 99) as met expectations and four students (below 85) as failed to meet expectations.
- The diversity of projects was much better. However, students complained about a lack of a rubric or sample project.i will continue with neither sample nor rubric. I will expand the basic grading outline. I will also begin creating a list of areas where errors have occurred in past projects; with suggestions on how to avoid those errors (e.g. The growth rate used in constant growth model of stock valuation is higher than the required rate of return.).
- This is the second consecutive semester of an increase in the percent failing to meet expectations. I will contact the accounting course coordinator at the january 2010 meeting. I will also consider revising the accounting coverage in wmba 6060 after further discussions with the other finance instructors.

- I will add at least one more question to the capital budgeting evaluation pool, as the sample size may be too small. I will also send these three reference questions to the spring 2010 6060 instructors and ask they include the questions in their final exam (if appropriate).
- Giving the students a sample project was a failure. Virtually every student exactly replicated the sample project in look, feel, and length. The sample project had a few logic and math errors, almost every students duplicated these errors. Since a major function of the project is for students to evaluate unstructured data, the sample project defeated a key objective of the project. I will neither provide a sample project nor a rubric next semester. Instead I will provide a basic grading outline. I will also raise the grading standards.
- No changes for next semester. There was an increase in the percent of students not meeting expectations. I want to have another semester's data to determine if changes are needed.
- On the current quiz evaluation students are allowed multiple attempts, thus leading to a high average. I will shift to using the capital budgeting questions on the final exam, for which only one attempt is allowed. I will also, lower the grading standards.

WMBA 6080: Management of Information Systems

- Plans for next cohort: - increase the potential maximum number of analytical tools to six and change the point value to 1.33 each. 6.7 - 8 points - completely satisfied goal 5.30 -6.6 points - marginally satisfied goal 0- 5.2 points - failed to satisfied goal
- Plans for next cohort: - redefine the point distribution to differentiate between six and seven significant postings. 31-35 points - completely satisfied goal 26-30 points - marginally satisfied goal 0-25 points - failed to satisfied goal
- Instructions will be more clearly stated. Swot will be added in the team analysis of individual findings. Advantages/disadvantages categories will be replaced with strengths-weaknesses/opportunities-threats.
- More clearly defined instructions will be given to the students. However, this will be not done at the expense of an environment creating a need for student initiative. Analysis will be adjusted to include discussions of porter's 5 forces as well as the swot.
- This project will likely be changed to a more indepth analysis of innovative, technical industries. During this term, voip was discussed a bit with the vonage/verizon case. However, this will always change and the topic will change accordingly. However, the overall goal of developing the skill of evaluating it to enhance personal and organizational effectiveness will remain.
- Last year I planned to give more specific instructions. This apparently didn't work. Overall, the class did better, except for the one group that completely missed the mark. The students seem to be burned out by the end of the semester and many of them are not doing the type of work on this project I would expect. Next year I will rearrange the course so this analysis is done at an earlier point in the semester and will provide even clearer instructions.
- After many cohorts of minor improvements, this goal was finally satisfied. While not completely satisfied, there were improvements over previous cohorts. Unfortunately, this course is about to undergo a redesign and will be directed by a course coordinator. This project will likely change and the aol vehicle will change as well.
- First time teaching the course, and first time the mis class was one of the first classes taken by the cohort. As such I scaled back the planned project and in the end it was probably too easy to meet this goal. Next year I will put some more time into swot analysis (p) and raise my expectations for this component of the projects (e).

- First time teaching the course, and first time the miss class was one of the first classes taken by the cohort. As such i scaled back the planned project and in the end it was probably too easy to meet this goal. Next year i will put some more time into the grading rubric (e) and breaking the project into smaller units for grading and evaluation and feedback loops (p & e) .
- This year i did give clearer instructions and the results were still mixed. It seems that the video component of this project (not measured in aol) is causing issues that distract the students from the real goal. I will lessen the importance on the video since others are using similar videos in their courses and students are learning these skills before they come to this class.
- This year i did give clearer instructions and the results were still mixed. It seems that the video component of this project (not measured in aol) is causing issues that distract the students from the real goal. I will lessen the importance on the video since others are using similar videos in their courses and students are learning these skills before they come to this class. (cohort taught at the same time as c8 and this is why aol measurements are the same).
- First time teaching the course, and first time the mis class was one of the first classes taken by the cohort. As such i scaled back the planned project and in the end it was probably too easy to meet this goal. Next year i will put some more time into swot analysis (p) and raise my expectations for this component of the projects (e).
- This course was designed with a heavy individual writing component and very little group work. I plan increase the value of the individual work and scale back on the value of the end of term assignments to that the weight of assignments over time is more equally distributed.

WMBA 6100: Production Operations

- I will emphasize the importance of participation at the beginning of the semester. I will “jump in” more in the discussion and try to do a form of “cold calls” to encourage more participation. I will increase the participation grades.
- More specific case with detailed data analysis. 2. Each student will be required to work on his/her own for a part of a group project to do an analytical presentation and will be evaluated by his/her peers and the instructor. 2. Each student will be required to work on his/her own for a part of a group project to do an analytical presentation and will be evaluated by his/her peers and the instructor.
- Each group will be required to have their daily communication being logged in a pre-desired sheet to show – what topics and the frequency that have been discussed through this board.
- A better evaluation instrument will be developed with a more specific measurement.
- Will add to course syllabus, goals that use specific sslo language.
- More specific case with detailed data analysis. 2. Each student will be required to work on his/her own for a part of a group project to do an analytical presentation and will be evaluated by his/her peers and the instructor.
- (E) will compare outcomes from quantitative exams to participation in module assignments.
- (E) will add assessment of technical capabilities associated with team case presentations and team project (operational analysis of real firm).
- (E) will evaluate team and individual grades on case presentations and projects.
- (E) will compare outcomes from quantitative exams to participation in module assignments.

AOL data access and management

In keeping with a transparent course improvement process, assurance of learning documents are housed on a WebCT Vista site accessible to all deans, program directors, and faculty. At the end of each semester, all faculty who taught a course in the Georgia WebMBA® complete the AOL data collection form and post it to the WebCT site. 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 WebCT Vista 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 WebCT Vista 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.

5) Report Summary

The faculty members who teach in the Georgia WebMBA® have developed an integrated, systematic and thorough process to assure that students are receiving a high quality educational experience. This process is rooted in learning goals and objectives that are linked to course goals. In each of the 10 required MBA courses, students complete assurance of learning activities that are monitored and reported by the faculty. New in 2010 is the addition of an entrepreneurship course. Data for the learning goals and objectives associated with this course will be collected in 2010-2011.

All reports of data collection and course improvements are stored on a secure WebCT Vista site that is accessible to program faculty, directors, and deans. This process accommodates and encourages collaboration among faculty who teach in separate subjects within the program. Over the last five years 301 learning objectives have been assessed leading to 196 course improvements in curriculum, evaluation, or pedagogy. The Assurance of Learning process has a strong foundation and is improving the quality of education received by students in the Georgia WebMBA® program.