

Georgia WebMBA
Assurance of Learning Report
Fall, 2008

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Table of Contents

- 1. An Introduction to The Georgia WebMBA® 2
- 2. Learning Goals, Learning Objectives, and Course Outcomes 4
- 3. The Georgia WebMBA® Assurance of Learning Model 4
 - a. Course Embedded Assessments 4
 - b. Capstone Assessments..... 13
- 4. Learning Goal Assessments and Course Improvements..... 14
 - a. Course Embedded Assessments Completed 15
 - b. AOL data access and management..... 20
- 5. Report Summary 20

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 five University System of Georgia Institutions: Georgia College & State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University. Each of those five 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. A list of the courses included in the program is shown in Exhibit I.

Exhibit I: Georgia WebMBA® Courses

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 6020: Managerial Communications	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 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 (LG's)** for the Georgia WeMBA® 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 (LO's)**. These LG's and LO's 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 LG's, LO's, assessment data, and outcomes are discussed and any improvements scheduled for implementation.

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 to collect evidence of AOL. The second approach utilizes program assessment vehicles to collect evidence of AOL.

Course Embedded Assessments

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. In

addition to data collection points, courses in which the learning objective is covered, but not assessed are also defined. These are tracked here to allow for alternative data collection points should the faculty suggest more data on a learning goal is needed. Exhibit 4 details all Learning Goals and Learning Objectives by course.

Exhibit II

Learning Goal Measurement

Learning Goals	# of Learning Objectives	# of Embedded Course Goals
1.0 Decision Analysis	5	20
2.0 Ethics and Social Impact	2	5
3.0 Information Technology	4	10
4.0 Globalization	4	5
5.0 Integration	4	7
6.0 Leadership	3	7

Exhibit III - Georgia WEB-MBA® AOL

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

Course / Learning Objectives	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 1000: WEB MBA Orientation																					X	X	X
WMBA 6000: Human Behavior in Organizations							A														A	A	
WMBA 6010: Managerial Accounting	A	A	A							A												A	
WMBA 6020: Managerial Communications	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 6080: Management Information Systems					A					A								A					
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	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	
Counts	5	3	6	3	3	1	4	2	2	3	3	2	1	1	1	1	3	1	2	3	2	2	
Assessment Count																							
Learning Goal Assessments per Cohort	17					5		7				5				6				5			

X = Content taught in course **A** = Assessment collected for AOL purposes

Exhibit IV - Georgia WebMBA® AOL*Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program*

Learning Goals	Learning Objectives	Course Learning Goals
1.0 Decision Analysis: Graduate students will 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.	WMBA 6010: Students determine the effect on Net Income with changes in fixed costs, variable costs, selling price and sales volume for a single product firm. WMBA 6040: Students take unstructured data and develop descriptive and graphical presentations that summarize and describe the information provided by the data-driven analysis. They understand which techniques are appropriate for the type of data provided. If the data comes from a statistical sample, students apply inferential methods. All analyses are concluded with managerial interpretations. WMBA 6060: Students develop models for risk and return and use descriptive and inferential statistical methods to estimate and project risks and expected returns for alternative investments. WMBA 6110: Students produce written strategic business case analyses that contain both interpretive and comparative analysis of company and industry financial performance. WMBA 6020: Students will collect primary data and write a report.
	1.2 Comprehend and apply accounting information to support a business decision.	WMBA 6010: Students evaluate an investment proposal using the three methods available: payback period, accounting rate of return, and net present value and determine the optimal utilization of a company's scarce resources. WMBA 6060: Students comprehend and apply accounting information to evaluate financial performance, value financial securities, value the firm, and make value enhancement decisions. WMBA 6110: Students produce written strategic business case analyses that use accounting information to support recommendations for business decisions.

Exhibit IV - Georgia WebMBA® AOL

Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program

Learning Goals	Learning Objectives	Course Learning Goals
	<p>1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools.</p>	<p>WMBA 6010: Students allocate joint costs among joint products using each of the following methods: physical-units method, relative-sales-value method, and net-realizable-value method and understand the usefulness and drawbacks of each of the above methods of joint cost allocation.</p> <p>WMBA 6010: Students allocate service department costs using the direct method, step-down method, and reciprocal method and understand the usefulness and drawbacks of each of the above methods.</p> <p>WMBA 6040: Students formulate and solve constrained optimization problems. Students analyze various types of models that commonly occur in industry such as media selection, blending, cash management, and transportation problems.</p> <p>WMBA 6060: Students evaluate capital allocation decisions using appropriate models and quantitative tools.</p> <p>WMBA 6100 (1.3.5): WMBA Students complete multiple managerial decision making exercises from qualitative and quantitative perspectives.</p> <p>WMBA 6100 (1.3.5a): Students complete multiple exercises on major areas of process analysis.</p> <p>WMBA 6110: Students use multiple qualitative strategy tools such as environmental scanning, SWOT analysis, 5 forces driving competition analysis, alternative and gap analysis, research methodology/scientific method, brainstorming and visualization to support recommendations for business decisions.</p>
	<p>1.4 Assess the financial status of a specific company, recommend a business decision, and support it.</p>	<p>WMBA 6060: Students assess the financial status of a specific company and effectively communicate (written) a recommendation.</p> <p>WMBA 6110: Students utilize balance sheets, income statements, cash flow statements, firm and industry data to assess financial status of the organization and the industry.</p> <p>WMBA6110: Students employ ratio analysis, market share and industry comparisons, stock analysis, sources and uses of capital and breakeven analysis to support and justify their recommendations.</p>
	<p>1.5 Evaluate relationships among value chain components.</p>	<p>WMBA 6050: Students describe what is involved in designing a channel and the issues involved in channel-management.</p> <p>WMBA 6080: Student groups investigate various applications of Information Technology in a business environment using strategic tools such as a value chain analysis and SWOT analysis.</p> <p>WMBA 6110: Through case analysis and/or projects, students evaluate the costs and benefits of vertical integration on the firm's strategy and resource allocations.</p>

Exhibit IV - Georgia WebMBA® AOL		
<i>Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program</i>		
Learning Goals	Learning Objectives	Course Learning Goals
2.0 Ethics and Social Impact: Graduate students will 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.	WMBA 6110: Students evaluate the ethical implications of business decisions on organizations through current events and case discussion and analysis.
	2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions.	WMBA 6000: Students discuss the ethical issues and ethical implications involved in management decisions. WMBA 6050: Students describe the major forces in the macroenvironment and demonstrate how they influence marketing decisions. WMBA 6110: Students evaluate the ethical implications of business decisions on organizations through current events and case discussion and analysis. WMBA 6020 Students probe a case and report ethics issues related to or impacted by business decisions.
3.0 Information Technology: Graduate students will 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.	WMBA 6110: Students conduct an analysis of an organization's Information Technology to determine the feasible set of potential strategies for corporate growth. WMBA 6110: Students both assess a company's information systems and use relevant information systems to determine which factors constitute the organization's core competencies. Recommendations are developed based upon the match of these competencies to external factors.
	3.2 Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies within a team setting.	WMBA 6040: Students and faculty use course-ware e-mail and discussion capabilities to share information about analysis assignments. They analyze spreadsheet data and present and interpret their findings via Excel and course-ware. WMBA 6110: Students use course-ware Discussion Forums, Chat Rooms, email and Microsoft Office technology to compare and contrast analysis within the team.

Exhibit IV - Georgia WebMBA® AOL

Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program

Learning Goals	Learning Objectives	Course Learning Goals
	3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness.	<p>WMBA 6010: Students use appropriate technology to develop an integrative master budget for a firm and to develop cost estimation models to predict costs for decision-making purposes.</p> <p>WMBA 6040: Students use Excel extensively to analyze data and present findings. In addition, students make use of videos accessed via WebCT to strengthen Excel skills with Data Analysis tools.</p> <p>WMBA 6080: Student groups demonstrate the ability to collectively and collaboratively use technology to conduct research on multiple topics in a finite period of time.</p> <p>WMBA 6100: Students use a discussion board to communicate ideas and analyze and solve homework assignments.</p>
	3.4 Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness.	<p>WMBA 6020: Students select appropriate information technology channels for a variety of communication situations.</p> <p>WMBA 6110: Students understand the role of information technology as a tool in effective strategic management decision-making.</p>
<p>4.0 Globalization: Graduate students will analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis</p>	4.1 Evaluate international business environments and apply appropriate techniques to make effective business decisions.	<p>WMBA6030: Students apply a variety of concepts and theory such as comparative advantage, competitive advantage, government and legal policies, in case and assignment analyses.</p> <p>WMBA 6110: Students produce written strategic business case analyses that contain an analysis of the external environment, including international and global issues.</p>
	4.2 Construct a risk assessment based on an analysis of business components in a specific country.	<p>WMBA 6030: Students work collaboratively with other students from a university in another country to research a country's business components and construct a risk analysis.</p>
	4.3 Apply theory to evaluate options for international investment and trade options.	<p>WMBA 6030: Students apply exchange rate, balance of payments, and general market theory in assignments, posted discussions, and exams.</p>

Exhibit IV - Georgia WebMBA® AOL

Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program

Learning Goals	Learning Objectives	Course Learning Goals
	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.	WMBA 6030: Students complete a major project within a virtual international team. Team building and communication are developed throughout the course.
<p>5.0 Integration: Graduate students will integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.</p>	5.1 Construct and propose (in writing) a comprehensive business plan.	WMBA 6050: Students describe strategic planning and illustrate the eight major steps involved in strategic business planning.
	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.	<p>WMBA 6110: Students evaluate the impact of the strategic plan they develop on the corporate, business, and functional areas of the firm, and the required fit across the three levels. The impact and fit between the organization and the environment is also evaluated.</p> <p>WMBA 6050: Students describe and apply the eight stages of new product development.</p> <p>WMBA 6080: Students investigate and define the impact of applying a defined set of new information technologies or applications to a specific set of business processes.</p>
	5.3 Assess the risks and opportunities of an investment venture in a new international setting.	WMBA 6030: Students assess risks and opportunities during a major project.
	5.4 Measure value created by the business processes.	<p>WMBA 6060: Students develop models for and measure the value created by business processes and the entire firm.</p> <p>WMBA 6110: Students assess organizational strengths and weaknesses via structured Internal Environmental analysis that measures value in the business processes.</p>

Exhibit IV - Georgia WebMBA® AOL

Listing of the Learning Goals and Learning Objectives for the Georgia WebMBA Program

Learning Goals	Learning Objectives	Course Learning Goals
<p>6.0 Leadership: Graduate students will apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.</p>	<p>6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness.</p>	<p>WMBA 1000: Students write individual and team development plans based on DISC behavioral preferences and Kolb Learning Styles WMBA 6000: Students assess individual skills of communication, leadership, and conflict management through a variety of self-assessment instruments. WMBA 6100 (1.5.3): Students produce a team-based written case analysis and use power point to produce a professional presentation.</p>
	<p>6.2 Apply leadership and interpersonal strategies to influence group members' behaviors towards the accomplishment of a goal.</p>	<p>WMBA 6000: Students participate in group discussions of leadership theories and evaluate the role of training in the development of leadership roles. WMBA 6110: Students participate in project teams throughout the term. WMBA6110: Students evaluate the impact of leadership style on the organization, and the fit between environment, strategy and style.</p>
	<p>6.3 Analyze and intervene in an interpersonal conflict; and propose an improvement plan.</p>	<p>WMBA 1000: Students use team charters to analyze and intervene in conflict and to construct a plan of action. WMBA 6110: Students evaluate peers both mid-term and end-term including gap analysis and corrective feedback.</p>
	<p>6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness.</p>	<p>WMBA 1000: Students write individual and team development plans based on DISC behavioral preferences and Kolb Learning Styles. WMBA 6000: Students assess individual skills of communication, leadership, and conflict management through a variety of self-assessment instruments.</p>

Capstone 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. 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. Each faculty member is responsible 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	<input type="checkbox"/>	COURSE CURRICULUM		<input type="checkbox"/>	EVALUATION		<input type="checkbox"/>	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® has been delivering a high quality MBA program for many years. The improvements to courses in the program and the data those improvements are based on, 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. In total, 103 course embedded assessments have been completed leading to more than 62 specific improvements in pedagogy, curriculum, or evaluation. Exhibit VI shows the breakout of course embedded assessment types and course improvements. Exhibit VII shows selected comments on course improvements organized by learning goal.

Exhibit VI: Course Embedded Assessments Completed

Learning Goals (LGs)	Course Embedded Assessments Completed					Course Improvements Implemented		
	Exam	Case	Project	Written	Other	Curriculum	Evaluation	Pedagogy
1	21	0	11	3	8	12	6	13
2	4	6	0	1	1	1	2	3
3	4	0	0	4	3	2	3	5
4	2	0	4	0	1	0	1	0
5	8	1	4	1	0	3	0	3
6	0	5	0	4	3	2	6	0
Sum Total	39	12	19	13	16	20	18	24

Exhibit VII: Selected Course Improvements by Learning Goal

Learning Goal 1: Decision Analysis: Graduate students will analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.

- 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 to enhance student comprehension of this concept (if results are indeed suggestive of weakness in this particular area).
- 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.
- During the next offering of the course, the course will add audio to the lecture slides for the modules that cover the logic and implementation of statistical inference. In addition, voice-over videos will be developed to provide examples of confidence interval construction and hypothesis testing.
- Continue to develop learning tools to improve learning for hypothesis testing concepts.
- 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 a 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.

- More specific case with detailed data analysis. 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.
- Will add to course syllabus, goals that uses specific SSLO [now Learning Objectives] language.
- 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.
- No improvements planned at this time except improving the quality of question #3.
- Add more discussion of different types of channel power in Introduction to chapter. Add question to case analysis dealing with channel power.
- Return to a quiz per module.
- I will continue to review and refine the grading rubric for a case study.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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. To provide more guidance on issues to address for the case analysis; such as a request that they specifically discuss the power issue as part of the case 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 reorganization of the material seemed to have had a positive effect. This topic was still last but now followed inference.
- Return to a quiz per module.
- 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.
- I plan to implement the full project. If need be, I will reduce course work to free up time. In addition, I will partially create the needed data sets
- 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.

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.

- This year I created a “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.
- I will continue to review and refine the grading rubric for a case study.
- 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.
- Create “How-To” guide for Galileo noted above. Revise course objective wording to match current syllabus.
- The case study was a graded assignment and with future cohorts I continue to use this method.

Learning Goal 3: Information Technology: Graduate students will formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.

- 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.
- Will add to course syllabus goals that use specific SSLO (Learning Objective) language.

- Analyze the questions and rework to obtain a more consistent result.
- 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 three, rather than eight, quizzes will be given.
- 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.
- The evaluation will be incorporated as an anonymous survey in the course in an attempt to obtain a better response rate.
- 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.
- 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.
- 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.
- 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.
- No recommendations: 82% of the students demonstrated appropriate proficiency in using technology to develop an integrative budget.

Learning Goal 4: Globalization: Graduate students will analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.

- The few questions that were not answered correctly by over 70% of the students will be improved. 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.

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

- Add more discussion of new product development stages in Introduction to chapter. Add a new product development case analysis.
- Add additional introductory materials discussing the stages of the new product development process.
- 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.
- 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 (Learning Objectives) 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 new product development stages in Introduction to chapter. Add question to case analysis dealing with stages of new product development.

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

- Will add to course syllabus, goals that use specific SSLO (Learning objectives) language.
- 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 a case study.
- I will continue to review and refine the grading rubric for these two methods.

AOL data access and management

In keeping with a transparent course improvement process, all assurance of learning documents are housed on a WebCT Vista site accessible to all dean's, 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. Thus 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. 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 three years 103 assurance of learning assessments have been completed leading to 62 documented 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.