

Appendix 6.1 BBA Management Core Courses

MGT 4001 - Managing Organizations: Where, what, and how do managers manage? This course introduces students to the “world of a manager” and provides a framework for management majors. Starting with the big picture, students learn about the various external factors that impact organizations, structure, and culture. Internal factors including leadership, teaming, problem-solving and managing communications are also addressed.

MGT 4002 - Managing People: People are an organization’s most valuable assets. This course provides students with an understanding and capability to manage these assets (self and others) to support the goals of the organization. It covers the human resource practices and people management skills used to attract, motivate, develop, and retain employees. Students also develop self-management skills and personal career growth strategies to enhance their professionalism and employability.

MGT 4003 - Managing Projects: In this course, students learn to complete organizational projects on time and on budget. This course introduces students to project management (PM) from both a process and project tool standpoint. Students focus on understanding project definition and scope, resource allocation, task dependencies and risk management. Students also learn how to use PM software in the context of managing a team project.

MGT 4004 - Managing Your Company: In this course, students learn to develop a long-term vision and competitive strategy for a company. Students learn to balance short-term objectives with long-term strategic goals. They learn to recognize interactions among the internal factors (resources and processes) and external environments, and the impact of both on performance. Students also demonstrate their ability to make decisions, and to analyze, justify, and professionally communicate the results of those decisions.

Appendix 6.2 Hughes Leadership and Professional Development Program **(<http://coles.kennesaw.edu/takeflight/courses.htm>)**

Sophomore Year- BUSA 2150 - Discovering My Major and Career: This is the first course of a 3-course, zero-credit hour, hybrid program designed to help Coles College students prepare for success in their upper-division BBA courses and after graduation. In this course, students research careers and majors, identify their desired major, and prepare professional communications describing their research and career objectives. Understanding the career(s) associated with their chosen major will help students progress toward their degree with purpose, on track and on time.

KEY STUDENT BENEFITS

- Research business majors and your **CAREER OF CHOICE**
 - Identify **SALARY** potential and entry requirements
 - Refine written and oral **COMMUNICATION** skills
 - Begin working with your **CAREER COACH**

Junior Year- BUSA 3150 - Developing My Career Essentials: This is the second of a 3-course, zero credit, hybrid program designed to help Coles College students prepare for success in their upper-division BBA courses and after graduation. In this course, students will explore their talents, skills and strengths, and become more self-aware through personal assessment. Students will develop a resume and practice their interview skills.

KEY STUDENT BENEFITS

- Work in StrengthsQuest to identify and explore your **TALENTS**—
 - Develop your talents into **COMPETITIVE STRENGTHS**
 - Enhance your **PROFESSIONAL** communication skills
 - Continue working with your **CAREER COACH**

Senior year- BUSA 4150 - Driving My Success: This is the third of a 3-course, zero credit, hybrid program designed to help Coles College students prepare for post-graduation success. In this course, students will fine-tune the skills required to carry out an effective job search. Students will develop their personal brand, an elevator speech, and leadership style. Business etiquette and dress and negotiating strategies will be discussed. Students will update their resume and practice their interview skills.

KEY STUDENT BENEFITS

- Identify your personal leadership **STYLE**
- Create your personal **BRAND** and elevator speech
 - Manage your **SOCIAL MEDIA**
- Work with your Career Coach to plan post-graduation **SUCCESS**

Appendix 6.3 Coles College Scholars Program (<http://coles.kennesaw.edu/scholars/>)

The Coles College Scholars Program provides exceptional business students with unique and challenging opportunities through a coordinated multi-year program focused on leadership development, integrated and international studies, community engagement and mentorship. Participants are screened and selected annually through a rigorous application and interview process. All applications must be received by February 1, 2014.

As a Coles Scholar you will:

- Engage in unique learning opportunities with other exceptional students
- Build relationships with industry leaders
- Participate in sponsored study abroad experience
- Address actual business challenges on consulting projects
- Distinguish yourself in today's job market

Program Features

- Students selected from the best of Coles College Students (20-25 students per year)
- Cohort-based
- Offsite kick-off retreat
- Direct interaction with industry / business mentors
- Custom-developed courses
- Consulting project across disciplines
- Study abroad experience
- Integration with KSU Honors Program

Our Values

- **Accountability:** We hold ourselves accountable for both actions and outcomes.
- **Integrity:** We require and embody honesty, trust, and fairness.
- **Stewardship:** We aim to serve others within the Scholars Program, the Coles College of Business, the University and the community.
- **Excellence:** We strive to achieve a high standard of quality in all that we do.

Courses:

- **Applied Leadership in Business:** Through case-based scenarios, simulations, role plays and assessments completed through hands-on leadership labs, students will learn to leverage their individual strengths and the strengths of others. Students will interact with business leaders to develop insights and apply them to their personalized leadership plan.
- **Decisions and Critical Thinking:** Using many small and large problem solving opportunities, students will gain fundamental critical thinking skills and apply decision making methodologies and tools. There will be an emphasis on a wide variety of

problems, including those that deal with uncertainty and equivocality, as well as factors that are measurable or hard to quantify.

- **International Immersion:** Students will participate in a multi-week global experience designed to immerse them in an international business environment. Working together as a team, students will address community problems in another country utilizing leadership, solving problems and making decisions by applying techniques learned in the Scholars Program.
- **Consulting and Change Management:** This course will introduce students to both the processes, such as contracting, data gathering, and delivery, as well as the human interactions that underlie effective consulting engagements and change management efforts. The course will draw on a variety of resources, including guest speakers in the classroom, as well as applied experiences at local firms where teams of students will engage and work with clients on current challenges.
- **Business Intelligence:** This course will walk students through the process of defining problems in business, developing hypotheses, determining appropriate data for testing, collecting the data, and analyzing it. There will also be a focus on dealing with large data sources, planning business strategies for collecting data over time, and effectively sharing results.

Appendix 6.4 Coles College Assurance of Learning Structure and Process

Coles College Assurance of Learning Council 2012-13 Members

Hope Baker, Chair

Vic Marshall, BBA Program Assessment

Reports: Program Assessment pieces for AACSB and SACS

Jomon Paul, BBA Program AOL Coordinator

*Reports: BBA Program pieces for AACSB and SACS (common sections for all majors)
Economics and Finance paragraphs for SACS*

Justin Cochran, Online BBA AOL Coordinator

Ernie Capozzoli, MSIS Program AOL Coordinator

Reports: SACS and AACSB

Herb Mattord, BBA-IS and BBA-ISA Coordinator

Reports: ABET

Info Systems and Info Security & Assurance paragraphs for SACS

Dorothy Brawley, MBA Program AOL Coordinator

Reports: AACSB and SACS

Management and International Business paragraphs for SACS

Alison Keefe, EMBA and Family EMBA Program AOL Coordinator

Reports: AACSB and SACS

Tyra Burton, Web MBA Program AOL Coordinator

Reports: AACSB and SACS

Marketing and Professional Sales paragraphs for SACS

Bob Martin, AOL Coordinator for School of Accountancy

Reports: AACSB and SACS

Accounting paragraph for SACS

Torsten Pieper, DBA Program AOL Coordinator

Reports: AACSB and SACS

Assurance of Learning Process / Structure

- Learning goals and objectives are developed and updated by faculty teaching within particular programs of study. Input from faculty, administrators and external sources (typically members of the Coles College Advisory Board) is included in the decision-making process. Another source of information we are fortunate to have is the cadre of practitioners

who serve as Lecturers and Instructors in our programs. The entire faculty involved in a particular program must also approve learning goals and objectives. (The complete list of learning goals and objectives for all Coles Programs is available.)

- Policies and procedures for assessment of student learning are developed within the Coles College Assurance of Learning (AOL) Council, which consists of AOL directors for each academic program. The AOL directors work with course coordinators who teach the core courses in their respective programs. The course coordinators, then, work with faculty teaching the courses to develop and implement assessment within the courses, review the results and make plans for improvement. Course coordinators are also responsible for uploading all assessment information and data into Digital Measures and for the communication of assessment results to the appropriate department chair. Course-embedded and program-level assessment of all learning objectives is conducted at least once a year. Each learning outcome is assessed in two or more different courses.
- One of the main benefits of this structure is the increase in communication between the faculty at the course and program levels. Course coordinators hold meetings twice a year in which assessment results are discussed and improvement plans made. The AOL program directors then meet with all course coordinators within a program to do the same. This has led to discussions of how to better integrate program topics across disciplines and allowed for the creation of program assessment benchmarking standards.
- In addition to the AOL structure described above, there are department-level Curriculum Committees, which oversee curriculum review and development for specific disciplines within the BBA. Some of the curriculum changes discussed below were the result of AOL policies and assessment results; however, faculty who realized the need to improve the relevancy of the program initiated other changes.
- There have been several significant changes to the AOL process since 2009. 1) In 2010, the learning goals and objectives were reviewed and revised to better reflect curriculum content in the BBA, Undergraduate Accounting, MBA, EMBA, FEMBA, MACC and DBA programs. 2) Membership on the College AOL Council shifted to include program AOL directors rather than designated representatives from each department, although the mix of program directors does still include faculty from each department. As the number of academic programs at the graduate level has increased, the old structure of basing membership solely on department (or discipline) representation became ineffective. 3) The AOL Council Director worked with Digital Measures to create a new Assessment Module. The module was designed by the Coles College AOL Council to better fit our specific needs. The impact of the new module is significant in that we are now able to capture assessment results by certain variables, including course delivery format, course location and length of term, allowing for richer and more relevant data analyses. Also, the custom reports available in the new module are more relevant for Coles College programs.

Course-embedded and Program-level Assessment of Student Learning:

- Course-embedded assessments are administered in core courses for all programs at least once a year. 25-100% of students enrolled in a course are included in each assessment (varies by department).
- Assessment results are maintained in Digital Measures and are broken down by course delivery mode, course location, time and day of course, and faculty status (participating and supporting).

- Criteria to determine above, at or below expectations are determined by course coordinators teaching within a given program.
- Program-level assessments are conducted in capstone courses at least once a year.
- Assessment results by program are available.

Appendix 6.5 Assurance of Learning Reports by Program

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- MBA Program Report
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- FEMBA Program Report
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- DBA Program Report

Bachelor of Business Administration (BBA) Program Report



COLES COLLEGE OF BUSINESS Assurance of Learning

Accounting - Economics - Finance - Information Systems - Information Security and Assurance
International Business - Management - Marketing - Professional Sales

BBA Learning Goals	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
Goal 1.0 Environmental Factors Business majors will understand, apply and synthesize relevant environmental factors in the decision-making process.	1.1: Identify and integrate micro-environmental factors (e.g. competitive environment, corporate culture and mission, resource availability) in business decisions.	ACCT 2100 – Students learn how financial information is used by and important to a variety of readers (creditors, suppliers, investors, employees, etc.). ACCT 2200 – Students learn the basic components of product & service costing (e.g., materials, labor and overhead).
	1.2: Identify and integrate macro-environmental factors (e.g. current issues and historical	BLAW 2200 – Students recognize legal problems and make decisions on hypothetical situations ECON 2100 - Class discussions identify the forces of supply and demand that impact the allocation of scarce resources.

BBA Learning Goals	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
	trends in regulatory, cultural, technology and economic environments) in business decisions.	<p>ECON 2200 - Students learn how the aggregate economy operates, how to interpret macroeconomic data and how particular government actions might influence economic activity.</p> <p>FIN 3100 – Students use historical trends among equity and debt securities to assess risk and return.</p> <p>MGT 3100 – Students learn about the structure and interaction of natural, political/legal, socio-cultural, economic, technological, regulatory, and competitive forces and their impact on organizations</p> <p>MGT 3200 - Students are evaluated via exams, quizzes, and/or discussions that require them to understand and assess the role of OM in the competitiveness and quality of the firm.</p>
	1.3: Identify and integrate global differences in business decisions.	<p>ECON 2200 – Class discussions describe global and domestic economic conditions and their impact on employment and income.</p> <p>MGT 4199-Students examine the forces that impact international management practices and processes through applied case analysis.</p>
	1.4: Identify and integrate cross-functional connections in business decisions.	<p>ACCT 2100 - Students use financial statement information to evaluate the impact of business alternatives on company results (e.g., ratio analysis).</p> <p>MGT 4199 - Students use knowledge across multiple disciplines to develop, apply and understand decisions with cross functional implications.</p>
<p>Goal 2.0 Ethics and Values Business majors will understand, apply and synthesize resolutions to ethical and social concerns in the business environment.</p>	2.1: Identify, analyze and integrate ethical concerns in business activities.	<p>BLAW 2200 – Students analyze global ethical problems.</p> <p>ECON 2100 – Students learn about ethical issues on taxation, externalities and provision of public goods and ethical dilemmas associated with price controls.</p> <p>MGT 3100 – Students learn about ethical dilemmas and their resolution; corporate governance, and social responsibility.</p>
	2.2: Identify and integrate social concerns in business activities, such as those related to sustainability, social responsibility, etc.	MGT 3100 – Students discuss real business dilemmas involving ethics and corporate responsibility; discuss current events and the costs of unethical business decisions.
<p>Goal 3.0 Analytical Process</p>	3.1: Identify business problems or opportunities.	IS 3100 – Students investigate the problems and opportunities created by existing and new technologies.

BBA Learning Goals	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
Business majors will demonstrate problem-solving skills using appropriate analytical techniques.		<p>MGT 3100 – Students learn the basic theories, processes, concepts, and practices associated with effective and efficient planning, organizing, implementation and control.</p> <p>MKTG 3100 – Students are required to complete a term project of creating a marketing plan for a product/service or idea that includes the identification of problems and opportunities in the internal and external environments.</p>
	3.2: Identify, collect and evaluate data to extract valid, high quality information relevant to a business problem or opportunity.	<p>ACCT 2100 – Students learn the format and content of the financial statements.</p> <p>ACCT 2200 – Students discuss and analyze managerial accounting topics including product costing, overhead allocation and profit planning.</p> <p>ECON 2300 - Students make inferences about the impact on cost or quality of a proposed change by analyzing relevant sample data.</p>
	3.3 Identify decision alternatives, and compare and contrast them, using appropriate analytical tools, to reach a defensible solution.	<p>ECON 2100 – Students are required to identify pricing and profit-maximizing outcomes under various market scenarios.</p> <p>ECON 3300 – Students apply inferential statistics to assess the relative efficiency or effectiveness of alternative methods or materials under consideration.</p> <p>FIN 3100 – Students use capital budgeting techniques to evaluate possible investment opportunities.</p> <p>MGT 3200 – Students are evaluated via exams, quizzes and/or discussions on OM decisions, such as layout, capacity, and processes that are required to produce products and services.</p> <p>MGT 4199 – Students will evaluate external and internal forces and apply strategic analysis frameworks in the development and evaluation of strategic alternatives</p>
	3.4: Effectively use technology for business analysis.	<p>ECON 2300 – Students use spreadsheet software to summarize data on business operations or conditions in the form of appropriate metrics, tables, or graphs.</p> <p>ECON 3300 – Students use spreadsheet software to estimate linear regression models for purposes of predicting or estimating the impacts of factors on outcomes.</p>

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

The discussion that follows specifically features two of these goals: analytical process and communication and collaboration. The assessment results, improvement, closing the loop strategies including course redesign, instruction strategies, etc., for courses that are associated with the learning objectives and their specialized focus as it pertains to these goals are presented next. In the *spring 2012*, course coordinators for core BBA core courses agreed to set the benchmarks for “meets expectations” at 60% and for “exceeds expectations” at 90% for all core courses. Faculty teaching each course, then, agree upon what percentage of students they expect to “meet or exceed expectations” for specific assignments.

Goal 3.0 Analytical Process:

Assessment Tools and Results

- Economics courses such as ECON 2300 make inferences about the impact on cost or quality of a proposed change by analyzing relevant sample data. Analytical problems related to hypothesis testing and confidence interval estimation were included on exams for assessment purposes. Course sections were randomly selected to include at least 25% of all students enrolled. Assessment results over the past five years are shown below.

	Above	At	Below	# of Student Assessments
Spring 2009	41.40%	27.70%	30.90%	220
Spring 2011	41%	30.80%	28.20%	385
Fall 2011	27%	33.90%	39.20%	363
Fall 2012	35.30%	30.30%	34.50%	353
Summer 2013	27.70%	29.10%	43.60%	141

The student performance has in general being consistent over the years except for summer 2013. This could be partly attributed to the intense nature (shorter duration) of summer courses and associated class participation by students registering for summer school. Further, it is important to note that 2013 marks the first time the faculty collected assessment data in summer.

- Economics courses such as ECON 3300 have students apply inferential statistics to assess the relative efficiency or effectiveness of alternative methods or materials under consideration.

	Above	At	Below	# of Student Assessments
Spring 2009	29.40%	22.90%	47.70%	153
Spring 2011	28.80%	34.60%	36.60%	393
Fall 2011	27.70%	29.90%	42.40%	348
Fall 2012	23.90%	41.70%	33.30%	391
Summer 2013	23.80%	43.60%	32.70%	101

Hypothesis testing, the focus of the above assessment in ECON 3300, is often challenging to business school students. That said, the initiatives and instructional changes that faculty are pursuing in terms of helping students understand the meaning and relevance of p-value, intuition-based determination of hypothesis testing statements, real world implications of statistical conclusions, etc., is driving the student performance in a the positive direction, as can be noted from the table above.

- Economics courses such as ECON 3300 also focus on the use of spreadsheet software to estimate linear regression models for purposes of predicting outcomes or estimating the impacts of factors on outcomes.

	Above	At	Below	# of Student Assessments
Spring 2009	42.30%	36.20%	21.50%	149
Spring 2011	49.70%	36.20%	14.20%	387
Fall 2011	49.50%	32%	18.50%	340
Fall 2012	56%	30.90%	14.20%	367
Summer 2013	51.50%	36.40%	12.10%	99

The student performance on the use of Excel spreadsheets when solving problems focusing on the use of techniques such as linear regression has been excellent during the assessment time period considered for this report. This further demonstrates the success of steps taken by the Coles College with regards to the “Analytical Process” piece of decision-making as it applies to student learning.

- Information Systems courses, such as IS 3100, investigate the problems and opportunities created by existing and new technologies in this regard.

IS 3100 was redesigned after the IS Department was incorporated into the College of Business. Since this coincided with the introduction of the new goals and objectives and previous assessment mappings were vague, new AOL assessments were developed. This is why data is only reported for two assessment periods.

	Above	At	Below	# of Student Assessments
Fall 2011	41.5%	41.9%	16.6%	102
Fall 2012	19%	45%	36%	42

“# of student assessments” represents the total number of assessment activities by students. Based on the data above, it does appear that students are achieving expectations for the Analytical Process goal, especially in identifying business problems or opportunities in IS 3100. Faculty speculate the performance in Fall 2012 was lower from the prior year due to a couple of reasons: 1) a new edition of the text and 2) the introduction of new concepts and terms from the previous text edition.

Evidence of Progress towards Achieving Learning Objectives

- ECON 2300 and ECON 3300 faculty continue to emphasize and focus on the relevance of concepts and parameters such as p-value, hypothesis statements, degrees of freedom, etc., more so than application of mathematical formulas. For instance in after the fall of 2011, it was discussed that students should be made to focus more on the relevance of the p-value in hypothesis testing and its relation to the main problem objective, rather than merely stating “reject” or “do not reject null hypothesis”. Faculty decided the significance of the p-value should be better emphasized when conducting hypothesis tests. Assessment results improved in subsequent years.
- In Fall 2012, faculty shared concerns that students were taking ECON 3300 before, or simultaneously with, the prerequisite ECON 2300. Specifically, a request was made to the Department Chair to only admit those students in the ECON 3300 sections that have successfully completed ECON 2300 with a C or higher.

Goal 4. Communication and Collaboration

Assessment Tools and Results

- Information Systems courses, such as IS 2200, focus on the completion of an analysis project for which students communicate the details in a professional report.

IS 2200 was redesigned after the IS Department was incorporated into the College of Business. Since this coincided with the introduction of the new goals and objectives and previous assessment mappings were vague, new AOL assessments were developed. This is why data we have data only for two assessment periods.

	Above	At	Below	# of Student Assessments
Fall 2011	41.1%	33.6%	25.2%	530
Fall 2012	33.1%	45.5%	21.3%	533

The student outcomes in the meet and above expectations category has been excellent and an indication of student's strong communication and collaboration skills. This is especially promising given the nascent nature of the assessment initiative.

- In Management courses, such as MGT 3200 students work together to successfully complete a group project involving operations analyses.

	Above	At	Below	# of Student Assessments
Spring 2011	59.60%	33.50%	6.80%	337
Fall 2011	52.10%	42%	5.50%	353
Fall 2012	69.10%	28.90%	2.20%	391
Summer 2013	100%	0%	0%	47

As can be noted from student performance in table above, it has been consistently high validating improvement steps taken by faculty to improve student learning and associated objectives. Faculty willingness to try challenging projects as outlined in the closing loop later are a great stride towards high quality learning, promotion of critical thinking and development and nurturing of communication and collaboration skills.

- Information Systems courses, such as IS 2200, focus on students working together to complete a project using collaborative technologies.

	Above	At	Below	# of Student Assessments
Fall 2011	59.7%	31.2%	9.2%	530
Fall 2012	44%	50.1%	5.4%	602

The student outcomes in the meet and above expectations category has been excellent. This is especially promising given the nascent nature of the assessment initiative and also

highlights the value addition via yearly discussions faculty have to identify grounds for continuous improvement.

Evidence of Progress towards Achieving Learning Objectives

- MGT 3200 faculty tried out new projects with Red Cross (process assessment) in Fall 2011 and a new multi-course information systems development project (with IS 4880) in Fall 2012. These projects worked reasonably well. The primary motivation was to expose students to challenging real world problem situations to ensure effective learning.

Other Evidence of Progress towards Achieving Learning Objectives

- In Fall 2009, ACCT 2100 faculty adopted a new measurement system. The new measurement method allowed them to pinpoint areas where levels of student learning were weakest, allowing the faculty to then better target areas where improvement was most needed. An enhanced study guide was provided to all students to help focus their study efforts prior to the AOL measurements. This guide was intended to not only help focus study efforts but also to reinforce those topics that were deemed to be part of the key learning objectives. In Spring 2013, faculty adopted a color version of text as it will help students better understand the material based on the color coding while being cost-effective.
- For MGT 4199, the changes made to ensure improved student performance in lieu of the AOL process during the 2009-2013 time period, the focus of this report, has increased faculty discussion of different pedagogical techniques being used in the class. Additionally, it has increased faculty willingness to critically assess their teaching techniques.

Comparison of Student Performance by Course Delivery Mode

Since early 2009, the number of online courses in the Coles College of Business has grown from 24 undergraduate courses to 50 undergraduate courses. Each course is reviewed by a group of three experts who use the Quality Matters system to be sure that the courses meet particular standards. Additionally, all online courses are put through a 5-year re-review process to make sure they are up to date with the latest Quality Matters rubric. At this point, all 24 courses have completed the re-review process.

While there has been steady growth in the number of online courses offered, a key initiative over the last 5 years has been to emphasize quality improvements in our online classes. The quality improvements have come as a result of hiring dedicated staff, faculty engagement, technology implementation, and student services.

For instance in January 2013, the Coles College hired a dedicated instructional designer to work with faculty to enhance their courses and to assist with development. Beyond working with individual faculty on aspects of their courses, the instructional designer is also developing a series of workshops to educate faculty about the unique considerations in the development of hybrid courses. These initiatives among others have helped the Coles College maintain a high quality in online courses and comparable standards to face-to-face courses.

The discussion below focuses on the comparison of student performance in online sections when compared to facet-to-face sections of BBA courses. Coles College has been instrumental in making sure online students get exactly the same quality of instruction, support and feedback that they are afforded in a face-to-face setting. The online course certification process, constant peer feedback, student evaluation instruments, technological support, online tutoring help, etc., are designed to ensure that Coles College courses achieve this goal. Below is a comparison of online courses to their face-to-face sections for four of our learning objectives. Specifically, the objectives for three of Coles core courses: Econ 2300, Econ 3300 and MGT 3200 are listed below.

ECON 2300 (3.2)	Above		At		Below	
	Face to face	Online	Face to face	Online	Face to face	Online
Spring 2011	41.9%	41.0%	32.0%	30.8%	26.1%	28.2%
Fall 2011	27.3%	20.0%	33.6%	40.0%	39.1%	40.0%
Fall 2012	35.3%	35.3%	31.2%	30.3%	33.5%	34.5%

ECON 3300 (3.3)	Above		At		Below	
	Face to face	Online	Face to face	Online	Face to face	Online
Spring 2011	30.4%	28.8%	29.9%	34.6%	34.2%	36.6%
Fall 2011	28.6%	19.0%	29.5%	33.0%	41.8%	48.0%
Fall 2012	23.7%	26.0%	42.2%	35.0%	32.9%	39.0%
Summer 2013	22.2%	23.8%	47.2%	43.6%	30.6%	32.7%

ECON 3300 (3.4)	Above		At		Below	
	Face to face	Online	Face to face	Online	Face to face	Online
Spring 2011	50.9%	35.0%	35.6%	42.0%	13.4%	23.0%
Fall 2011	50.5%	40.0%	31.9%	33.0%	17.5%	27.0%
Fall 2012	54.9%	69.0%	31.8%	21.0%	14.6%	10.0%
Summer 2013	59.7%	29.6%	31.9%	48.2%	8.3%	22.2%

MGT 3200 (4.2)	Above		At		Below	
	Face to face	Online	Face to face	Online	Face to face	Online
Spring 2011	61.4%	48.7%	35.6%	40.3%	3.0%	11.0%
Fall 2011	54.6%	40.9%	41.6%	43.7%	3.9%	12.1%
Fall 2012	74.6%	45.4%	25.1%	45.5%	0.4%	10.1%

As can be noted from tables above there is an insignificant difference between student learning objectives for all the courses and learning objectives considered for the time periods wherein an online vs. face-to-face comparison was possible. One exception in this regard might seem to be MGT 3200 if one were to look at “At” and “Above” separately. That said when one reviews the “Above” and “At” groups together this discrepancy does not seem to be problematic. Besides, the online sections exceeded the set performance benchmark (percentage of students that meet or exceed expectations) metrics for MGT 3200 for all the years listed above.

BBA Program-Level Assessment Report (2009-2013)

Process

We adopt a Total Quality Management perspective of continuous improvement in assessing our BBA Program. As explained herein we do so by continually assessing over time the quality of our output, the knowledge and skills of our graduates, as they prepare to exit our program. We assess this performance against each of the goals and objectives that we have established for our BBA program.

All graduating BBA students are expected to participate in the BBA Program Assurance of Learning process. This takes place during their capstone course, MGT 4199. We conduct this assessment in the fall and spring of each academic year. Each student participates in MSI's Foundation Simulation and CompXM. We use CompXM to assess the cumulative knowledge that each student has acquired by his/her completion of the BBA program. In the Foundation Simulation each student or student team runs his/her/their designated company for multiple rounds of play. Interspersed throughout the simulation each student responds to these CompXM questions and queries from their Board.

Our faculty have developed and refined these questions as we have continued to use CompXM as an assessment vehicle. We developed these 200-plus questions to test whether our graduates know what our faculty believes a BBA student should ideally know upon graduation. These questions assess whether a student has retained key concepts from the curriculum across the breadth of the multiple disciplines of business; these include: accounting, economics, finance, strategy, marketing, leadership, governance, communications, human resources, operations and technology / information systems. The questions also assess the student's ability to recognize, analyze and diagnose the dynamics taking place within the multiple rounds of the capstone's business simulation. We compiled these questions based on the input from our faculty from each of our disciplines of study. More importantly we have also mapped each of these questions to our program's goals and objectives so that we can assess our program at both the goal and objective levels.

To assess our program we carefully monitor and evaluate our performance over time at the aggregate, goal and objective level. We adopt a Total Quality Management (TQM) perspective of continuous improvement in assessing our program in that we are assessing the consistency of our output (the student's performance as measured by these questions) and whether this performance is improving, remaining constant or declining over time.

Consistent with our continuous improvement mindset, we utilize an ongoing plan-do-check-act cycle. We identify problem areas and problem questions and then make the appropriate adjustments in our curriculum and / or refine our questions to improve clarity and remove ambiguity. We include these reviews on a regular basis as part of the agenda for our monthly AOL Council meetings. These reviews provide valuable feedback regarding specific topics or areas that need to be emphasized or clarified within our curriculum. These reviews also help us improve and refine our assessment instrument. A faculty committee of the whole reviewed and

rewrote the questions in the 2007-2008 academic year and refined our learning goals and objectives in 2010.

After implementing the revised learning goals and objectives in 2010, we conducted a thorough review of this question set, revising, adding, deleting and re-mapping many of the questions. As part of this process we also significantly increased our standards for meeting and exceeding expectations so as to be consistent with our regular grading standards. Effective with the Fall 2011 semester we raised our benchmark for meeting expectations from 30% to 70% (consistent with the standard for a grade of C). Similarly we raised our benchmark for exceeding expectations from 70% to 90% (consistent with the standard for a grade of A). While this decision reduced the percentage of questions that exceeded expectations and met expectation, we feel that adopting this standard provides us a greater incentive to continue to improve our results.

Further, our continuous improvement mindset has helped us improve our tracking system to monitor our progress. Originally the data for this analysis had been maintained in multiple, separate spreadsheets. This data then had to be manually accumulated and reorganized to facilitate analysis; such a process is highly susceptible to human error. Concurrent with collecting our Fall 2013 data we consolidated all historical and current data into an integrated relational database. By making this change we (1) reduced the likelihood of human error and (2) enhanced our ability to analyze our data from multiple perspectives. We used these enhanced capabilities in creating this report.

By consistently following this continuous improvement and refinement mindset over a number of years we have accumulated a substantial dataset with which we can assess our program. **As indicated in the following table we have now accumulated data by goal and objective from almost 3,000 students spanning a period of nine semesters.**

Number of students completing CompXM by semester

Year	Semester	# of Students
2009		
	2009.8 Fall	314
		<hr/> 314
2010		
	2010.1 Spr	323
	2010.8 Fall	314
		<hr/> 637
2011		
	2011.1 Spr	347
	2011.8 Fall	354
		<hr/> 701
2012		
	2012.1 Spr	336
	2012.8 Fall	331
		<hr/> 667
2013		
	2013.1 Spr	326
	2013.8 Fall	350
		<hr/> 676
Total		<hr/> 2,995

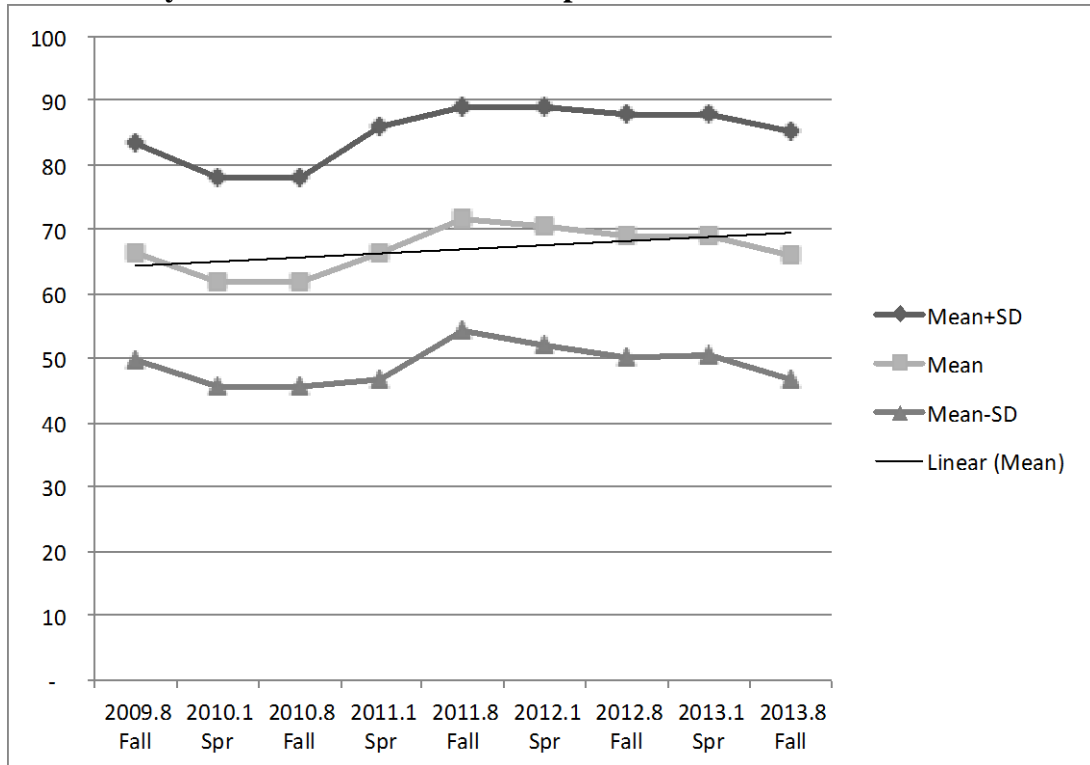
Analysis of Overall CompXM Performance

Before analyzing our performance on a goal-by-goal and objective-by-objective basis, we begin by reviewing the trends of our students on their overall CompXM scores. By doing so we are able to evaluate performance for the individual goals and objectives within an overall context.

Consistent with our mindset of continuous improvement we review the trends of our students' performance. We also examine the trend of the standard deviation across the questions. In terms of the most desirable outcome we prefer to see an improving overall trend with either constant or declining standard deviations. A flat trend with constant standard deviations that sustains performance is also an acceptable outcome. In contrast a declining trend with constant or increasing standard deviations is a cause for concern that must be investigated and addressed.

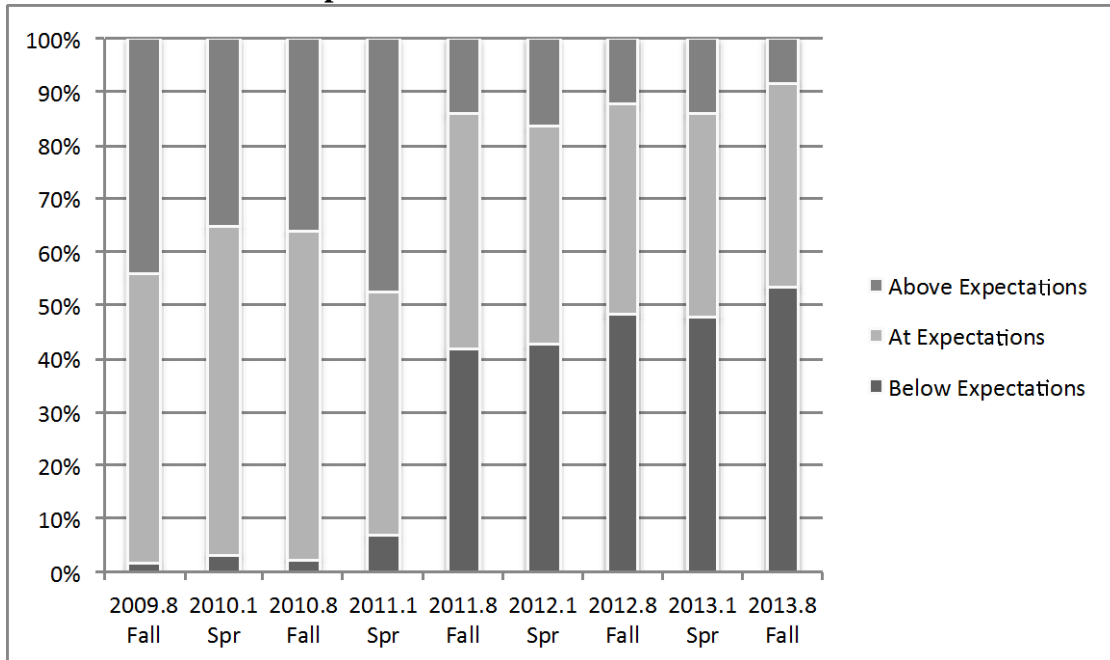
As indicated in the following figure our overall CompXM performance reflects an increasing trend in the correct answers by students with a nearly constant standard deviation across the questions. ***Thus we believe we have convincing evidence of systematic, continuous, incremental improvement in our outputs.***

Trend Analysis for Overall Student CompXM Performance



When reviewing performance versus the standard of expected performance however the effect of our dramatically increasing our standards for meeting and exceeding expectations from the Fall 2011 semester forward is clearly evident. Thus we must continue our improvement initiatives.

Performance versus Expectations



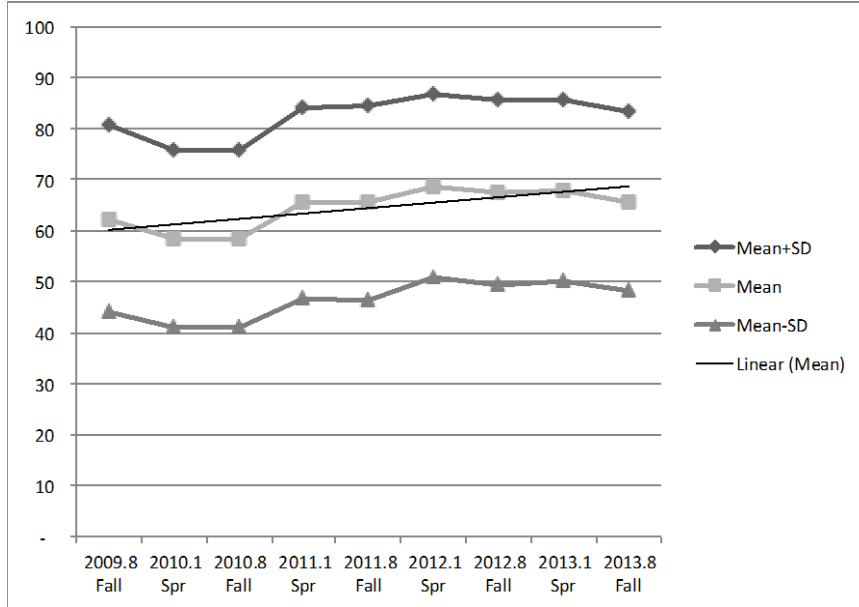
Analysis of Performance versus Goals and Objectives

Herein we evaluate our performance on a goal-by-goal and objective-by-objective basis. We first evaluate the trend performance at the goal level and then examine the performance of each respective objective.

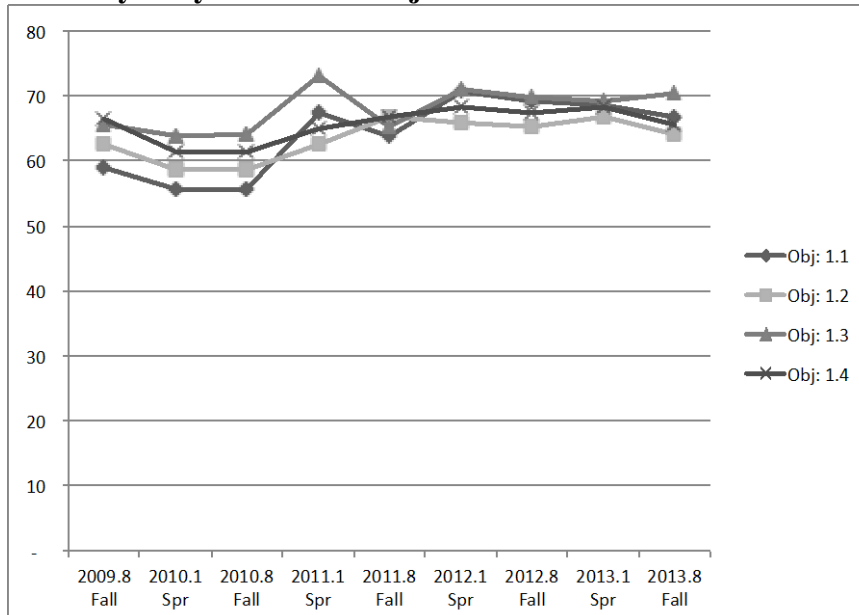
Goal 1

Overall our performance for our goal of addressing environmental factors is exhibiting an improving trend with fairly constant standard deviations. We also see a similar trend for each of the individual objectives associated with this goal. Thus this reflects the desired outcome expected from a continuous improvement initiative.

Trend and Deviation Analysis for Goal 1



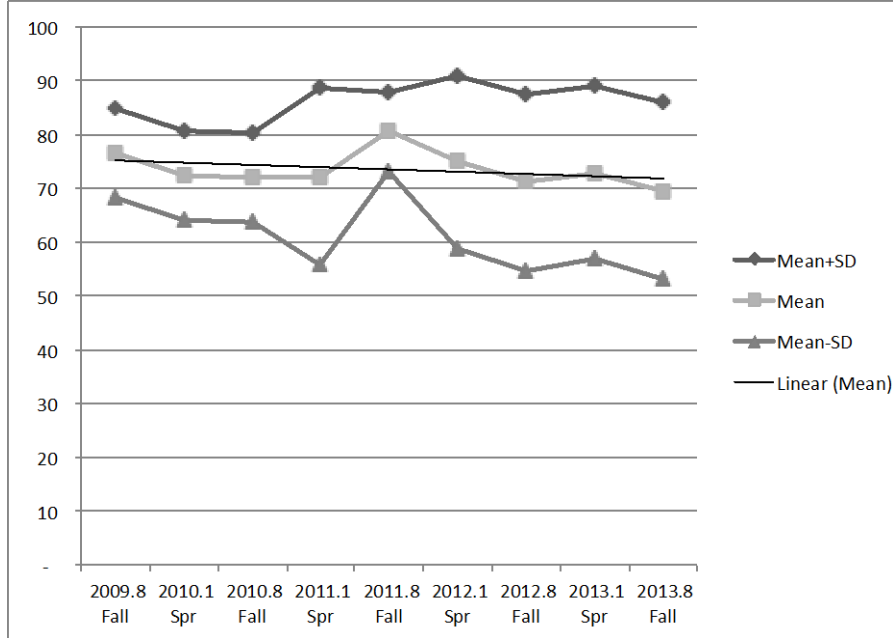
Trend Analysis by Individual Objective for Goal 1



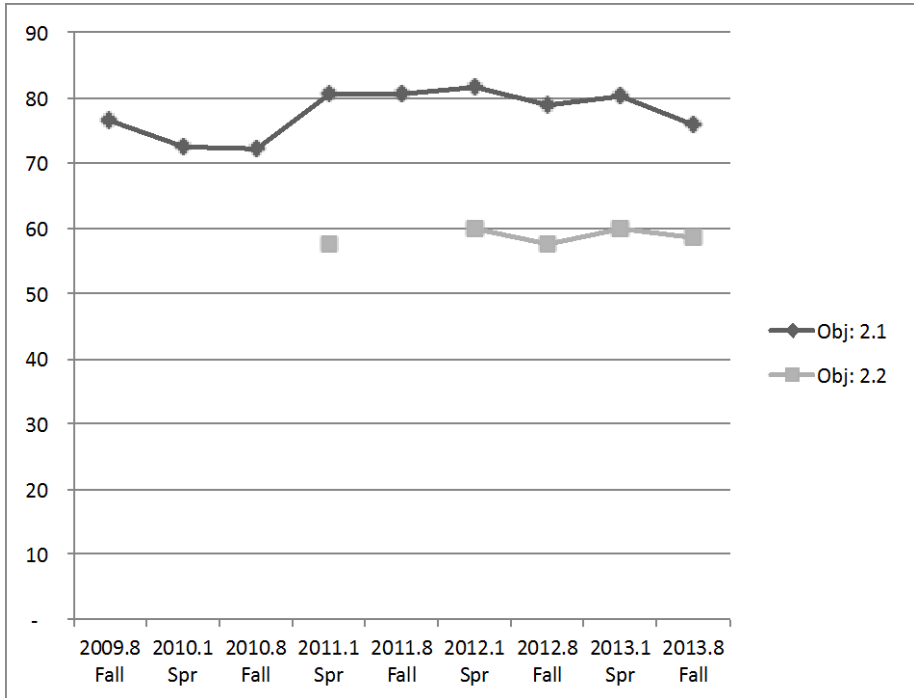
Goal 2

Overall our performance for our goal associated with ethics and corporate social responsibility is exhibiting a very slight decline. However by examining the separate trends for the two objectives associated with this goal we see that our performance with respect to Objective 2.1 (addressing ethics) and Objective 2.2 (addressing corporate social responsibility) are maintaining consistent performance. Since Objective 2.2 was only introduced in the Spring 2011 semester and is performing at a lower level, this has caused the slight decline in performance at the goal level.

Trend and Deviation Analysis for Goal 2



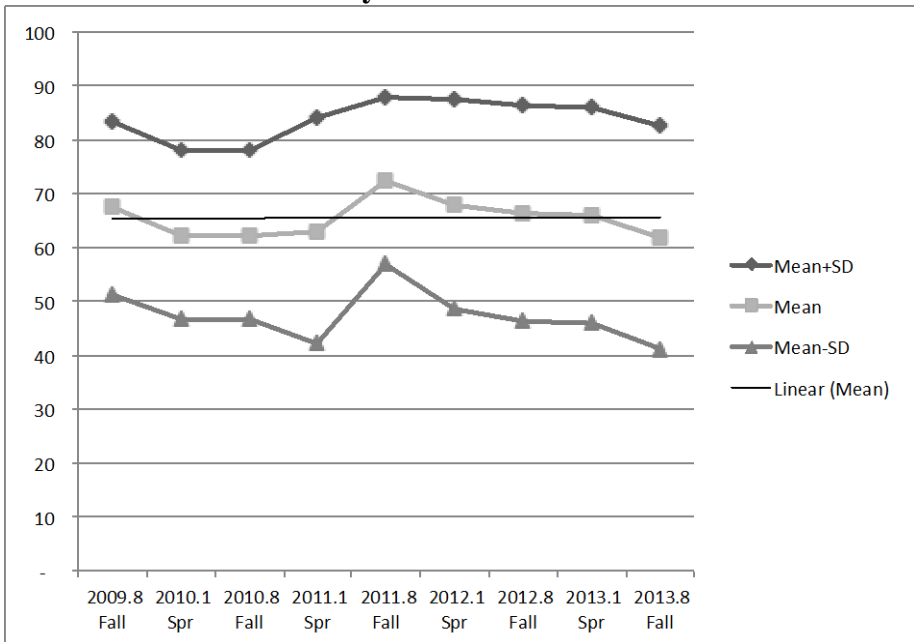
Trend Analysis by Individual Objective for Goal 2



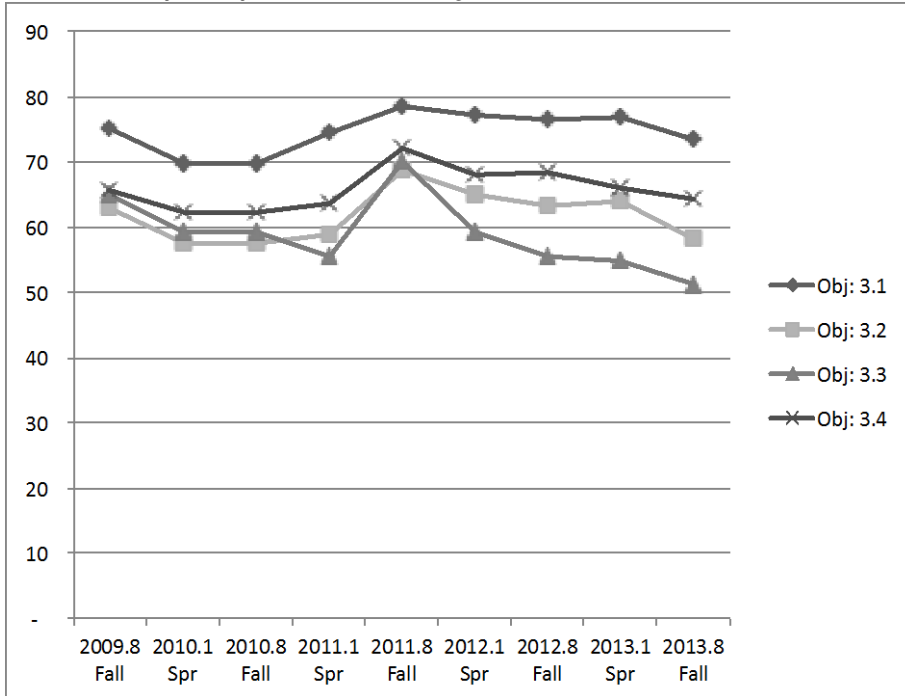
Goal 3

Our performance for Goal 3 associated with our students’ analytical problem solving skills is essentially exhibiting a flat trend that is maintaining a constant level of performance. At the objective level some objectives are exhibiting slight improvement trends that are being offset by reductions for other objectives. Of most concern is Objective 3.3 (identification and consideration of alternatives) that is exhibiting a declining trend. We will focus on reassessing our curriculum and questions associated with this objective.

Trend and Deviation Analysis for Goal 3



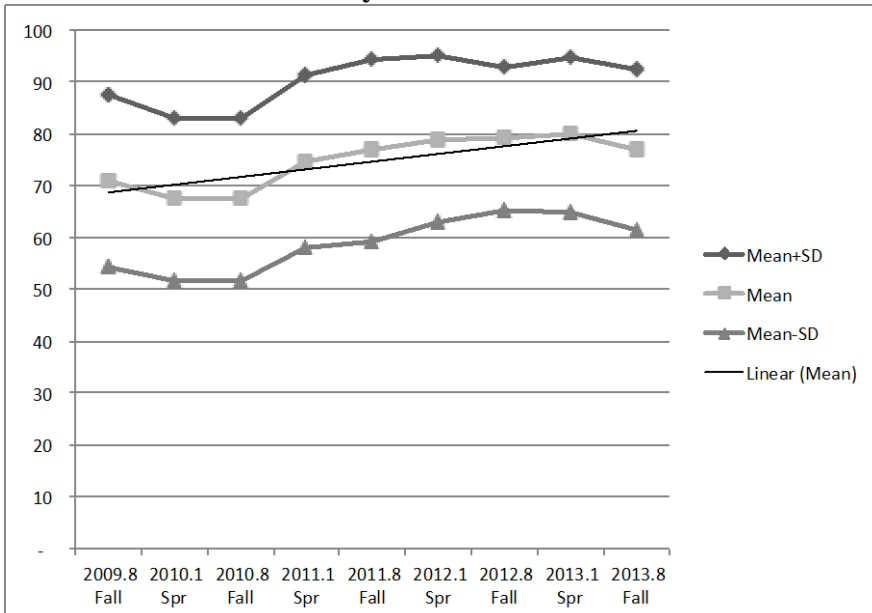
Trend Analysis by Individual Objective for Goal 3



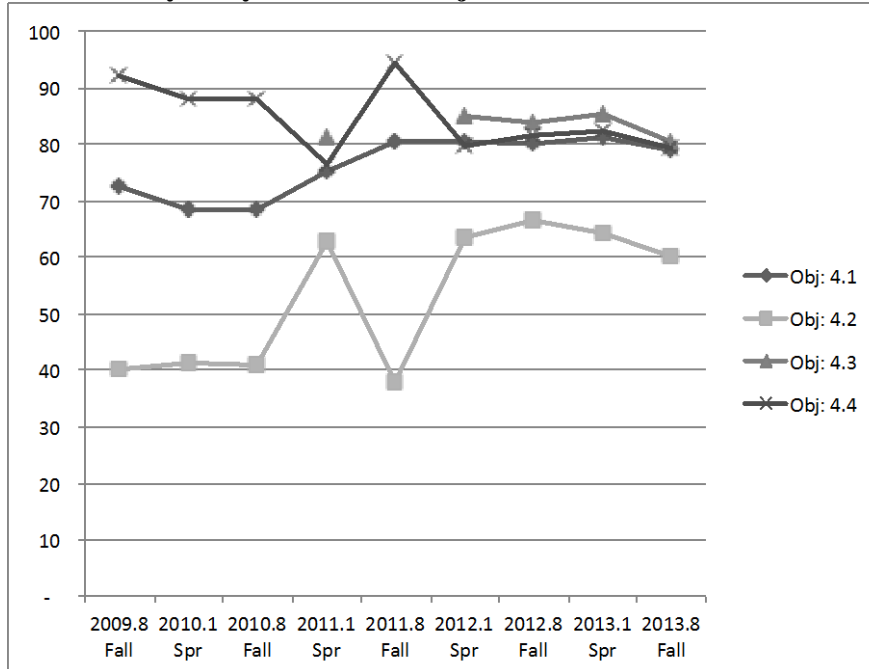
Goal 4

Goal 4, associated with communication and collaboration, is exhibiting a strong trend of improvement. We do see, however, greater volatility in the trends at the objective level. In part this is driven by the few number of questions associated with several of the objectives. Objective 4.2 (team collaboration) and Objective 4.3 (using technology for team collaboration) are each mapped to only two questions. Similarly, Objective 4.4 (characteristics of leaders) is mapped to only three questions. Thus we need to develop additional questions for these three objectives in order to have more confidence in our measurements at the objective level.

Trend and Deviation Analysis for Goal 4



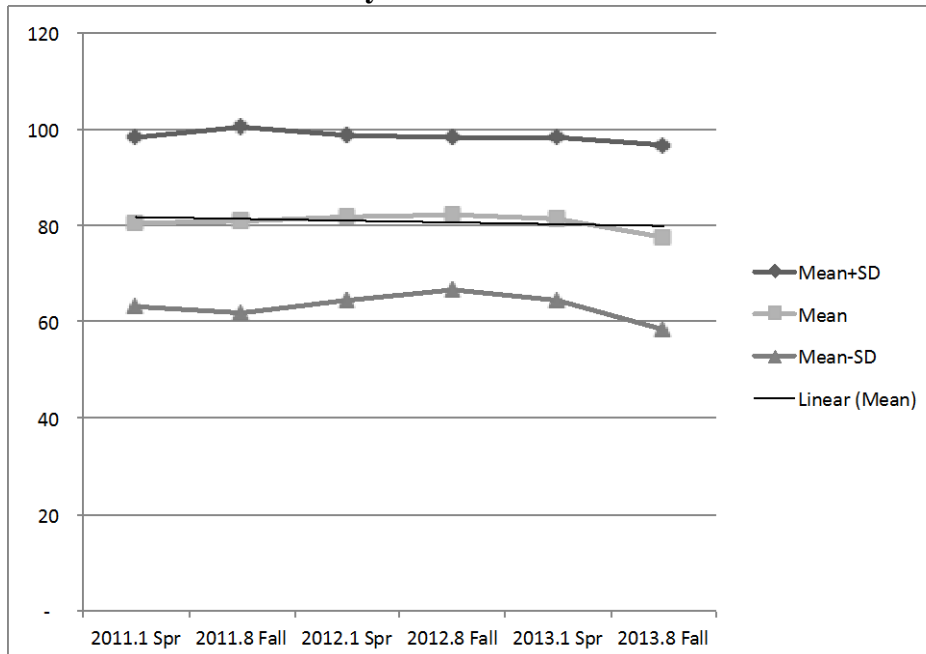
Trend Analysis by Individual Objective for Goal 4



Global Initiative

Finally, our global initiative addressing the globalization of economies and business in support of KSU’s Global Strategic Initiative is exhibiting consistent performance over time. As indicated in the following figure our measurements for this initiative began in the Spring 2011 Semester.

Trend and Deviation Analysis for Global Initiative



Conclusion and Future Plans

While there are a few exceptions in general we see consistent improved performance over time as one would hope to see under a continuous improvement mindset. By continuing this process into the future we believe that we can continue to achieve improvements going forward.

Specifically we plan on the following next steps:

- To enhance the stability and validity of our measurement process at the objective level, we will develop and test additional questions for Objectives 1.3, 4.2, 4.3 and 4.4.
- We will continue careful reviews of defects (questions and objectives that have low scores) to determine the root cause.
 - We will first analyze the causes for the deteriorating performance for Objective 3.3.
 - We will then analyze each low scoring question beginning with the lowest scoring questions.
- We will then take corrective action. The two basic options for corrective action are to (1) emphasize and clarify a topic in our curriculum and/or (2) improve the clarity of our assessment questions.

Masters of Business Administration (MBA) Program Report



Curricula Revisions 2009-2013

In the spirit of *continuous improvement* in curriculum design and delivery (2009-13), Coles MBA Program:

- strengthened the admission requirements, program requirements,
- continued to develop external and dual degree programs,
- increased online offerings (electives),
- added electives for our students including special topics (e.g. Philanthropy, Consulting), and
- increased communication activities with our MBA students via an improved website, special courses (research/ speakeasy), online networking (LinkedIn), newsletters (*Coles Connections*), career development (MBA Career Management Center) and improved orientation, advisement, and customer service.
- Prerequisite requirements have been revised.
- Scheduling has been standardized and a two-year course schedule published so that students can plan out their degree path (*MBA Degree Planner* added to catalog).
- New experiential and international experience electives (both domestic and global) have been offered,
- Coles MBA students have participated successfully in National and International Business Plan competitions including Venture Lab (formally Moot Corp, <http://www.mootcorp.org/>).
- Coles has been recognized as a leading provider of MBA education by Bloomberg Business Week (#22 Best Part-Time MBA ranking), US News & World Report (#43 Best Part-Time MBA ranking) among others.

MBA Learning Goals (KSU, Galleria and Dalton Pgms)	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
Goal 1.0 Integrated Analysis & Application	1.1 Evaluate relationships among value chain components and design value chains to increase overall value. (skill)	MGT 8040- Open-ended, multiple-part quantitative questions addressing topics including statistical process control, capacity, forecasting, inventory, and aggregate planning are included in homework and exams.
	1.2 Assess the financial status of a company and effectively communicate	ACCT 8000- A group project requires students to analyze a listed multinational company's risks, financial performance and make

MBA Learning Goals (KSU, Galleria and Dalton Pgms)	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
	a summary opinion. (knowledge & skill)	recommendations.
	1.3 Choose a profit maximizing level of inputs by balancing marginal revenues and marginal costs. (knowledge & skill)	ECON 8010- Students are introduced to the concept of profit maximization via Game Theory and tested on it in the final exam.
	1.4 Analyze a company's internal and external environments, and formulate appropriate plans. (knowledge & skill)	MGT 8999- In this capstone course, students complete written case analyses that require knowledge of internal and external environments. One such example is a case involving the takeover of Airtran by Southwest Airlines. MKTG 8030- Students develop a marketing plan for a real- world client in class. After meeting with the client and conducting a marketing audit, student teams develop marketing plans for them. Teams present their marketing plans will be delivered in an oral presentation and a written document with group member participation evaluated in the final grades.
	1.5 Analyze, interpret, and communicate business data using descriptive or inferential statistics. (skill)	ECON 8010- For the midterm exam, there are two cases that include Regression Analysis. Models are analyzed, interpreted and summarized.
	1.6 Evaluate a resource allocation, marketing, or production or service management decision using an appropriate quantitative tool. (knowledge & skill)	ECON 8010- For the midterm exam, there are two cases that include Linear Programming. Models are developed and used to allocate resources in an optimal manner.
	2.0 Global Perspectives	2.1 Analyze information and create solutions for the opportunities and threats that arise in global business contexts.
3.0 Leadership,	3.1 Effectively influence	MGT 8040- Group project assessing value,

MBA Learning Goals (KSU, Galleria and Dalton Pgms)	Learning Objectives	Mapping of Key Course and Program Requirements to Objectives
Ethics and Social Impact	group members' behaviors towards the accomplishment of a goal(s). (attitude)	supply chain, and/or process analysis at a manufacturing or service company. Group project to run the operations elements of a business (LINKS simulation). MGT 8050- We used a team evaluation form to assess team member contributions and interactions with other team members. Students were asked to evaluate their team members' performance in their efforts to complete a group project. Students work with team members throughout the semester to complete the written project. At the end of the semester, every student must evaluate each team member, based on their contributions and ability to effectively interact in the team.
	3.2 Analyze business situations and recommend leadership skills and competencies most likely to be effective. (skill)	MGT 8050- We used an essay question on leadership to assess this skill. After discussing this topic through text chapters and additional assignments/readings, students were evaluated on this topic in the final exam. Students were evaluated on their ability to integrate leadership concepts both theoretically and practically.
	3.3 Compare and contrast ethical issues of a business problem and choose an ethical solution. (skill & attitude)	ACCT 8000: Students analyze ethical issues within the context of a case study. MGT 8050- A case study was used to evaluate this learning objective. Students were required to prepare a case analysis that focused on ethical dilemmas within an international context. Students were required to identify the ethical problems and provide realistic, ethical solutions for this particular case.
4.0 Professional Communication Skills	4.1 Exhibit professional communication skills balancing content and style components in written and/or oral presentations.	MKTG 8030- Students develop a marketing plan for a real- world client in class. After meeting with the client and conducting a marketing audit, student teams develop marketing plans for them. Teams present their marketing plans will be delivered in an oral presentation and a written document with group member participation evaluated in the final grades. MGT 8999- Students complete a written analysis of a case Involving Nokia.

To assess individual learning, the Coles MBA does *course embedded assessment* in all 7 required core courses. Overall *program assessment* is conducted via the Capsim (capstone) simulation and CompXM exam in the MGT 8999 class.

During the period 2009-13, data was collected on all goals/objectives.

In this report we focus on assessment of the following Objectives:

Analysis & Application: 1.1,1.5,1.6; *Global Perspective* 2.1; and *Leadership/Ethics/Social Impact* 3.1.

The following table highlights the results in those areas.

Coles MBA –Selected Courses Embedded Assessment Results 2009-2013										
Learning Outcome	1.1		1.5		1.6		2.1		3.1	
	MG T 8040	ECO N 8010	FIN 8020	ECO N 8010	FIN 8020	MGT 8999	ACC T 8000	MGT 8040	MGT 8050	
Fall 2009										
% Below	11	31	8	5	8			27	27	
% Meets	42	36	38	24	46			39	39	
% Exceeds	47	33	54	71	46			34	34	
Spring 2011										
% Below	20	14	17	11	27	13		4	2	
% Meets	24	57	37	54	35	54		35	49	
% Exceeds	56	29	46	34	37	32		62	49	
Fall 2011										
% Below	7	12	6	14	6	22		11	25	
% Meets	46	34	26	57	29	47		48	66	
% Exceeds	48	54	67	29	66	31		41	9	
Fall 2012										
% Below	9	3	30	6	27	10	0	11	0	
% Meets	40	23	51	40	46	50	31	47	2	
% Exceeds	51	74	19	54	27	40	69	42	98	
Fall 2013										
% Below	11	3	28	6	20	15	0			
% Meets	36	10	52	71	56	40	14			
% Exceeds	53	87	20	23	24	45	86			

Assessment tools/vehicles included:

Goal 1: *Integrated Analysis & Application*: questions/problems related to regression, linear programming, Open-ended, multiple-part quantitative questions addressing topics including statistical process control, capacity, forecasting, inventory, and aggregate planning, environmental analysis, cases, exams and quizzes.

Goal 2: *Global Perspectives*: projects/strategy cases

Goal 3: *Leadership/Ethics/ and Social Impact*: Ethics cases, LINKS supply chain simulation, operations analysis of an active company, applied Six Sigma project, team member evaluations, leadership essays, and case studies

Goal 4: *Communication*: goal was added in 2012 and was assessed Fall 2013 for the first time.

Assessment Processes:

The AOL processes are robust. These processes involve faculty in all MBA core courses across multiple disciplines (ACCT 8000, ECON 8010, FIN 8020, MKTG 8030, MGT 8040, MGT 8050, MGT8999) who develop, validate, and discuss the results of assessments that measure shared learning objectives for students in the degree program. Over the years, faculty have improved the assessment process in many ways: modifying the language of the learning objectives to better reflect the goals of the program, improving the assessment instruments, and addressing issues that have arisen with the administration and reporting of assessments. Faculties meet regularly to discuss the results of assessments and use those results to improve the program and its courses. All graduating MBA students participate in a capstone simulation that provides useful summative data for the faculty to assess the overall quality of its program.

Evidence of Progress towards Achieving Learning Outcome:

Our benchmark (% to meet or exceed expectations) ranges from 70% to 100%. In reviewing our results we have continued to meet or exceed these benchmarks.

Innovations/ Changes/ Improvements

Objective 1.1-The AOL results for Objective 1.1 were distributed to the faculty that have historically taught the course. The faculty met to determine if changes to objectives, vehicles, and/or rubrics are needed. At this point, no major issues have been identified with objective 1.1. The lecture slides were improved to enhance student learning.

Objective 1.5-There was a new assignment on Regression and lecture slides were improved to enhance student learning. The number of question per learning objective was increased from 5 to 7 in order to accommodate the cutoffs of 90% and 70% for exceeding and meeting expectations, respectively.

Objective 1.6- There was a change in the assignment on Linear Programming. This change was designed to provide students a better opportunity to learn the programming aspects of linear programming. The combination of satisfactory results, the use of the same textbook and 3+ years of experience preclude any substantive changes.

Objective 2.1-The *rich feedback* test evaluation provided a good external perspective of student performance. In the Fall 2011, two globally focused cases were added to the assessment. Student performance during the second case write up improved in comparison to the first case write up. It was noted that differences in performance might be due to differences in weights of the assignments. The faculty continues to develop the curriculum and the assessment vehicles. Faculty meet to discuss objectives and developing pedagogy for the class to ensure consistency.

Objective 3.1-At this point, we will continue to use the same method for evaluating team member effectiveness. Only team members can truly evaluate this learning objective; however, the instructor can emphasize team member processes in order to make teams more effective. Leadership is a topic that is discussed extensively throughout the core. The inconsistent pattern in exceeding our benchmark of 80% is an interesting trend. However, the concepts of leadership are taught in a consistent manner. Faculty discussed additional methods in which the leadership concepts can be delivered to make sure students are attaining the skills needed to be effective. We will continue to review and refine the grading rubric for this assessment vehicle.

Executive Masters of Business Administration (EMBA) Program Report

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

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

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	<p>1.2 Evaluate the appropriate use of collaboration. (Knowledge, Skill)</p>	<p>GBA 7212 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p> <p>GBA 7251 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p>
	<p>1.3 Select and use appropriate personal and business communication skills and channels (Knowledge, Skill, Attitude)</p>	<p>GBA 7212 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p> <p>GBA 7251 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p>

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>2.0 Ethics</p> <p>Graduate students will be able to question, formulate and defend decisions using an ethics framework. (Knowledge, Skill, Attitude)</p>	<p>2.1 Identify the ethical dimensions of a situation. (Knowledge, Skill, Attitude)</p>	<p>GBA 7222 - Associates answer specific questions designed to assess their understanding of ethical issues – Individual Assignment</p> <p>GBA 7251 – Associates answer specific questions designed to assess their understanding of applied ethics to the business environment – Individual Assignment</p> <p>GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – Team Assignment (Program Assessment)</p>
	<p>2.2 Understand the ethical implications and consequences of a business decision. (Knowledge, Skill, Attitude)</p>	<p>GBA 7222 - Associates answer specific questions designed to assess their understanding of ethical issues – Individual Assignment</p> <p>GBA 7251 - Associates answer specific questions designed to assess their understanding of applied ethics to the business environment – Individual Assignment</p> <p>GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – Team Assignment (Program Assessment)</p>

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>3.0 Global Environment</p> <p>Graduate students will evaluate and adapt to the effects of a global environment on a business organization. (Knowledge, Skill, Attitude)</p>	<p>3.1 Evaluate the impact of different economic systems on the business environment. (Knowledge, Skill)</p>	<p>GBA 7231 – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation[®]) – Individual Assignment (Program Assessment)</p> <p>GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone[®]). – Team Assignment (Program Assessment)</p>
	<p>3.2 Evaluate the impact of different financial systems on the business environment. (Knowledge, Skill, Attitude)</p>	<p>GBA 7231 – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation[®]) – Individual Assignment (Program Assessment)</p> <p>GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone[®]). – Team Assignment (Program Assessment)</p>

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

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>4.0 Leadership</p> <p>Graduate students will evaluate and use appropriate leadership behaviors to enhance personal and business organization effectiveness. (Knowledge, Skill, Attitude)</p>	<p>4.1 Evaluate self and others using proven personal profile, assessment, and skill development models to achieve individual and business. (Knowledge, Skill, Attitude)</p>	<p>GBA 7212 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p> <p>GBA 7251 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p>
	<p>4.2 Enhance effective interpersonal skills necessary to influence others to achieve business outcomes. (Skill, Attitude)</p>	<p>GBA 7212 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p> <p>GBA 7251 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p>

EMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>5.0 Strategic Decision-making</p> <p>Graduate students will evaluate and use appropriate strategic models to generate decisions in a business environment. (Knowledge, Skill, Attitude)</p>	<p>5.1 Assess and evaluate the process of decision-making and problem solving required to accomplish business goals and objectives. (Knowledge, Skill, Attitude)</p>	<p>GBA 7212 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p> <p>GBA 7231 – Associates individually plan tactics and iteratively respond to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Foundation®) – Individual Assignment (Program Assessment)</p>
		<p>GBA 7251 – Associates participate as a team in planning tactics and iteratively responding to simulated business outcomes resulting from making a wide range of business decisions in a mock enterprise using an on-line simulation application (Capstone®). – Team Assignment (Program Assessment)</p> <p>GBA 7251 - Associates complete an integrated assessment of critical management skills such as: organization, delegation, time management, teamwork, oral communication, written communication, and decision-making to evaluate their own managerial abilities. – Individual Assignment (Program Assessment)</p>

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

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

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

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

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

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

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

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

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

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

Assessment Results

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

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

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

The EMBA program has used several assessments to measure the AoL process in terms of obtaining our goal of global environment in the past, but starting in 2009, we moved to a complete Program assessment model. Specifically, the two assignments described above were chosen because they embody this process. Periodic reviews by the AoL standing committee on assignments mapped to the global environment goal indicate that overall curriculum improvement has occurred. The international curriculum in the program has almost quadrupled since 2006 and we believe that the addition of this Program assessment has allowed our students

to take their global learning knowledge to the next level. The assessment continually shows our students ability to not only integrate global concepts across functional areas, but to see how the integration of business units is critical for global success. The faculty have taken greater interest in compiling information from each other's units and integrating that information into their units to "close the loop". As a faculty recommendation, the assessments will be re-evaluated every fall and spring to determine if improvement in the individual learning process has occurred and to determine if those improvements satisfy the goal requirements.

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

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

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

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

Executive MBA for Families in Business (FEMBA) Program Report

FEMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>FEMBA Goal 1.0: Financial Students in the FEMBA Program will identify and evaluate appropriate financial models and processes to accomplish business goals and objectives.</p> <p>Knowledge</p>	<p>1.1 Students will analyze financial concepts throughout the program and recommend a proper model for their family business.</p>	<p>GBA 7005 - Students participate in six rounds of simulated company decision-making playing the “Foundation Game”, a Capsim product.</p> <p>GBA 7010 – Students complete final three rounds of Foundation Simulation Game.</p> <p>GBA 7020 – Students complete Capital Investment Project in which student does a complete capital justification for a project from their family company.</p> <p>GBA 7030 – Students complete integrative project (15-20 page paper) in which the student must submit a level-three financial model of their family company.</p> <p>GBA 7040 – Students complete a business plan (15-20 page paper) in which the student must submit a level-four financial model of their family company.</p>
<p>FEMBA Goal 2.0: Strategic Decision Making Students in the FEMBA Program will evaluate and integrate horizontally oriented strategy models to generate decisions in a business environment.</p>	<p>2.1 Students will develop the Boydian approach to strategy and apply it to their business and family (this is a program long objective).</p>	<p>GBA 7010 - Students complete integrative project (15-20 page paper) in which the student must analyze their own family business, at an institutional level, applying the Boydian strategic and cultural framework.</p> <p>7020 - Students complete integrative project (15-20 page paper) in which the student must analyze their own family business, at the business unit level, applying the Boydian strategic and cultural framework as well as Porter’s frameworks.</p>
<p>FEMBA Goal 3.0: Family Business Leadership Principles Students in the FEMBA Program will evaluate and use</p>	<p>3.1 Students will analyze the principals of building a strong family and ownership group and create a plan to strengthen their own</p>	<p>GBA 7005 - Students complete personal genogram.</p> <p>GBA 7010 - Students complete integrative project (15-20 page paper) in which the student must analyze their family business from ownership, governance, and family dynamics perspectives as it applies to the institutional level of analysis.</p> <p>GBA 7020 - Students complete integrative project (15-20 page paper) in which the student must analyze their family business from ownership, governance, and family dynamics perspectives as it applies to the business unit level of analysis.</p>

<p>principles unique to a family business environment to accomplish business goals and objectives.</p>	<p>family.</p>	<p>GBA 7030 - Students complete integrative project (15-20 page paper) in which the student must analyze their family business from ownership, governance, and family dynamics perspectives as it applies to the product/ service level of analysis.</p> <p>GBA 7030 - Student must complete an analysis of the ownership structure of their family business (five to ten page paper).</p> <p>GBA 7030 - Student must analyze the governance of their family and business, identifying areas for improvement, and explore how family and business governance interact (five to ten page paper).</p> <p>GBA 7040 - Students complete a business plan (15-20 page paper) in which the student proposes improvements in the governance, ownership, leadership, and succession processes and structures.</p> <p>GBA 7040 - Complete a personal plan in which student outlines how they will improve themselves in their various roles in their family and business.</p>
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Assessment Results

Goal	Course	Term	Enrollment	% Above	% Meets	% Below
FEMBA LO 1.1	GBA7005	Fall 2009	12	100%	0%	0%
FEMBA LO 1.1	GBA7030	Summer 2010	7	57.10%	28.60%	14.30%
FEMBA LO 1,1	GBA7005	Fall 2010	8	75%	25%	0%
FEMBA LO 1.1	GBA7040	Fall 2010	12	83%	17%	0%
FEMBA LO 1.1	GBA7005	Fall 2011	12	75%	25%	0%
FEMBA LO 1.1	GBA7005	Fall 2012	8	87.50%	12.50%	0%
FEMBA LO 1.1	GBA7030	Fall 2012	12	100%	0%	0%
FEMBA LO 1.1	GBA7040	Spring 2011	12	75%	25%	0%

FEMBA LO 1.1	GBA7030	Summer 2011	7	86%	14%	0%
FEMBA LO 1.1	GBA7040	Spring 2012	7	100%	0%	0%
FEMBA LO 1.1	GBA7040	Spring 2013	11	82%	18%	0%
FEMBA LO 1.1	GBA7030	Fall 2013	8	88%	12%	0%
FEMBA LO 1.1	GBA7040	Spring 2014	8	75%	25%	0%
FEMBA LO 2.1	GBA7020	Spring 2010	12	83%	17%	0%
FEMBA LO 2.1	GBA7010	Fall 2010	8	100%	0%	0%
FEMBA LO 2.1	GBA7010	Spring 2011	8	88%	12%	0%
FEMBA LO 2.1	GBA7020	Spring 2011	8	63%	13%	25%
FEMBA LO 2.1	GBA7010	Spring 2012	12	83%	17%	0%
FEMBA LO 2.1	GBA7020	Summer 2012	12	84%	8%	8%
FEMBA LO 2.1	GBA7010	Spring 2013	8	87.50%	12.50%	0%
FEMBA LO 2.1	GBA7020	Summer 2013	8	88%	13%	0%
FEMBA LO 3.1	GBA7040	Spring 2011	12	92%	8%	0%
FEMBA LO 3.1	GBA7040	Spring 2012	7	86%	14%	0%
FEMBA LO	GBA7040	Spring 2013	11	91%	9%	0%

3.1						
FEMBA LO 3.1	GBA7040	Spring 2014	8	75%	25%	0%

Curriculum Revisions since 2009

- The first major curriculum revision occurred in 2010. The original major assignment for each semester was to examine a family business agreed upon by student and faculty from one of three texts (Good to Great: Why Some Companies Make the Leap and Others Don't, Managing for the Long Run: Lessons in Competitive Advantage from Great Family Businesses, and Hidden Value: How Great Companies Achieve Extraordinary Results with Ordinary People). We noticed that students were not getting as much from the assignments as we had hoped (for example, see Summer 2010 Goal 1, 7030, and Fall 2010, 7040 percent above expectations). After reflection and consultation with students, we changed the major assignment from companies not known to the students' own family companies. You may compare these with Summer 2011 and Fall 2012 7030 and Spring 2011, 2012 and 2013 7040.
- The second major curriculum revision happened in 2011. Prior to that point we did not have individual feedback sessions with students to monitor their progress and provide guidance. We also received feedback from students about the manner in which we were teaching strategy and made radical changes including faculty teaching assignments (less Chet Richards and more Joe Astrachan), more application of concepts to students' own businesses and less to military examples, and more sessions on the topic. This can be seen in the 7020 Goal 2 achievements (Spring 2010 and Spring 2011 compared with Summer 2012 and Summer 2013).
- A third example of a curriculum change is that in 2011, we started having students discuss, in class, their family and business and applying (Genogram, Governance and Communication and Conflict patterns), allowing them to receive feedback from faculty and fellow students. We did this because students requested more feedback and we were trying to improve their learning as evidenced in Goal 3 (see 2011-2013). While the students expressed appreciation, it did not seem to make a large difference in the percentage of students exceeding expectations, though admittedly a difficult task given the already high results.
- A fourth change we made is in the way we used the Capsim Foundation game to enhance learning about financial concepts. Initially we had students work individually on their Foundation simulated company, as reflected in Goal 1, 7005, 2009 with 100% above completion. In 2010, we changed that to group activities, our reason being that we thought that by making decisions in groups there would be sharing of knowledge among students and thus enhance learning. However, this did not have the desired result (see Goal 1 7005 Fall 2010 and 2011). We reverted back to individually based work and changed the faculty leading the exercises (Frank Adams left and was replaced by George Manners). Fall 2012's increase in the percentage of students exceeding expectations reflects these changes.

Master of Accounting (MAcc) Program Report

The School of Accountancy (SOA) recognizes the importance of evaluating the curriculum to ensure that it provides value to its stakeholders (e.g. students, faculty, employers, and the community). As KSU has continued to grow, we have strived to continuously improve our MAcc Program and focus on our areas of excellence.

Program changes

In 2010 the Director of the SOA began to formally solicit feedback from stakeholders about making significant changes to the content and delivery of our MAcc Program to address some of the weaknesses of the program that was in existence at the time (i.e. 38 percent dropout rate, not a “target” recruiting school for many employers, reduced state funding) and focus on some of the distinguishing factors that provided opportunities for excellence (i.e. reputation and expertise of faculty, location and growth of KSU). The SOA Director also gathered data from conversations with Directors at competitor, peer, and aspirant accelerated MAcc Programs regarding student success rates, recruiting and relationships with accounting firms, standings of accounting programs, and transition issues. The most common features of these programs were that they had structured, yet current course offerings and additional educational and career resources for students.

The director, in conjunction with a MAcc task force, examined MAcc program data analysis, benchmark data, and options for alternative program delivery formats. Data from surveys of KSU’s recent accounting graduates, students at career fairs, and broader surveys of recent accounting graduates in academic articles were analyzed. Given the data, the accounting faculty felt that there was an opportunity to change the existing program and create a distinct, quality MAcc program at KSU that would improve graduation rates, and develop skills that both students and employers commonly listed as important but underdeveloped skills of accounting graduate programs (i.e. leadership and professional skills). Student surveys consistently showed students were interested in both day and evening cohort programs with the following features: one-year program, CPA exam preparation assistance, quality recruiters and job networking opportunities, renowned faculty, leadership skills, travel experience and an all-inclusive program. The top areas of career interest listed by students were auditing & assurance, taxation, and internal auditing. The vision for the new program was a full-time, one-year cohort program that enhanced technical expertise in the accounting specialized area of Financial Reporting and Auditing or Taxation, attracted and retained high-quality students, was innovative (i.e. provided a travel experience and other opportunities to interact with the profession), focused on skills deemed important by stakeholders (i.e. advanced communication and critical thinking abilities, leadership skills) was revenue-generating, and garnered increased attention from recruiting firms.

The first cohort began classes in August of 2011. The fourth cohort will begin in August of 2014. Student retention is almost 100% for each cohort. Student coursework has increasingly focused on building leadership and communication skills (written and oral presentations), and involvement with the profession (i.e. via the Internal Audit conference, a capstone course presentation to leaders in the community, and the travel experience to Washington DC to meet with FAR and Tax leaders). Graduates have received job opportunities with national and international firms, with several students accepting positions at Big 4 accounting firms. All

students who have attended the Internal Audit conference have received job opportunities from the conference, and feedback from the professionals who have seen the student presentations in the capstone course has been positive.

Program and Assessment

Courses are delivered in 7 week semesters with 12 hours of common “core” courses plus 18 hours of specialized coursework in either the Financial Reporting & Auditing (FRA) or Taxation specialization.

The Assessment of Learning (AoL) Process for the MAcc Program includes three student learning goals with six objectives and three overall program objectives. These goals and objectives were developed by the Graduate Curriculum Committee (GCC) with input from the MAcc faculty. The courses, content, and timing of courses have been adjusted as we obtain additional feedback from the faculty and the students. There are currently five courses in which assessments are conducted, including three “core” courses and two “specialization” courses.

The faculty member who teaches a particular AoL student learning assessment course is responsible for conducting that course assessment during the semester in which he/she teaches it and noting how he/she may plan to change/improve the course going forward. Given the nature of having a new program, feedback about each course, and the overall program, is continually discussed in GCC meetings. The committee has suggested and agreed to changes to individual courses, course timing, project content, etc. during the program year (i.e. prior to obtaining formal AoL report data). The program goals were formally developed during the third cohort year (2013/2014), and will be assessed at a global level by the GCC, the Program Coordinator, and/or the Director of the SOA by evaluating program level data.

Following are the student learning goals and objectives:

MAcc Student Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>1.0 Advanced Technical Knowledge MAcc program graduates will have the technical competencies to apply, analyze, evaluate, synthesize and continuously update discipline-specific knowledge and skills.</p>	<p>1.1: Demonstrate knowledge and understanding of core advanced financial accounting and reporting concepts, and specialized discipline knowledge.</p>	<p>Faculty will use CPA exam questions (or similar questions) as well as content exams. ACCT 8120, ACCT 8110, ACCT 8530</p>
	<p>1.2: Demonstrate the ability to apply, analyze, evaluate, and synthesize discipline specific knowledge (i.e. critical thinking skills).</p>	<p>Faculty will use rubrics to evaluate synthesis papers (ACCT 8430), technical client letters (ACCT 8530), and transaction analysis papers/presentations (ACCT 8110, ACCT 8530)</p>

MAcc Student Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>2.0 Leadership and Professionalism MAcc program graduates will understand the requirements for and be prepared to assume higher levels of responsibility in leadership roles in the accounting profession.</p>	<p>2.1: Demonstrate the ability to effectively communicate discipline specific knowledge to stakeholders in a written, oral, and/or interpersonal format.</p>	<p>Faculty will use rubrics to evaluate oral presentations or written communication which require evaluation and analysis of technical content, and/or discussion leader presentations of technical content. Students are required to participate in both core and discipline specific communication projects. ACCT 8110, ACCT 8430, ACCT 8530</p>
	<p>2.2: Understand and demonstrate how to successfully collaborate in a team.</p>	<p>Faculty will evaluate contributions to leadership cases and/or success in working with team members on team projects (oral or written) via faculty observation and peer feedback. ACCT 8215, ACCT 8110</p>
<p>3.0 Ethical Principles MAcc program graduates will have the skills to identify, analyze, and evaluate ethical issues and propose recommendations or make informed decisions using ethical principles and professional standards.</p>	<p>3.1: Demonstrate the ability to identify, analyze ethical dilemmas.</p> <p>3.2: Demonstrate the ability to propose recommendations to ethical dilemmas.</p>	<p>Faculty will evaluate ethics case presentation and analysis. ACCT 8120</p>

Following are the program goals and objectives

MAcc Program Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
1.0 High-impact opportunities MAcc program graduates will experience high-impact education opportunities	1.1: The program will enhance high-impact education opportunities for students (i.e. capstone project where communication and leadership skills are demonstrated, interaction with professional community)	Faculty syllabi and records of activities in courses. Number of courses that provide “high-impact educational practices” and/or involvement of outside practitioners in courses. Review by GCC.
2.0 Attract and retain high quality students MAcc program will increase academic profile of applicants and maintain a high completion rate.	2.1: Increase the academic profile of applicants accepted into the program	Student entrance applications: Prior to admission to the program, students are required to complete an application and may be interviewed by the Program Coordinator. Review of transcripts, GMAT reports, recommendation letters, number of students with prior internships, and/or accounting GPA by Program Coordinator and/or Director of the SOA.
	2.2: Maintain a high completion rate for students	Intervention: Students who receive a “C” or below are counseled and have one semester to improve or risk dismissal. Reviews of Academic Profile Report by Program Coordinator and/or Director of the SOA.

Assessment results

Assessment results are provided for the period fall 2011 through fall 2013. Since the MAcc program was substantially changed beginning in fall 2011, these are the relevant periods for the new cohort program. Course goals and program goals were being developed and modified over the first few years. Thus, there is some inconsistency in the courses in which evaluations took place for the first years. It is expected that the current courses in which assessments will occur (those noted above) will remain consistent going forward. Assessment results are provided below:

Goal 1: Advanced Technical Knowledge

ACCT 8120 (CORE): Database assignment

Database Assignment	Above	At	Below
Fall 2011	30.3%	44.8%	24.8%
Fall 2012	29.6%	46.5%	24%
Fall 2013	21.2%	44.2%	35.2%

Planned/completed changes: Increased class time to learning database skills, which was effective. Also, the class contains both Financial/audit and tax students and the tax students are unconvinced of the value of the assignment for their future careers. In future, plan to spend more time with database skills and convincing the tax students that this will be useful to them.

ACCT 8530 (TAX): Exam questions and oral presentation

CPA Exam Questions	Above	At	Below	Oral Presentations Assignment	Above	At	Below
Spring 2012	57%	29%	14%	Spring 2012	76%	24%	0%
Spring 2013	65%	15%	20%	Spring 2013	85%	15%	0%

Planned changes: Students need improvement in written communication and in independently completing unstructured tasks. Course will better utilize communication resources for students.

ACCT 8430 (FRA): Synthesis papers

Synthesis papers	Above	At	Below
Spring 2012	18%	61%	21%
Spring 2013	27.5%	45%	27.5%

Planned changes: The professor devoted continued attention to writing skills, developing writing guidance for the students to use in 2013 and 2014.

ACCT 8110 (CORE): Reproduce business combination journal entries and address continuing accounting issues (team paper). Then, assess if the M&A transaction delivered on promised (team paper).

Reproduce business combination	Above	At	Below	Assess M&A Transaction	Above	At	Below
Summer 2013	38%	62%	0%	Summer 2013	79%	0%	21%

Goal 2: Leadership and Professionalism

ACCT 8530 (TAX): Written analysis and client letter

Written analysis	Above	At	Below
Spring 2012	62%	38%	0%
Spring 2013	75%	25%	0%

Planned changes: Students need improvement in written communication and in independently completing unstructured tasks. Students will be given expectations, and examples of written material and presentation resources to learn important concepts.

ACCT 8430 (FRA): Discussion leader

Discussion leader	Above	At	Below
Spring 2012	55%	42%	3%
Spring 2013	92.5%	7.5%	0%

Planned changes: While discussion leader skills are quite good overall, continue to provide explicit guidance on the assignment beforehand.

ACCT 8110 (CORE): Presentation of project analysis to M&A expert group (20 minute presentation and 20 minute question and answer session).

Presentation	Above	At	Below
Summer 2013	100%	0%	0%

Goal 3: Ethical Principles**ACCT 8120 (CORE): Exam questions**

Final exam	Above	At	Below
Fall 2011	20%	60%	20%
Fall 2012	9%	73%	17.9%
Fall 2013	28.8%	54.6%	16.5%

Changes/Improvements to Curriculum

In the first few years of the new MAcc Program, the GCC felt it was important to address whether the goals and objectives were being met on an on-going basis rather than waiting for formal AoL assessments to be completed. Therefore, many changes to the courses and/or program were discussed at the GCC meetings and facilitated through these more informal conversations. Much of this work in the first few years has involved overall curriculum changes as we have received feedback from students and faculty. These include:

- Travel experience courses (ACCT 8310 and ACCT 8320) were lengthened to three hours—the topics covered and exposure to practice was well-received by students and provided important and relevant knowledge.
- Capstone course was moved from ACCT 8190 to ACCT 8110. ACCT 8110 was taught by a different professor in year two, and the content has grown to synthesizing multiple topics students study throughout the program. The course is consistently being refined, but the course culminates in a group presentation to leaders in the community regarding the financial accounting and tax implications of a merger/acquisition transaction. Students work in groups of teams which consist of both tax and FRA specialties. The timing of this course was also moved in the program from one of the first courses to the last and has become more of a “transactions” course.

- The Leadership course (ACCT 8215) was increased to three hours from two hours as the GCC feels that the relevance and the importance of these topics warranted additional time in the program.
- The Current Topics in Financial Reporting course (ACCT 8440) was replaced with the Accounting Strategies for Decision-Making in a Global Environment course (ACCT 8190). Feedback from students and examination of ACCT 8190 content showed that the topical coverage was better aligned with the FRA specialization. Some of the topics originally placed in ACCT 8440 are now also taught in ACCT 8190.
- ACCT 8580 (Current Topics in Taxation) now focuses topical coverage on State and Local taxation instead of Estate and Gift taxation. Informal discussions with several accounting firms highlighted the importance of the state and local tax topic to current practice. This change will be made permanent going forward.
- Discussions in GCC meetings regarding student performance in communication skills (written and oral) indicated a need for additional resources and practice for students. The GCC recommended that students be directed to the MAcc communications specialist early in the program, and it was agreed that students would be held to a higher standard for these skills later in the program as they gained more experience.
- Longer and more informative orientation for new cohorts to clearly lay out expectations. Students are now given writing and presentation guidelines early in the program. Also, the expectations for time commitment to the program are made clear.
- Other individual course changes are noted above by each professor in the assessments. The primary area of concern has been communication skills, which is being addressed at the program level (in orientation) and at the individual course level through additional guidance provided to students.

Georgia WebMBA® Program Report

Georgia WebMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>WebMBA Goal 1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.</p>	1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (knowledge & skill)	WMBA 6040 WMBA 6060
	1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill)	WMBA 6010 WMBA 6060
	1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)	WMBA 6010 WMBA 6040 WMBA 6060 WMBA 6070
	1.4 Assess the financial status of a specific company, recommend a business decision, and support it. (knowledge & skill)	WMBA 6060 WMBA 6110
	1.5 Evaluate relationships among value chain components (knowledge & skill)	WMBA 6110
<p>WebMBA Goal 2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.</p>	2.1 Compare and contrast ethical issues of a business problem and formulate an ethical solution. (skill & attitude)	WMBA 6070 WMBA 6110
	2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes)	WMBA 6000 WMBA 6050
<p>WebMBA Goal 3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.</p>	3.1 Develop strategies for corporate growth based on effective use and management of information technology. (knowledge & skill)	WMBA 6070 WMBA 6080 WMBA 6100
	3.2 Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies within a team setting. (knowledge & skill)	WMBA 6110

Georgia WebMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness. (knowledge & skill)	WMBA 6080 WMBA 6100
	3.4 Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness. (skill)	WMBA 6110
WebMBA Goal 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)	WMBA 6030
	4.2 Construct a risk a risk assessment based on an analysis of business components in a specific country. (knowledge & skill)	WMBA 6030
	4.3 Apply theory to evaluate options for international investment and trade options. (knowledge & skill)	WMBA 6030
	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)	WMBA 6030
WebMBA Goal 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)	WMBA 6050 WMBA 6070
	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 6080 WMBA 6110
	5.3 Assess the risks and opportunities of an investment venture in a new international setting. (skill)	WMBA 6030

Georgia WebMBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	5.4 Measure value created by the business processes. (knowledge & skill)	WMBA 6110
WebMBA Goal 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 1000 WMBA 6000
	6.2 Apply leadership and interpersonal strategies to influence group members' behaviors towards the accomplishment of a goal (knowledge, skill, & attitude)	WMBA 6000
	6.3 Analyze and intervene in an interpersonal conflict; and propose an improvement plan. (knowledge, skill & attitude)	WMBA 6110

Assessment Results

Assessment of learning results for the WebMBA are housed at Georgia Southern University. Due to miscommunication on the part of the Coles College AoL Council Representative for the WebMBA and the AoL Director, who has recently retired, for that program, we do not have sufficient data to present assessment results in this report. We do have ample results for all program goals from 2009 to 2013 and these will be made available before the AACSB Reaffirmation Team visit.

Curriculum Revisions since 2009

- **Objective 1.1. WMBA 6010: Managerial Accounting:** Increased coverage and included detailed logic associated with questions. Additional practice question were also utilized. Improvements were seen and pedagogy changes were continued.
- **Objective 1.1. WMBA 6100: Production Operations:** Essay-style questions and Excel spreadsheet-based problems were added to cross-validate learning. Also, added were discussion questions for case studies to assess learning objectives.
- **Objective 1.3. WMBA 6040: Managerial Decision Analysis:** Extended time on Sampling, Sampling Distribution and Estimation of Population Parameters due to students not having adequate exposure to probability and probability distribution. Additional time will also be spent on Linear Programming topics to help students use logical thinking to transform word problems to math models. Bolstering of the Frequently Asked Questions sections with a detailed discussion of intuition that goes into play when deriving confidence interval of proportion and sample size.
- The most notable improvements in the WebMBA® program can be seen in the assurance of learning process through the establishment of a standard mechanism for collecting data across

all courses and institutions involved. The course coordinators assure that changes to the pedagogy are course wide regardless of the faculty teaching the course. In October 2011 it was agreed by the faculty that the Course Coordinators and the AOL coordinator would form the WebMBA® AOL council. An AOL outcome report is used through out the WebMBA® for course embedded assessment to maintain consistency in reporting.

- No curriculum or course content changes were implemented in 2012. This was primarily due to the implementation in 2010 and 2011 of numerous changes. It was felt by the faculty that these changes once implemented would have to be further analyzed.
- As a result of 2012 assessment, learning goals and objectives were revised during the fall 2013 faculty retreat.

Masters of Sciences in Information Systems (MSIS) Program Report

In July 2011 the Information Systems Department transferred from the College of Math and Science into the College of Business. The department has been integrated into the Coles College of Business AoL process. To that end the MSIS AoL committee was updated. The faculty AoL committee for the MSIS program currently consists of faculty members teaching in the program, one of whom serves as the MSIS representative on the Coles College AoL council.

During the 2011-12 academic year, the following learning goals and objectives were identified and immediately operationalized. As shown in the table with AoL Results, course-embedded assessment of learning was undertaken in the MSIS Program as early as fall of 2012.

MSIS Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
1.0 Technologically Savvy: Graduate students will identify, assess, and apply appropriate software tools to solve organizational problems and improve organizational effectiveness while ensuring information security. (knowledge & skill)	1.1 Apply project management software to manage team projects and project reporting. (Skill)	IS8100 - Apply Microsoft Project Management software to build two global projects that solve organizational problems and improve project implementation success. Software skills include creating and managing tasks, task dependencies, allocating resources, resource load leveling, and setting up multiple calendars. Reports schedule and cost variances. Evaluation: Evaluate individual assignment on Microsoft Project software application.
	1.2 Evaluate and apply appropriate information technologies to ensure cyberdefense. (Knowledge & skill)	IS8300 -
	1.3 Identify, evaluate, and assess enterprise-wide systems. (Knowledge & skill)	IS8400 - Students present and assess articles on topic and/or project and/or exam questions?
2.0 Integrated Analysis & Application: Graduate students will analyze and evaluate alternative courses of action	2.1 Analyze, interpret, and communicate information technology data and information in a professional, clear and concise manner to both technical and non-technical audiences. (skill)	IS8005 - Students will be assessed through two individual assignments: a white paper and a research paper.

MSIS Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>for IS leaders using appropriate qualitative and quantitative tools to support organizational decision-making; they will evaluate the utility of technology and business concepts and know when and how to apply them; and, they will solve problems and make decisions that integrate technology and business functions across a broad range of situations.</p>	<p>2.2 Examine project risk management, project portfolio management, project management for global teams, integrated project teams, and virtual project teams.</p>	<p>IS8100 -</p> <ul style="list-style-type: none"> • Activity: Use project management body of knowledge metrics to manage organizational decisions on projects. Understand and apply project risk management, setting priorities on competitive project using project portfolio management, and assign and manage global project team members. • Evaluation: Evaluate discussion forum contribution and term project deliverables; 40% of course grade. (Detailed rubrics available).
	<p>2.3 Assess current practices in systems integration, including enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), and data integration.</p>	<p>IS8400 - Final research paper</p>
	<p>2.4 Identify emerging technologies and evaluate the effect of international, political, social, economic, and cultural factors on them.</p>	<p>IS8500 -</p>
	<p>2.5 Analyze, interpret, and compare companies that compete in the global IT environment.</p>	<p>IS8700 - Case studies - maybe only take 1-2 case studies (later ones) to analyze this?</p>

MSIS Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
	2.6 Describe the global/international technology environment	IS8600 <ul style="list-style-type: none"> • Activity: Select a country (non-US), evaluate the state of technology in the country. Compare the technology and business environment by comparing statistics for the country to that of the region, US, and the World. Evaluate and present how technology can be used to solve the countries economical, educational, telecom, and cultural challenges. • Evaluation: Evaluated using write-up and presentation of a term project on country analysis; 30% of course grade. (Detailed rubrics available).
3.0 Global Perspectives : Graduate students will show competency in making decisions for organizations within the global IT context.	3.1 Analyze the role of systems in transforming global organizations and markets. (Skill & knowledge)	IS8400 - What will be done? Short description of the task/activity
	3.2 Compare and evaluate international perspectives on emerging technologies and forecasting methodologies, such as monitoring, expert opinion, trend analysis, and scenario construction. (Knowledge)	IS8500 -
	3.3 Recognize and assess the concepts and issues inherent in global/international IT.	IS8700
	3.4 Create a significant strategic technology policy focused on a non-US country.	IS8600 - <ul style="list-style-type: none"> • Activity: Identify a research question that addresses a business problem, document the issues and problems in the stated research question, use statistic from the country and US to analyze the impact technology in providing business solutions. • Evaluation: Evaluated by a research paper assignment write-up and presentation; 20% of course grade. (Detailed rubrics available).

MSIS Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>4.0 Leadership, Ethics and Social Impact of Technology in a secure information environment: Graduate students will recognize and assess the ethical and social dimensions of technology in a secure information environment and evaluate their impact on organizational effectiveness.</p>	<p>4.1 Identify and assess the organizational impact of legal and ethical technology issues such as intellectual property, privacy, and product liability. (Knowledge & skill)</p>	<p>IS8200 - To measure this learning outcome, we will evaluate the final research paper, which is an individual project completed by all students near the end of the semester. The final paper assesses the impact of legal and ethical technology issues within the organization</p>
	<p>4.2 Prepare and execute plans to enable the organization to recover operations and continue critical business functions in the event of a disaster. (skill)</p>	<p>IS8300 - Final policy paper</p>
	<p>4.3 Compare and contrast ethical issues of a technology problem and choose an ethical solution. (Knowledge & skill)</p>	<p>IS8200 -To measure this learning outcome, we will evaluate student response to an applied analysis of a technology problem and a proposed ethical outcome.</p>
	<p>4.4 Describe and analyze qualities of a successful IT leader. (knowledge & skill)</p>	<p>IS8800 -Final group project on an IT leader</p>

Assurance of Learning Results

Goal	Learning Objective	Course	Term	Enrollment	% Above	% Meets	% Below
MSIS Goal 1.0	LO 1.1	IS8100	2011-Fall	17	47%	53%	0%
MSIS Goal 1.0	LO 1.1	IS8100	2011-Spring	17	47%	53%	0%
MSIS Goal 1.0	LO 1.1	IS8100	2013-Spring	19	10%	90%	0%
MSIS Goal 1.0	LO 1.2	IS8300	FALL_2011	16	13%	74%	13%
MSIS Goal 1.0	LO 1.2	IS8300	FALL_2012	12	58%	8%	13%
MSIS Goal 1.0	LO 1.2	IS8300	SUMMER_2013	9	11%	77%	22%
MSIS Goal 4.0	LO 4.1	IS8200	2011-Fall	22	43%	39%	9%
MSIS Goal 4.0	LO 4.1	IS8200	2012-Spring	31	84%	9.60%	6.40%
MSIS Goal 4.0	LO 4.1	IS8200	2013-Fall	29	34.40%	27.60%	37.90%
MSIS Goal 4.0	LO 4.2	IS8300	FALL_2011	16	56%	44%	0%
MSIS Goal 4.0	LO 4.2	IS8300	FALL_2012	12	42%	33%	25%
MSIS Goal 4.0	LO 4.2	IS8300	Summer 2013	9	44%	33%	22%
MSIS Goal 4.0	LO 4.3	IS8200	2011-Fall	22	32%	27%	36%
MSIS Goal 4.0	LO 4.3	IS8200	2012-Spring	22	86.30%	9%	4.70%
MSIS Goal 4.0	LO 4.3	IS8200	2013-Fall	29	69%	31%	0%
MSIS Goal 4.0	LO 4.4	IS8800	2011-Summer	11	73%	27%	0%
MSIS Goal 4.0	LO 4.4	IS8800	2012-Fall	8	62%	38%	0%
MSIS Goal 4.0	LO 4.4	IS8800	2013-Spring	20	55%	40%	5%

MSIS Goal 4.0	LO 4.4	IS8800	2013-Fall	17	59%	41%	0%
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Curriculum Revisions since 2009

MSIS Goal 1.0. The case project in IS8300 was substantially revised. The comprehensive final exam revised and split into both multiple choice and short answer whereas previously pure multiple choice.

MSIS Goal 4.0

- The case project in IS8300 was substantially revised. The comprehensive final exam revised and split into both multiple choice and short answer whereas previously pure multiple choice.
- The exam was improved through the introduction of additional grading criteria and a review of the exam questions by the students.
- Changes in Fall 2012: A research project was introduced and used as an assessment for MSIS LO 4.4
- Changes in Spring 2013: The project and exam were changed to better assess MSIS LO 4.4 than the project.

Coles Doctorate of Business Administration (DBA) Program Report

The KSU DBA program started in the spring of 2009. The program is cohort-based with an average of 20 students in each cohort. The KSU DBA is led by a dedicated doctoral faculty with world-class credentials, and involves global scholars on a regular basis who teach individual classes and also work with students on their dissertation research. The goals and objectives for the KSU DBA stated in this report reflect the collaborative effort of several doctoral faculty members. In developing the goals and objectives stated in this report, the core KSU DBA faculty met with faculty members responsible for the various courses to determine in which courses each of the objectives should be assessed and develop appropriate assessment vehicles and rubrics.

DBA Learning Goals	Objectives	Mapping of Key Course and Program Requirements to Objectives
<p>DBA Goal 1.0: Mastery of Statistical Techniques</p> <p>The DBA graduate will demonstrate expertise in basic and more advanced multivariate statistical analysis.</p>	1.1 Choose the analytical technique appropriate for the research need.	<p>DBA 9102 – A data set is given to the students, together with a pre-specified conceptual model. Students are asked to test the model using the appropriate analytical technique, analyze results, conduct needed additional tests, and interpret the results with regards to the relationships specified in the conceptual model.</p> <p>ACCT/FIN/MGT/MKTG 9904 (Dissertation Research)</p> <p>Student prepares a successfully defended dissertation project that demonstrates the above stated learning objectives.</p>
	1.2 Apply the chosen technique appropriately and explain the results provided by the software.	
	1.3 Interpret the implications of the statistical results to assess relationships and hypotheses.	
<p>DBA Goal 2.0: Mastery of Scholarly Writing</p> <p>The DBA graduate will demonstrate expertise in scholarly writing.</p>	2.1 Evaluate and summarize contributions of scholarly papers as part of an overall body of research.	<p>ACCT/FIN/MGT/MKTG 9904 (Dissertation Research) – Assignment 1</p> <p>Students evaluate the body of literature in their respective area of interest and summarize the current state of the research in a literature review.</p> <p>ACCT/FIN/MGT/MKTG 9901 & 9902 (Dissertation Design I & II) – Assignment 2</p> <p>Students write and defend a dissertation proposal. It includes an introduction, one or two literature reviews (if the two-paper dissertation</p>
	2.2 Construct a research proposal. Each proposal includes an introduction, a literature review with hypotheses and a description of the methods used, including variable definitions.	
	2.3 Compose a scholarly paper. A complete paper includes an introduction, literature review with hypotheses, a methods section, a findings section and a conclusion. A scholarly paper contributes new	

	knowledge.	option is chosen) with hypotheses, a methods section complete with variable definitions, and data collection methods.
	2.4 Compose and defend a dissertation proposal.	

Assessment Results for Selected Learning Objectives

Goal/Outcome	Course	Term	Benchmark (% to meet or exceed expectations)	Enrollment	% Above	% Meets	% Below
DBA LO 1.1	DBA910 2	Fall 2009	100%	17	88%	12%	0%
DBA LO 1.1	DBA910 2	Fall 2010	100%	25	88%	12%	0%
DBA LO 1.1	DBA910 2	Fall 2011	100%	19	89%	11%	0%
DBA LO 1.1	DBA910 2	Fall 2012	100%	16	87.5%	12.5%	0%
DBA LO 1.1	DBA910 2	Fall 2013	100%	20	90%	10%	0%

Curriculum Revisions: 2009-2013

Based on the performance and feedback of the previous cohorts, the decision was made to redesign parts of the DBA course sequence as follows:

- Starting in spring of 2012, the Dissertation Design I (DBA 9901) and Career Transitions (DBA 9005) classes have been taught jointly by two lead faculty members to ensure greater skill building in preparation for the dissertation experience as well as subsequent preparation for a career change (DBA Goals 1.0 and 2.0).
- Discipline-specific breakout sessions have been added for several courses to allow students more opportunity to work with doctoral faculty in specialized sections (DBA Goals 1.0 and 2.0).
- Dissertation Design I (DBA 9901) and II (DBA 9902) classes were supplemented with specific and tailored research methods seminars to enhance students' methodological and analytical skills and adequately prepare them for data handling and processing in the dissertation phase (DBA Goal 1.0).
- The importance of the literature review assignments for Dissertation Design I (DBA 9901) was increased as an assessment tool to ensure students are well-versed in their chosen area of interest and prepared to successfully complete the second part of the DBA program.

As initial evidence of improvements, DBA faculty and dissertation supervisors have observed an improvement in student writing skills (DBA Goal 2.0) based on the proposals that have been submitted and defended in Cohort 3 and Cohort 4. We will be better able to judge whether these changes lead to student performance improvements as current cohorts complete the dissertation process in 2014 and 2015.

Appendix 6.6 Transfer Policy for Undergraduate Programs

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

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

Appendix 6.7 Coles College TLC Workshop Series

Kickoff Session – Just who are our students?

September 8, 2011 12:30 – 2:00 p.m (lunch provided)

Stacy Campbell, Justin Cochran, Wes Rhea and Hope Baker will lead this interactive workshop. Discussion will focus upon relevant characteristics of the millennial generation, the students' perspective as presented in a short presentation of student-made videos, and a recent study on academic entitlement among students.

Travis Allen and the iSchool Initiative Team

October 13, 2011 12:30 – 2:00 p.m (lunch provided)

Join Kennesaw State University students from the iSchool Initiative team as they lead an inspirational and engaging conversation about learning in the 21st century. In this presentation you will learn more about Travis's student movement he created when he was only seventeen to completely reform education and how to become a mobile learner in *today's* information age.

Guest Speaker: Dr. Michael Wesch of Kansas State University

October 27 & 28, 2011

Thursday (Oct 27) Evening Keynote Address, 6:00 – 8:00 p.m.

Dubbed "the explainer" by Wired magazine, Michael Wesch is a cultural anthropologist exploring the effects of new media on society and culture. His videos on culture, technology, education and information have been viewed by millions, translated in more than 15 languages and are frequently featured at international film festivals and major academic conferences worldwide. Wesch has won several major awards for his work, including a *Wired* magazine Rave Award, the John Calkin Award for Outstanding Praxis in Media Ecology, and he was recently named an Emerging Explorer by National Geographic. He also has won several teaching awards, including the 2008 CASE/Carnegie U.S. Professor of the Year for Doctoral and Research Universities. He also was named K-State's 2011-2012 Coffman Chair for Distinguished Teaching Scholars. His project is helping improve new media literacy across campus. (for the full version of the Wesch bio, see <http://www.k-state.edu/media/mediaguide/bios/weschbio.html>).

Friday (Oct 28) Morning Workshops, 8:00 a.m. – 1:00 p.m. (breakfast provided)

Making Connections: Collaborating and connecting with your students and the world.

From the massive success of Wikipedia to the virtual volunteer efforts in crises around the world, online collaboration has proven to be an effective means of working together. A wide variety of free tools are available to be leveraged to empower your students and even strangers around the world to collaborate with you to do research and solve real problems. In this presentation we will look at ways to use these tools, not just in a technical sense, but also in the "social structural" sense of how to set up a social structure that encourages effective cooperation to reach your goals.

How to create amazing videos with your students

Learn the basics of editing, the "language" of online video, and how to harness and leverage

online tools to collaborate with your students to create effective videos. Over the past four years, Michael Wesch has worked with his students to produce videos that have been viewed by millions and shared at international film festivals and conferences worldwide. Learn the basics of how to create great videos yourself and with your students by embracing a few basic elements of good digital video storytelling (and how you can use these elements in assessing student work).

Connecting with Students through Intro Videos and Weekly Update Videos
Feb 9, 2012 12:30 – 2:00 p.m (lunch provided)

Presenter: Dale Suffridge, Manager and Instructional Designer in the KSU Distance Learning Center. In this workshop, we will explore introductory videos and weekly video updates as effective ways to enhance connection with students through technology. We will look at both the practical and technical ways to record and deliver engaging introductory videos, and timesaving ways to produce weekly update videos.

Attendees will view examples and learn proven steps for creating their own compelling introductory videos. They will also learn an age-old trick to have students look forward to the weekly update videos, as well as how to properly compress those longer videos into small files. Various possible delivery methods will also be discussed.

Collaboration Technologies
March 13, 2012 12:30 – 2:00 p.m (lunch provided)

Stuart Napshin and Justin Cochran will demonstrate several collaboration technology tools, including Twitter, Google Plus, Google Docs and Evernote. Feel free to bring your laptops, iPads / tablets and smartphones if you want to play along. It would be helpful if you have Twitter and Google accounts already established before the session. For those who are interested, you can also download the Evernote app to any mobile device and your desktop computer. None of this is required for the workshop though. You can just come to learn how these technologies can be used to enable collaboration within your classes and have some lunch!

Using Scenario-Based Learning to Engage Students
April 12, 2012 12:30 – 2:00 p.m (lunch provided)

Tracie Stromie, CETL Instructional Designer, will merge the technique of scenario-based learning with current technologies to engage students in richer decision-making situations.

What's New in D2L?

September 13, 2012 12:30 – 2:00 p.m (lunch provided)

Michaël Pourreau of KSU Information Technology Services will provide a sneak preview of our new learning management system, D2L.

Master Teacher Program

November 30, 2012 8:30 a.m.– 4:30 p.m (lunch provided)

Dr. Harvey Brightman, Professor Emeritus of Management Science, Georgia State University, will provide a day of learning for us. Please see the program agenda below:

8:00 Breakfast

8:30 – 9:00 Effective Teacher Attributes and Student Learning Styles: Learn the critical drivers that affect student learning and student evaluation.

9:00 – 10:15: Writing Learning Objectives: Write objectives at all learning levels.

10:15 – 10:25: Break

10:25 – 12:00 Motivating Effective Presentations: Design opening hooks that stimulate interest and show subject relevance.

12:00 – 12:45 Lunch

12:45 – 2:00 Designing Effective Presentations: Design diagrams using several organizing structures.

2:00 – 2:10 Break

2:10 – 4:30 Deliver Clear Presentations: Apply the “Seven Pillars” principles to deliver presentations that stick in students’ minds.

Topical Coverage and Integration in the BBA Program

January 17, 2013 12:30 -2:00 p.m (lunch provided)

We will briefly discuss the new Coles College REAL Initiative Award and highlights from the Master Teacher Program in November. The main event, however, is a presentation about topics we currently cover in the BBA and in which courses these topics are covered. We look forward to your comments and conversation about the degree of integration within the BBA Program and steps we should take to improve.

"How to Make Powerpoint your Secret Weapon"

February 14, 2013 12:30 -2:00 p.m (lunch provided)

Dr. Gaia Marachisio will present "How to Make Powerpoint your Secret Weapon." Gaia leads workshops on the development of effective presentations for her students and for industry groups. This is one of Harvey Brightman's suggestions for improving the presentation of material in your classes. If you recall, that is one of the top factors impacting student learning and satisfaction."

Coles College TLC Roundtable Discussion of Global Topics for the BBA

March 14, 2013 12:30 – 2:00 p.m.

In a recent examination of our BBA curriculum, it became evident that we do cover international or global topics within the BBA core curriculum, but that coverage is sporadic. Also, the related terminology varies among courses, which can be confusing for students. In an effort to be more intentional in our focus on global business topics, we feel it would be useful to start a discussion among the faculty with the following goals in mind:

- Develop a common knowledge base related to "doing business globally" that all BBA students need to know.
- Determine the Coles College strategy related "doing business globally" for the BBA Program.
- Identify ways to encourage more students to take advantage of study abroad programs.
- Develop a plan for the College to be more involved in the University Year of "country" Programs.

“The Reciprocal Classroom: Strategies for Enhancing Learning Using Old and New Tools”

March 28, 2014 11:00-12:30 pm

Presented by Robert Onorato from TeamUp