Georgia WebMBA
Assurance of Learning Report
Through Fall, 2011

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# Table of Contents

1. An Introduction to The Georgia WebMBA® ................................................................. 3
2. Learning Goals, Learning Objectives, and Course Outcomes ...................................... 4
3. The Georgia WebMBA® Assurance of Learning Model .................................................. 10
   a. Course Embedded Assessments .............................................................................. 10
   b. Capstone Assessments ......................................................................................... 13
4. Learning Goal Assessments and Course Improvements ................................................. 14
   a. Course Embedded Assessments Completed .......................................................... 15
   b. AOL data access and management ...................................................................... 27
5. Report Summary ........................................................................................................... 27
1) **An Introduction to The Georgia WebMBA®**

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

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

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMBA 1000: WebMBA Orientation</td>
<td>N/A</td>
</tr>
<tr>
<td>WMBA 6000: Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6010: Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6030: Global and International Business</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6040: Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6050: Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6060: Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6070: Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6080: Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6100: Productions and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>WMBA 6110: Business Strategy (Capstone)</td>
<td>3</td>
</tr>
</tbody>
</table>
2) **Learning Goals, Learning Objectives, and Course Outcomes**

The consortium seeks to prepare students from culturally and educationally diverse backgrounds for careers in business. Through this program, graduate students develop knowledge and skills necessary to use an analytical approach to business decisions using appropriate tools and techniques. Faculty members from all consortium institutions, who teach in the program, meet twice a year to review curriculum, assurance of learning data and program processes. These faculty members have identified the following **Learning Goals (LGs)** for the Georgia WebMBA® program.

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

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

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

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

WMBA 1000

6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness. (knowledge, skill & attitude)

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

WMBA 6000

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

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

6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness. (knowledge, skill & attitude)

6.2 Apply leadership and interpersonal strategies to influence group members’ behaviors towards the accomplishment of a goal (knowledge, skill, & attitude)

WMBA 6010

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

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

1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill)

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

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

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

WMBA 6020

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

1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics.
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.

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

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

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

WMBA 6030

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

4.1 Evaluate international business environments and apply appropriate techniques to make effective business decisions. (knowledge, skill & attitude)

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

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

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

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

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

WMBA 6040

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

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

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

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

3.2 Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies within a team setting. (knowledge & skill)

3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness. (knowledge & skill)
WMBA 6050

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
   1.5 Evaluate relationships among value chain components (knowledge & skill)

2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
   2.2 Assess the ethical, sociocultural, political/legal, economic, and/or technological impacts of business decisions (knowledge, skill & attitudes)

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
   5.1 Construct and propose (in writing) a comprehensive business plan. (knowledge & skill)
   5.2 Assess the multiple impacts (e.g. financial, economic, and behavioral) of introducing a new product or service, or making a significant change to an existing product or service. (skill)

WMBA 6060

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
   1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (knowledge & skill)
   1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill)
   1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)
   1.4 Assess the financial status of a specific company, recommend a business decision, and support it. (knowledge & skill)

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
   5.4 Measure value created by the business processes. (knowledge & skill)

WMBA 6070

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
   1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (knowledge & skill)
   1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill)
   1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)
   1.5 Evaluate relationships among value chain components (knowledge & skill)

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

2.1 Compare and contrast ethical issues of a business problem and formulate an ethical solution. (skill & attitude)

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

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

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

3.2 Analyze and evaluate appropriate use of technology for research, communication, and presentation of business strategies within a team setting. (knowledge & skill)

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

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

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

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

5.1 Construct and propose (in writing) a comprehensive business plan. (knowledge & skill)

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

6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness. (knowledge, skill & attitude)

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

WMBA 6080

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

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

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

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

5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
5.2 Assess the multiple impacts (e.g. financial, economic, and behavioral) of introducing a new product or service, or making a significant change to an existing product or service. (skill)

**WMBA 6100**

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
   
   1.3 Evaluate a resource allocation; and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (knowledge & skill)

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
   
   3.3 Evaluate and appropriately use information technology to enhance personal and organizational effectiveness. (knowledge & skill)

6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.
   
   6.1 Assess individual and group competencies in a virtual team and produce plans to improve personal and team effectiveness. (knowledge, skill & attitude)

**WMBA 6110**

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
   
   1.1 Analyze, interpret, and apply business data using descriptive or inferential statistics. (knowledge & skill)

   1.2 Comprehend and apply accounting information to support a business decision. (knowledge & skill)

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

   1.4 Assess the financial status of a specific company, recommend a business decision, and support it. (knowledge & skill)

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

2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
   
   2.1 Compare and contrast ethical issues of a business problem and formulate an ethical solution. (skill & attitude)

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

3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
   
   3.1 Develop strategies for corporate growth based on effective use and management of information technology. (knowledge & skill)

   3.2 Analyze and evaluate appropriate use of technology for research, communication, and
presentation of business strategies within a team setting. (knowledge & skill)

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

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

4.1 Evaluate international business environments and apply appropriate techniques to make effective business decisions. (knowledge, skill & attitude)

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

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

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

6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

6.2 Apply leadership and interpersonal strategies to influence group members’ behaviors towards the accomplishment of a goal (knowledge, skill, & attitude)

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

3) The Georgia WebMBA® Assurance of Learning Model

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

Course Embedded Assessments – Key Participants

Course Coordinators: Beginning in 2009 each Georgia WebMBA course is assigned a course coordinator. This is a member of the faculty at one of the consortium institutions who has experience teaching the course and is familiar with the AOL process. It is the responsibility of the course coordinator to assure that the course content is similar across sections. Additionally, in October 2011 it was agreed by the faculty that the Course Coordinators and the AOL coordinator would form the WebMBA AOL council. In January 2012 the faculty and Course coordinators agreed that AOL assessment activities would take place twice per academic year and that the Course Coordinators would be responsible for coordinating this activity.

Georgia WebMBA Faculty: Members of the faculty have identified data collection points for each Learning Goal and Learning Objective across the 10-course curriculum for the Georgia WebMBA®. Assessment vehicles for assignments have been developed and are improved by faculty who teach in the program. The number of data collection points varies slightly by cohort (based on previous
data collection and feedback). A sample of the total data collection points is shown in Exhibit II. The position of each data collection point relative to the program learning goals and objectives is shown in Exhibit III.
### Exhibit III

**Georgia WEB-MBA®**

*Assurance of Learning*

#### Learning Goal and Learning Outcome Summary Table

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

| Course                                    | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 4.4 | 5.1 | 5.2 | 5.3 | 5.4 | 6.1 | 6.2 | 6.3 |
|-------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| WMBA 6000: Human Behavior in Organizations|     |     |     |     |     | A   |     |     |     |     |     |     |     |     |     |     | A   | A   |     |     |     |     |     |     |
| WMBA 6010: Managerial Accounting          | A   | A   | A   |     |     |     | A   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6030: Global and International Business|     |     |     |     |     | A   | A   | A   | A   | A   | A   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6040: Managerial Decision Analysis   | A   | A   |     | X   | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6050: Strategic Marketing            | A   | A   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | A   | A   |     |     |     |     |     |     |
| WMBA 6060: Managerial Finance             | A   | A   | A   | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6070: Entrepreneurship               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6080: Management Information Systems | A   |     |     | A   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6100: Productions and Operations Management | A   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| WMBA 6110: Business Strategy (Capstone)   | A   | A   | A   | A   | A   | A   | A   | A   | A   | A   | A   | A   |     |     |     |     |     |     |     |     |     |     |     |     |

| Learning Objectives Taught | 6   | 4   | 6   | 2   | 5   | 2   | 4   | 2   | 3   | 3   | 3   | 2   | 1   | 2   | 1   | 2   | 4   | 1   | 2   | 3   | 2   | 2   |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|     |     |
| Learning Objective Assessments | 3   | 2   | 5   | 1   | 3   | 1   | 4   | 1   | 1   | 2   | 2   | 2   | 1   | 1   | 1   | 2   | 3   | 1   | 1   | 2   | 2   | 1   |     |     |
| Learning Goal Assessments per Cohort | 14  |     | 5   |     |     |     | 6   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

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

*Most Recent Changes were effective Fall 2010*
**Capstone Assessments**

In addition to course embedded assessments, The Georgia WebMBA® uses Comp-XM to assess outcomes of all learning goals. This program is implemented as part of the Georgia WebMBA® capstone course. Comp-XM (CXM) is a complex web-based computer simulation that enables students to obtain hands-on experience in running a manufacturing business in a competitive environment against other student-run companies or computer-run companies. CXM will be delivered in the final term of the program in WMBA 6110, Business Strategy.

CXM is an extension of CapSim, which has been developed by Capstone Management Simulations, Inc. As a program exit assessment, students will participate in CXM following their work with the Cap-Sim simulation. This follow-on administration will eliminate any bias that may result from lack of familiarity with the simulation. The simulation consists of four companies making electronic sensors operating in a competitive environment. A student will be competing against three computer-controlled companies. Each company initially starts with four market segments. All individuals start with identical positions and compete over several periods of decision rounds, where each round is the equivalent of one year.

The simulation is cross-functional and integrates all major elements of the business decision-making process. Each individual will have the opportunity to set corporate strategies and apply strategic concepts and techniques within a practical decision-making framework. The effectiveness of the strategy and its implementation will determine the successful competition against the computer run teams.

To complete a decision round the student will:

1. Analyze and evaluate alternative courses of action using qualitative and quantitative tools.
2. Recognize and assess the ethical and social dimensions of business activities and evaluate their impact on business decisions.
3. Formulate and assess integrated technologies to influence structures, processes and techniques of management. In particular the simulation utilizes product research and development, and total quality management variables in the decision environment.
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.
5. Integrate multiple business functions across a broad range of situations to solve problems and make decisions.
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

Upon completion of the decision rounds CXM will provide questions for each student to answer. The questions have been designed to meet the program learning goals and objectives. The answers to the questions will then be evaluated to determine learning outcomes. Questions have been identified by the faculty to measure specific learning goals, learning objectives, and course goals.
A separate report has been prepared assessing the specific outcomes of this capstone assessment. This report is prepared semi-frequently as enough data is gathered to make meaningful decisions. The most recent review of these questions happened in the summer of 2008. During this review, questions were deleted, modified, and added. The report you are reading focuses on reporting the outcomes and improvements based on the course embedded assessments.

4) Learning Goal Assessments and Course Improvements

Each member of the faculty that teaches in the Georgia WebMBA® is responsible for the delivering the learning goals, learning objectives and course objectives associated with each course. It is also the responsibility of the faculty member to collect data for assurance of learning purposes. As noted above, beginning in 2009, it will be the role of the course coordinator to assure this process happens. Prior to the creation of this position, it was the responsibility of each faculty member to work with other members of the faculty who teach the same course, to identify course improvements in terms of curriculum, evaluation techniques or tools, and pedagogical techniques and tools.

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

Exhibit V: Georgia WebMBA® - AOL Outcome Reporting Form

Complete one sheet per Learning Objective
(Please refer to the WebMBA LG and LO Table to identify which LGs and LOs should be measured in each WebMBA Course).

<table>
<thead>
<tr>
<th>COURSE, LEARNING GOAL, AND LEARNING OBJECTIVE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHORT</td>
</tr>
<tr>
<td>WebMBA Learning Goal Being Assessed (Number and Text)</td>
</tr>
<tr>
<td>WebMBA Learning Objective Being Assessed (Number and Text)</td>
</tr>
<tr>
<td>Course Goal Being Assessed (From Course Syllabus, Must Be Operational)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type (Check One)</td>
</tr>
<tr>
<td>Performance Level To... (Add %)</td>
</tr>
<tr>
<td>Results: % of Students That...</td>
</tr>
<tr>
<td>Please Describe the Assessment</td>
</tr>
</tbody>
</table>

14
**INFORMATION ON COURSE IMPROVEMENTS**

<table>
<thead>
<tr>
<th>PLAN TO IMPROVE</th>
<th>COURSE CURRICULUM</th>
<th>EVALUATION</th>
<th>PEDAGOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLEASE DESCRIBE PLANNED COURSE IMPROVEMENTS:</strong> CURRICULUM (C); EVALUATION (E); PEDAGOGY (P)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Course Embedded Assessments Completed

The Georgia WebMBA® faculty have delivered a high quality MBA program for many years. As reported previously in 2010, improvements to instruction since 2005 has occurred with a regularity that has led to a large number of course improvements in curriculum, pedagogy, and evaluation. Between the fall 2010 semester and the fall 2011 semester, course embedded assessments have been completed leading to specific improvements in pedagogy, curriculum, or evaluation. **Exhibit VI** shows the breakout of course embedded assessment types and course improvements. **Exhibit VII** shows the number of improvements made in each course **Exhibit VIII** shows the number of assessments completed per cohort. **Exhibit IX** provides a summary of the course improvements.

**Exhibit VI: Course Embedded Assessments Completed Since Fall 2010 and Fall 2011**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Points</th>
<th>Assessed Completed</th>
<th>Identified Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.</td>
<td>53</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.</td>
<td>44</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.</td>
<td>40</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.</td>
<td>14</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.</td>
<td>37</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.</td>
<td>17</td>
<td>6</td>
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Exhibit VII: Identified Improvements by Course

<table>
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<th>Evaluation</th>
<th>Improvement Type</th>
<th>Pedagogy</th>
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<td>Grand Total</td>
<td>2</td>
<td>11</td>
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Exhibit VIII: Assessments Completed by Cohort (note that cohorts 15-20 are still in progress)

<table>
<thead>
<tr>
<th>Cohort</th>
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<td>C15</td>
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<tr>
<td>C17</td>
<td>3</td>
</tr>
<tr>
<td>C18</td>
<td>7</td>
</tr>
<tr>
<td>C19</td>
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<tr>
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</tr>
<tr>
<td>C24</td>
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</tr>
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<tr>
<td>C28</td>
<td>7</td>
</tr>
<tr>
<td>Grand Total</td>
<td>67</td>
</tr>
</tbody>
</table>

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

WMBA 6000: Organizational Behavior

- The team project required all individuals to fully participate in recognizing organizational problems and providing realistic recommendations for improving this organization. I will continue to use this method for evaluating decision analysis among student groups.
- The case study was a graded assignment and with future cohorts I continue to use this method.
- The assessments and case study were graded assignments and with future cohorts I continue to use this method.
- The assessments and case study were graded assignments and with future cohorts I continue to use this method.
• The assessments and case study were graded assignments and with future cohorts I continue to use this method.
• I will continue to review and refine the grading rubric for these two methods
• The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the spring 2009 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The multiple choice question is an additional tool for evaluating ethical decision making in organizations. I will not change the multiple choice question used for the spring 2009 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The case study is an excellent tool for evaluating conflict management skills. I will not change the case. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The case study is an excellent tool for evaluating conflict management skills. I will not change the case. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• I will continue to review and refine the grading rubric for a case study
• The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case used for the spring 2012 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The multiple choice question is an additional tool for evaluating ethical decision making in organizations. I will not change the multiple choice question used for the Spring 2012 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the spring 2012 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the Spring 2012 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The case study is an excellent tool for evaluating ethical decision making in organizations. I will not change the case. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
• The multiple choice question is an additional tool for evaluating ethical decision making in organizations. I will not change the multiple choice question used for the fall 2009 semester.
Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the fall 2009 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
- The experiential exercise is a good tool for evaluating interpersonal communication skills. I will not change the exercise for the fall 2009 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
- The multiple choice question is an additional tool for evaluating ethical decision making in organizations. I will not change the multiple choice question used for the Fall 2010 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.
- For the fall 2010 semester, I will not change the tool for evaluating this learning objective. Students will be evaluated on leadership skills within a team dynamic through a multiple choice question. The multiple choice question is an additional tool for evaluating leadership and team decisions in organizations. I will use a question from chapter 9 (question 6) in our textbook.
- The case study is an excellent tool for evaluating conflict management skills. I will not change the case for the Fall 2010 semester. Minor changes can be made to the explanation of the concepts to ensure that students are grasping the concepts and tools to be successful in these situations.

WMBA 6010: Managerial Accounting

- No significant changes planned.
- Improvement over prior terms. Pedagogy will continue the prior term’s recommendations to emphasize the topic by covering additional practice questions and the detailed logic at the time of topic coverage.
- Changes should be made in aol. No changes in the goals - they are important. The changes to pedagogy will involve additional examples and clearer idea of expectations.

WMBA 6020: Business Communications – Has been deleted from the curriculum

WMBA 6030: Global Business

- More detailed lecture about culture. Add few interesting videos for students.
- Evaluation: More detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment
• Evaluation: more detailed grading sheets to the opponents. Create more detailed grading rubric for the assignment. Pedagogy: to include mandatory review before submitting the final country report. This was optional this semester.
• Course curriculum: add an exchange rate quiz and/or exam.
• Evaluation: creating more detailed rubric for the assignments

**WMBA 6040: Decision Analysis**
• No changes planned

**WMBA 6050: Marketing**
• I would add some additional discussion on channel management (C).
• I would also introduce some more materials of channel management into the discussion next time (P).
• I would also use more quiz questions to evaluate students’ understanding of the section (E).

**WMBA 6060: Finance**
• No changes are planned except to rewrite one quiz question.

**WMBA 6070: Entrepreneurship**
• No changes are planned for this course. It will be reevaluated by faculty as more outcomes are measured.

**WMBA 6080: Management of Information Systems**
• No changes planned in this course. In 2012 faculty will meet to discuss a uniform case assignment that can cover the AOL goals and objectives.

**WMBA 6100: Production Operations**
• Cluster multiple choice questions into a set or sets by learning objective tested to assure equal number of items for each objective for each student.
• Develop essay style questions and excel spreadsheet based problems as a means to cross-validate learning.
• Develop discussion questions for case studies that align with assessing learning objectives.
**AOL data access and management**

In keeping with a transparent course improvement process, assurance of learning documents are housed on a WebCT Vista site accessible to all deans, program directors, and faculty. At the end of each semester, all faculty who taught a course in the Georgia WebMBA® complete the AOL data collection form and post it to the WebCT site. This allows all other faculty and directors to review course improvements and review the data collected in each course. This process is important as many learning goals and objectives are collected in more than one course. By accessing multiple data collections regarding each learning goal, a member of the faculty can identify shortcomings in the program and implement improvements in the course he or she teaches.

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

**5) Report Summary**

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

All reports of data collection and course improvements are stored on a secure WebCT Vista site that is accessible to program faculty, directors, and deans. This process accommodates and encourages collaboration among faculty who teach in separate subjects within the program. Over the last seven years 364 learning objectives have been assessed leading to 211 course improvements in curriculum, evaluation, or pedagogy. The Assurance of Learning process has a strong foundation and is improving the quality of education received by students in the Georgia WebMBA® program.