

## **Assurance of Learning Plan 2012-2017**

### **A. Overview**

Assurance of Learning (AOL) is a continuous improvement process within the Gordon Ford College of Business and is faculty-driven within each department including the MBA program. The responsibilities for this process start with the Assurance of Learning Committee which is comprised of an AOL Coordinator and representatives from each department. The AOL Coordinator also serves as the liaison to the GFCB Graduate Committee and the Undergraduate Curriculum Committee.

Assessment activities and rubrics can be found in **Appendix R**. Figure 1 depicts the AOL process for the assessment and recommendations for the undergraduate program and the MBA program.

### **B. Participant Responsibilities and Data Flow in the Assurance of Learning Process**

The Gordon Ford College of Business uses multiple means to implement a continuous improvement process for its academic programs. This section outlines the activities and responsibilities of all participants in the assurance of learning process (see Figure 1). The flow of information between the participants in the process is also described in this section.

#### Duties and Responsibilities

The Dean has the final authority in the assurance of learning process and recommendations for the college. The Dean's role as final authority is necessary to ensure that recommendations from the AOL committee are consistent with the goals and objectives of the University as well as the strategic goals of the college.

The Associate Dean for Faculty and Administration (ADFA) is charged with ensuring that the undergraduate degree program maintains a continuous improvement plan through the assurance of learning processes. Currently, the ADFA is the chair of the Undergraduate Curriculum Committee.

The Associate Dean for Graduate Programs and Research (ADGR) is charged with ensuring that college of business graduate degree programs maintains a continuous improvement plan through the assurance of learning processes. Currently, the ADGR is the chair of the Graduate Committee.

Department chairs are responsible for ensuring that an effective assurance of learning process is taking place within the department for its programs and any AOL goals directly related to the department. They are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. They are accountable to the Dean, ADFA, and the ADGR.

The associate deans and department chairs make up the Gordon Ford College of Business Administrative Council (GFAC). This group is responsible for providing advice to the Dean and setting strategic direction for the College. Each semester an AOL report is presented to the GFAC detailing the activities of the AOL Committee for that semester. GFAC receives reports and results from the AOL Committee and may make recommendations to the AOL committee.

The Faculty is responsible for the curriculum and for the Assurance of Learning. The departmental Faculty is responsible for conducting embedded assessments consistent with the processes developed and agreed upon by the department and the AOL Committee. The departmental faculty reports the results of the embedded assessment to the AOL Committee. The departmental faculty makes recommendations to the AOL committee on how to close the loop and is responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes in courses and the curriculum. It is important that departmental faculty members remain aware of all AOL goals, assessment processes, and closing the loop actions.

The Assurance of Learning (AOL) Committee is responsible for the review of the assurance of learning process and outcomes for both the undergraduate degree program and the MBA program. The AOL Committee also oversees the assessment of each learning objective for the undergraduate degree program and the MBA program. The AOL Committee ensures that the learning goals are consistent with the mission and strategic plan for the college. The learning goals are measured at least twice during a five-year period. The learning objectives are assessed using direct and indirect measures, which include: case studies, senior exit exams, embedded test questions, alumni surveys, college surveys, and university surveys. When case studies and videos are used to measure a goal, the AOL Committee re-examines the current rubric for that goal and makes sure the rubric is still an appropriate measure. At least two members of the AOL Committee evaluate the goal and report the results to the AOL Committee. The AOL Committee then discusses the results and reports them back to the respective department faculty. In consultation with the department faculty, a recommendation for closing the loop is sent to the respective curriculum committee.

The Strategic Planning Council (SPC) is a committee that serves the College and Dean with any strategic issue pertaining to the Gordon Ford College of Business. The committee has the ability to form ad hoc committees that can address issues in a timely manner and make recommendations to the appropriate standing committees. Members include representatives from each department, advisors, and students.

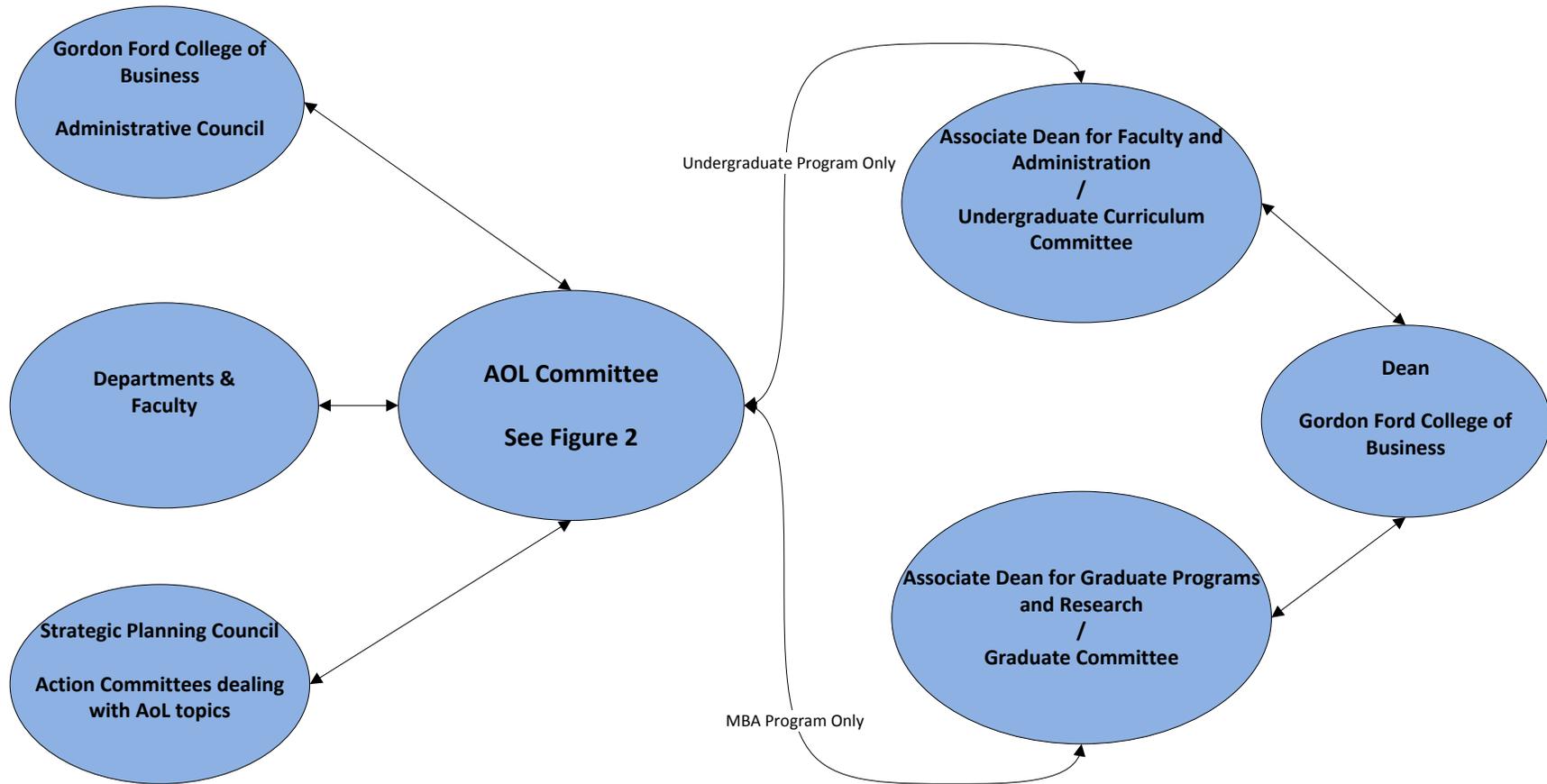
### Data Flow

The data flow of the AOL process is illustrated in Figures 1 and 2. The process is initiated by the AOL Coordinator and the AOL Committee. A five-year plan detailing the goals and

objectives to be measured in each upcoming semester is developed and approved by the AOL Committee. This plan is given to the faculty, GFAC, ADGR, and the ADFA. Each semester the committee will notify each department and faculty which goal(s) is/are to be measured and provide any materials if required. Embedded measurement results will be collected at the end of the semester and those will be discussed by the committee and disseminated to the respective faculty. Faculty members who conducted the assessment are expected to have a departmental process in place for conducting closing the loop meetings and plans for change. This process involves the department curriculum committee or the faculty involved in the assessment process and the department head.

Once the data collection is completed, results are sent to the AOL Committee. The AOL Committee reviews the results and, if needed, the data may be collected again. The AOL Committee, along with consultation with the faculty involved, may make further recommendations for closing the loop activities. The AOL Committee will then forward the results and recommendations to the ADFA, ADGR, GFAC, Undergraduate Curriculum Committee or Graduate Committee, and Department Chairs or departments.

**Figure 1: AOL Process for Assessment and Recommendations**



**Figure 2:  
AOL Process for Assessment and Recommendations**



## **C. Undergraduate Degree Program**

### Bachelor of Science in Business (B.S.)

The Gordon Ford College of Business student can receive a Bachelor of Science degree with an emphasis in Accounting, Computer Information Systems, Economics, Finance, Management, or Marketing. Since the six major program areas of the college share a common set of core courses, graduates of the program should demonstrate the following goals and objectives:

#### **Goal 1: Communication**

*Our students will be able to communicate effectively in written and oral forms*

##### **Objectives 1-5**

1. Our students will be able to present information in a coherent and organized manner
2. Our students will be able to deliver information in an understandable and audible manner
3. Our students will be able to use multimedia and visual aids in their presentations appropriately
4. Our students will be able to write in a coherent and organized manner
5. Our students will be able to write using proper grammar and syntax

#### **Goal 2: Legal and Ethical Awareness**

*Our students will demonstrate an awareness of legal and ethical issues in business and society*

##### **Objectives 6-8**

6. Our students will recognize legal issues in business contexts
7. Our students will be able to recognize ethical issues for different business situations
8. Our students will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

#### **Goal 3: Information Technology**

*Our students will demonstrate the ability to strategically use information technology*

##### **Objective 9**

9. Our students will demonstrate the ability to identify the strategic use of information technology

#### **Goal 4: Critical Thinking**

*Our students will demonstrate critical thinking abilities*

##### **Objectives 10-13**

10. Our students will be able to identify various approaches to defining business problems

11. Our students will be able to recognize the impact of various influences (cultural, social, economics, etc.) on potential solutions to business problems
12. Our students will be able to identify alternative solutions to business problems, recognizing the impact on a variety of stakeholders

**Goal 5: Global Awareness**

*Our students will be able to explain the increasingly integrated world economy and the forces behind this integration*

**Objectives 13-14**

13. Our students will be able to identify issues with global trading
14. Our students will have an understanding of global business concepts

**Goal 6: Discipline Knowledge**

*Our students will have a basic knowledge of the business disciplines in core areas*

**Objective 15**

15. Students will be able to pass an exam of discipline concepts and terms

B.S. Program Learning Outcome Course Coverage

These learning outcomes are addressed by the core courses required of all undergraduate business majors. The specific courses that address each of the stated learning outcomes are indicated in Table 1.

**Table 1**  
**B.S. Program Course Coverage for Learning Objectives**

	ACCT	ACCT	CIS	CIS	ECON	ECON	ECON	FIN	MGT	MGT	MGT	MKT	MGT
LEARNING OUTCOME	200	201	141	243	202	203	206	330	200	210	314	220	496/498
1. Communication Skills				X						X			X
2. Ethical Awareness					X	X			X	X		X	X
3. Technology Competency			X	X			X						X
4. Critical Thinking Skills	X	X	X	X	X	X	X	X	X		X		X
5. Global Awareness					X	X			X	X	X		X
6. Discipline Competency	X	X	X	X	X	X	X	X	X	X	X	X	X

**Undergraduate Core Courses**

ACCT 200 - Financial Accounting  
 ACCT 201 - Managerial Accounting  
 CIS 141 - Basic Computer Literacy  
 CIS 243 - Principles of Management Information Systems  
 ECON 202 - Principles of Microeconomics  
 ECON 203 - Principles of Macroeconomics  
 ECON 206 - Statistical Analysis  
 FIN 330 - Principles of Financial Management  
 MGT 200 - Legal Environment of Business  
 MGT 210 - Organization and Management  
 MGT 314 - Operations Management  
 MKT 220 - Basic Marketing Concepts  
 ENT 496 - Small Business Analysis & Strategy *or*  
 MGT 498 - Strategy & Policy

#### **D. Undergraduate Goal and Curriculum Review**

Each fall semester the AOL Committee engages the faculty of the College in a discussion regarding the learning goals and objectives. Committee members initiate this process at the department level and the discussion continues amongst AOL Committee members. Any changes to learning goals are suggested to the Curriculum Committee, which may then further engage the AOL Committee or other faculty in the refinement of learning goals or outcomes.

Additionally, each fall semester the AOL Committee reassesses the course coverage of learning outcomes for each course in the curriculum. This process, again, involves the committee members engaging their respective departments in discussions about the content coverage of the courses. This review process is expected to serve as a curriculum reminder of the College expectations of the core classes. In the past, this process has led many departments to review and revise the core class to match College expectations, or to extend a class to new content to meet a learning goal area previously not covered by that department's core class.

Before each goal is measured for the semester, the AOL committee re-examines the goal and objectives for possible changes and re-examines the grading rubric to make sure that it is still consistent with what the committee and faculty wants to measure.

Also at the start of each semester, departments are asked if they want to change or refine the questions on the senior exit exam reflecting changes in curriculum.

#### **E. Undergraduate Measurement Plan**

The five-year plan for assessing the undergraduate goals and collecting of data is detailed in Table 2 below. This measurement plan carries the GFCB through the 2017-2018 academic year. Each semester, a detailed plan will be presented to the faculty and departments detailing measurement plans for that term.

At the end of the semester, the data are collected and summarized. These results are returned to the departments for discussion and recommendations for improvement if needed. If curricular changes are needed, final recommendations are then sent to the Undergraduate Curriculum Committee from the AOL Committee for approval.

Each semester an AOL summary table will be completed for each goal that was measured that semester. A sample of each goal's summary table is listed at the end of this plan.



## **F. Fall 2012 AOL Undergraduate Action Plan**

1. Re-examine the rubric used for oral and written communication (Goal 1). Recommendations were approved by the curriculum committee last spring and changes are being implemented.
2. Examine the results from the collection of the ethical awareness data (Goal 2) from last semester and re-collect data using a specific mini case on ethics. The Management department and faculty should be contacted about this and an ethics case agreed upon by the Management 498 faculty, which will be used in their courses.
3. Examine the results from the collection of the strategic use of information technology (Goal 3). Refine the rubric as needed and make recommendations.
4. Evaluate the written case assignment data collected last semester for the critical thinking goal (Goal 4) using the current rubric.
5. Discuss how critical thinking can be measured and whether the objectives on the rubric are still appropriate.
6. Examine the results from the collection of global awareness data (Goal 5) from last semester and re-collect data using a specific mini case on global issues. The Management department and faculty should be contacted about a global issues case which will be used in their courses, and for assessment purposes.
7. Data will be collected for discipline knowledge (Goal 6) through embedded measures and the senior exit exam. A request for changes due to curriculum improvements will be done at the beginning of the semester. The results of the senior exit exam and embedded questions will be collected at the end of the semester.
8. Collect pretest data with the senior exit exam in BA 175 (University Experience). Collect a writing sample from BA 175 students. The topic for this writing sample is "What Business Ethics Means to Me."

## **G. MBA Degree Program**

### Masters of Business Administration (MBA)

The MBA Committee (now the GFCB Graduate Committee) identified three primary competencies, which were divided into seven specific and measurable learning outcomes. These learning outcomes for the MBA program are assessed from the student exposure to the common body of business knowledge experience by completing the eight required core courses of the program.

#### **Goal 1: Organizational Leadership**

*Our students and graduates will be competent to provide effective leadership in organizations*

##### **Objectives 1-3**

1. They will be able to use oral and written communication effectively
2. They will be able to work effectively in a team environment
3. They will understand ethical issues in organizations

#### **Goal 2: Business Knowledge**

*Our graduates will have a solid understanding of the knowledge within the relevant business disciplines.*

##### **Objectives 4-5**

4. Graduates will have a thorough knowledge of best practices and information in business.

#### **Goal 3: Critical and Strategic Thinking**

*Our students and graduates will be able to think critical and innovatively and be able to apply strategic thinking in a changing business environment*

##### **Objectives 6-7**

5. They will be able to identify and analyze problems at the organizational level
6. They will be able to apply solutions to organizational-level problems (including conventional, innovative, integrative and critical solutions).

## MBA Program Learning Outcome Course Coverage

These learning outcomes are addressed by the courses required of all MBA students. The specific courses address the stated learning outcomes are indicated in Table 3.

**Table 3**  
**MBA Program Course Coverage of Learning Outcomes**

	BA							
LEARNING OBJECTIVE	510	511	512	513	515	517	519	590
1. Leadership								
Communication	X			X	X	X	X	X
Ethics	X	X	X	X	X	X	X	X
Teamwork	X			X	X			X
2. Latest Practical Knowledge								
Best Practices	X	X	X	X	X	X	X	X
3. Critical & Innovative Thinking								
Problem Identification	X	X	X	X	X	X	X	X
Problem Solution	X	X	X	X	X	X	X	X

### **MBA Core Courses**

BA 510 - Advanced Organizational Behavior  
BA 511 - Applied Microeconomic Theory  
BA 512 - Business Analysis and Research Methods  
BA 513 - Information Technology & Strategy  
BA 515 - Managerial Accounting Concepts & Applications  
BA 517 - Advanced Marketing  
BA 519 - Advanced Managerial Finance  
BA 580 - Contemporary Issues in Business (+ other electives)  
BA 590 - Strategic Business Concepts & Applications

## **H. MBA Program Assessment Process**

The direct indicators used in the assessment process for the MBA program consist of two major components: the embedded course assessments in the required courses and the ETS “Major Field Tests for MBAs” administered in the capstone strategy course. The embedded course assessment is used to measure student competency on the desired learning outcomes and discipline specific learning outcomes. The ETS exams measure the competencies of MBA students in terms of the stated outcomes relative to other students nationwide. The results of evaluations from both the embedded course assessments and ETS tests are transmitted to the GFCB Graduate Committee to be considered in its curriculum improvement process.

The assessment process for the MBA program is depicted in Figure 5. The difference between the assessment of the MBA learning goals and the undergraduate learning goals is that the undergraduate curriculum committee is not involved in the MBA program assessment process since the GFCB Graduate Committee serves in that role.

## **I. Specific MBA Measurement Process**

The five-year plan for measuring the goals of the MBA curriculum and collecting the data is shown in Table 4, this plan extends the measurement plan for the program to the academic year 2017-2018. Each semester, a detailed plan will be presented to the Graduate Committee detailing the goals to be measured and the data to be collected. At the start of each fall semester, Graduate committee representatives are asked to determine, along with their faculty, if the current goals and objectives for the MBA program are still valid given the curriculum that is being taught in their departments. The Graduate Committee also reassesses the course coverage of learning outcomes for each course in the curriculum.

Before each goal is measured for the semester, the Graduate Committee re-examines the goals and objectives for possible changes and re-examines the grading rubric to make sure that it is still consistent with what the committee wants to measure. At the end of the semester, data is collected and summarized. These results are then sent to the Graduate Committee for discussion and recommendations for improvement if needed. Any curricular changes come from the Graduate Committee after the recommendations have been discussed.

Each semester, an AOL summary table will be completed for each goal that was measured during the semester. A sample of each goal’s summary table is listed in **Appendix O or R**.

Listed below is a detailed measurement plan for the fall 2012 semester for the AOL Committee/ Graduate Committee.

### **J. Fall 2012 AOL Action Plan for the MBA Program**

1. Identify appropriate ethics questions and embed them into the courses where this topic is covered. Collect the results and evaluate at the end of the semester. This is for Goal 1, objective 3 (Ethics). Graduate faculty will be contacted and the process for collecting and embedding the questions will be explained.
2. Evaluate the communication objective (Goal 1) using the videos that were recorded in the spring of 2012 using the current rubric. Three faculty need to be identified for this task. Results will be summarized and presented to the Graduate Committee and the AOL committee.
3. Data on English competency will be collected from ESLI at the beginning of the semester. (Goal 1, Communication). Results will be presented to the graduate faculty for discussion and any recommendations.
4. The indirect measure for Goal 1 will be analyzed and summarized from the survey given to the graduate students at the end of the summer. Results will be presented to the Graduate Committee for discussion and any recommendations in the fall meeting.
5. Indirect measures for Teamwork (Goal 1, objective 2) will be collected. This is done at the beginning of the semester and needs to be collected during the first few weeks of classes. Results will be presented to the graduate faculty for discussion and any recommendations in the fall meeting.
6. Indirect measures for Goal 2 (Knowledge of Field) will be collected this semester by comparing the curriculums of the other MBA programs across the state. The ADGR will contact the other MBA program directors within the state from schools that are at AACSB accredited schools and facilitate this process. Results will be presented to the graduate faculty for discussion and any recommendations during the fall meeting.
7. The indirect measurement of Goal 3 (Critical Thinking and Decision Making) will be done this semester by examining the survey given to students last semester. Results will be presented to the graduate faculty for discussion and any recommendations in the fall meeting.
8. Discuss the potential goal of Global Awareness for the Professional MBA (PMBA) program. This should be done at the beginning semester so that a set of embedded questions can be developed and a rubric developed for the measurement of this goal during the fall meeting.

## Undergraduate Summary Tables for Goals

### ASSURANCE OF LEARNING FOR BACHELOR OF SCIENCE IN BUSINESS

#### Goal 1: Communication

LEARNING GOAL #1 All Business Majors	Measurable Objectives – Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
<p><i>Our students will be able to communicate effectively in written and oral forms</i></p>	<p>Students will be evaluated on the following objectives:</p> <ol style="list-style-type: none"> <li>1. Our students will be able to present information in a coherent and organized manner</li> <li>2. Our students will be able to deliver information in an understandable and audible manner</li> <li>3. Our students will be able to use multimedia and visual aids in their presentations appropriately</li> <li>4. Our students will be able to write in a coherent and organized manner</li> <li>5. Our students will be able to write using proper grammar and syntax</li> </ol>	<p>1. Randomly Selected Video Sample of Presentations (n=30) are reviewed by course instructor and one other faculty member. One assessor per department needed Classes include: PRE: CIS 243 POST: MGT 496/498</p> <p>For team presentations, each member must have a 3-5 minute speaking role for assessment.</p> <p>2. Pre-and Post-writing samples from BA 175, MGT 496/498 and Senior Assessment courses (499) to be reviewed by two assessors from AOL Task Force</p> <p><b><u>INDIRECT INDICATORS:</u></b> Since 2002 The WKU Student Engagement Survey (WKUSES) and the National Student Survey of Engagement (NSSE) ask four general questions regarding perceived preparation in the oral and written communication skills. Beginning Spring, 2007, the Ford College added one question related to the business major per se.</p>	<p>It is expected that the average student scores would be 2 or higher using the following scale. 1= amateur 2= acceptable 3= admirable</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <ol style="list-style-type: none"> <li>1. GFCB graduating seniors will score at least 3.5/5 on all related questions.</li> <li>2. GFCB graduating seniors will also score higher than the university average.</li> <li>3. GFCB graduating seniors will score at least 3.5/5 on all related questions relating to major course work.</li> </ol>		<p>Recommendations:</p>

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### Goal 2: Legal and Ethical Awareness

<b>LEARNING GOAL #2</b> <b>All Business Majors</b>	<b>Measurable Objectives – Learning Objective: (LO)</b>	<b>Measurement Methods</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Closing the Loop Actions</b>
<p><i>Our students will demonstrate an awareness of legal and ethical issues in business and society</i></p>	<p>1. Our students will recognize legal issues in business contexts</p> <p>2. Our students will be able to recognize ethical issues for different business situations</p> <p>3. Our students will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society</p> <p><i>Note: This goal corresponds to one of the SACS QEP goals regarding social responsibility.</i></p>	<p><b><u>DIRECT INDICATORS:</u></b> Generate a list of ethical questions that can be given to students in MGT 200.</p> <p>Measure ethical awareness using a case method. This is to be administered in MGT 498 (capstone course)</p> <p>MGT 200: Legal Environment of Business</p> <p>Students in BA 175 will be required to write an essay on “What Business Ethics Means to Me”. This sample will be used to establish a baseline.</p> <p>Senior Assessment courses will require a written case analysis using case selected by AOL Task Force each semester</p> <p><b><u>INDIRECT INDICATORS:</u></b> The WKU Student Engagement Survey (WKUSES) and the National Student Survey of Engagement (NSSE) ask five general questions regarding perceived preparation in the area of ethical and social responsibility</p>	<p><b><u>DIRECT INDICATORS:</u></b> It is expected that the average student scores would be 2 or higher using the following scale. 1= amateur 2= acceptable 3= admirable</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>1. GFCB graduating seniors will score at least 3.5/5 on all related questions.</p> <p>2. GFCB graduating seniors will also score higher than the university average.</p>		

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### Goal 3: Information Technology

<b>LEARNING GOAL #3</b>  <b>All Business Majors</b>	<b>Measurable Objectives – Learning Objective: (LO)</b>	<b>Measurement Methods</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Closing the Loop Actions</b>
<p><i>Our students will demonstrate the ability to strategically use information technology</i></p>	<p>1. Our students will demonstrate the ability to identify the strategic use of information technology</p>	<p><b><u>DIRECT INDICATORS:</u></b> Measure strategic use of IT using a case method. This is to be administered in MGT 498 (capstone course).</p> <p>Students will be able to identify the use of IT in terms of the competitive forces model.</p>	<p><b><u>DIRECT INDICATORS:</u></b> It is expected that the average student scores would be 2 or higher using the following scale. 1= amateur 2= acceptable 3= admirable</p> <p>A score of admirable results from being able to identify at least four or more possible IT strategies in the case.</p> <p>A score of acceptable results from being able to identify at least two or three possible IT strategies in the case.</p> <p>A score of admirable results from being able to identify one or none of the possible IT strategies in the case.</p>		

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## Goal 4: Critical Thinking

<b>LEARNING GOAL #4</b>  <b>All Business Majors</b>	<b>Measurable Objectives – Learning Objective: (LO)</b>	<b>Measurement Methods</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Closing the Loop Actions</b>
<i>Our students will demonstrate critical thinking abilities</i>	<p>1. Our students will be able to identify various approaches to defining business problems</p> <p>2. Our students will be able to recognize the impact of various influences (cultural, social, economics, etc.) on potential solutions to business problems</p> <p>3. Our students will be able to identify alternative solutions to business problems, recognizing the impact on a variety of stakeholders</p>	<p><b><u>DIRECT INDICATORS:</u></b> Two raters will assess a sample (min. N=30)of written Case Analyses assigned in Senior Assessment (499) courses.</p> <p>Use of simulations software (CAPSIM, Management Simulation) in Mgt. 498</p> <p><b><u>INDIRECT INDICATORS:</u></b> The WKU Student Engagement Survey (WKUSES) asks 3 general questions regarding perceived preparation in the area of critical thinking and problem solving. Beginning Spring, 2007, the Ford College added 2 question related to the business major per se.</p>	<p><b><u>DIRECT INDICATORS</u></b> 70% of the student samples will be scored as “Acceptable” or above on the respective scoring rubric.</p> <p>Averages scores for the CAPSIM software will be &gt;350.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>1. GFCB graduating seniors will score at least 3.5/5 on all related questions.</p> <p>2. GFCB graduating seniors will also score higher than the university average.</p> <p>3. GFCB graduating seniors will score at least 3.5/5 on all related questions relating to major course work.</p>		

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## Goal 5: Global Awareness

LEARNING GOAL #5 All Business Majors	Measurable Objectives – Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
<p><i>Our students will be able to explain the increasingly integrated world economy and the forces behind this integration</i></p>	<p>1. Our students will be able to identify issues with global trading</p> <p>2. Our students will have an understanding of global business concepts</p> <p><i>Note: This goal corresponds to one of the SACS QEP goals regarding understanding a diverse global society.</i></p>	<p><b><u>DIRECT INDICATORS:</u></b> Two raters will assess a sample (min. N=30)of written Case Analyses assigned in Senior Assessment (499) courses.</p> <p><b><u>INDIRECT INDICATORS:</u></b> Since 2002 The WKU Student Engagement Survey (WKUSES) and the National Student Survey of Engagement (NSSE) ask 4 general questions regarding perceived preparation in the global awareness. Beginning Spring, 2007, the Ford College added 2 questions related to the business major per se.</p>	<p><b><u>DIRECT INDICATORS</u></b> It is expected that the average student scores would be 2 or higher using the following scale from the grading rubric.</p> <p>1= amateur 2=acceptable 3= admirable</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>1. GFCB graduating seniors will score at least 3.5/5 on all related questions.</p> <p>2. GFCB graduating seniors will also score higher than the university average.</p>		

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## Goal 6: Discipline Knowledge

LEARNING GOAL # 6 <b>All Business Majors</b>	<b>Measurable Objectives – Learning Objective: (LO)</b>	<b>Measurement Methods</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Closing the Loop Actions</b>
<i>Our students will have a basic knowledge of the business disciplines in core areas</i>	Students will be able to pass an exam of discipline concepts and terms	Pretest: BA 175; Posttest: Senior Assessment courses (499)  100 Multiple-choice Question Assessment Exam with subsections of: Accounting Economics Finance Information Systems Legal/Ethical Environment Marketing Organization & Management Operations Management Statistics	Graduating seniors will score at least a 70% on each section of the exam.           Graduating seniors will do significantly better than the student who were given the exam in BA 175.		



		<p>Raters can score a speaker on a 5-step scale running from excellent to unacceptable on each of the 5 categories.</p>	<p>Target indicators were only considered and not established.</p> <p><b><u>INDIRECT INDICATORS:</u></b> Oral</p> <p>Some target expectation will be identified depending upon the format of the question(s).</p>	<p><b><u>INDIRECT INDICATORS:</u></b></p>	<p><b><u>WRITTEN COMMUNICATION</u></b></p>
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		<p><b><u>INDIRECT INDICATORS: Oral</u></b></p> <p>An annual survey will be created to assess a variety of feedback from MBA students. For Fulltime MBA students this would be an "Exit Survey" and for PMBA students it is a "Mid-Program Survey" after their 1<sup>st</sup> year and an "Exit Survey" after their 2<sup>nd</sup> year.</p> <p>One our more items will be constructed to gauge student assessment relating to oral communication.</p> <p><b>b. Written communication</b></p> <p><b><u>DIRECT INDICATORS: Written Papers</u></b> written in BA 517 (Advanced Marketing) will be assessed using an agreed-upon rubric. At least 2 judges other than the professor who graded the papers in the course will apply the rubric.</p> <p><b><u>INDIRECT INDICATORS: Written</u></b></p> <p>1. Discussion among faculty and advisors at the Strategic Planning Council (SPC) focused upon the widespread lack of writing preparedness among business students.</p> <p>2. An annual survey will be created to assess a variety of feedback from MBA students.</p>	<p><b><u>INDIRECT INDICATORS: Written</u></b></p> <p>1. The SPC targeted general competency as a standard for writing.</p> <p>2. Some target expectation will be identified depending upon the format of the question(s).</p>		
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		<p>For Fulltime MBA students this would be an "Exit Survey" and for PMBA students it is a "Mid-Program Survey" after their 1<sup>st</sup> year and an "Exit Survey" after their 2<sup>nd</sup> year.</p> <p>One our more items will be constructed to gauge student assessment relating to written communication.</p>			
<b>LEARNING GOAL #1</b>	<b>Measurable Objectives – Learning Objective: (LO)</b>	<b>Measurement Methods</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Closing the Loop Actions</b>
All Business Majors					
LEADERSHIP: <i>Students will demonstrate effective leadership.</i>	#2 They will be able to work effectively in a team environment	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>Since the MBA program is contemplating the addition of teams as a structural component to the MBA program options a task team will discuss establishing a methodology for assessing whether students are competent at working together in teams. The best indicators are behavioral.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>Professors, program administrators, and students can and do report problems relating to a lack of teamwork skills with the MBA program. This inf</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>The MBA program leaders have a target that the MBA students should be above-average in their teamwork skills and their successes on projects which are performed by teams.</p> <p>No rubric has been established.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>Many assignments within the MBA program are team projects. Faculty expect "A" performance on such projects.</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>No direct indicators are collected.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>In some classes team projects are not "A" work. While some of the less-than-excellent work is based upon other factors, teamwork is one important factor.</p>	<p><b><u>WORKING IN TEAMS:</u></b></p> <p>Considerable discussion went into program design as the new program options of an executive type (Professional MBA – PMBA) and a full-time MBA are being considered.</p> <p>The MBA committee and MBA administrators are discussing making the 2 program options lock-step and cohort based. This would put great emphasis on teams and teamwork.</p>

LEARNING GOAL #1 All Business Majors	Measurable Objectives Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
LEADERSHIP: <i>Students will demonstrate effective leadership.</i>	#3 They will understand ethical issues in organizations	<p><b><u>DIRECT INDICATORS</u></b></p> <p>There is discussion among MBA faculty concerning how to best assess ethical understanding. One thought is to assess decisions into which ethical issues are embedded. Another thought offered is to embed questions into courses in which ethics plays an important role.</p> <p>No approach is adopted</p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	<p><b><u>DIRECT INDICATORS</u></b></p> <p>Faculty, MBA administrators, and faculty agree that MBA students should be very aware of ethical issues in organizations and demonstrate a high level of ethical development themselves.</p> <p>No formal target is adopted.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	<p><b><u>DIRECT INDICATORS</u></b></p> <p>No data is collected.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	<p><b><u>ETHICAL UNDERSTANDING:</u></b></p> <p>Informal task group will run a beta test in 2009-10 to create a structure for formal assessment.</p> <p>A new course, BA 520 (Critical Thinking and Business Ethics), was created based upon the lack of coverage and in accordance with the AOL competencies adopted</p>

# ASSURANCE OF LEARNING FOR MBA DEGREE

## Goal 2: Business Knowledge

LEARNING GOAL #2  All Business Majors	Measurable Objectives – Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
<p>BUSINESS KNOWLEDGE: <i>Graduates will have a solid understanding of the knowledge within the relevant business disciplines</i></p>	<p>#4 Graduates will have a thorough knowledge of best practices and information in business</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>ETS Major Fields Test (MFT) will be taken by all students graduating in the spring or summer term. This exit exam includes at least ½ of all Online MBAs.</p> <p>The MFT is the only comprehensive national assessment for program evaluation of its kind. It assesses mastery of concepts, principles and knowledge expected of students who have or are near completing the MBA. It is developed by a national panel of subject matter experts, and is based on core curriculum content identified in a national program survey.</p> <p><b><u>INDIRECT INDICATORS:</u></b> Exit survey (Explained above) The item on this Learning Objective is <i>“Overall, the courses have helped me to learn the latest practical knowledge in the business disciplines (like accounting, finance,</i></p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>Students in each delivery method will score in the 50<sup>th</sup> percentile or higher</p> <p>Scores on the ETS MFT range from 220 to 300. Percentiles and distributions for both institutional and individual data is provided by ETS.</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>It is expected that students will score a 4 out of 5 as an average on the question.</p> <p>Faculty indicate that foundational preparation is sufficient.</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	

		<p><i>IS/IT, etc.).</i> The 5-step Likert-style response set is “strongly disagree (1),” “disagree (2),” “neutral (3),” “agree (4),” and strongly agree (5).”</p> <p><b><u>INDIRECT INDICATORS:</u></b></p> <p>Feedback from faculty about student preparedness for core MBA classes.</p>			
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# ASSURANCE OF LEARNING FOR MBA DEGREE

## Goal 3: Critical and Strategic Thinking

LEARNING GOAL #3 All Business Majors	Measurable Objectives – Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
<p>CRITICAL AND STRATEGIC THINKING:</p> <p><i>Our students and graduates will be able to think critically and innovatively and be able to apply strategic thinking in a changing business environment</i></p>	<p>#5 They will be able to identify and analyze problems at the organizational level</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>A course embedded method was used in the MBA Strategic Business Applications (BA 590) course. CAPSIM, a popular management simulation in capstone business courses, was conducted and assessed. There is scoring in the simulation with ratings provided by CAPSIM.</p> <p>Using CAPSIM measures both the ability to identify and analyze at the macro level; it also forces to student to apply the solutions in a real-world scenario. Therefore Objectives 6 and 7 were measured together using CAPSIM.</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p>CAPSIM and our Strategy professor provided the following scoring rubric:</p> <p>&lt;350 Amateur 350-500 Acceptable &gt;500 Admirable</p> <p>Desired Outcome target is the upper end of “Acceptable” with an optimistic goal of reaching “Admirable”.</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	

LEARNING GOAL # 3 All Business Majors	Measurable Objectives – Learning Objective: (LO)	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
<p>CRITICAL AND STRATEGIC THINKING: <i>Our students and graduates will be able to think critically and innovatively and be able to apply strategic thinking in a changing business environment</i></p>	<p>#6 They will be able to apply solutions to organizational-level problems (including conventional, innovative, integrative and critical solutions)</p>	<p><b><u>DIRECT INDICATORS:</u></b> Two raters will assess a sample (min. N=30) of written Case Analyses assigned in the management capstone course..</p> <p><b><u>INDIRECT INDICATORS:</u></b> Exit survey (Explained above) The 2 items on this Learning Objective are <i>Overall, the courses have helped me to... a) “think more critically and analytically” and b) “be more innovative in my thinking.”</i> The 5-step Likert-style response set is “strongly disagree (1),” “disagree (2),” “neutral (3),” “agree (4),” and strongly agree (5).”</p>	<p><b><u>DIRECT INDICATORS:</u></b> 70% of the student samples will be scored as “Acceptable” or above on the respective scoring rubric.</p> <p><b><u>INDIRECT INDICATORS:</u></b> It is expected that students will score a 4 out of 5 as an average on both questions.</p>	<p><b><u>DIRECT INDICATORS:</u></b></p> <p><b><u>INDIRECT INDICATORS:</u></b></p>	

