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ASSURANCE OF LEARNING

I. INTRODUCTION

Assurance of Learning (AOL) is part of continuous improvement processes in the Gordon Ford College of Business (GFCB). The GFCB AOL Committee serves as the central organizational component that directs and oversees GFCB’s assessment process.

The AOL Committee is a critical component to the GFCB Curriculum Management process, serving as the quality control component of curriculum management. The faculty-chaired committee consists of representatives from each department and works with all other components of the College to assure that graduates are meeting the standards for which the GFCB faculty have agreed.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for both the undergraduate and the MBA degree programs. The learning objectives are assessed using direct and indirect measures, which include case studies, senior exit exams, embedded test questions, student presentations and college surveys. Whenever case studies and videos are used to measure a goal, the AOL Committee re-examines the current rubric for that goal to ensure the rubric is still an appropriate measure.

The AOL Committee works with course faculty to identify assignments appropriate for conducting embedded assessments. A minimum of two AOL Committee members assess results using previously established rubrics. On occasion, external assessors are also used. Results of the assessment are delivered to the rest of the committee, the department chairs, and the appropriate curriculum committee; undergraduate or MBA. If areas of weakness are found, the AOL committee works to suggest curricular recommendations. Improvement recommendations may also come from outside the committee.

The committee is comprised of an AOL Coordinator who serves as chair. In addition to the representatives from each department, others with expertise in curriculum management and assessment may be asked to serve. The AOL Coordinator also serves as the quality control conduit for the College, reporting committee assessed results to the committee the Undergraduate Curriculum Committee, and the Gordon Ford Administrative Council.
Current Committee Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>First year of Service</th>
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<tbody>
<tr>
<td>Jean Snavely</td>
<td>Coordinator</td>
<td>2015</td>
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<tr>
<td>Shane Spiller</td>
<td>Ex-officio, Continuous Improvement Committee Chair</td>
<td>2008</td>
</tr>
<tr>
<td>Whitney Peake</td>
<td>Ex-officio, Evidence and Argument Fellow</td>
<td>2016</td>
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</table>

Department Representatives

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Bob Hatfield</td>
<td>Associate Dean for Graduate Studies and Research/MBA Committee</td>
<td>2016</td>
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<tr>
<td>Allen Hunt</td>
<td>Accounting</td>
<td>2015</td>
</tr>
<tr>
<td>Thad Crews</td>
<td>Business Informatics/Computer Information Systems</td>
<td>2014</td>
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<td>David Zimmer</td>
<td>Economics</td>
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<td>Ron Rhoades</td>
<td>Finance</td>
<td>2015</td>
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<td>Ismail Civelek</td>
<td>Management</td>
<td>2017</td>
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<tr>
<td>Mary Jane Gardner</td>
<td>Marketing</td>
<td>2011</td>
</tr>
</tbody>
</table>

II. 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.

Its mission, objectives, five-year plan, and stakeholder input guide the AOL Committee.

A. AOL Committee Mission and Objectives

Mission

The mission of the AOL Committee is to ensure the College has appropriate learning goals and objectives consistent with the mission of the College, to periodically measure and analyze those goals and objectives, and to make recommendations for continuous curricular improvement to advance desired student outcomes.

Committee Objectives

1. Contribute to a robust curriculum management process
2. Assess each goal using direct and indirect measures
3. Report results and recommendations to the appropriate departments and curricula committees
4. Improve communication of results and recommendations
5. Review learning goals and objectives
6. Evaluate core curriculum content to ensure learning objectives are being covered
7. Produce an annual AOL report

B. Communication, Information and Data Flow

The Associate Dean for Faculty and Administration (ADFA) chairs the Undergraduate Curriculum Committee and is charged with ensuring that the undergraduate degree program maintains a continuous improvement plan.

The Associate Dean for Graduate Programs and Research (ADGR) currently serves ex-officio on the MBA Committee. He also chairs the Graduate Committee, which is the next level of review after the MBA committee. In that role, he is charged with ensuring that graduate degree programs maintain continuous improvement plans.

Department chairs are responsible for ensuring that an effective assurance of learning process is taking place in their respective departments and for fostering continuous improvement. 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 year, an AOL report is presented to the GFAC detailing the activities of the AOL Committee for that year. GFAC receives reports and results from the AOL Committee and may make recommendations to the AOL Committee.

The Gordon Ford College of Business faculty is responsible for implementing curriculum changes for continuous improvement and assurance of learning. Faculty make recommendations to the AOL Committee on how to close the loop and are responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes to courses and the curriculum.

The following figure provides a general overview of the curriculum management and assessment process.
Figure 1: Curriculum Management and Assessment (Closing the Loop) Process

AOL decides what, where, when and how to assess

AOL discusses instrument design and assessment implementation with individual faculty

Faculty administer instruments and provide input to AOL

AOL assesses using standardized rubrics

Assessment results and recommendations reported to departments, undergraduate curriculum committee, and/or MBA Committee

Actions developed by AOL/Chairs/Faculty

Actions implemented and impact of Closing the Loop measured
Communication among all continuous improvement stakeholders is imperative to a robust process. The process in the GFCB is illustrated in Figure 2.

**Figure 2. Curriculum Management Process**

C. Assessment

Goal assessments and closing the loop activities are generally driven by the AOL Committee’s mission, five-year plan, and feedback from stakeholders. The majority of direct assessments take place in MGT 498 (Strategy and Policy) and ENT 496 (Small Business Analysis & Strategy) using a pool of cases agreed on by the course instructors and compatible with GFCB rubrics. At least two AOL Committee members assess cases. Artifacts and results are stored on the GFCB cloud Drive in the AOL Committee file and on a USB drive held by the AOL Coordinator. Information stored on the cloud drive is available to all GFCB faculty. Discipline knowledge is assessed using a comprehensive in-house exam that is administered every semester to a sample of senior assessment classes in Management, Accounting and Finance. This is a 94-question exam derived from material covered in core courses that students are expected to know upon graduation. The exam is administered during a senior’s final semester. The committee and capstone professors are exploring alternative ways to verify in-house test results.

Indirect measures of all learning goals are obtained from a survey of graduating seniors in which they are asked to rate on a scale from 1 to 5, with 5 being the strongest, how strongly the student believes he/she demonstrates our desired college outcomes. Indirect data may be gathered in a variety of other ways as well.

The AOL Committee oversees the assessment of each learning objective for the undergraduate and MBA programs. The learning goals are measured at least twice during a five-year period using direct and indirect measures which include: case studies, senior exit exams, embedded test questions, alumni surveys, student presentations and college surveys. At least two members of the AOL Committee carry out assessments and report results to the AOL Committee. The AOL Committee then discusses the results and reports those results back to the respective department.
faculty, department chairs, GFAC, and members of the GFCB Undergraduate Curriculum and MBA Committees. Actions are developed by faculty and department chairs with consideration of AOL recommendations. Actions are then implemented and re-assessed.

**D. Plus 2 Program**

The Plus 2 in Business Administration option was started in Fall 2014 with the first students completing coursework in Spring 2016. The program is specifically designed for Kentucky Community & Technical College (KCTCS) transfer students who wish to build upon their Associate Degrees. Students earn a Bachelor of Science degree with an emphasis in Management. The program is offered completely online and taught by the same professors who teach courses on campus.

**E. Undergraduate Learning Goals and Objectives**

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Data Analytics, Business Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. The major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the college’s goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the College. The following goals and objectives have been approved by GFCB faculty.
Goals and Objectives

Goal 1: Communication
Our students will be able to communicate effectively in written and oral forms

Objectives 1-5
1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates 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 graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking
Our students will demonstrate strategic problem solving skills using integrated business knowledge

Objectives 9-11
9. Our students will be able to identify business problems
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions

Goal 4: Global Awareness
Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives 12-13
12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge

Objective 14
14. Students will be able to pass an exam of discipline concepts and terms

Each department reviewed coverage of these learning objectives for core courses in their discipline in Spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. Coverage of these outcomes in core courses is indicated in Table 1.
### Table 1. Coverage of Undergraduate Learning Objectives in GFCB Core Classes and Business Tool Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Communication</th>
<th>Legal and Ethical Awareness</th>
<th>Critical and Strategic Thinking</th>
<th>Global Awareness</th>
<th>Discipline Knowledge</th>
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<tbody>
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<td>ACCT 200</td>
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</table>

1= Learning goal is introduced but not covered extensively  
2= Learning goal is covered but is not expansive  
3= Learning goal is a major part of the course curriculum

**Undergraduate Core Classes**

- 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
- MGT 200 - Legal Environment of Business
- MGT 210 - Organization and Management
- MGT 314 - Operations Management
- MGT 498 - Strategy & Policy
- MKT 220 - Basic Marketing Concepts
- ENT 496 - Small Business Analysis & Strategy
- MATH 116 - College Algebra

**Undergraduate Tool Courses**

- COMM 145 - Fundamentals of Speaking & Communication
- FIN 330 - Principles of Financial Management
- MGT 498 - Strategy & Policy
The five-year plan for undergraduate assessment is included in Table 2. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

**Table 2. Assurance of Learning 5-year Undergraduate Assessment Timeline**

<table>
<thead>
<tr>
<th>Goals and Objectives</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Fall 2019</th>
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</tr>
</tbody>
</table>

*Data collected in MGT 498 and ENT 496

**Data collected using survey of graduating seniors

†Data collected using in-house exam administered to a sample of graduating seniors
E. Fall 2017 AOL Undergraduate Action Plan

1. Communicate learning goals to be evaluated in 2017-2018.

2. Evaluate results from data collected from ENT 496 (Goal 1: Written communication and Goal 2: Legal and ethical awareness) and MGT 498 (Goal 1: Written communication, Goal 2: Legal and ethical awareness, Goal 3: Critical and Strategic Thinking, and Goal 4: Global awareness).

3. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.

4. Develop remedies/recommendations based on evaluations with input from affected stakeholders.

5. Schedule recording of presentations in all delivery methods of ENT 496 and MGT 498.

6. Identify an appropriate case for evaluating Goal 3: Critical thinking in all delivery methods of ENT 496 and MGT 498.

7. Update the AOL web site with a new undergraduate 5-year plan.

8. Collect discipline knowledge results from 499 courses.

F. MBA Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Master of Business Administration (MBA) with three alternative delivery options: 1) Full-time/Face-to-face, 2) Online or 3) Professional MBA. MBA learning goals were revised in Fall 2015 to reflect input primarily received from a survey of MBA stakeholders (faculty, professionals, and students), which indicated a need to update the appropriate outcomes for graduates of the MBA program. The survey drove not only a realignment with the learning goals but also led to curriculum revision. The BA 513 course was revised to become Information Technology and DATA ANALYTICS. This was a very important change for our curriculum. Objectives were revised in Fall 2016 to better reflect how to measure the revised learning goals. The following learning goals and objectives were approved by the AOL and MBA Committees.
Goals and Objectives

Learning Goal 1: Discipline Knowledge
MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Objective 1
1. Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2. Qualitative Reasoning:
MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Objectives 2 - 3
2. Graduates will be able to identify and analyze organizational problems
3. Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3. Quantitative Reasoning
MBA graduates will apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Objectives 4 - 5
4. Graduates will effectively analyze business data using modern techniques and tools
5. Graduates will present quantitative data and analysis and communicate it in an effective manner.

Learning Goal 4. Teamwork/Communication
MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Objectives 6 - 7
6. Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.
7. Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness
Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the United States and other nations which impact business.

PMBA Objectives E1 - E2
E1. PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.
E2. PMBA graduates will identify international business practice similarities and differences.
Graduate faculty and department chairs reviewed coverage of these learning objectives for all courses in their discipline in Fall 2016 to ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all MBA business students. Coverage of these outcomes in core courses is indicated in Table 3.

Table 3. Coverage of Learning Objectives in MBA Core Courses

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>BA 510</th>
<th>BA 511</th>
<th>BA 513</th>
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<tr>
<td>3. Quantitative Reasoning</td>
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<td>4. Teamwork/Communication</td>
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<tr>
<td>E. Global Awareness (PMBA only)</td>
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</table>

1. Learning goal is introduced but not covered extensively
2. Learning goal makes up a larger portion of course coverage but is not expansive
3. Learning goal is a major part of course curriculum
The five-year plan for MBA assessment is included in Table 4. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 4. Assurance of Learning 5-year MBA Assessment Timeline

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<td>Discipline Knowledge*</td>
<td>Full-time</td>
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<tr>
<td>Qualitative Reasoning**</td>
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<tr>
<td>Quantitative Reasoning†</td>
<td>Full-time</td>
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<tr>
<td>Teamwork/Communication††</td>
<td>Full-time</td>
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<td>Data</td>
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<tr>
<td>*Assessed using ETS MFTMBA Results</td>
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<tr>
<td>**Assessed with ETS MFTMBA Results and an embedded case/game in BA 590</td>
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<tr>
<td>†Assessed in BA 513 using a project/case</td>
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<tr>
<td>††Assessed using teamwork peer-review results</td>
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<tr>
<td>†+Assessed using report in BA 580</td>
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</table>
G. Fall 2017 AOL MBA Action Plan

1. Communicate which goals are being evaluated in 2017-2018.

2. Evaluate results from data collected from BA 513 (Goal 3: Quantitative Reasoning) and BA 590 (Goal 1: Discipline Knowledge, Goal 2: Qualitative Reasoning, and Goal 4: Teamwork/Communication).

3. Communicate results from evaluations to the GFCB MBA Committee, GFAC, and AOL Committee members.

4. Develop remedies/recommendations based on evaluations and with input from stakeholders.

5. Collect data from BA 513 Online (Goal 3: Quantitative Reasoning).

6. Collect ETS MAJOR FIELD TEST: MBA (MFTMBA) results for all delivery methods, evaluate, communicate results, and develop remedies/recommendations, if needed.

7. Update the AOL web site with a new MBA 5 year plan.
III. Undergraduate

A. Closing the Loop Examples

Note: Indirect measures of all learning goals using a student survey of graduating seniors indicate that students believe they possess desired characteristics and are happy with the GFCB program.

The following closing-the-loop examples report direct measures of performance.

*Goal 1: Oral Communication*

- Assessed in Fall 2013
  - Passing is > 3
  - Overall: Pass
  - Two areas < 3
    - Content
    - Nonverbals

Gather data in Fall 2017

- Discussed course content for business majors with Communications Department
- Hired GFCB Communications Director
- Developed and encouraged faculty to use Communication resources posted on website
- GFCB Communications Director will incorporate changes in communication tutorials
- Encourage faculty with class presentations have the GFCB make a presentation on best practices

Reassessed in Fall 2015.
- Passing > 3
- PASS
- Identified some weaknesses
Goal 2: Ethical and legal Awareness

2012-2013 Assessed in Capstone Case: PASS

Spring 2017
Reassessed in Capstone courses: PASS

2014-2015 Coverage of ethics increased in BA 175

Recommendations:
Encourage faculty coverage of Ethics
Arrange Faculty Development in ethics

2015-2016 Assessed in Capstone Case: Unsatisfactory Results

ASSURANCE OF LEARNING 2017 [19]
Goal 3: Critical and Strategic Thinking

Assessed in Spring 2014 using a case in the Capstone course: PASS
Some concern with student conclusions and implications.

Fall 2015 reassessed using case in capstone course: PASS
Still some concern with depth of conclusions

Met with capstone faculty to identify a set of cases that can be administered consistently across sections and courses

Recommendation to meet with Management professors to identify appropriate case and review the rubric

Reassess in Fall 2017
Goal 4: Global Awareness

2017
Assessed in capstone courses: PASS

2012-2013
Assessed in Capstone case: Unsatisfactory Results

2015-2016
Assessed case in Capstone course: Pass

A mini case dealing only with global issues was used in the management capstone course to get a better understanding of our student’s global awareness.

Used data from sophomore core course to assess whether students were adequately exposed to global awareness before moving to upper level classes. PASS
**Goal 5: Discipline Knowledge**

2012-2013 Assessed with exit exam
Performance 76% PASS

2013-2014
Within question variance was studied. Graduating seniors outperformed BA 175 students and results on embedded questions was similar to graduating senior results indicating retention of basic knowledge.

Recommendation: Look for alternative/verification method for assessing discipline knowledge including an interdisciplinary game in capstone courses

2014-2015 Assessed with exit exam
Performance 79% PASS

2015-2016 Assessed with exit exam
Performance 78% PASS
B. Summary Assessment Results 2012-2017

Goal 1: Communication
Our students will be able to communicate effectively in written and oral forms

**Written Communication**

<table>
<thead>
<tr>
<th>Year</th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>4.26</td>
<td>3.46</td>
</tr>
<tr>
<td>2013-14</td>
<td>4.02</td>
<td>3.56</td>
</tr>
<tr>
<td>2014-15</td>
<td>4.28</td>
<td>3.44</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.22</td>
<td>3.59</td>
</tr>
<tr>
<td>2016-17</td>
<td>4.48</td>
<td></td>
</tr>
</tbody>
</table>

Written communication results are consistently above the acceptable level of 3 out of 5. No recommendations for change.

**Oral Communication**

<table>
<thead>
<tr>
<th>Year</th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>3.33</td>
<td>2.984</td>
</tr>
<tr>
<td>2013-14</td>
<td>4.06</td>
<td>3.88</td>
</tr>
<tr>
<td>2014-15</td>
<td>4.03</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>3.44</td>
<td>3.79</td>
</tr>
<tr>
<td>2016-17</td>
<td>4.48</td>
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</tbody>
</table>
Unacceptable results in 2013-2014. 
Actions: Steps initiated to ensure GFCB students are provided consistent exposure to appropriate business oral and written communications skills.

- The GFCB engaged an instructor from the Department of Communication to design on-demand resources including videos and other resources detailing the best practices for presentations. Faculty were encouraged to make use of these resources if student presentations were required in their courses. A link for the on-line resources is available here or by copying the following address into a web browser: http://www.wku.edu/business/presentationhelp.php.
- Rubrics were reviewed and revised and faculty were encouraged to use these rubrics in course assessments. The AOL Committee adopted a 5-point scale for each of the rubrics. Copies of the current GFCB rubric can be found at the same link.
- The core course, CIS 141, implemented pedagogical changes to support different types of business communications with the use of technology. This includes using technologies for presentations, business reports and graphics along with memos and email.
- GFCB hired a Communication Coordinator full-time. The Coordinator produced communication videos, conducted workshops, made presentations in classes where students made presentations and provided feedback to individual students by appointment. She also helped refine the GFCB communication rubrics and taught sections of business communication classes including COMM 145 and MGT 361 (Fundamentals of Business Communication).
Goal 2. Legal and Ethical Awareness

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

Results were marginal in 2015-16. Committee considered a variety of alternative ways to address the results including validation of results using other artifacts and determining the type and extent of coverage in classes indicating that ethics is a component. The committee recommended:

- Put more emphasis on and ensure coverage of ethical behavior in the capstone MGT 498/ENT 496 classes.
- Arrange for Faculty Development session(s) on what ethics means and how to include ethical considerations in class.

Emphasis on ethical standards and teaching increased through the curriculum. Consistent artifacts were used for assessment in the capstone MGT 498/ENT 496 classes. Results in 2016-17 improved.
Goal 3: Critical and Strategic Thinking
*Our students will demonstrate strategic problem solving skills using integrated business knowledge*

Results have remained acceptable following marginally unacceptable results in 2013. At that time, the committee met with instructors and improved the assessment rubric.

Goal 4: Global Awareness
*Our students will be able to explain the increasingly integrated world economy and the forces behind this integration*

Results for Global Awareness have been acceptable.
Goal 5: Discipline Knowledge

Results are acceptable where an acceptable level is 70/100. The AOL Committee in 2017 is working with MGT 498/ENT 496 professors to develop a pre-test to determine whether graduating seniors possess desired characteristics.

Indirect measures are collected from a survey administered each year to seniors during their final undergraduate semester in the GFCB. A copy of responses to the 2017 survey is included below.

Q5 - As you complete your undergraduate experience at the Gordon Ford College of Business, share your thoughts with us about achieving your learning goals.

Please rate the following learning outcomes in the GFCB from 1 (poor) to 5 (great)

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Ability to communicate effectively in written/oral forms.</td>
<td>0.44%</td>
<td>1.75%</td>
<td>4</td>
<td>10</td>
<td>36.24%</td>
<td>83</td>
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<td></td>
<td></td>
<td>57.21%</td>
<td>131</td>
<td>229</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>2. Awareness of legal and ethical issues in business and society.</td>
<td>0.44%</td>
<td>1.75%</td>
<td>4</td>
<td>11.79%</td>
<td>27</td>
<td>30.13%</td>
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<tr>
<td></td>
<td></td>
<td>55.90%</td>
<td>128</td>
<td>229</td>
<td></td>
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<tr>
<td>3</td>
<td>3. Critical thinking skills through strategic problem-solving using business knowledge.</td>
<td>0.44%</td>
<td>0.44%</td>
<td>1</td>
<td>6.55%</td>
<td>15</td>
<td>34.50%</td>
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<td></td>
<td></td>
<td>58.08%</td>
<td>133</td>
<td>229</td>
<td></td>
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<tr>
<td>4</td>
<td>4. Awareness of the global business environment.</td>
<td>0.44%</td>
<td>3.49%</td>
<td>8</td>
<td>17.03%</td>
<td>39</td>
<td>37.12%</td>
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<td></td>
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<td>41.92%</td>
<td>96</td>
<td>229</td>
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<td>5</td>
<td>5. Basic knowledge of the business disciplines and areas.</td>
<td>0.44%</td>
<td>0.44%</td>
<td>1</td>
<td>3.93%</td>
<td>9</td>
<td>25.64%</td>
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<td></td>
<td></td>
<td>68.56%</td>
<td>157</td>
<td>229</td>
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</tbody>
</table>
1. Ability to communicate effectively in written/oral forms 4.48
2. Awareness of legal and ethical issues in business and society 4.39
3. Critical thinking skills through strategic problem-solving using business knowledge 4.49
4. Awareness of the global business environment 4.17
5. Basic knowledge of the business disciplines and areas 4.62

C. Plus Two Program Results

The Plus 2 in Business Administration option was started in Fall 2014 with the first students completing coursework in Spring 2016. Assessments of the program began in Spring 2016. Current results indicate students in the program are performing at a satisfactory level and on par with the performance of face-to-face students.

**Written Communication**

<table>
<thead>
<tr>
<th>Year</th>
<th>Both delivery methods - direct</th>
<th>Plus 2 - Indirect</th>
<th>Plus 2 - Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3.44</td>
<td>4.0</td>
<td>3.61</td>
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<tr>
<td>2017</td>
<td></td>
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<td>3.1</td>
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</tbody>
</table>

Indirect measures in 2016 for the Plus 2 program are assessments of group cases.

**Critical Thinking**

<table>
<thead>
<tr>
<th>Year</th>
<th>Both delivery methods - direct</th>
<th>Plus 2 - Indirect</th>
<th>Plus 2 - Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3.56</td>
<td>3.5</td>
<td></td>
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<tr>
<td>2017</td>
<td></td>
<td>3.1</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Discipline Knowledge

- 2015: Both delivery methods - direct: 78.3, Plus 2 - Direct: 81.8
- 2017: Both delivery methods - direct: 77, Plus 2 - Direct: 82.3
IV. MBA

A. Closing the Loop Examples

Note: Indirect measures using survey results from MBA graduates indicate students consistently believe that they have and demonstrate characteristics desired for MBA graduates.

The following closing-the-loop examples report direct measures of performance.

Goal 1: Discipline Knowledge

Assessment measure is ETS MFTMBA performance for each delivery method relative to results for all test takers nationwide.

2013-2014
Full-time: 82%
Online: 92%
PMBA: 95%

2014-2015
Full-time: 45%
Online: 61%
PMBA: 70%

2015-2016
Full-time: 58%
Online: 80%
PMBA: 58%

Change curriculum in BA 513, discussed finance results with faculty teaching the course and reviewed material coverage - because this a corporate finance course, some topics on the ETS MFTMBA are not covered in any core courses. Expect results to be lower in this area as a result.

2016-17
Reassess
Goal 2: Qualitative Reasoning – All delivery methods

Assessment uses results for Integrative Reasoning portion of the ETS MFTMBA exam. The following are the percent of all questions answered correctly by WKU MBA students. There is no comparison to results for other institutions.

- 2013-2014 ETS MFTMBA Integrative Reasoning Category 53% Correct
- 2014-2015 ETS MFTMBA Integrative Reasoning Category 56% Correct
- 2015-2016 ETS MFTMBA Integrative Reasoning Category 56%
- 2016-2017 55% Correct

Game Results are comparable

Requested ETS MFTMBA national percentile scores for better assessment interpretation; looking at an alternative artifact in BA 590 used first in Fall 2016
Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.

Spring 2015
Look back assessment of new learning goal with proposed rubric using artifact from full-time class

Spring 2016
Assessed full-time and online students using video presentations
PASS

Spring 2017
Suggested the inclusion of more data techniques and emphasis on analysis

Fall 2017
Meet with faculty to discuss assessment results and evaluate how to proceed/improve

Spring 2017
Assessed live presentations by full-time students
PASS

Fall 2017
Meet with faculty to discuss assessment results and evaluate how to proceed/improve
Goal 4: Teamwork/Communication

The teamwork goal is measured using peer-assessments based on the GFCB teamwork rubric. While there are periodic students who do not display all of the desired teamwork characteristics, MBA graduates are consistently satisfied with their teamwork experiences and rate teammates higher than the expected 3.5/5 desired performance.

Exclusive PMBA Goal: Global Awareness

Results are based on the assessment of individual essays of study abroad experiences.
B. Summary Assessment Results 2012-2017

Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines.

Overall results by delivery method:

Results indicate that WKU’s Online and Professional MBA students consistently score among the top programs in the US – including the top 5% in 2013. Generally, the Full-time MBA students score in the top half compared to all other US programs. Analysis indicated that the slightly lower Full-time MBA scores could be attributed primarily to international students. The English as a Second Language Institute has since strengthened their graduation requirements.

* Testing administration problems occurred with Full-time MBA students in 2012.

The following results derive from a Business Strategy Game. This artifact was first used in Summer 2016 with the intent of determining whether the game might provide relevant information for assessing student discipline knowledge which either supports or refutes ETS MFTMBA results. Usage was expanded to two classes in Summer 2017. Categories in the game can be used for assessing discipline knowledge and qualitative reasoning (Goals 1 and 2). Game results are team scores and are, therefore, indirect measures.
The following is a measure of overall performance in the game (in percentiles).

### Game Results Combined Delivery Methods

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
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ETS MFTMBA Results by Discipline (in percentiles):

### Results by Discipline for all Delivery Methods

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<td>51</td>
<td>58</td>
<td>65</td>
<td>68</td>
<td>63</td>
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</tr>
<tr>
<td></td>
<td>46</td>
<td>49</td>
<td>48</td>
<td>62</td>
<td>62</td>
</tr>
</tbody>
</table>

There was a great deal of discussion in the MBA and AOL Committees concerning the slightly lower ETS MFTMBA score for finance. We investigated the range of coverage on the MFTMBA and discovered that we did not teach one or two of the finance topics in our corporate finance curriculum. After a discussion involving the MBA faculty in finance and the Department of Finance, we decided not to change the coverage in BA 519 and simply modify our interpretation of the MFTMBA score in Finance. That is, we now know that score will be a little lower on the MFTMBA for structural reasons.
Game Results by Discipline (in percentiles):

Goal 2: Qualitative Reasoning

*Students will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.*

ETS MFTMBA Results for Strategic Integration (in percentiles):
Goal 3: Quantitative Reasoning

Students will be able to apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

This goal was approved in Fall 2015. A “look-back” assessment of Spring 2015 artifacts were used to develop a relevant rubric and to develop appropriate artifacts for assessment.
Goal 4: Communications/Teamwork

Students will demonstrate the communication, collaboration, and team skills necessary to successfully complete a project.

MBA student peer evaluations indicate satisfaction with four characteristics identified as good team skills.

Exclusive Professional MBA (PMBA) Goal: Global Awareness

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the United States and other nations which impact business.

The scores for this learning goal on a scale of 1-5 with 5 being the most positive:
C. Results by Delivery Method

Goal 1: Discipline Knowledge

As discussed earlier, the only score that repeatedly scores below the expectation of the 50th percentile is in the subject of Finance. Please see the discussion of this on a prior page.

The following are ETS MFTMBA results (in percentiles):

![Full-time results](chart)

![PMBA results](chart)
Goal 2: Qualitative Reasoning

ETS Strategic Integration

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>PMBA</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>42</td>
<td>58</td>
<td>58</td>
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<tr>
<td>2013</td>
<td>58</td>
<td>62</td>
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<td>2014</td>
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<td>2015</td>
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<td>2016</td>
<td>60</td>
<td>52</td>
<td>56</td>
</tr>
<tr>
<td>2017</td>
<td>55</td>
<td>55</td>
<td>56</td>
</tr>
</tbody>
</table>
Goal 3: Quantitative Reasoning

This goal was adopted in 2015-2016.

The scores on this learning goal on a scale of 1-5 with 5 being the most positive are below:

![Quantitative Reasoning Chart]

Goal 4: Communications/Teamwork

![Teamwork Chart]

D. Learning Goals and Results Prior to 2015

Updated learning goals for the MBA program were adopted in Fall 2015. These updates driven in large measure as a result of a stakeholder survey administered in the Summer of 2015. The survey indicated that data analytics has emerged as an important skill for MBA graduates. This resulted in new Learning Goal 3: Quantitative Reasoning. All learning goals were renamed, but many of the desired characteristics remain the same as reflected in objectives associated with
each learning goal. Learning Goal 4 is now Teamwork/Communication where communication more clearly reflects those communication skills necessary for effective teamwork.

**Goal 1: Organizational Leadership**

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

**Objectives**

1. They will be able to use both 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

Professors with presentations emphasized best practices and expectations following 2014.

Oral and written communications were subsumed into the Teamwork/Communication learning goal when all MBA goals were reviewed and revised in 2015. Teamwork/Communication evaluates communication in the teamwork environment.
Ethical awareness is now a part of Qualitative Reasoning (Current Learning Goal 2).

**Goal 2: Business Knowledge**

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

**Objectives**

4. Entering students will have adequate foundational preparation to be successful

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

This goal has been consistently measured by performance on the ETS MFTMBA. Scores prior to 2015 were consistent with those after 2015: ranging from very high to slightly below average in finance. Scores for Online and Professional MBA were among the highest while scores for the Fulltime students were sometimes lower as discussed in the preceding section.

**Goal 3: Critical and Strategic Thinking**

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

**Objectives**

6. They will be able to identify and analyze problems at the organizational level

7. They will be able to apply solutions to organizational-level problems (including conventional, innovative, integrative, and critical solutions).

This goal has been consistently measured by performance on the ETS MFTMBA.