
ASSURANCE OF LEARNING

WESTERN KENTUCKY UNIVERSITY
2017

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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

| | Role | First year of Service |
|-----------------------------------|--|-----------------------|
| Jean Snavelly | Coordinator | 2015 |
| Shane Spiller | Ex-officio, Continuous Improvement Committee Chair | 2008 |
| Whitney Peake | Ex-officio, Evidence and Argument Fellow | 2016 |
| Department Representatives | | |
| Bob Hatfield | Associate Dean for Graduate Studies and Research/MBA Committee | 2016 |
| Allen Hunt | Accounting | 2015 |
| Thad Crews | Business Informatics/Computer Information Systems | 2014 |
| David Zimmer | Economics | 2011 |
| Ron Rhoades | Finance | 2015 |
| Ismail Civelek | Management | 2017 |
| Mary Jane Gardner | Marketing | 2011 |

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.

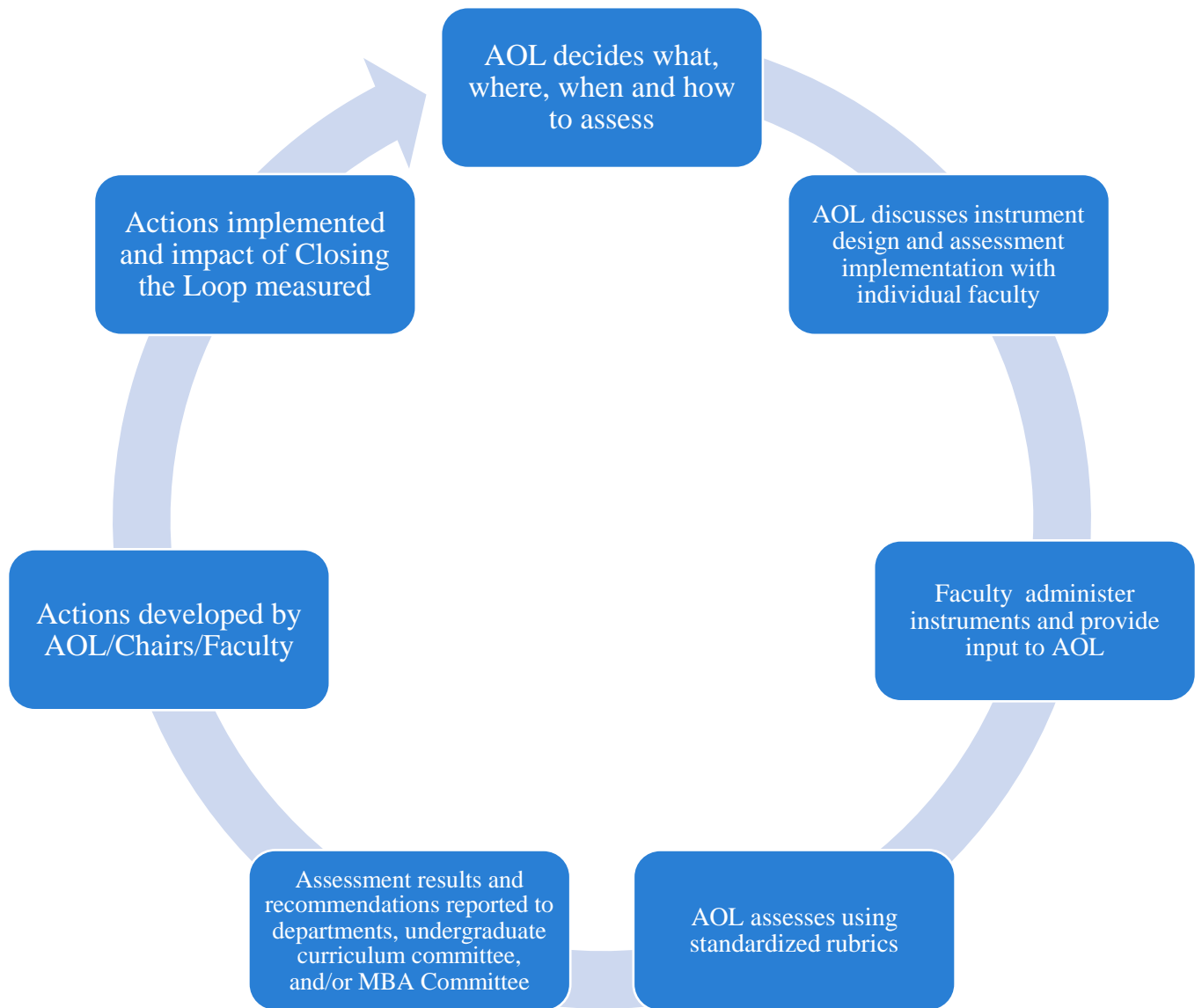
Department chairs are responsible for ensuring that an effective assurance of learning process is taking place in their respective departments and for fostering continuous improvement. They are responsible for creating a departmental curriculum committee that involves faculty in the development of program 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.

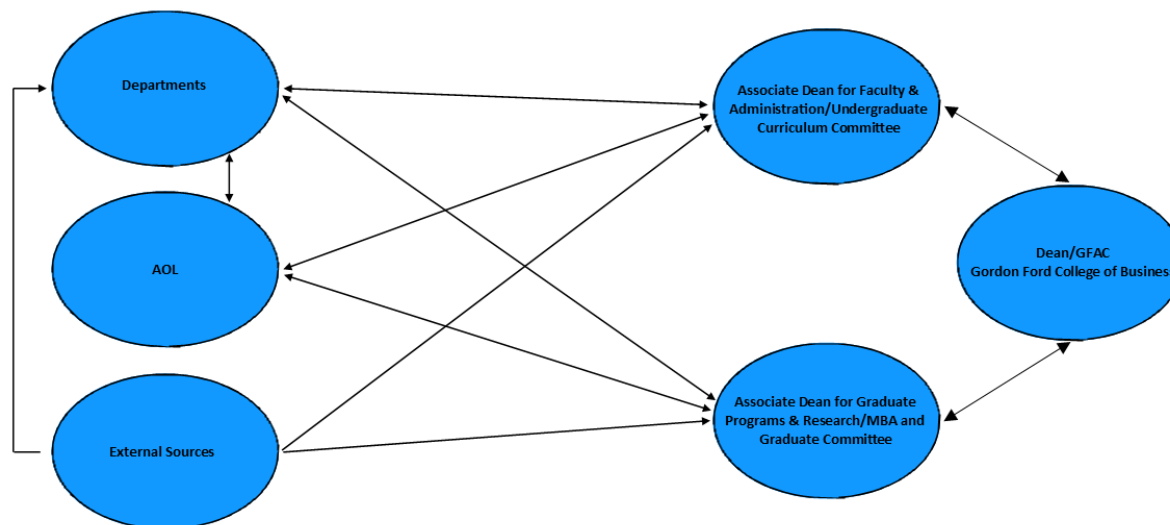
The following figure provides a general overview of the curriculum management and assessment process.

Figure 1: Curriculum Management and Assessment (Closing the Loop) Process



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

| | Communication | Legal and Ethical Awareness | Critical and Strategic Thinking | Global Awareness | Discipline Knowledge |
|----------|---------------|-----------------------------|---------------------------------|------------------|----------------------|
| ACCT 200 | | 1 | 2 | | 3 |
| ACCT 201 | | | 2 | | 3 |
| CIS 141 | | | | | 3 |
| CIS 243 | 2 | 1 | | | 3 |
| ECON 202 | | | 2 | | 3 |
| ECON 203 | | | 2 | 3 | 3 |
| ECON 206 | | | 3 | | 3 |
| FIN 330 | 1 | 3 | 2 | | 3 |
| MGT 200 | 2 | 3 | 3 | 2 | 3 |
| MGT 210 | 2 | 2 | 3 | 2 | 3 |
| MGT 314 | 1 | 1 | 3 | 3 | 3 |
| ENT 496 | 3 | 1 | 3 | | 3 |
| MGT 498 | 3 | 1 | 3 | 3 | 3 |
| MKT 220 | 1 | 2 | 1 | 1 | 3 |
| COMM 145 | 3 | | | | |
| MATH 116 | | | | | |

| | |
|--|--|
| | 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

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

Undergraduate Tool Courses

COMM 145 Fundamentals of Speaking & Communication

MATH 116 College Algebra

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

| | | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|------------------------------|---------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Goals and Objectives | | | | Review | | | | | | | |
| Rubrics | | | | | Review | | | | | | |
| Goal 1: Communication | | | | | | | | | | | |
| | Oral | Direct* | Data | | Data | | | Data | | | Data |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| | Written | Direct* | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| Goal 2: Ethic and Legal | | | | | | | | | | | |
| | | Direct* | | Data | | | Data | | | Data | |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| Goal 3: Critical Thinking | | | | | | | | | | | |
| | | Direct* | Data | | Data | | | Data | | | Data |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| Goal 4: Global Awareness | | | | | | | | | | | |
| | | Direct* | | Data | | | Data | | | Data | |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| Goal 5: Discipline Knowledge | | | | | | | | | | | |
| | | Direct† | Data | Data | Data | Data | Data | Data | Data | Data | Data |
| | | Indirect** | Data | Data | Data | Data | Data | Data | Data | Data | Data |

*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

| | BA 510 | BA 511 | BA 513 | BA 515 | BA 517 | BA 519 | BA 590 |
|---------------------------------|-----------------------|-----------|------------------------|------------|-----------|---------|----------|
| LEARNING OBJECTIVE | Organization Behavior | Economics | Information Technology | Accounting | Marketing | Finance | Strategy |
| 1. Discipline Knowledge | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2. Qualitative Reasoning | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| 3. Quantitative Reasoning | | | 3 | 2 | 1 | 3 | |
| 4. Teamwork/Communication | 3 | | 2 | 3 | 2 | 2 | 3 |
| E. Global Awareness (PMBA only) | 3 | | | | 1 | | 3 |

| | |
|---|---|
| 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

| | 2017 Sum | 2017 Fall | 2018 Spr | 2018 Sum | 2018 Fall | 2019 Spr | 2019 Sum | 2019 Fall | 2020 Spr | 2020 Sum | 2020 Fall | 2021 Spr | 2021 Sum | 2021 Fall | 2022 Spr |
|--|-------------|--------------|-------------|-------------|--------------|-------------|-------------|------------------|-------------|-------------|--------------|-------------|-------------|--------------|-------------|
| Learning Goals Objectives | | | | | Review | | | | | | | | | | |
| Learning Goal | | | | | | | | Refine/Implement | | | | | | | |
| Discipline Knowledge* | | | | | | | | | | | | | | | |
| Full-time | | Data | | | Data | | | Data | | | Data | | | Data | |
| PMBA | | Data | | | Data | | | Data | | | Data | | | Data | |
| Online | | Data | | | Data | | | Data | | | Data | | | Data | |
| Qualitative Reasoning** | | | | | | | | | | | | | | | |
| Full-time | Data | | | Data | | | Data | | | Data | | | Data | | |
| PMBA | Data | | | Data | | | Data | | | Data | | | Data | | |
| Online | | Data | | | Data | | | Data | | | Data | | | | |
| Quantitative Reasoning† | | | | | | | | | | | | | | | |
| Full-time | | | Data | | | Data | | | Data | | | Data | | | Data |
| PMBA | | Data | | | | Data | | | Data | | | Data | | | Data |
| Online | | | Data | | | Data | | | Data | | | Data | | | Data |
| Teamwork/Communication†† | | | | | | | | | | | | | | | |
| Full-time | Data | | Data | Data | | | Data | | Data | Data | | Data | Data | | |
| PMBA | Data | | | Data | | | Data | | | Data | | | Data | | |
| Online | Data | | | | Data | | | Data | | | Data | | | | Data |
| PMBA - Global Awareness⁺ | | | | | | | | | | | | | | | |
| | Data | | | Data | | | Data | | | Data | | | Data | | |

*Assessed using ETS MFTMBA Results

**Assessed with ETS MFTMBA Results and an embedded case/game in BA 590

†Assessed in BA 513 using a project/case

††Assessed using teamwork peer-review results

⁺Assessed using report in BA 580

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.

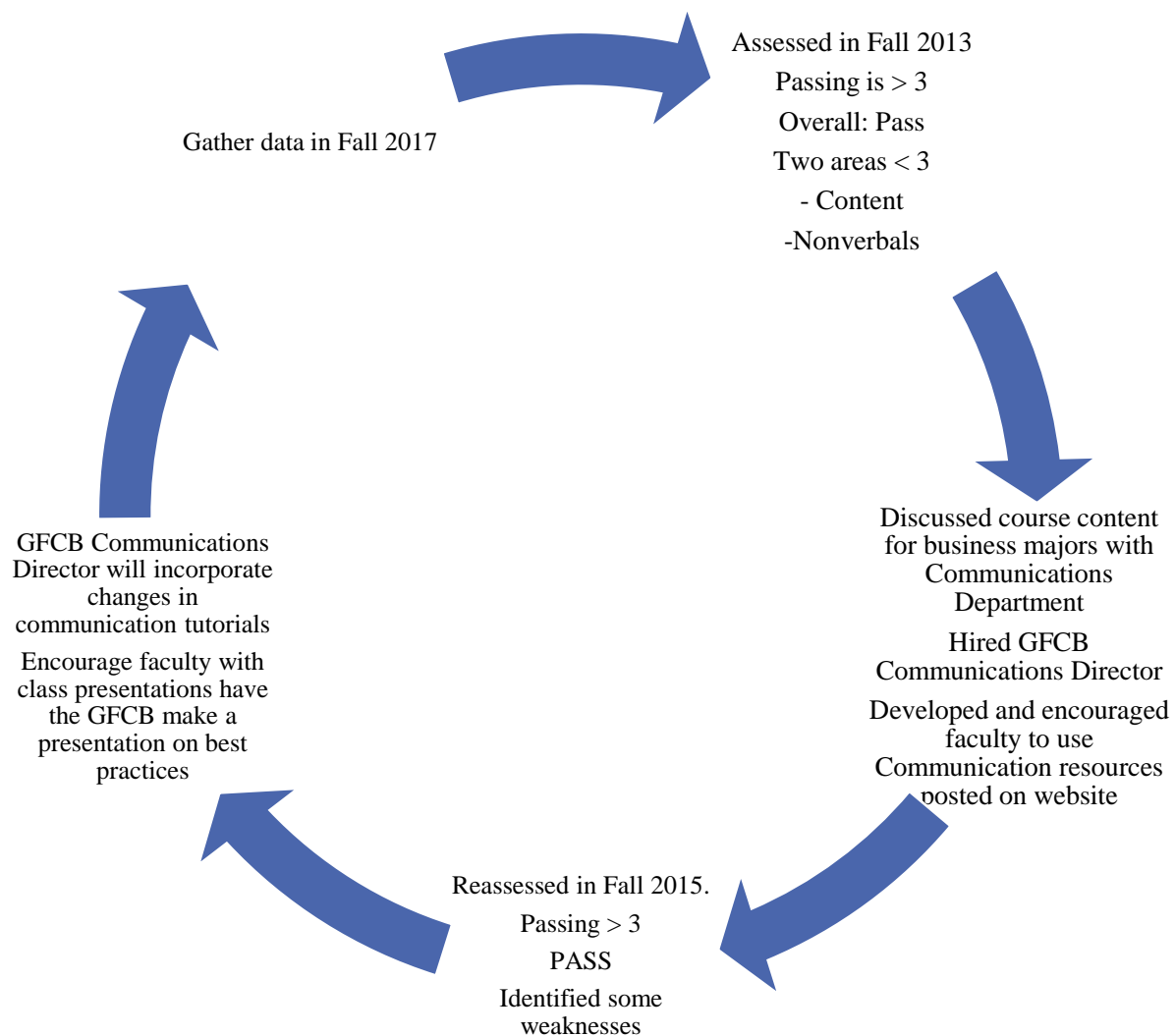
III. Undergraduate

A. Closing the Loop Examples

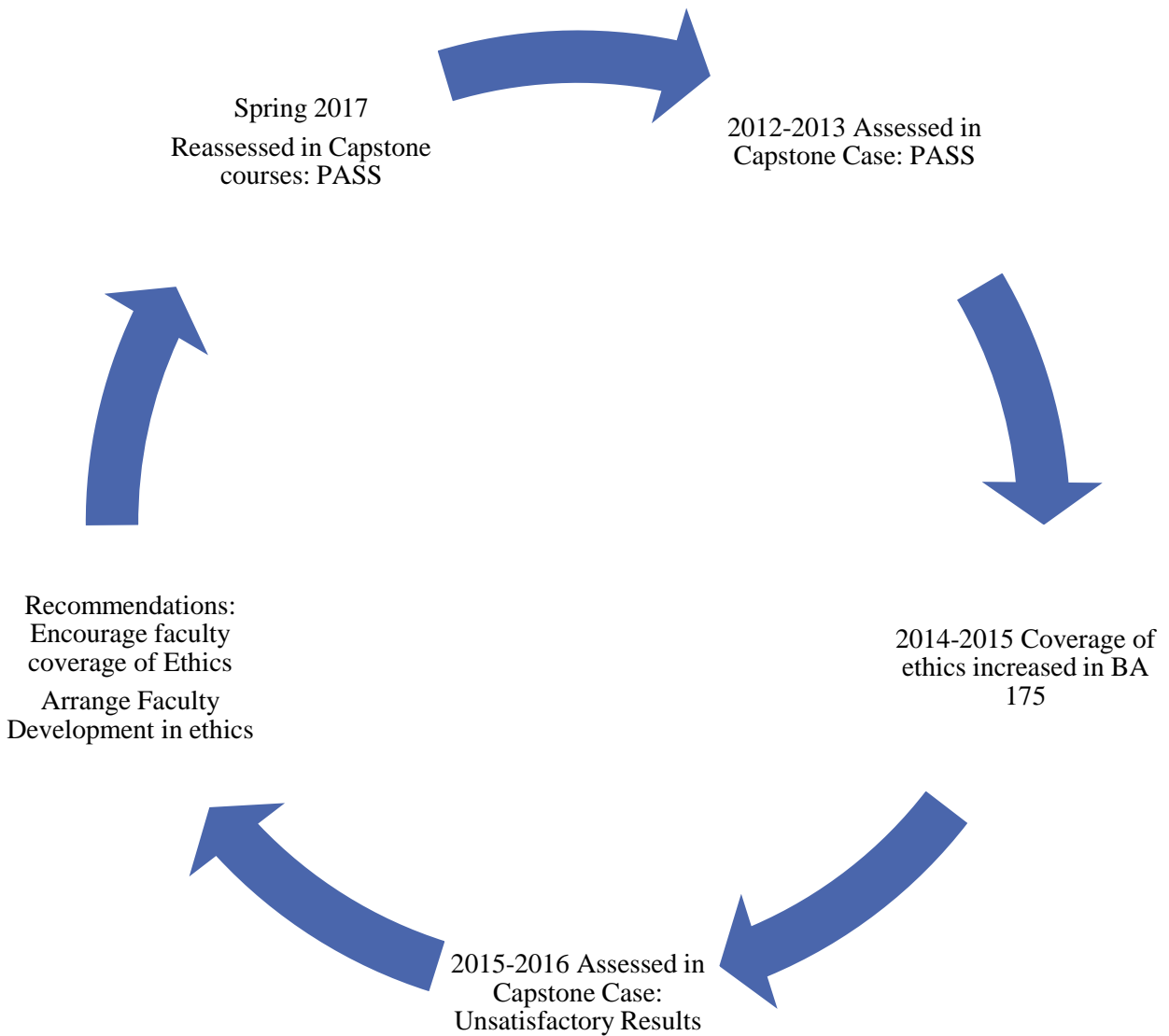
Note: Indirect measures of all learning goals using a student survey of graduating seniors indicate that students believe they possess desired characteristics and are happy with the GFCB program.

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

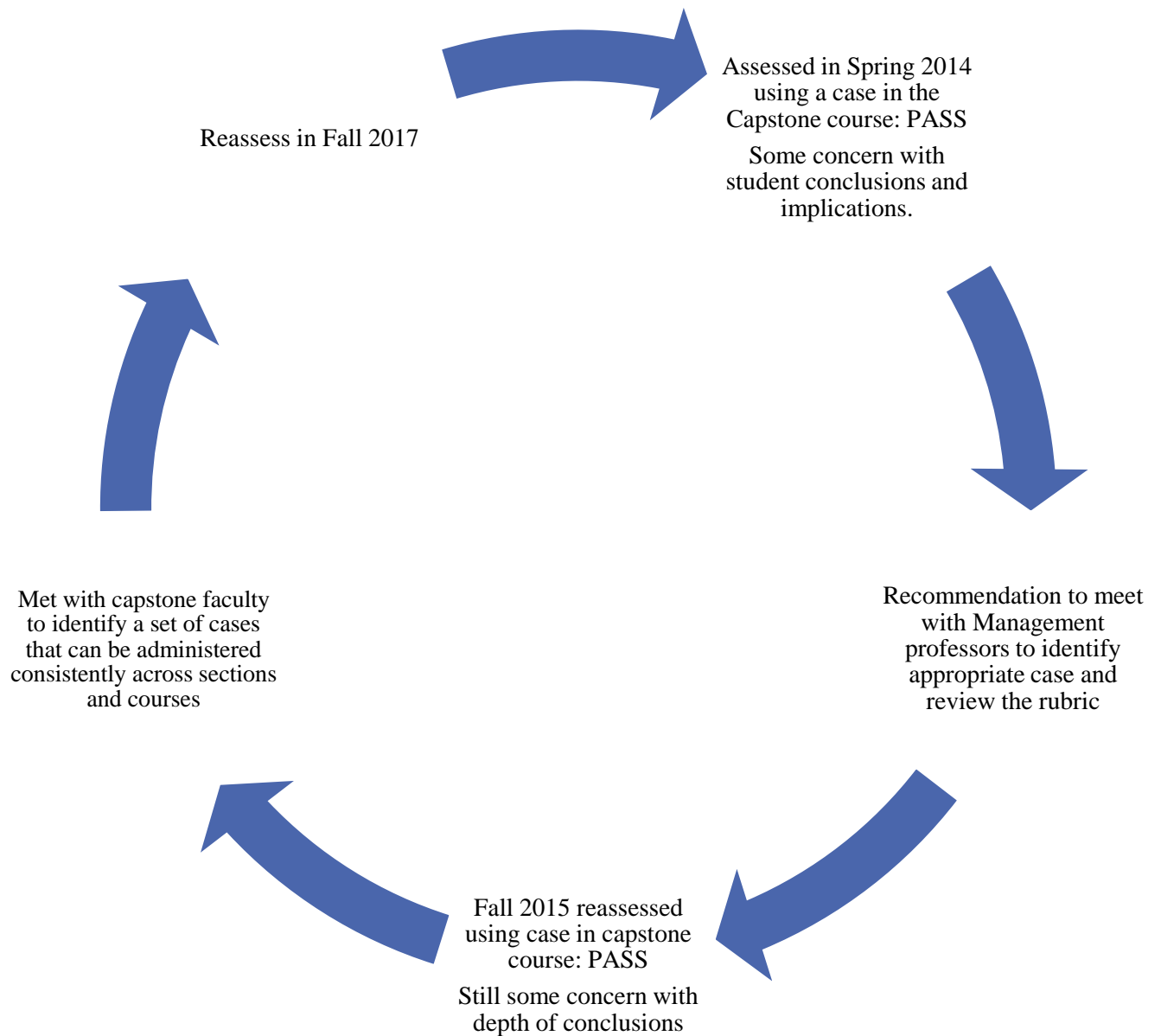
Goal 1: Oral Communication



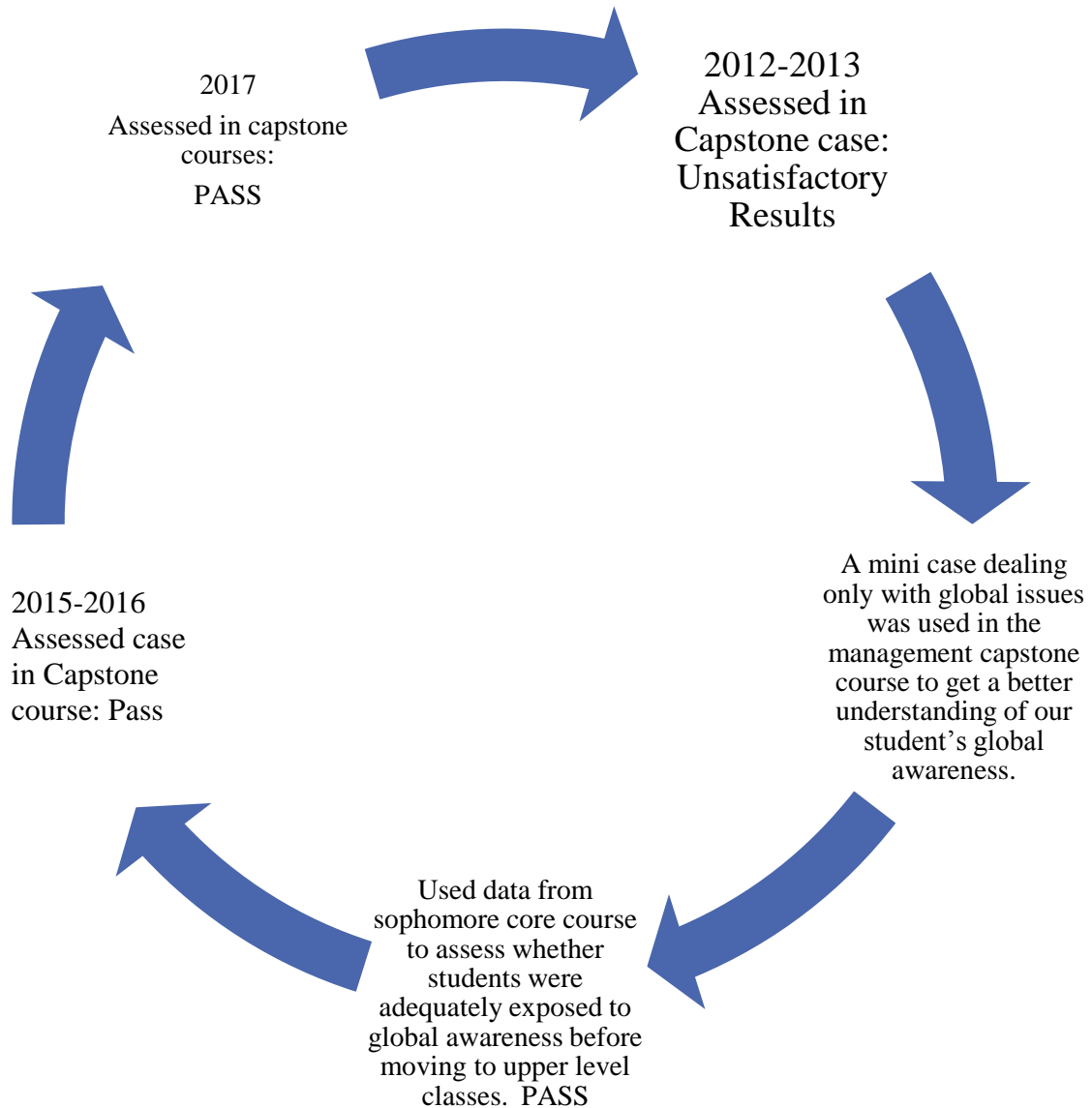
Goal 2: Ethical and legal Awareness



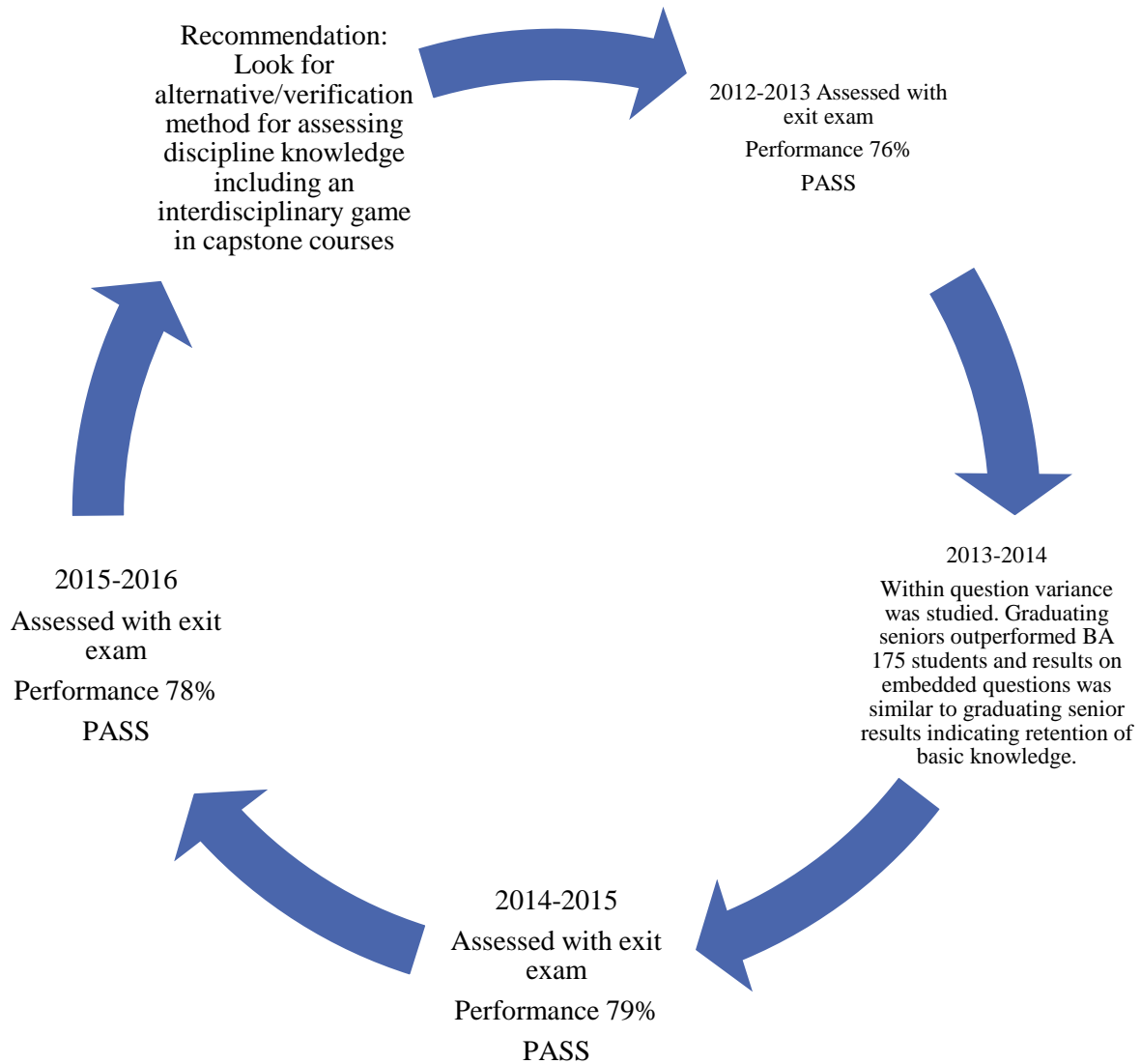
Goal 3: Critical and Strategic Thinking



Goal 4: Global Awareness



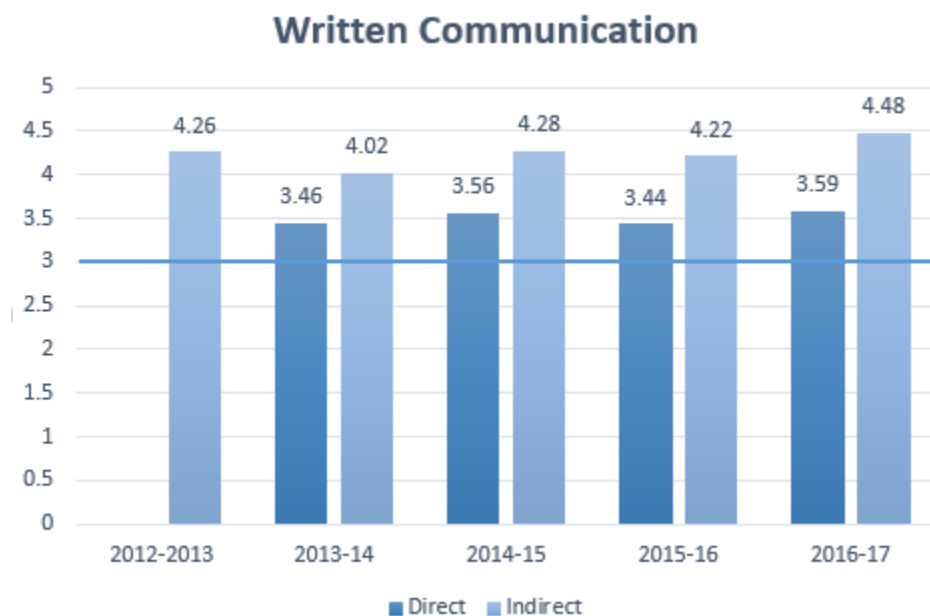
Goal 5: Discipline Knowledge



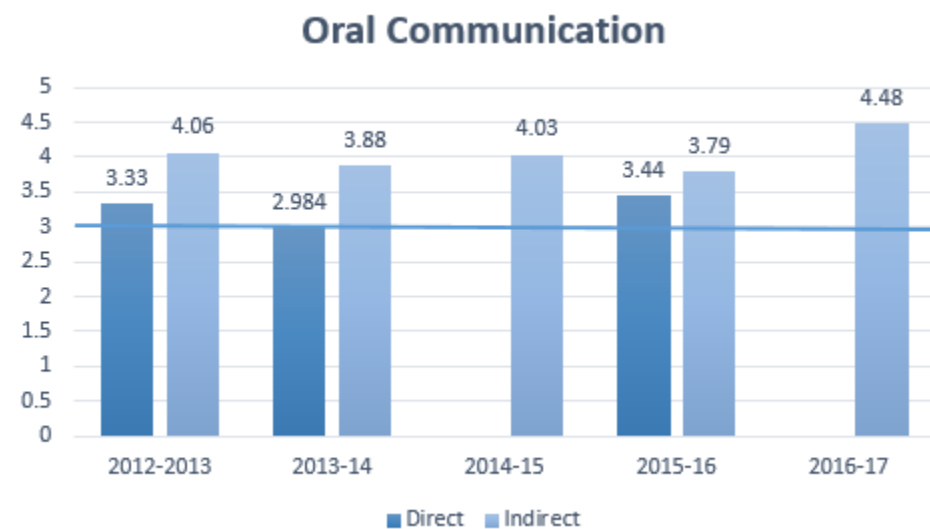
B. Summary Assessment Results 2012-2017

Goal 1: Communication

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



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



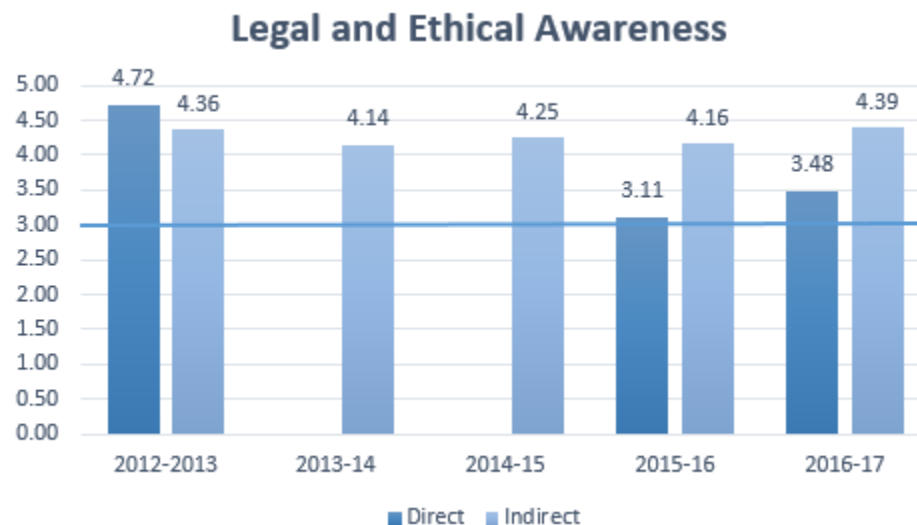
Unacceptable results in 2013-2014.

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](http://www.wku.edu/business/presentationhelp.php) 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.

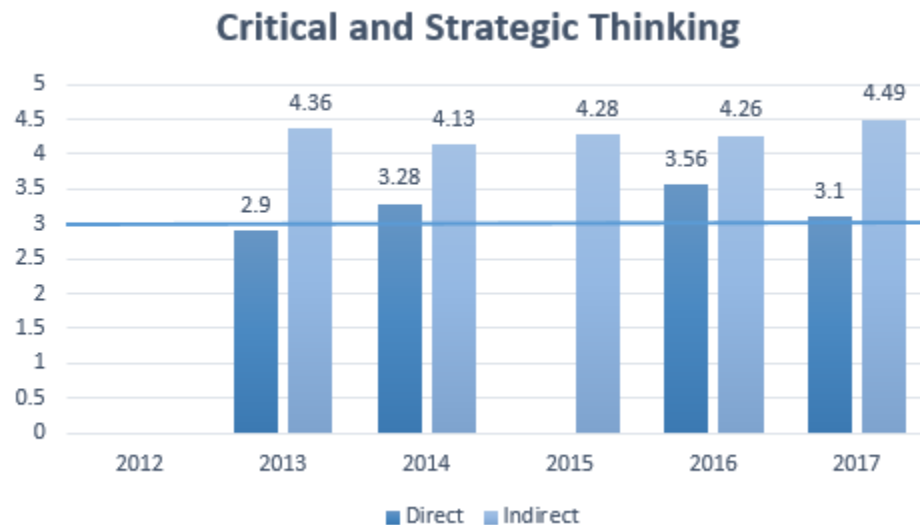
Committee considered a variety of alternative ways to address the results including validation of results using other artifacts and determining the type and extent of coverage in classes indicating that ethics is a component. The committee recommended:

- 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

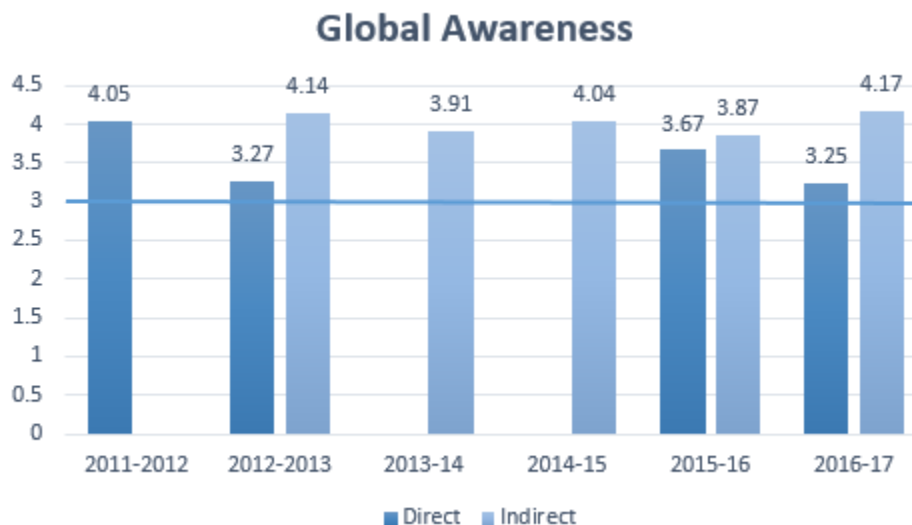
Our students will demonstrate strategic problem solving skills using integrated business knowledge



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

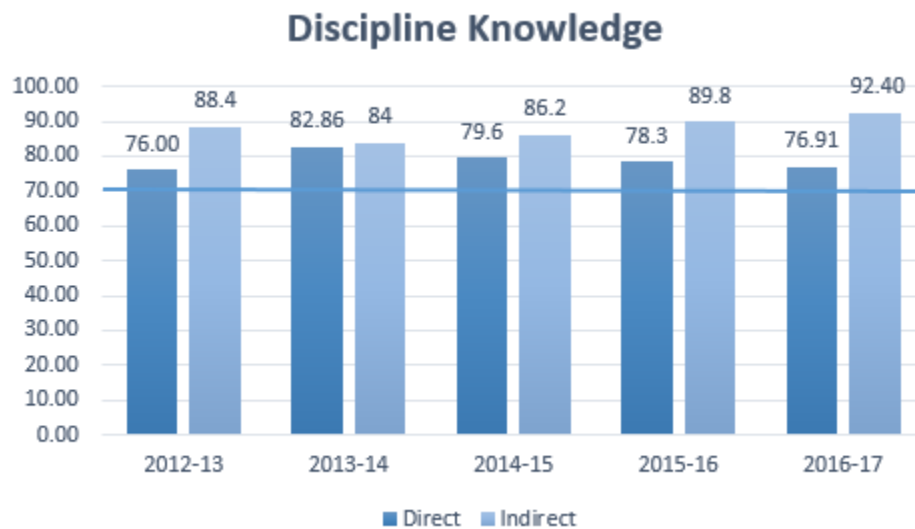
Goal 4: Global Awareness

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.

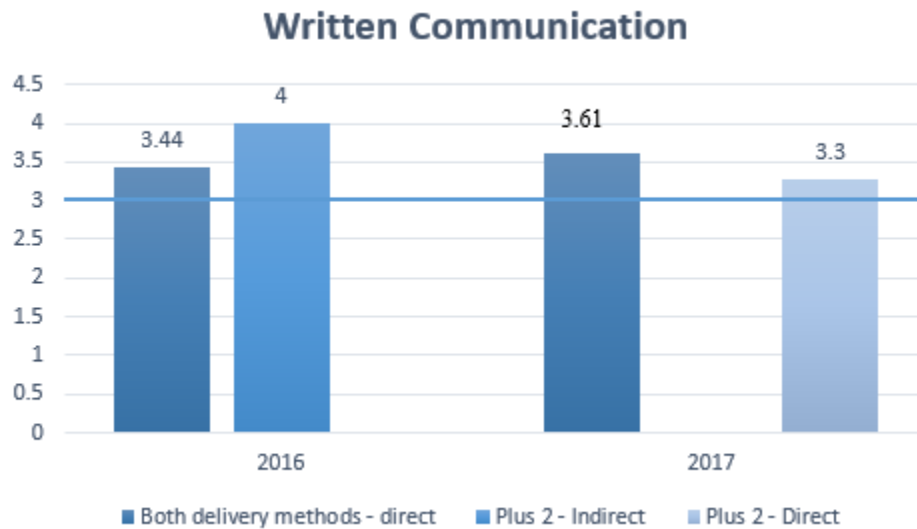
Please rate the following learning outcomes in the GFCB from 1 (poor) to 5 (great)

| # | Question | 1 | | 2 | | 3 | | 4 | | 5 | | Total |
|---|---|-------|---|-------|---|--------|----|--------|----|--------|-----|-------|
| 1 | 1. Ability to communicate effectively in written / oral forms. | 0.44% | 1 | 1.75% | 4 | 4.37% | 10 | 36.24% | 83 | 57.21% | 131 | 229 |
| 2 | 2. Awareness of legal and ethical issues in business and society. | 0.44% | 1 | 1.75% | 4 | 11.79% | 27 | 30.13% | 69 | 55.90% | 128 | 229 |
| 3 | 3. Critical thinking skills through strategic problem-solving using business knowledge. | 0.44% | 1 | 0.44% | 1 | 6.55% | 15 | 34.50% | 79 | 58.08% | 133 | 229 |
| 4 | 4. Awareness of the global business environment. | 0.44% | 1 | 3.49% | 8 | 17.03% | 39 | 37.12% | 85 | 41.92% | 96 | 229 |
| 5 | 5. Basic knowledge of the business disciplines and areas. | 0.44% | 1 | 0.44% | 1 | 3.93% | 9 | 26.64% | 61 | 68.56% | 157 | 229 |

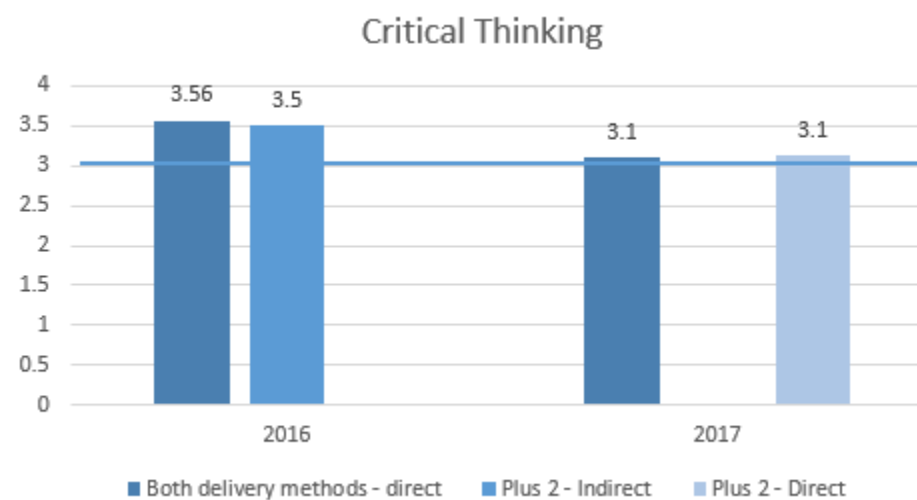
| | Mean |
|--|------|
| 1. Ability to communicate effectively in written/oral forms | 4.48 |
| 2. Awareness of legal and ethical issues in business and society | 4.39 |
| 3. Critical thinking skills through strategic problem-solving using business knowledge | 4.49 |
| 4. Awareness of the global business environment | 4.17 |
| 5. Basic knowledge of the business disciplines and areas | 4.62 |

C. Plus Two Program Results

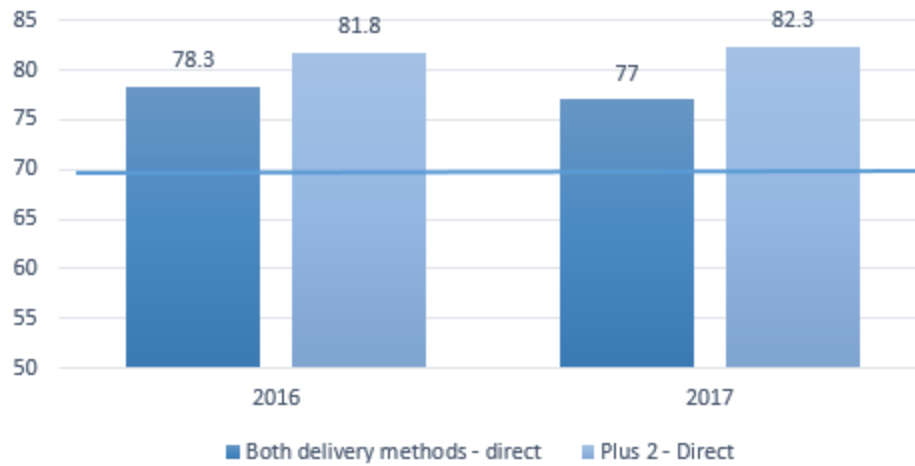
The Plus 2 in Business Administration option was started in Fall 2014 with the first students completing coursework in Spring 2016. Assessments of the program began in Spring 2016. Current results indicate students in the program are performing at a satisfactory level and on par with the performance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



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



Discipline Knowledge



IV. MBA

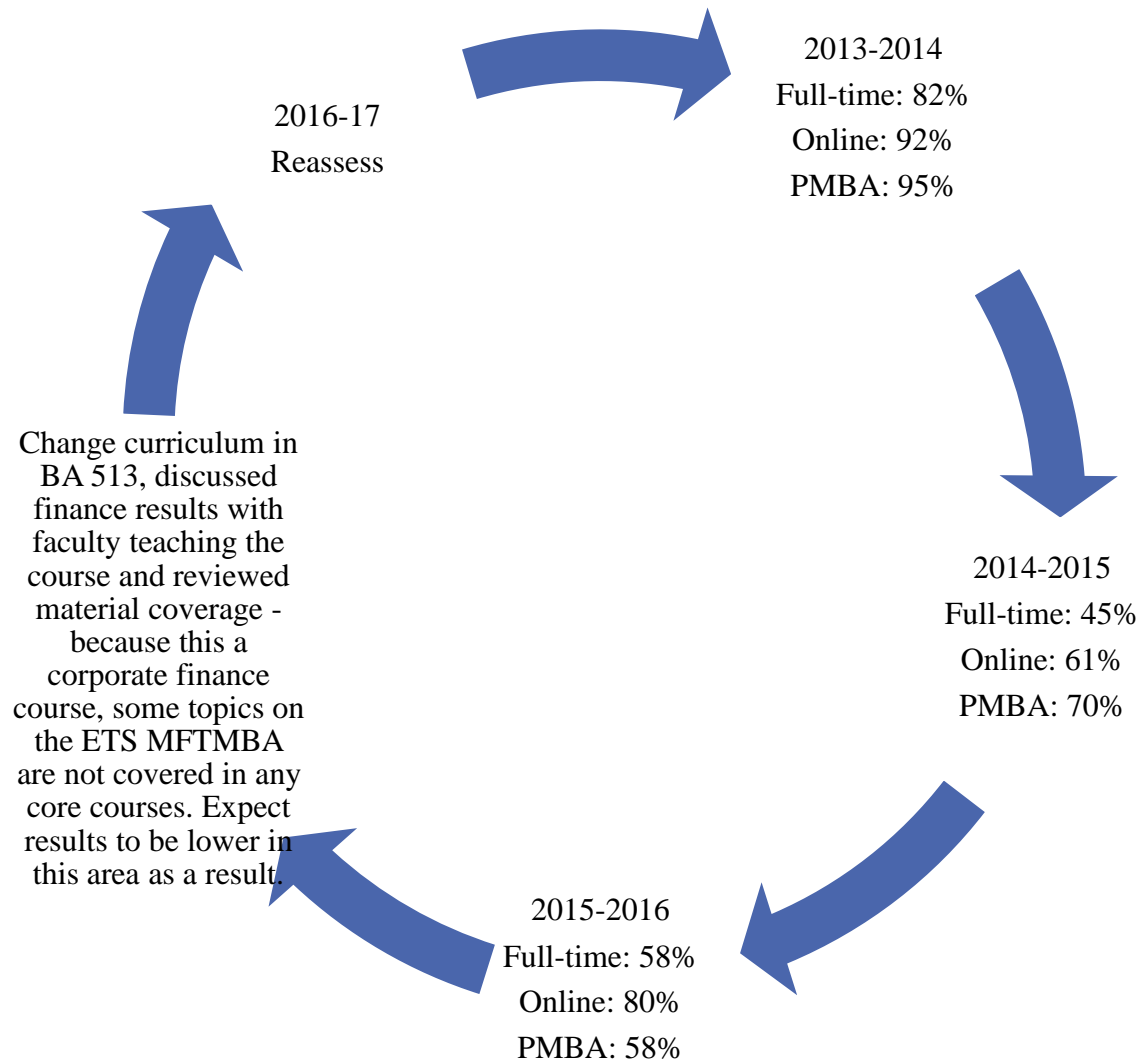
A. Closing the Loop Examples

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.

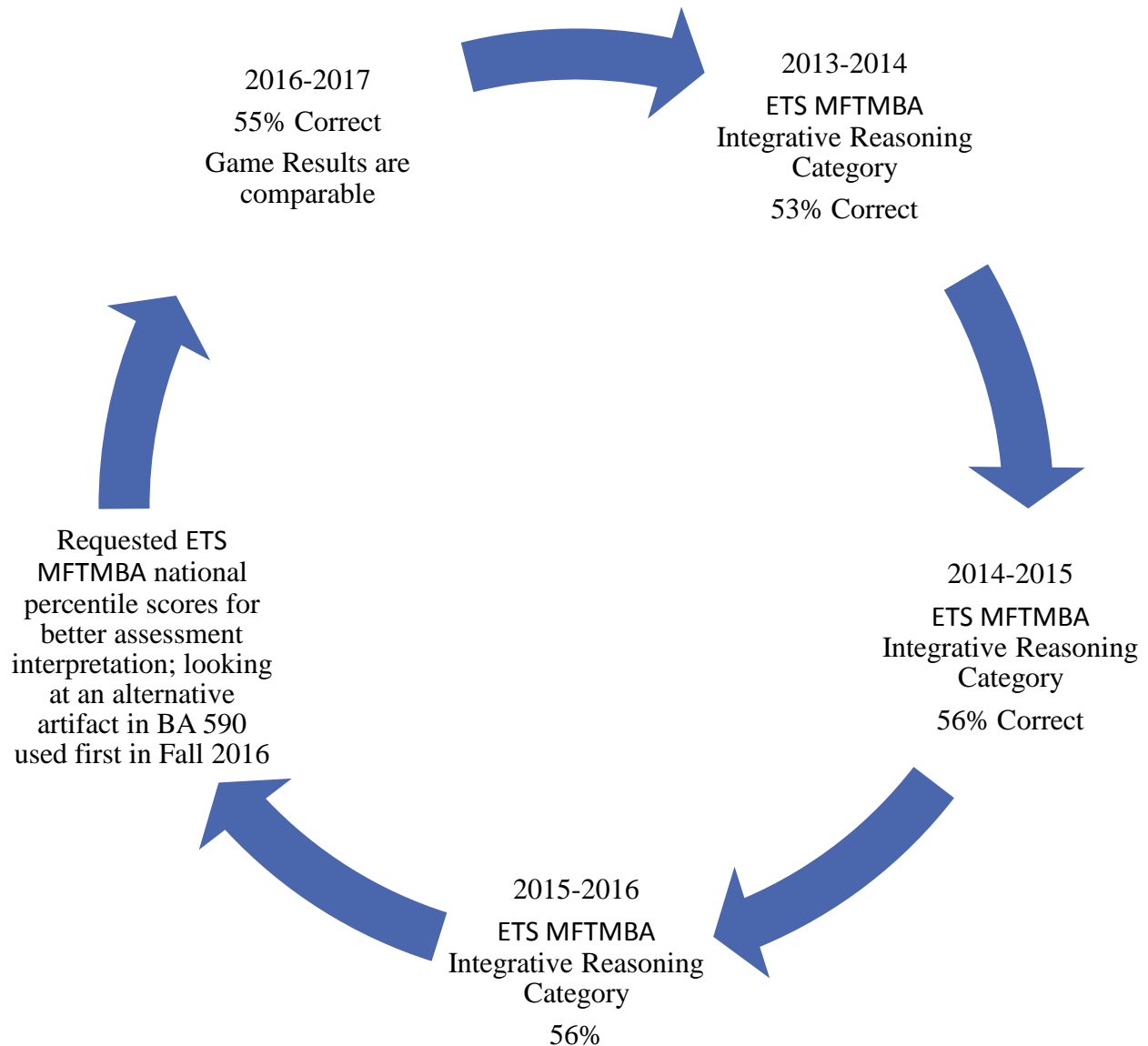
Goal 1: Discipline Knowledge

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



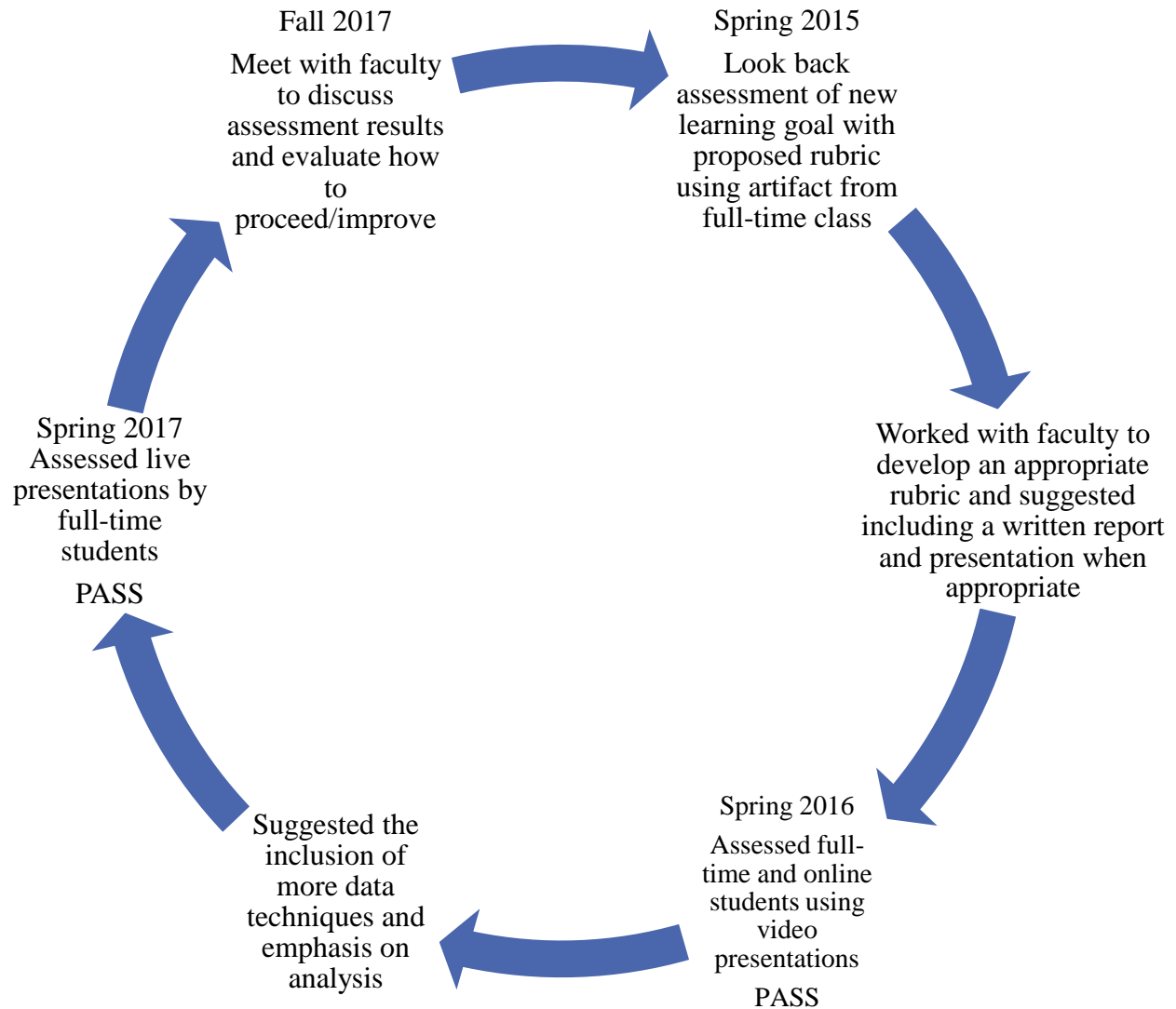
Goal 2: Qualitative Reasoning – All delivery methods

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.



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.

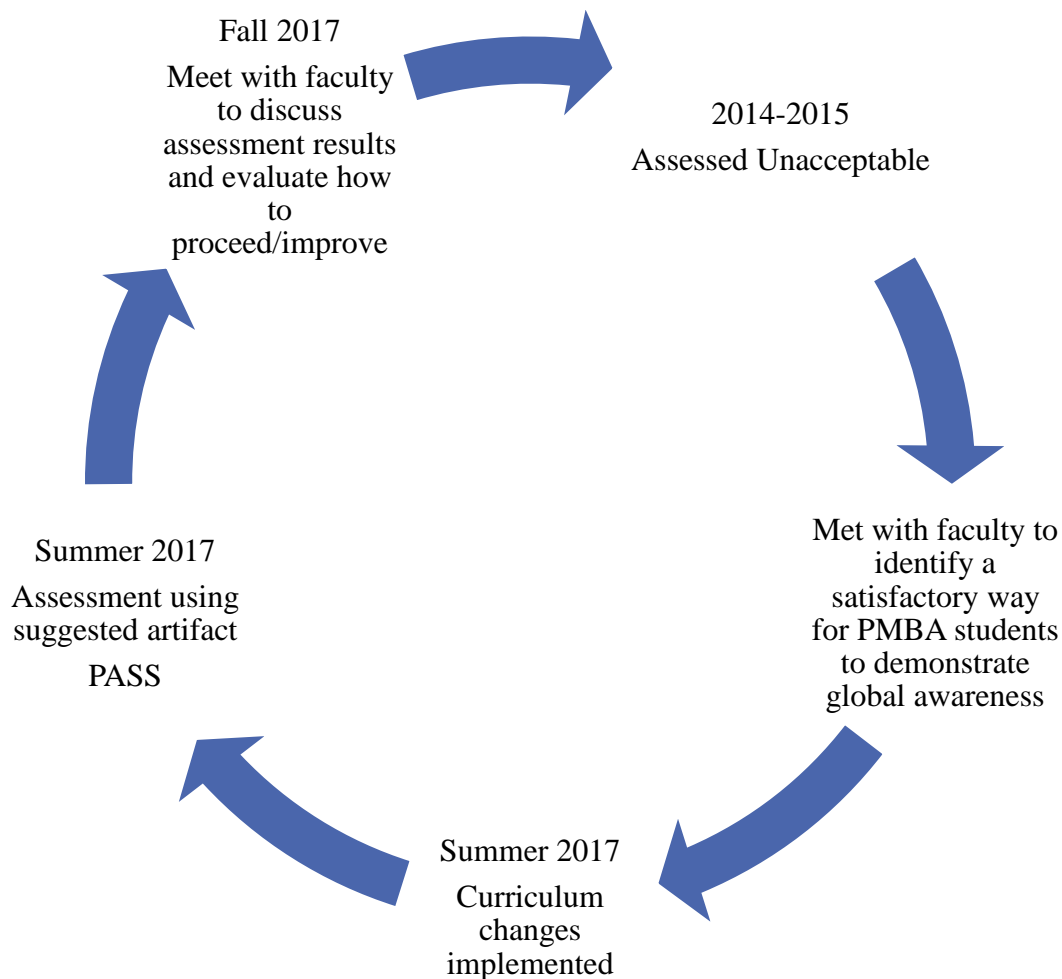


Goal 4: Teamwork/Communication

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.



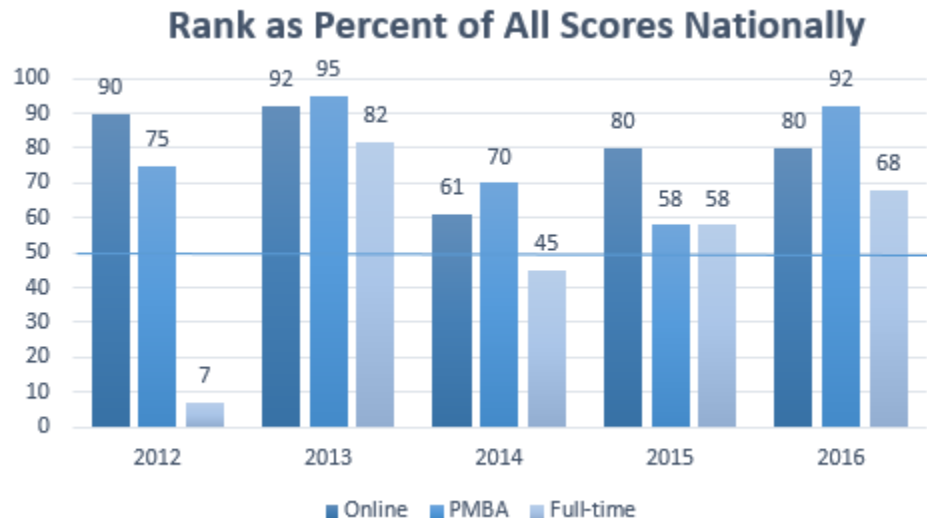
B. Summary Assessment Results 2012-2017

Goal 1: Discipline Knowledge

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

Overall results by delivery method:

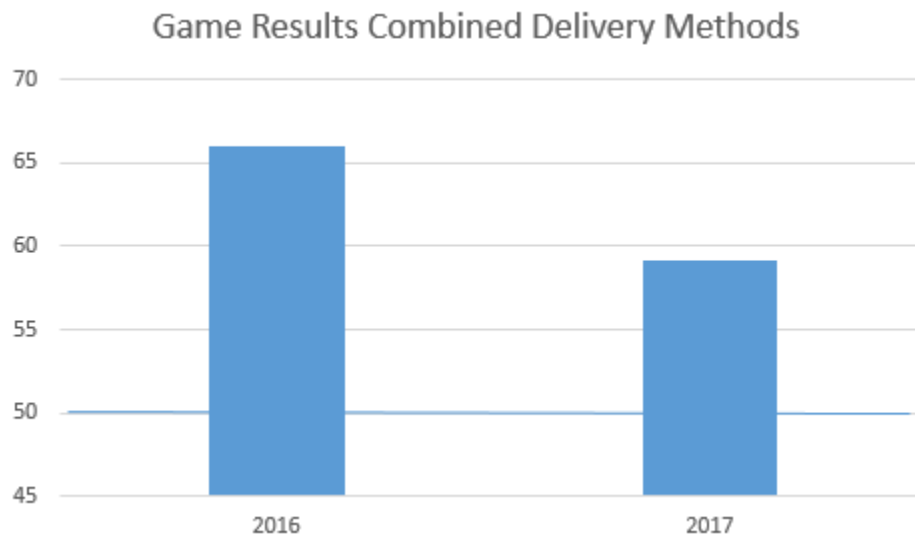
Results indicate that WKU's Online and Professional MBA students consistently score among the top programs in the US – including the top 5% in 2013. Generally, the Full-time MBA students score in the top half compared to all other US programs. Analysis indicated that the slightly lower Full-time MBA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



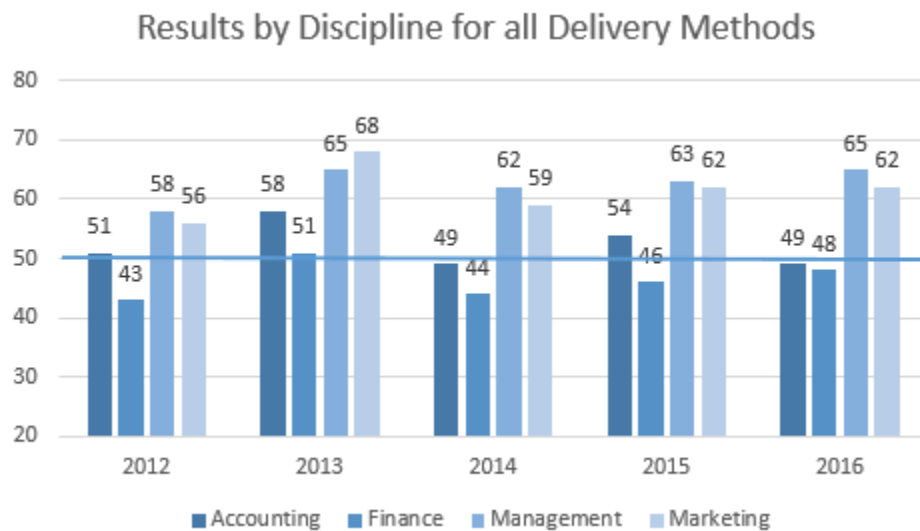
* Testing administration problems occurred with Full-time MBA students in 2012.

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).

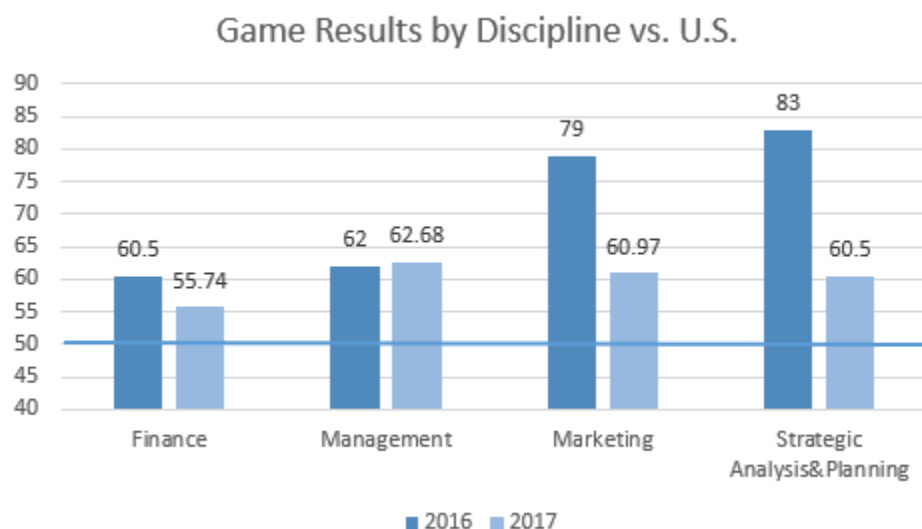


ETS MFTMBA Results by Discipline (in percentiles):



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.

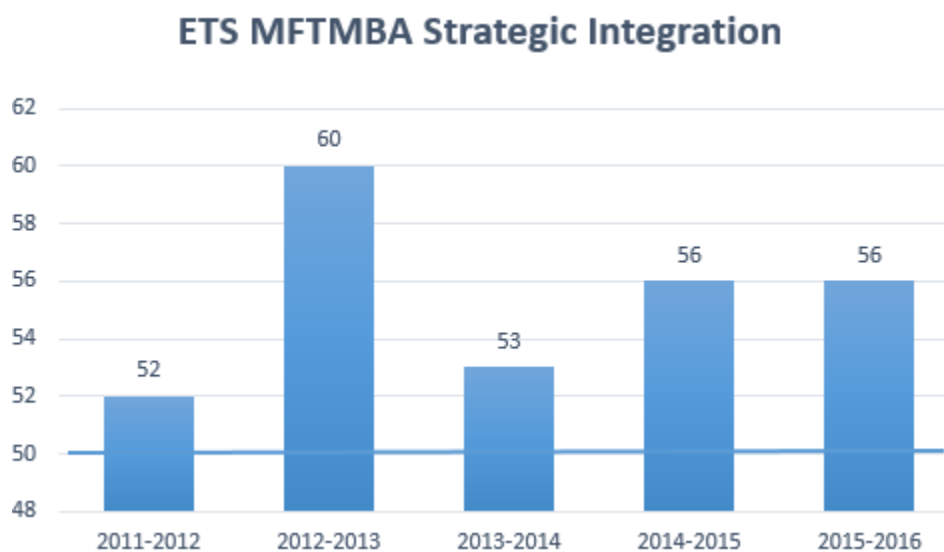
Game Results by Discipline (in percentiles):



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):



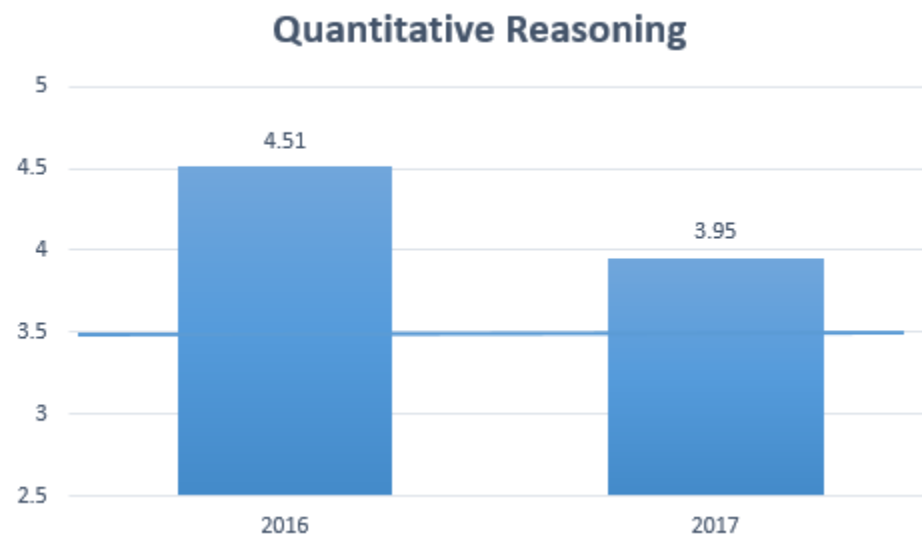
Business Strategy Game Results for Strategic Analysis and Planning:



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.

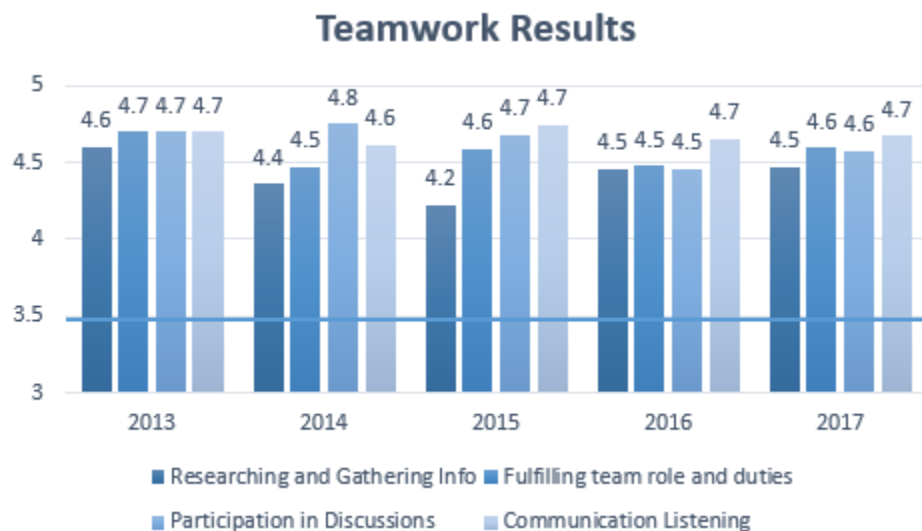
This goal was approved in Fall 2015. A “look-back” assessment of Spring 2015 artifacts were used to develop a relevant rubric and to develop appropriate artifacts for assessment.



Goal 4: Communications/Teamwork

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

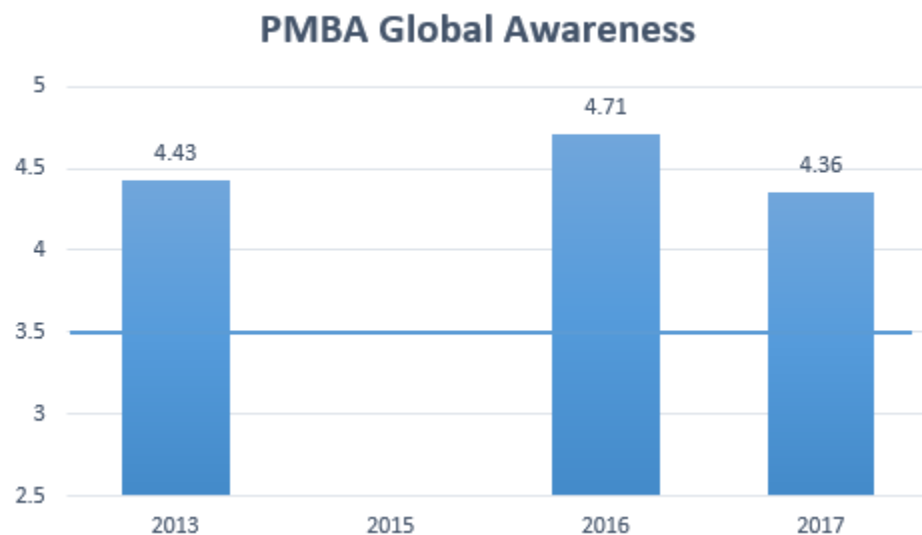
MBA student peer evaluations indicate satisfaction with four characteristics identified as good team skills.



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:

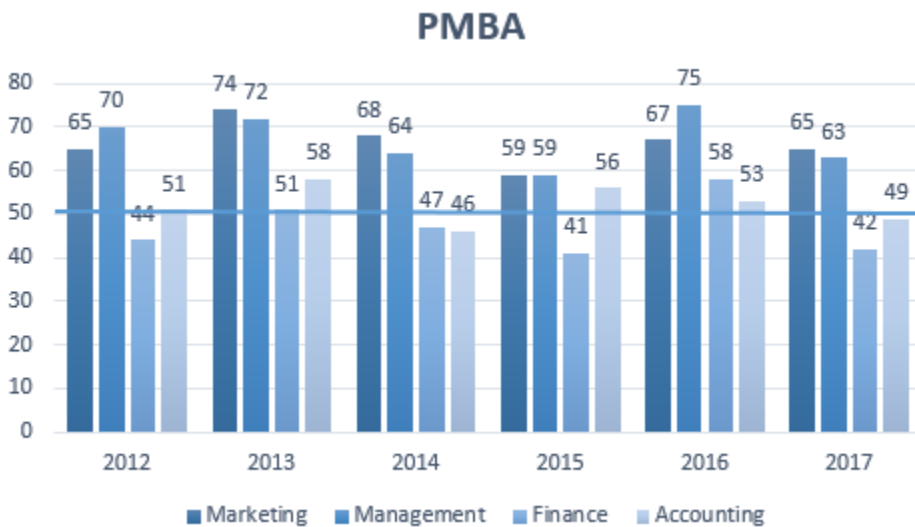
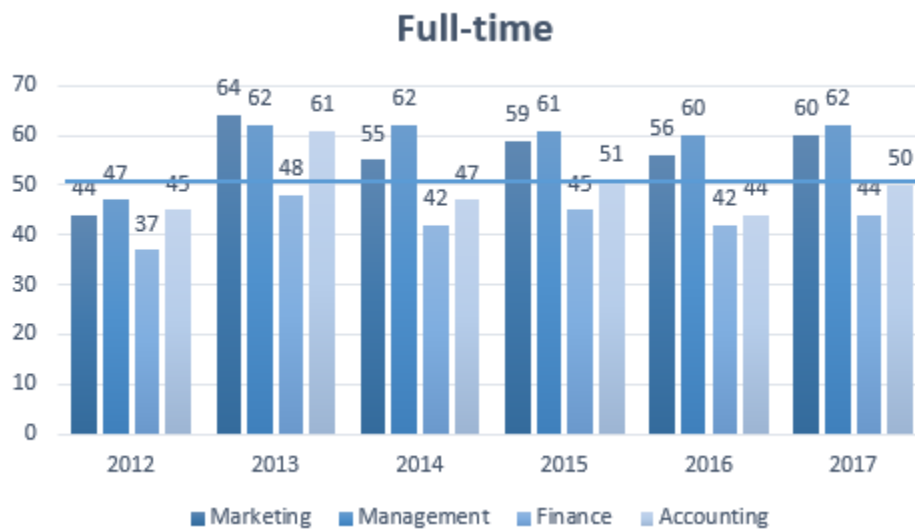


C. Results by Delivery Method

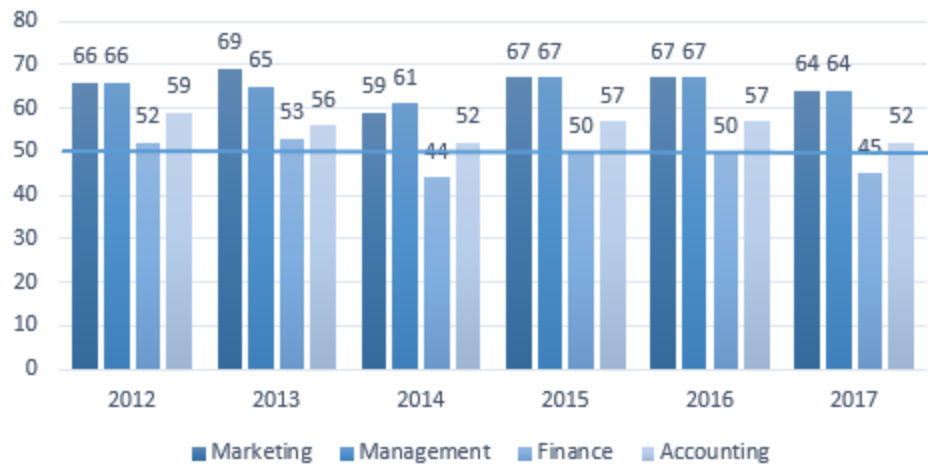
Goal 1: Discipline Knowledge

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):

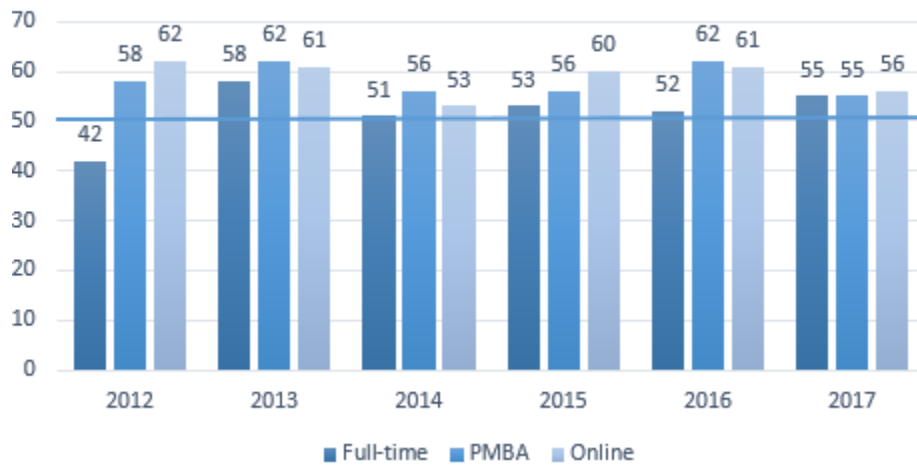


On-line



Goal 2: Qualitative Reasoning

ETS Strategic Integration



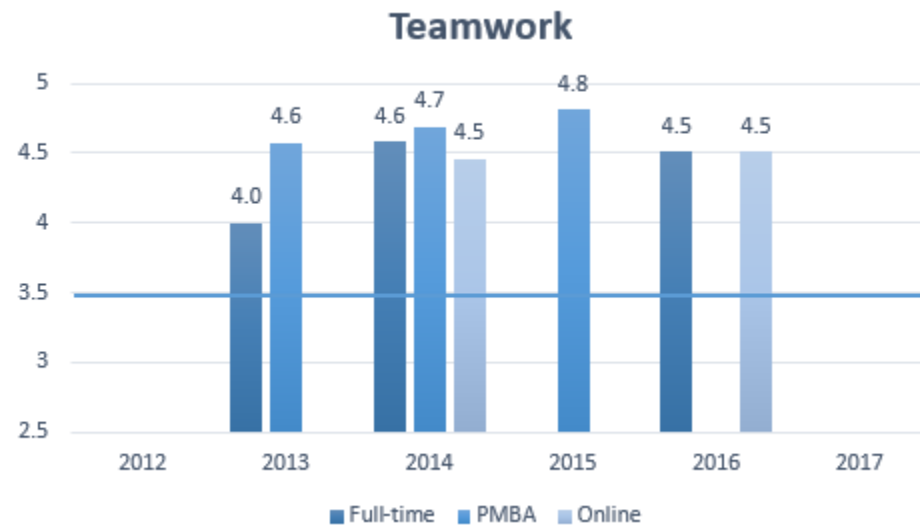
Goal 3: Quantitative Reasoning

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:



Goal 4: Communications/Teamwork



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

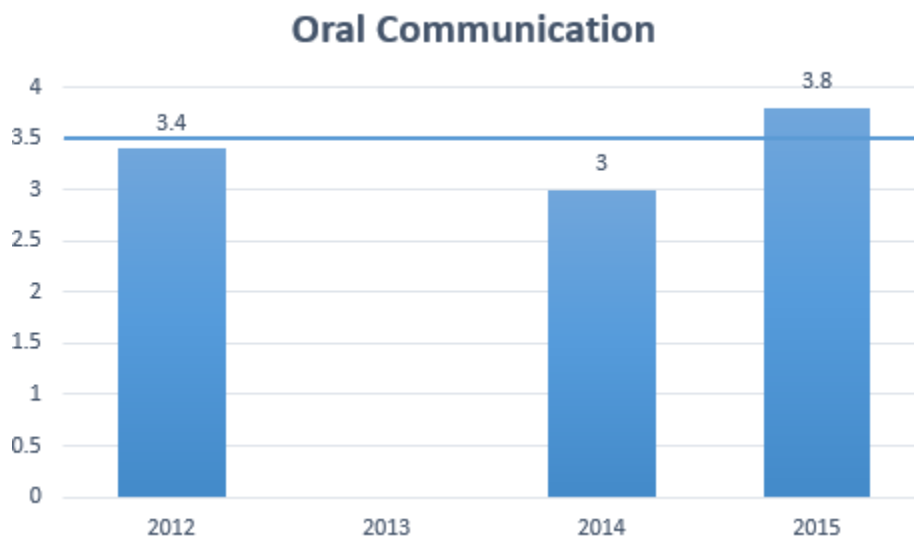
each learning goal. Learning Goal 4 is now Teamwork/Communication where communication more clearly reflects those communication skills necessary for effective teamwork.

Goal 1: Organizational Leadership

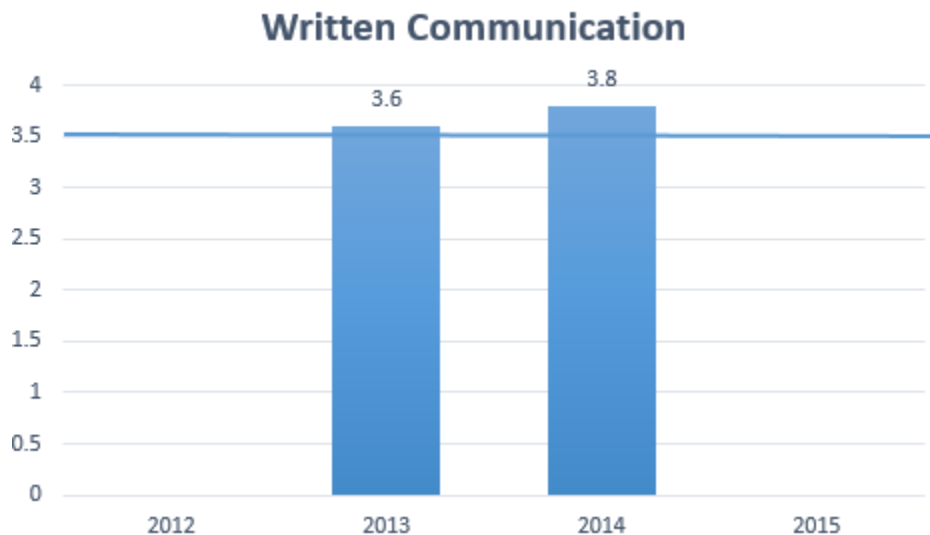
Our students and graduates will be competent to provide effective leadership in organizations.

Objectives

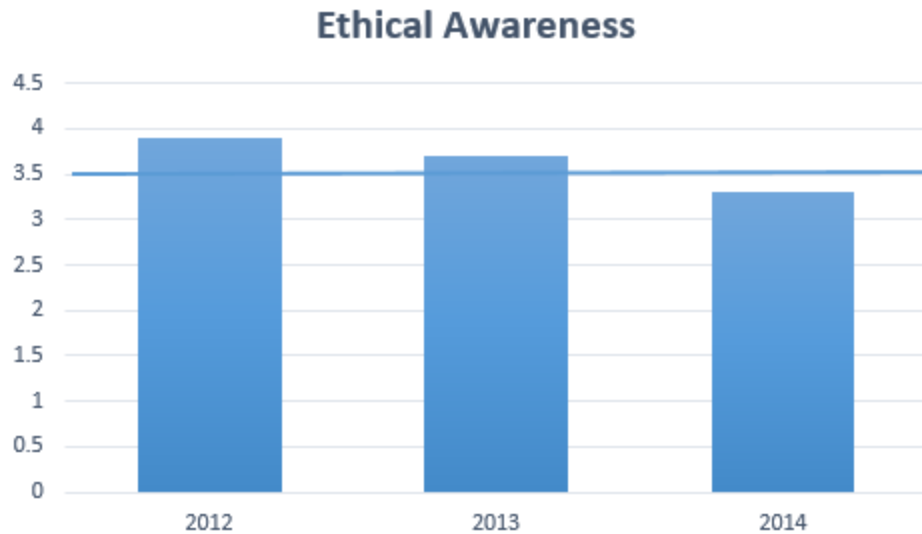
1. They will be able to use both oral and written communication effectively
2. They will be able to work effectively in a team environment
3. They will understand ethical issues in organizations



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.