2016 ◬ 2021

ASSURANCE OF LEARNING 5-YEAR REPORT, 2016-2021

COLLEGE OF BUSINESS AT GOVERNORS STATE UNIVERSITY

Governors State University
College of Business
Assurance of Learning Report 2021

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Executive Summary

This report explains and describes Assurance of Learning (AoL) as a continuous improvement process that the College of Business of Governors State University used for the past five years to ensure that students achieve their respective Program Learning Goals through a systematic and scientific data-driven assessment process. This process takes place in what we call a *loop*. A loop consists of a pretest with its corresponding analysis, the design and implementation of an intervention, and a posttest with its corresponding analysis. The intervention is a change in the educational process that faculty believe can help students improve in accomplishing the PLG. A minimum of one loop takes place (for each and every PLG) every five years. This report contains a detailed account of all the loops that took place in the past five years, including the description of the interventions and the outcome of such interventions.

AoL is planned, managed, and executed by faculty with the support of staff and administrators. AoL is coordinated by a Director of Accreditation and Assessment (a member of the faculty) and a college-wide Assurance of Learning Committee with the support of the Director of Academic Services. The Division Chairs and the Dean both support and supervise AoL.

AoL is not static but dynamic. During the past five years, the College of Business has evolved in its AoL, and this report describes that evolution. This evolution has created a mature AoL environment that involves all of its stakeholders and does not depend on a single individual but the entire faculty.

This report has an introduction followed by AoL history and practices, AoL organizational structure, and AoL processes. Then it lists all of the PLGs for all the programs and a brief summary of each loop that took place in the past five years. It then discusses indirect measures and the next steps that the College expects to take in the following five years. It ends with some conclusions and an appendix that includes a comprehensive description of each and every loop from the past five years.

Summary of Program Learning Goals by Program

COMMON UNDERGRADUATE PROGRAM LEARNING GOALS
Upon graduation, students should: UC1. Have a fundamental knowledge of **basic business concepts & practices.** UC2. Have effective **communication** skills in creating business documents and delivering business presentations. UC3. Have a well-developed **ethical** perspective. UC4. Have the ability to integrate **global perspectives** in business decisions. UC5. Be able to use **technology** to support business communication. UC6. Be effective **critical thinkers** in business contexts.

SPECIFIC PROGRAM UNDERGRADUATE PLGs	
B.S. in Accounting	UACC1. Have appropriate accounting knowledge and skills.
B.A. in Economics	UECO1. Have a fundamental knowledge of economic concepts and theory.

GRADUATE PROGRAM LEARNING GOALS	
Upon graduation, students should:	
MBA	GMBA1. Have a **well-integrated knowledge of the functional areas** of business. GMBA2. Be effective at team **leadership** in a business context. GMBA3. Have **technology skills** to support business analysis. GMBA4. Be skilled at business analysis to **solve problems.** GMBA5. Be effective communicators in facilitating organizational decision-making processes. GMBA6. Be skilled at **ethical** analyses in business contexts. GMBA7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in Accounting	GACC1. Have advanced **accounting knowledge** and skills. GACC2. Have **technology skills** to meet the needs of the accounting profession. GACC3. Have **problem solving** skills to meet the needs of the accounting profession. GACC4. Be effective **communicators** in facilitating organizational decision-making process. GACC5. Be skilled at **ethical** analyses in business contexts. GACC6. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in MIS	GMIS1. Have appropriate **technical knowledge** and skills. GMIS2. Be effective at team **leadership** in a business context. GMIS3. Have **technology skills** to support business analysis. GMIS4. Be skilled at business analysis to **solve problems.** GMIS5. Be effective **communicators** in facilitating organizational decision-making processes. GMIS6. Be skilled at **ethical** analyses in business contexts. GMIS7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.

M.S. in Human Resource Management	GMSHR1.	Have a well-integrated knowledge of the functional areas of human resource management.
	GMSHR2.	Be effective at team **leadership** in a business context.
	GMSHR3.	Have **technology skills** to support human resource management analysis.
	GMSHR4.	Be skilled at human resource management analysis to **solve problems.**
	GMSHR5.	Be effective **communicators** in facilitating organizational decision-making processes.
	GMSHR6.	Be skilled at **ethical** analyses in business contexts.
	GMSHR7.	Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
M.S. in Business Analytics	GMSBA1.	**Decision Making** – Solve business problems and make decisions informed by data.
	GMSBA2.	**Analytics Methodologies and Tools** – Access, collect, extract, manipulate and analyze data to support analysis for business.
	GMSBA3.	**Communication Skills** – Communicate business problems, analysis, and results to key stakeholders.
	GMSBA4.	**Collaboration and Teamwork** – Lead and participate in projects with diverse teams to reach common goals.

1. Introduction

This report explains and describes the Assurance of Learning (AoL) continuous improvement process that the College of Business (COB) of Governors State University (GSU) used for the past five years to ensure through a systematic and scientific assessment process that students achieve their respective Program Learning Goals (PLG). The five-year period covered in this report coincides with the COB five-year AACSB re-accreditation cycle.

This report is divided into nine sections. After this introduction, it defines what AoL is at the COB. It then proceeds to describe the AoL structure of the COB. Next, it explains the processes and elements used in AOL. This is followed by a description of all the PLGs and their alignment with the COB's mission, vision, and core values. After, it provides a detailed status report for each PLG and the different measures used in COB. This is followed by the next steps that the COB plans concerning AoL. It ends with some conclusions regarding AoL at the COB for the past five years.

2. Assurance of Learning: History and Practices

AoL is a science-based continuous improvement process planned, managed, and executed by faculty with the support of staff and administrators. AoL made its initial official appearance both at the COB and GSU as a whole in 2010. At the time, none of the faculty and administrators were versed in the subject. The university sent two faculty, two Division Chairs, one Associate Provost, and the Provost to a five-day Higher Learning Commission Assessment Academy. One of those two faculty is the current COB Director of Accreditation and Assessment. The following year, several COB faculty attended the AACSB Assurance of Learning seminars. Following that, the COB established a continued attendance in the AACSB Annual Assessment Conference and more faculty took the two Assurance of Learning Seminars. In 2016, our current Director of Accreditation and Assessment presented (*Leveraging Simulation-Based Assessments to Build a More Effective AoL System*) at the Annual AACSB Assessment Conference in Charlotte, North Carolina. This presentation showcased how the COB leveraged a simulation-based assessment.

Students and their learning is the center of attention of the COB. Therefore, all our faculty, staff, and administrators strive to provide the best business education possible. However, intentions are not always reflected in the outcomes, and a continuous quality check of the outcome is necessary. The COB's curricula are designed by its faculty with the intention of providing that high-quality education. The curriculum and individual courses are periodically reviewed by individual faculty and by the COB's Curriculum Committee. At the same time, an AoL process takes place, evaluating how much students are accomplishing the PLGs.

To determine the student's accomplishment of the PLG, student artifacts and other data are periodically collected and assessed. Then, after each and every data collection and analysis, an intervention is designed and implemented with the expectation of raising the level of students' accomplishment. And shortly after that, additional data is collected to determine if the intervention was successful or not. These are not just individual steps but a collection of actions that, as a whole, allow the COB to continuously improve the quality of its offerings. If any of these steps are skipped, the entire process has no use. Data that is not analyzed is a waste of resources. Interventions that are blindly developed or maintained are not as effective as those developed and maintained through a data-driven scientific process. The COB walks the talk. Just as the COB teaches its students data-driven scientific methods that are useful in running a business, the COB uses similar processes to manage and improve itself.

Each PLG is assessed at different times, and some are assessed more than others. The frequency depends on how well the students are performing and how resource-consuming each assessment is. Assessing some PLGs is much more complicated than others. And the need to improve on some is higher than

others. Nonetheless, each PLG needs to be assessed, and an attempt to improve it is made at least once every five years.

AoL at the COB is meant for improving the students' learning. However, just like any other process, AoL can also be continuously tweaked and improved. The COB continuously evaluates the quality of its AoL and looks into ways to improve it. However, improving the AoL process is not AoL. In other words, the COB is continuously improving AoL, but that improvement is part of AoL in itself. None of the changes in the AoL process are considered AoL interventions. AoL interventions are meant to affect the students' learning and not the quality of measurement.

Programs are selected based on market needs, GSU's mission and vision, and the COB's mission and vision. Programs have between five and ten PLGs. PLGs are determined by faculty and the Curriculum Committee based on market needs and industry best practices. PLGs are aligned to GSU's and the COB's mission and values. PLGs are examined periodically to ensure that they are appropriate for the COB and the program. PLGs are not based on AoL but the other way around. AoL is based on the existing PLGs.

Just like any other process, the improvements that are generally made to new PLGs can be large. However, as the level of accomplishment of PLGs increases with each iteration, each intervention's effect becomes smaller. There is nothing wrong with small incremental improvement; that is the nature of continuous improvement. However, no matter how small they become, continuous improvement is a mandate for the COB. It is only in the rare cases in which comprehensive reengineering occurs when new drastic changes might occur. This has been the history of AoL at the COB. The initial interventions to PLGs rendered higher outcomes than the subsequent ones.

All faculty at the COB are involved in the AoL process; however, the AoL leadership is rotated among faculty. The two AoL Committee co-chairs during the initial AACSB accreditation process are not the current co-chairs, and more than 50% of the committee members are also different. Rotation is important to ensure continuity. AoL is not and cannot be dependent on a single individual. However, rotation must be incremental to ensure organizational memory. Manuals and documentation help in maintaining organizational memory, but more is required. An AoL culture is needed. To support this culture, the COB's administration strives to introduce new faculty into the committee as soon as possible. This also contributes to bringing new ideas and perspectives into the AoL process.

Like in any other data-driven scientific process, Standard Operating Procedures (SOP) and extensive documentation are needed in AoL. SOPs ensure that all the periodic AoL processes take place in a timely manner. SOPs also ensure that records of what was done are maintained. At the time of our initial AACSB accreditation, we hardly had any SOPs. Throughout the past five years, the COB has developed a set of robust SOPs that are useful and reduce the AoL workload as much as possible. These SOP will be discussed in later sections of this report. They include periodic reports in each college faculty meeting, GOLA forms, program and course packages, a syllabi website, a Blackboard shell, and a dashboard.

The AoL activity requires the involvement of all faculty involved in the educational process. AoL is designed, implemented, monitored, and lead by faculty. During the past ten years, the COB has continued to develop its AoL process and structure. At this, stage AoL is an integrated part of the COB with its own Director and Committee. And along with the College of Education, it is a model for the entire university.

3. Assurance of Learning Organizational Structure

AoL at the COB is the responsibility of the entire faculty body. To ensure that all processes are executed in a timely manner, the COB has developed a comprehensive responsibility structure. This structure describes the responsibility of all faculty, course leaders, Division Chairs, Director of Accreditation and Assessment, Director of Academic Services, the AoL Committee, PLG liaisons, and Program Coordinators. The following sections describe the responsibilities of each of these actors.

3.1. Faculty

Faculty are the primary individuals responsible for the quality of the curriculum. Therefore, AoL is designed, implemented, monitored, and lead by faculty. Similarly, as with the educational activity, staff and administrators support faculty in the AoL process, but the ultimate responsibility lies with the faculty. Unit-A faculty (tenure track faculty) are the more involved faculty; however, Unit-B (contract faculty) and adjuncts, to a lesser extent, are also involved in the process.

The COB continuously invests in training faculty, staff, and administrators in AoL. This is done by sending them to AACSB Assessment Seminars, the Annual AACSB Assessment Conference, and including a brief AoL refresher in every college meeting. The COB is also in the process of developing a self-directed AoL online course. Later, a second version will be implemented to become an annual requirement (like the Annual Ethics, Title IX, and Cybersecurity training that the university requires).

3.2. Course leaders

All required courses have a course leader. The course leader ensures consistency across sections and facilitates management and control of the course. The course leader is responsible for building a course package, maintenance and consistency of the master syllabus, and all AoL activities that involve the course. Course leaders are part of the team that designs and implements interventions that affect the course. They also lead the process to choose a textbook and other required materials that meet the course outcomes and PLGs, seek input from other program faculty and instructors, coordinate AoL assessments that might take place in the course, provide an orientation for any other instructors that may be teaching another section of the same course, and perform class observation for new or current instructors.

Course Leaders are appointed by the respective Division Chair every year. The course assignment tends to be the same every year. The 2020-2021 Academic Year Assignment was as follows:

	Course	Faculty Core Course Leaders
Undergraduate Business Administration Courses	ACCT 2110 Financial Accounting (3)	Wang
	ACCT 2111 Managerial Accounting (3)	Alston
	BLAW 2100 Business Law I (3)	Keane
	BUS 2200 Into to Quantitative Methods for Business & Econ (1)	Andrews
	BUS 3200 Business Communications (3)	Wagner, C
	BUS 3700 Business Statistics	Tian
	ECON 2301 Principles of Microeconomics (3)	Andrews
	ECON 2302 Principles of Macroeconomics (3)	Mengova
	ECON 3404 Managerial Economics: The Economics of the Firm (3)	Mengova
	FIN 3110 Principles of Financial Management (3)	Green
	MGMT 3400 Production and Operations Management (3)	Tian
	MGMT 2100 Principles of Business Management (3)	Rajadhyaksha
	MGMT 3500 Organizational Behavior (3)	Vanderpool
	MGMT 3099 Business Ethics and Social Responsibility (3)	Shinde
	MGMT 4600 International Business (3)	Ijose
	MGMT 4900 Strategic Management (3)	Sargut
	MKTG 2100 Introduction to Marketing Management (3)	Mohanty
	MIS 2101 Basics of Information Technology (3)	Alfano
	MIS 3101 Management Information Systems (3)	Green

Found. Courses	ACCT 6100 Foundations of Accounting (3)	Wang
	ECON 6100 Foundations of Economics (3)	Mengova
	MGMT 6700 Foundations of Managerial Statistics (3)	Simon
MBA Core	ACCT 7101 Strategic Management Accounting (3)	Ferran
	MGMT 7500 Organizational Behavior in a Global Context (3)	Wagner, S
	ECON 7500 Managerial Economics and Forecasting (3)	Andrews
	MKTG 7100 Strategic Marketing (3)	Mohanty
	MIS 7101 Information Systems & Technology (3)	Green
	MGMT 7400 Operations Management (3)	Simon
	FIN 7101 Financial Management (3)	Kochan
	MGMT 7600 International Business (3)	Ijose
	MGMT 8900 Strategic Management (3)	Sargut

3.3. Division Chairs

The COB has two Division Chairs: one for each division. They, as well as the Dean, are ex-officio members of the curriculum committee. Division Chairs are very active in the AoL processes as they supervise all faculty. They are also well informed of all the activities that take place in the college. However, their participation in the collection and assessment of students' artifacts as well as on the analyses and the development of the intervention is minimal as those activities are primarily reserved for faculty.

3.4. Director of Accreditation and Assessment

The position of Director of Accreditation and Assessment was created in 2019. Among other things, the Director provides overall guidance of the AoL process in consultation with the AoL Committee Co-Chairs, Program Coordinators, Division Chairs and the Faculty; coordinates university-level assessment activities and requirements with the Provost's Office, the Director for Institutional Research, and the COB Director of Academic Services; provides faculty support and Leadership in AoL related activities; and serves as an ex-officio member on the College Curriculum and Strategic Management Committees. The director is a member of the COB faculty.

3.5. Director of Academic Services

The Director of Academic Services provides planning, operational, logistical support to the work of the COB and COB committees, primarily when related to student service and advising, assessment, accreditation and reporting, curriculum management, student/alumni relations, and special projects assigned by the Dean of the COB. The Director of Academic Services works with the Director of Accreditation and Assessment to coordinate and facilitate ongoing efforts associated with annual and other reporting requirements and other unit and program accreditation activities for AACSB. The Director of Academic Services collaborates with the University Director of Institutional Research to develop appropriate data collection and mining strategies, information analysis, and the creation of reports to support all academic initiatives of the COB, with particular emphasis on learning assessment. The Director of Academic Services develops, maintains, and warehouses materials to comply with accrediting agencies expectations and prepare for regular accreditation reviews and team visits. The Director of Academic Services participates in managing program and unit-level assessment systems and collaborates with faculty and staff to ensure data entry, data collection, and data analysis for continuous program improvement.

The Director of Academic Services manages Student and Alumni Relations and Serving as COB's Liaison to Other Student Service Units on Campus; manages communications for degree programs and courses to current students; collects and reports student internship participation and other engagement activities. Serve as co-supervisor for internship courses (along with division chairs or faculty supervisor); serves as COB's liaison to the Undergraduate Academic Advising Center (UAAC); Career Services Office, GSU's Student Affairs, and Academic Resource Center; coordinates the student exit survey, retention roundtables and other indirect assessments, develops and maintains the COB alumni database and supervises the Graduate Academic Advisor and Admissions and Records Officer in the College of Business.

3.6. AoL Committee

The Assurance of Learning Committee (AoL Committee) is one of the four college standing committees and consists of Unit-A and Unit-B faculty in conjunction with the Dean, two Division Chairs, Director of Accreditation and Assessment, and Director of Academic Services as ex-officio members. The Dean assigns faculty on a yearly basis. While there are no specific rotation guidelines, the idea is that members stay for several years and that all Unit-A faculty is part of this committee at some point in time.

The AoL Committee is responsible for coordinating and executing all the college AoL activities. The committee schedules, reviews, approves, and assigns the different responsibilities for each of the AoL loops. The committee is also responsible for developing AoL policy, AoL education, and keeping all faculty informed of the status of AoL. The Committee meets at least once a month but more if needed.

3.7. PLG liaisons

Each PLG is assigned to one or two faculty members. They are responsible for managing the PLG. A PLG liaison is a member of the AoL Committee, and they provide periodic updates of the PLG to the Committee. Among their responsibilities are to lead the AoL activities for the specific PLG and to keep the corresponding GOLAs up-to-date.

3.8. Program Coordinators

Program Coordinators are tenure-track faculty. They actively participate in program enrollment management and promotion strategy, promotion activities, curriculum revisions, course scheduling, program assessment, and program admissions. In the case of the MBA, they are called Concentration Coordinators, and there is one for each concentration. The Program Coordinator is responsible for ensuring that the program curriculum is up-to-date. They make a periodic evaluation of curriculum content in conjunction with course leaders, other program faculty, Division Chair, and the Dean and make recommendations to Division Chair on curriculum changes. They also have periodic briefings with the advisory board and organizations to keep abreast of local industry trends.

The Program Coordinator leads the assessment of the PLGs in collaboration with course leaders to help meet college and university accreditation requirements. The Program Coordinator works in conjunction with the AoL Committee to develop a year-end assessment report in May of each year to be shared with the program faculty, Chairs, Dean, COB Committees, and the university assessment committee (CASLO) as needed.

4. Assurance of Learning Processes

The Assurance of Learning Processes (AoL Processes) are all of the College's processes to determine, through assessment, if the students are achieving the PLGs for the program they are attending. The primary process is an AoL loop. And to ensure the appropriate execution of the loops, the college developed Goal-Objectives Loop Accounts (GOLA), program packages, course packages, a syllabi website, Blackboard Master Course shells, a COB Assessment and Accreditation Blackboard Shell, and an AoL Dashboard. Moreover, to facilitate the assessment, GSU has a license to use Aqua.

The idea is to have very clear Standard Operating Procedures (SOP) that ensure that the COB is routinely doing AoL. By developing SOPs, the college ensures that AoL is not dependent on a single individual but is engrained in all we do at the COB.

The following subsections explain in detail each of the AoL processes as well as the tools that support them.

4.1. A Loop

A loop is a single yet complete AoL process. A loop consists of a pretest with its corresponding analysis, the design and implementation of an intervention, and a posttest with its corresponding analysis. The intervention is a change in the educational process that faculty believe can help students improve in accomplishing the PLG. The COB has established a minimum of one loop per PLG every five years. In a few cases, there is more than one loop within the five-year period.
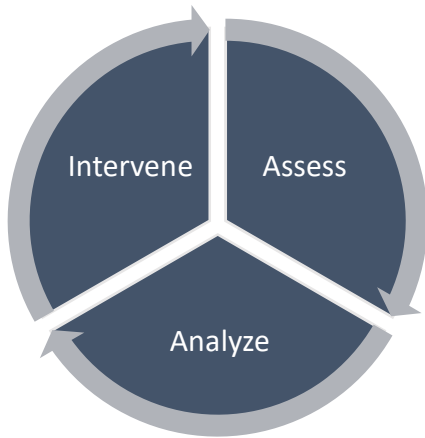
The pretest is done using students' artifacts that come from a representative set of students. The representative set comes from all the sections of a required course for one or more semesters. The number of semesters depends on the sample's required size, but during the specified period, all sections are included. The artifacts can be required assignments or assessments. The artifact is assessed separately from the grade that the student earns for it. The assessment may be done by the instructor teaching the course or by several instructors (juried assessment) who might or might not teach the course but are experts in the subject matter of the PLG. Initially, juried assessment took place during special *assessment days* or during the periodic college faculty meetings. The juried assessment process includes a segment for jury normalization. Starting December 2019, the COB gained access to AQUA (a cloud-based assessment system from Taskstream), and since then, the juried assessments take place asynchronously over the web.

Once data is collected, faculty in a discipline related to the PLG analyze it and design an intervention -a change in the educational process- that is expected to improve how much students are accomplishing the PLG. Interventions might take place inside a single course or across courses. Interventions might be the addition of a new required course, a change in an existing required course, or an addition or modification of learning activities in one or more required courses. They need to be implemented in required courses to ensure that all students in the program will be affected by them.

The posttest is done using artifacts from a representative set of students, just like the pretest. However, these students must also have undergone the intervention before they can be part of the posttest. In most cases, the artifacts used in the posttest are of the same nature as the ones used in the pretest. Depending on the nature of the PLG and other factors, the posttest can take place in the same course as the intervention as long as the intervention occurs before the posttest. Nevertheless, on some occasions, the intervention takes place in a different course than the posttest. In such cases, additional measurements are needed to ensure that students in the posttest have already taken the course in which the intervention took place.

The analysis of the posttest indicates if the intervention was successful or not. Successful interventions are continued, while unsuccessful ones might be discontinued at the discretion of the faculty. Unsuccessful interventions might be preserved because their implementation affected more than a single PLG.

In some cases, the posttest data of a loop is reused in the following loop for that same PLG. However, in such cases, the analysis is meant to help design the next intervention and not to determine (as in the posttest) if the prior intervention was successful. In such cases, a comprehensive description of the sample and the artifacts are part of both loops.
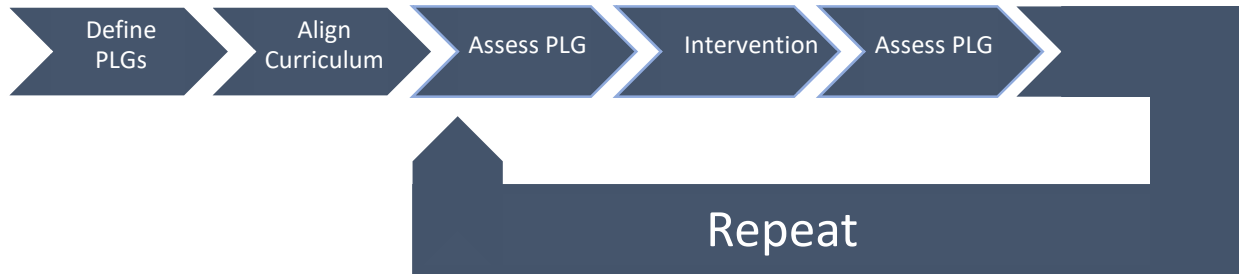
4.2. The GOLAs

A document titled GOLA (Goal-Objectives Loop Account) was developed to keep track of AoL loops. A GOLA is a self-contained Word document that describes a whole AOL loop for a single PLG. The GOLA includes a section for each element of the loop. They have information on dates, pretest & posttest artifacts collected, courses used to collect pretest and posttest artifacts, assessment procedures (including rubrics used), pretest findings, interventions applied, and posttest findings. Anyone interested in learning about a specific loop can learn everything about it by reading the GOLA. GOLAs are stored in a specially designed Blackboard shell that is described later in this document.

4.3. Program Packages, Course Packages, and Syllabi

Like any other university, GSU has an official course catalog that lists all the university's programs and courses. In addition, the Provost office keeps an official repository of all the master syllabi that the University Curriculum Committee has approved. To further document programs and courses, the COB instituted *Program Packages* and *Course Packages*. These packages include all the pertinent information for each program and each course. Program coordinators and course leaders are responsible for keeping the program and course packages up-to-date, respectively.

4.3.1. Program Package

Program Map
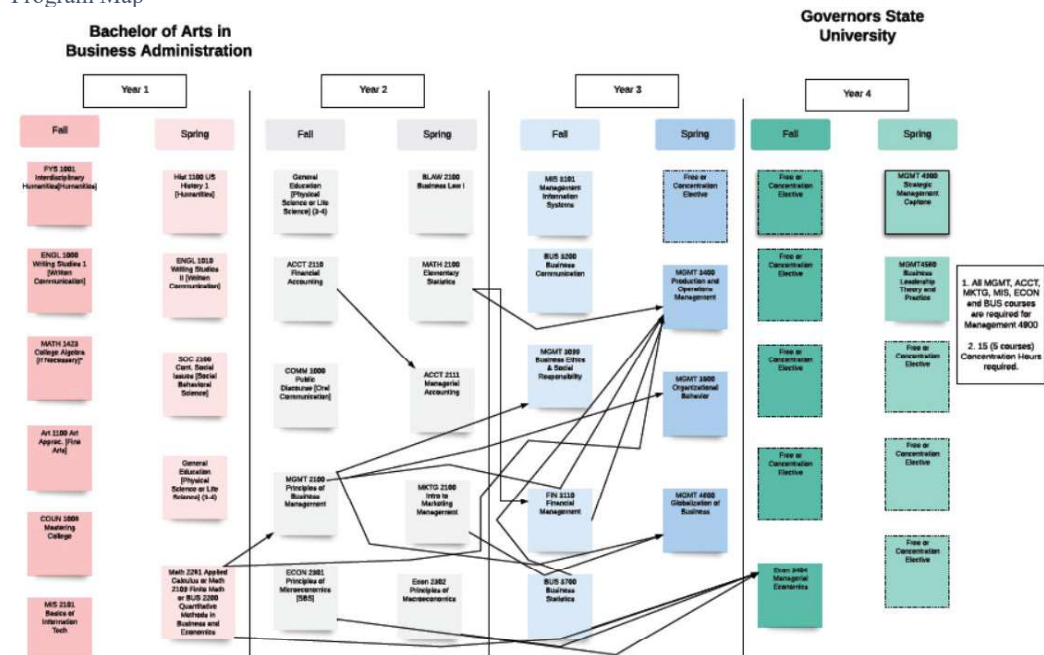
Each program has a *Program Package*. Program packages consist of: (1) Program Description (College, Department, Date, Contact), (2) Mission, (3) Program Learning Goals and Objectives, (4) List of Core and Elective Courses, (5) Program Map, (6) Curriculum Map, (7) Core and Elective Course Packages (includes Master Syllabi), (8) GOLAs, (9) List of adopted interventions, and (10) Master Course/Program Schedule. The concept of program packages was created late in 2019, and the COB is in the process of creating all of them. The creation of the program packages was not a priority during the pandemic, and therefore the COB still does not have all of them.

BA in Business Administration Curriculum Matrix

Bachelor of Arts in Business Administration
Governors State University

Bachelor of Arts in Business Administration Mission:

The Bachelor of Arts in Business Administration is a degree that prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of business along with concentrated studies in one of the following: entrepreneurship, finance, human resource management, management, management information systems, marketing, or operations and supply chain management

BSAD Curriculum Map

	UC1 Business	UC2 Comm.	UC3 Ethics	UC4 Global	UC5 Tech	UC6 Crit. Think.
Written Communication I (ENGL 1000; Writing Studies)		I				I
Written Communication II (ENGL 1010; Writing Studies II)		I				I
Oral Communication (COMM 1000; Public Discourse)		I				
Calculus (MATH 2281) or Finite Math (MATH 2109)	I					
Social Science (SOC 2100; Social Issues)		I	I			I
Life Science with Lab			I			
Physical Science with Lab			I			
Fine Arts (Art 1100; Art Appreciation)		I				
Humanities or Fine Arts (HIST 1100; US History I)		I				
ACCT 2110 Financial Accounting	I					I
ACCT 2111 Managerial Accounting	I					R
ECON 2301 Principles of Microeconomics	I					I
ECON 2302 Principles of Macroeconomics	I					I
MIS 2101 Basic Information Technology	I				I	
MATH 2100 Elementary Statistics	I	I	I			R
BLAW 2100 Business Law I	R	R				
MGMT 2100 Intro to Business Management	I	R	R	I		
MKTG 2100 Intro to Marketing Management	R	R	R			
BUS 3200 Business Communications	R	R			R	
BUS 3700 Business Statistics	R	R			R	R
MGMT 3099 Business Ethics and Social Resp.	R	R	R			R
MIS 3101 Management Information Systems	R				R	
MGMT 3400 Production Management	R		R	R		
FIN 3110 Principles of Financial Management	R	R	R	R		
ECON 3404 Managerial Economics	R	R			R	R
MGMT 3500 Organizational Behavior	R	R	R			
MGMT 4600 Globalization of Business	R	R	R	M		
MGMT 4900 Strategic Management	M	M	M		M	M

I-Introduced; R-Reinforced; M-Mastered

Introduced – Course introduces the concept for a program learning goal
Reinforced – Course reinforces or contributes to opportunities for achieving a program learning goal
Mastered – Course emphasizes a program learning goal and promotes a level of mastery

4.3.2. Course Package

Each core course has a *Course Package*. A course packages includes (1) Master Syllabus, (2) List of interventions adopted, (3) Course Map (CLOs to PLOs) for all programs where the course is required or selective, (4) Assessment Schedule, and (5) Assessment Reports. The information is provided to faculty

teaching these courses to help ensure standardization and continuity of assurance efforts. The concept of course packages was created late in 2019, and the COB is in the process of creating all of them. The creation of the course packages was not a priority during the pandemic, and therefore the COB still does not have all of them.

4.3.1. Syllabi

At the COB, following GSU's policies, each course has a current master syllabus. Master syllabi need to be approved by the College Curriculum Committee and the University Curriculum Committee. Master syllabi also need to be reviewed at least once every five years, although they are often reviewed more often, particularly in courses that consist of rapidly evolving material. If a course is offered face-to-face and also online, two separate master syllabi are required. Course leaders are responsible for determining when syllabi need to be updated.

4.4. Syllabi website

To facilitate the understanding of what is being done in each and every course that is part of a program, the COB decided to develop a public repository of the syllabi for each section of each course in every semester. Students use this repository to gain a preliminary understanding of a course that they might be interested in taking, alumni use it to show the courses they took, and the AoL committee uses it to assure that interventions are taking place as prescribed.

The site lists syllabi by semester or by discipline/area. The site contains syllabi as far back as 2013. The site also serves as a repository of master syllabi for the COB. However, master syllabi do not go as far back as 2013 since that was added later. Access to the website is not limited to members of the GSU community, but it is available to anyone. The syllabi website can be found at http://syllabi.govst.edu/.

4.5. Blackboard Master Course Shells

Every course at GSU must have a Blackboard shell regardless of its delivery mode (face-to-face, hybrid, or fully online). Several months before a course is scheduled to start, the Center for Active Engagement and Scholarship (CAES) is responsible for generating a bare course shell, and instructor rights are given to the instructor of record. Each instructor is, at that point, free to develop their own course shell. They can start from scratch, or they can copy material from prior courses that they have taught. However, the COB, in order to raise the quality of online courses, encouraged and subsidized the development of Master Course Shells. Master Course Shells are expected to be up to the current standards of a modified Quality Matters rubric. Instructors can then copy those master shells into their own course shell and customize them as necessary.

Using Master Course Shells helps ensure that all courses cover the course learning objectives, have appropriate support material, and reduce the student's learning curve for navigating the course. They also reduce the preparation work of an instructor teaching the course for the first time, which in turn facilitates the hiring of high-quality adjuncts to teach them.

4.6. COB Assessment and Accreditation Blackboard Shell

AoL requires creating and maintaining a large volume of documentation produced by faculty across the entire college. And that documentation should be readily available to all the faculty. A Blackboard shell was created to manage the AoL documentation effectively while providing easy access to anyone who might need it.

The shell is divided into three main sections: Programs, Courses, and Program Learning Goals. Under programs, one will find each and every program that is offered by the COB. Under Courses, information on all courses offered at the COB (or required by a COB program). Under Program Learning Goals, all the PLGs of the COB are included. As expected, information from one section might also be needed in a different section. A careful design and extensive use of cross-references allowed for the elimination of redundancies while facilitating navigation.

Once the user gets to the section of a given program, they will find the PLGs for the program, the program package, the course matrix, the program map, the required courses, and the selective courses. The master syllabi (current and priors) and the course package are found inside the section for a given course. The GOLAs are stored inside the section of the corresponding PLG. The Program Learning Goals section also includes the most updated Program Learning Goals for the COB and the AoI Dashboard.

The blackboard shell is managed by the Director of Accreditation and Assessment and the Director of Academic Services, but all faculty have read access to the shell. The shell was later expanded to include sections for AACSB Accreditation, Strategic Planning Committee, Curriculum Committee, and Faculty & Students Development Committee. Since then, the co-chairs of those committees also have administrative access to the shell.

4.7. Dashboard

On top of a very detailed view, a 10,000 feet view of what is happening in AoL is needed to ensure that all the pieces of the process are taking place in a timely manner. An Excel Dashboard was created for that purpose. The dashboard provides a view of the status of each PLG for the past five years. It shows the current status of each loop that involves the past five years. It also shows the responsible parties and the expected date for the next step in any unfinished loop.

Sample Screen of the dashboard

AACSB LOOP TASKS: 2016 Fall - 2021 (LEGEND: BLACK = COMPLETE, RED = IN PROCESS/PLANNED)

Single PLGs can have multiple courses associated with the

		GOLA/Objective	Pretest	Analysis	Goals	Intervention	Post Test	Analysis	Goals
Undergraduate		UACC1_1_Knowledge_Objective *	Spr 17	Sum 17	Met	Fall 17	Fall 17	Sum 18	Met
		UC1_1_Knowledge	Spr 15	Spr 15	Not met	all 15, Spr 16, Su 116, Spr 17, Su	Fall 17	Met
		UC2_1_Communications (written)	Spr 19, Fall 18	Fall 19	Partly met	Fall 20	Fall 20	Spr 21	Partly me
		UC2_2_Communications (oral)	19, Spr 19, Fal	Su 20	Partly met	Fall 20	Fall 20	Spr 21	Partly Me
		UC3_1_Ethics	Fall 16	Fall 17	Not met	Fall 18	Fall 18, Spr 19	Fall 20	Partly me
		UC4_1_Global	Fall 14	Fall 14	Not met	Spr 16- SP18	Fall 20	Spr 21	Met
		UC5_1_Technology	Fall 16, Spr 17	Spr 18	Met	Fall 18	Fall 18, 19	Spr 21	Met
		UC6_1_CriticalThinking	Fall 16	Fall 17	Not met	Fall 18	Fall 18, Spr 19	Fall 20	Partly me
		UECO1_1_Economics	Fall 16	Fall 16	Partly Met	Spr 17	Spr 17	Fall 17	Partly me
Graduate	ACCT	GACC1_Knowledge*	Fall 17	Spr 18	Met	Spr 18	Fall 18	Spr 19	Met
		GACC2_Technology	Sum 17	Sum 17	Partly Met	Spr 18	Spr 18	Spr 18	Partly me
		GACC3_ProblemSolving	Fall 16	Fall 16	Met	Fall 18	Fall 18	Su 20	Partly Me
		GACC4_Communications	Fall 17	Spr 18	Met	Spr 18	Fall 18	Spr 19	Not Met
		GACC5_Ethics	Spr 20	Spr 20	Partly met	Spr 21	Spr 21	Spr 21	Met
		GACC6_Global	Fall 17	Fall 17	Not met	Spr 18	Fall 18	Spr 19	Not Met
Graduate MIS		GMIS1_TechnicalKnowledge	Spr 14, Fall 15	Fall 16	Partly met	Fall 16	Spr 17	Spr 20	Not Met
		GMIS2_Leadership*	Spr16	Spr 16	Met	Fall 16	Sum 20, Fall 20	Spr 21	Met
		GMIS3_TechnologySkills	Fall 15	Fall 15	Partly	Spr 17	17, Fall 17, Fal	Fall 19	Met
		GMIS4_ProblemSolving	Spr 17, Fall 17	Fall 17	Partly met	Spr 18	Fall 18	Fall 19	Partly me
		GMIS5_Comm - Oral, Written	Spr 17	Spr 17	Partly met	Fall 17, Spr 18	Spr 18, 19	Spr 20	Partly me
		GMIS6_Ethics	Spr 16	Fall 16	Partly met	Fall 17	Fall 18, 19	Spr 20	Partly me
		GMIS7_Global	Fall 16	Fall 16	Met	Fall 2017	Fall 19	Fall 19	Met
Graduate MBA		GMBA1_Knowledge	Fall 15, Spr 16	SU16	Met	FA16 SP17	SP17	Fall 17	Met
		GMBA2_TeamLeadership	17, FA 18	Spr 20	Met	Sum 20	Sum 20, Fall 20	Spr 21	Met
		GMBA3_TechnologySkills	Fall 15	Fall 15	Partly met	Spr 17	Spr 17, Fall 17	Fall 17	Partly me
		GMBA4_Problem Solving	Spr 17, Fall 17	Fall 17	Partly met	Spr 18	Fall 18	Fall 19	Partly me
		GMBA5_Comm - Oral, Written	FA17 FA18	FA19	Not met	SP20	FA20	FA20	Met
		GMBA6_Ethics	Fall 17, Spr 18	Fall 19	Not met	Fall 20	Spr 21	Spr 21	Partly Me

Loop 1 Master (2021-26) | Loop 1 Master (2016-21) | **Loop1 2016-21** | Loop2 2016-21 | Loop3-2016- ... ⊕

The dashboard is available for any faculty to review at any moment. The dashboard is methodologically reviewed in almost every meeting of the AoL Committee.

4.8. Aqua

AQUA is a cloud-based system from Watermark that simplifies the collection, storage, and juried assessment of student artifacts. Students can submit their artifacts directly into AQUA, or they can be batch uploaded at a later time. Multiple rubrics can be defined inside AQUA and then used in online asynchronous individual or juried assessment. In juried assessment, AQUA takes care of appropriately distributing the artifacts. Assessors use the assigned rubrics to assess the artifacts automatically assigned by the system to them. AQUA produces a few reports as well as provides the raw data if needed. A comprehensive security system limits access to the artifacts and the results.

According to Watermark, "The Multi-State Collaborative (MSC) To Advance Learning Outcomes Assessment, which is an initiative led by the Association of American Colleges and Universities (AAC&U) and State Higher Education Executive Officers (SHEEO), used Aqua for its pilot study of rubric-based assessment of students' skills in quantitative reasoning, critical thinking and written communications."

GSU contracted the use of AQUA in 2019. The COB's Director of Accreditation and Assessment was part of the team that first examined the package and learned how to use it. The COB was the first college to use AQUA. Since Fall 2019, all the COB's juried assessments have taken place asynchronously over the web using AQUA. The COB is also using AQUA as the repository for the artifacts collected whenever they are not immediately assessed by the course instructor where the artifacts were produced.

5. Program Learning Goals for all Programs

PLGs must be aligned with both the COB and the University's Mission, Vision, and Core Values. When PLGs are developed, the Curriculum Committee reviews them and ensures that alignment. Moreover, when major changes are made to the Mission, Vision, or Core Values of either the University or the COB, the Strategic Management Committee reviews the PLGs. If any changes are needed, they are referred to the Curriculum Committee. While there was a revision to the University and COB's strategies, none of them affected the alignment of the existing PLGs. The following sections present the Mission, Vision, and Core Values of both the University and the COB. And that is followed by a list of the PLGs for all the programs.

5.1. Governors State University's Mission, Vision, and Core Values

5.1.1. Mission

Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.

5.1.2. Vision

GSU will create an intellectually stimulating public square, serve as an economic catalyst for the region, and lead as a model of academic excellence, innovation, diversity and responsible citizenship.

5.1.3. Core Values

<u>Student Success:</u> Invest in Student Success through a commitment to mentoring and a deliberate university focus on student achievement of academic, professional and personal goals.

<u>Opportunity and Access:</u> Provide Opportunity and Access to a first-class public education to residents of our surrounding communities and all those traditionally underserved by higher education.

<u>Economic Catalyst:</u> Serve as an Economic Catalyst for the citizens of the State of Illinois and our larger Midwest region, so that our communities grow and flourish.

<u>Stewards of our Future:</u> Prepare Stewards of our Future to thrive in the global economy, to contribute to ongoing innovative research and to serve as stewards of the environment.

<u>Inclusiveness and Diversity:</u> Demonstrate Inclusiveness and Diversity to encourage acceptance of wide-ranging perspectives among students, staff, faculty and members of the broader community.

<u>Quality of Life:</u> Promote Quality of Life, which encompasses civic, personal, professional and cultural growth.

5.2. COB Mission, Vision, and Core Values

5.2.1. Mission

The AACSB-accredited College of Business provides an accessible, high quality education to a diverse student body primarily from the Chicago metropolitan area. We actively engage in research and service, which impact the business and academic community and society. We empower our students with the knowledge, skills and ethical perspectives needed to succeed in a technologically sophisticated global society.

5.2.2. Vision

The College of Business will be recognized as a school of choice in the region for high quality talent in the fields of business and economic development.

5.2.3. Core Values

<u>Excellence:</u> Committed to excellence in teaching, research and service, we serve the division, the college, the university, the community and the profession.

<u>Continuous Improvement:</u> Combining our talents and perspectives to generate original ideas, we depart from conventional views to pursue new approaches, concepts, and visions to advance our teaching, research, services and administrative processes.

<u>Diversity:</u> Practicing diversity we encourage wide ranging perspectives, promote open dialogue and model respectful interaction.

<u>Accountability:</u> Demonstrating individual accountability and shared responsibility, we practice fair, honest, open and transparent interactions while using resources effectively and efficiently.

6. Summary Status Report for each PLG

As explained earlier, each loop for a PLG generates a GOLA. All the relevant GOLAs are included in the appendix of this report. GOLAs are expected to have a standard format, but since they are written by different faculty, they tend to have somewhat of a different variation of the standard format. GOLAs are also an extended description of the entire loop. To facilitate a middle view (that is, one with more detail than that included in the Dashboard but much more concise than the GOLA), the COB also writes a one-paragraph description of the GOLA. Below, we list each of these summaries.

6.1. Undergraduate Programs

6.1.1. Common Program Learning Goals for All Undergraduate Programs

UC1. Have a fundamental **knowledge** of basic business concepts & practices.
A loop was started in Fall 2017. Knowledge of Operations Management was measured in a pretest using the CompXM exam in MGMT4900 Strategic Management during Fall 2017 to Spring 2021 (11 semesters). Students (656) had a mean score of 50% (SD 1.8). An intervention will take place in MGMT3400 Production and Operations Management starting in Fall 2021. Posttest data cannot be collected before Spring 2023 because MGMT3400 might be taken up to three semesters before the student takes the capstone course (MGMT4900).

A loop was completed between Spring 2015 and Fall 2017. Knowledge of strategy was measured in a pretest using the CompXM exam in MGMT4900 (Strategic Management) during Spring 2015. Students scored (28%) well below the benchmark (50% or more). Strategy faculty met during Summer 2015 and decided that starting in Fall 2015, they would emphasize teaching strategy concepts and assign several mini cases in MGMT4900. A posttest was done using the same instrument with data collected between Fall 2016 to Summer 2017. The results showed that the intervention was successful since students scored considerably higher (54%, cd=15%).

UC2. Have effective **communication** skills in creating business documents and delivering business presentations.
A loop for the written communication goal was initiated in Fall 2018 and was completed in Spring 2021. Pretest data from BUS3200 (Business Communications) were collected in Fall 2018 and Fall 2019. Analysis of pretest data suggests that students scored below the 80% benchmarks of assessments of 'Good' or 'Excellent' for the written communication dimensions of Organization (65.7%), Content (64.4%), Language (64.5%), Mechanics (64.5%), and Format (68.9%). Beginning in Fall 2020, a signature assignment was introduced in BUS3200 that challenges students to use their persuasive writing skills to develop an effective one-page cover letter that will get them noticed for career opportunities. Posttest data collected in Fall 2020 suggest that students remained below the performance benchmarks for the written communication dimensions of Organization (68.9%), Content (64.9%), Language (58.1%), Mechanics (70.3%), and Format (75.7%). These data suggest a trend toward improvement in the Mechanics and Format dimensions and little change in the dimensions of Organization, Content, and Language.

A loop for the oral communication goal was initiated in Fall 2018 and completed in Spring 2021. Pretest data from BUS3200 (Business Communications) were collected in Fall 2018 and Fall 2019. Posttest data are being collected in Fall 2020 and was analyzed in Spring 2021. Analysis of pretest data suggests that students scored above the 80% benchmarks of assessments of 'Proficient' or 'Exemplary' for the oral communication dimensions of Audience Engagement (87.3%), Vocal Qualities (93.6%), Eye Contact (88.9%), and Gestures (95.2%) but not for Length (74.2%). Feedback from the Dean's Advisory Council suggested students could still benefit from enhancements in business communications focused on career development. Beginning in Fall 2020, a signature assignment was introduced in BUS3200 that challenges students to develop a career-oriented elevator pitch. Posttest data collected in Fall 2002 suggest that students remained below the performance benchmarks for the written communication dimensions of Audience Engagement (89.5%), Length (89.5%), Vocal Qualities (94.1%), Eye Contact (76.9%), Gestures (95.5%), and. These data suggest a trend toward improved scores for 'Length' but decreased performance in 'Eye Contact' and little change in 'Audience Engagement', 'Vocal Qualities', and 'Gestures'.

UC3. Have a well-developed **ethical** perspective.
A loop was completed between Fall 2016 and Spring 2019. Two dimensions related to ethical development were measured: "Students should be able to demonstrate ethical self-awareness" and

"Students should be able to demonstrate an understanding of different ethical perspectives and concepts." A pretest was conducted in MGMT3099 (Business Ethics and Social Responsibility) in Fall 2016. Students scored below the 70% benchmark for each dimension (49% and 44%). Faculty developed an intervention that emphasized an ethical framework and multiple case studies to improve ethical awareness and understanding of ethical theories. The intervention was implemented in Fall 2018 in MGMT3099. A posttest using the same instrument was conducted in MGMT3099 in Fall 2018 and Spring 2019. Results showed marked improvement (77% and 62% for ethical awareness and understanding of ethical perspectives, respectively).

UC4. Have the ability to integrate **global perspectives** in business decisions.
A loop was started in Fall 2020. Pretest data was analyzed using artifacts from all 42 students in MGMT4600 (Globalization of Business) during Fall 2020. Analysis showed that 78.5% attained a score of 3 or over. The expectation is that at least 70% of the students attain a score of 3 or over. Nonetheless, an intervention will be developed.

A loop was completed between Fall 2014 and Fall 2020. Student knowledge of global business interconnectedness was measured using a pretest in Fall 2014, using data collected from students in MGMT4600 (Globalization of Business). Students scored 2.94, which was below the benchmark (3.0 or more on a 4-point scale). The faculty developed an intervention that emphasized related concepts and online discussions of a case starting Spring 2016. A posttest using the same instrument was conducted again in MGMT4600 during Fall 2020. The results showed that 78.5% of students met the expectation.

UC5. Be able to use **technology** to support business communication.
One loop was completed between Fall 2016 and Fall 2018. An embedded skills-based assessment is used within MIS2101 Basics of Information Technology using office application software to complete specific tasks. There was a change in the pretest and posttest assessment tools in that the pretest used a simulation exam as the assessment while the posttest used a software project. Students were expected to reach a performance target of 70% correct in each of 4 integrative software assignments (Word; PowerPoint; Excel; and Access). The pretest was conducted across three sections of MIS2101 in Fall 2015. 94% of students met the performance target for Word; 98% for PowerPoint; 80% for Excel; and 97.87% for Access. Student performance met the target. Instead of simply maintaining the performance target, we conducted an assessment of faculty on the May 4, 2018, College Meeting to ask them to identify additional discipline-specific needs for M.S. Excel Applications to emphasize. We added one and a half chapters of Excel to address the feedback. The posttest occurred in Fall 2018 again in MIS2101, with 95% of students meeting the target for Word; 96% for PowerPoint; 83% for Excel; and 74% for Access. Performance for students remained strong with Excel and Access, the two areas where improvement could take place.

UC6. Be effective **critical thinkers** in business contexts.
A loop was completed between Fall 2016 and Fall 2019. Four dimensions related to ethical development were measured: Students' ability to explain issues, present evidence, describe contexts, and form conclusions. A pretest was conducted in MGMT3099 (Business Ethics and Social Responsibility) in Fall 2016. Students scored below the 70% benchmark for each dimension (range: 33% - 51%). Faculty developed and implemented an intervention using a case analysis that emphasized critical thinking in BU3200 (Business Communications) starting Fall 2018. A posttest using the same instrument was conducted in MGMT3099 during Fall 2018 and Spring 2019. Results showed marked improvement in all dimensions (Range: 59% - 83%), but benchmarks were still not met in three dimensions.

6.1.2. B.S. in Accounting

The B.S. in Accounting includes all of the Common Undergraduate Program Learning Goals listed above and adds an additional and specific PLG.

UACC1. Have appropriate **accounting** knowledge and skills.

A loop was completed between Spring 2017 and Fall 2017. Knowledge of income taxes was measured in a pretest in ACCT4251 (Tax I) during Spring 2017. Homework problems and a comprehensive case were used as the testing instrument for the pretest. Students scored 83% Highly Developed, 13% Well Developed, & 4% Developed & Underdeveloped for the first learning objective (i.e., Income Realization and Recognition Concepts), 88% Highly Developed, 8% Well Developed, & 4% Developed & Underdeveloped for the second learning objective (i.e., Deductions for and from AGI, Standard Deduction, & Exemptions), and 90% Highly Developed, 6% Well Developed, & 4% Developed & Underdeveloped for the third learning objectives (i.e., Income Taxes Calculation). The analysis was done in Fall 2017, and an intervention that emphasized the teaching on the variation of the problems started in Fall 2017. A posttest was done using the same instrument as in the pretest but with two versions of each assignment. Data were collected in Fall 2017. The results showed that the intervention was successful since students scored the same [i.e., 91% Highly Developed, 9% Well Developed, & 0% Developed & Underdeveloped for the first learning objective (i.e., Income Realization and Recognition Concepts), 88% Highly Developed, 6% Well Developed, & 6% Developed & Underdeveloped for the second learning objective (i.e., Deductions for and from AGI, Standard Deduction, & Exemptions), and 85% Highly Developed, 12% Well Developed, & 3% Developed & Underdeveloped for the third learning objectives (i.e., Income Taxes Calculation)].

6.1.3. B.A. In Economics

The B.A. in Economics includes all of the Common Undergraduate Program Learning Goals listed above and adds an additional and specific PLG.

UECO1. Have a fundamental knowledge of **economic** concepts and theory.

A loop was completed between Fall 2020 and Spring 2021. Knowledge of economic concepts and theory was measured. A multiple-choice test was used in ECON2302 (Principles of Macroeconomics) for the pretest and the posttest. The pretest took place in Fall 2018. Students scored at or above the 70% benchmark on most questions. Additional discussions, quizzes, and assignments were given as an intervention in the topics that students scored below the benchmark. The intervention started in Spring 2021 in ECON2302. A Posttest using the same instrument was conducted in ECON2302 in Spring 2021. The following persistent areas of concern were identified: opportunity costs, Consumer Price Index (CPI), identifying a recessionary gap or an inflationary gap, and using the AS-AD model.

A loop was completed between Fall 2018 and Spring 2019. Knowledge of economic concepts and theory was measured. A multiple-choice test was used for the pretest and the posttest. A pretest was conducted in ECON2302 (Principles of Macroeconomics) in Fall 2018. Students scored at or above the 70% benchmark on most questions. Additional discussions, quizzes, and assignments were given as an intervention in the topics that students scored below the benchmark. The intervention started in Spring 2019 in ECON2302. A Posttest using the same instrument was conducted in ECON2302 in Spring 2019. The following persistent areas of concern were identified: calculating basic economic indicators (CPI, GDP, and Unemployment); understanding global markets; and a better grasp of the monetary policy, inflation, and business cycles.

A loop was completed between Fall 2017 and Spring 2018. Knowledge of economic concepts and theory was measured. A multiple-choice test was used for the pretest and the posttest. A pretest was conducted in ECON2302 (Principles of Macroeconomics) in Fall 2017. The results in this loop were slightly better than the previous one, but they still point to the usual weaknesses in students' understanding of economics. Additional discussions, quizzes, and assignments were given as an intervention in the topics that students scored below the benchmark. The intervention started in Spring 2018 in ECON2302. A Posttest using the same instrument was conducted in ECON2302 in Spring 2018. The plan is to enhance students' quantitative and analytical skills, enabling them to work with basic data to calculate basic economic indicators (CPI, GDP, and Unemployment) and their understanding of the fundamental concept

of opportunity cost. There is a need to work on their basic understanding of business cycles (recessionary gap, inflationary gap, etc.) and global awareness.

A loop was completed between Fall 2016 and Spring 2017. Knowledge of economic concepts and theory was measured. A multiple-choice test was used for the pretest and the posttest. A pretest was conducted in ECON2302 (Principles of Macroeconomics) in Fall 2016. Students scored below 70% benchmark in the following areas: The U.S. and Global Economies; Economic Growth; Money, Interest and Inflation; Aggregate Supply and Aggregate Demand; and Money, Interest, and Inflation. Additional discussions, quizzes, and assignments were given. The intervention started in Spring 2017 in ECON2302. A posttest using the same instrument was conducted in ECON2302 in Spring 2017. Students scored below the 70% benchmark in the following areas: calculating basic economic indicators (CPI, GDP, and Unemployment); understanding of the global matters; and monetary policy, inflation, and business cycles.

6.2. Graduate Programs

6.2.1. M.B.A.

GMBA1. Have a **well-integrated knowledge** of the functional areas of business.
A loop was started in Spring 2019. Pretest data on Operations Management knowledge was collected between Spring 2019 and Spring 2020 using the ModularXM test that is embedded in the capstone course MGMT8900 Strategic Management in a Global Context. Students earned an average score of 56% (SD 13.49), which is considerably lower than the 70% performance target. An intervention emphasizing the relevant concepts will start in Fall 2021 in MGMT7400 Operations Management Strategies and MGMT8400 Global Supply Chain Management. Posttest data cannot be collected before Spring 2023, given that students undergoing the intervention might not take MGMT8900 until then.

A loop was completed between Fall 2015 and Fall 2017. Pretest and posttest use data from the CAPSIM exams that students take in MGMT8900 Strategic Management in a Global Context (Capstone Course). This exam is part of a simulation that students execute first in teams during the course and then individually at the end of the course. The questions are situated in the simulation and are a requirement for the course. Pretest data were collected from Fall 2015 to Spring 2016. And intervention consisting of switching the simulation CAPSTONE to GlobalDNA started in Fall 2016. Posttest data were collected between Fall 2016 and Spring 2017, showing a higher average and lower standard deviations.

GMBA2. Be effective at team **leadership** in a business context.
A loop was initiated in Spring 2017 and completed in Spring 2021. Pretest data from MGMT7500 (Organizational Behavior in a Global Context) were collected as part of the continuing application of a signature assignment from a previous semester (Spring 2017, Fall 2017, and Fall 2018). Analysis of pretest data suggests that students scored above the benchmarks of scoring an average of 4 (based on a 5-point scale of effectiveness) on peer ratings of the dimensions of Conflict Resolution (4.19), Collaborative Problem Solving (4.31), and Goal Setting/Performance Management (4.20). Although scores indicate the goal is being achieved, a heightened and transforming emphasis on team leadership due to the global pandemic made sustaining and improving student performance in this area a continuing priority. The course leader for this goal provided peer faculty development training on using group project in online classes in Spring 2020 semester. Also, beginning in Summer 2020, the signature assignment for team leadership was revised to provide earlier training on the practices of effective virtual teams and provided more guidance on using software tools associated with virtual teams. Posttest data were collected from classes in the Summer and Fall 2020 semesters. Analysis of Posttest data was completed in the Spring 2021 semester and suggests that students scored above the performance benchmark for peer ratings of the dimensions of Conflict Resolution (4.63), Collaborative Problem Solving (4.62), and Goal Setting/Performance Management (4.63). These data indicate a trend toward higher team leadership ratings in the posttest sections compared to the pretest sections.

GMBA3. Have **technology skills** to support business analysis.

The Technology skills PLG was a new goal added in AY2015-2016 at the request of the AACSB visiting team given the mission of the program.

A loop was started in Fall 2018. Pretest data were collected during Fall 2018 in MIS7101 (Information Systems and Technology) using an embedded assignment. Seven of the eight MBA students met or exceeded the performance target. A decision on an intervention is pending.

A loop was completed between Spring 2017 and Fall 2017. Pretest data were collected during Spring 2017 and Fall 2017 in MIS7101 (Information Systems and Technology) using an embedded assignment. 16 of 19 students met or exceeded the target in every area examined. An intervention that included the addition of several support videos were shared with the students starting in Spring 2018. Posttest data were collected in the same form in Fall 2018. Seven of 8 MBA students met or exceeded the target. The sample size is too small to determine if there was a real improvement. Nonetheless, the intervention was kept.

GMBA4. Be skilled at business analysis to **solve problems.**

A problem-solving PLG was a new goal added in AY2015-2016 at the AACSB visiting team's request, given the program's mission.

One loop was completed between Fall 2017 and Fall 2019. Pretest data were collected in MIS7101 Information Systems and Technology using a rubric on artifacts where students applied a problem-solving scenario to a business case. In the Fall 2017 pretest, all but one student 'met or exceeded target' for (1) Problem recognition and Information Gathering; all but two met or exceeded the target for (2) develops possible solutions and implements a solution; and all but one student met or exceeded the target for 'evaluated results'. An intervention started in Spring 2018, adding problem-solving steps as a structured approach to help guide students facing a complex problem. Posttest data came from Fall 2018 using the same embedded artifact and course, showing 17 of 18 students meeting or exceeding all areas of problem-solving (better than the pretest). At the request of the AoL Committee, additional data was collected in 2019 corroborating the results (18 out of 18 students meeting or exceeding the targets). In future loops, a more refined or discriminating assessment will be needed.

GMBA5. Be effective **communicators** in facilitating organizational decision-making processes.

A loop was completed between Fall 2017 and Fall 2020. Written communication skills were measured in a pretest in MGMT7500 (Organizational behavior in the Global Context) in the Fall 2016 and Fall 2017 semesters. Responses to questions following a case were used as the instrument for the pretest. Results of a juried assessment of artifacts (Fall 2019) demonstrated that the average benchmark score of 3.0 (on a 5.0 scale) was not met in any of the assessed criteria – context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics. Intervention in the form of focused teaching and providing feedback in response to written answers on multiple case assignments was implemented in MGMT7600 (International Business) starting in the Fall 2020 semester. For the posttest, students were assigned a complex case focused on challenges Netflix faced in internationalizing its business. Students were required to summarize the case, examine the basis for the company's competitive advantage and success, recommend what the company should do to overcome the challenges faced in the international market, and recommend future strategic initiatives the company's CEO should consider. Students were asked to justify recommendations. A jury of three faculty in Spring 2020 assessed 22 posttest artifacts and the findings showed a successful intervention.

GMBA6. Be skilled at **ethical** analyses in business contexts.

A loop was completed between Fall 2016 and Spring 2021. Pretest data were collected in MGMT7500 Organizational behavior in the Global Context in Fall 2017 and Spring 2017 using a 300-words essay written in response to a brief case study. Students were required to use a worksheet based on the PREE

Model of Ethical Thinking (discussed in a video on ethical leadership students were required to watch and reflect on) to analyze and describe the best approach for responding to a situation described in a complex case. Results of a jury assessment of artifacts (Fall 2019) demonstrated that the average benchmark score of 3.0 (on a 5.0 scale) was not met in any of the assessed dimensions – ethical awareness, understanding of different ethical perspectives and concepts, ethical issues recognition, application of ethical perspectives and concepts, and evaluation of different ethical perspectives and concepts. Students were assigned a case study (MIS7101, Fall 2020) in which a computer professional faced an ethical dilemma. Students were asked to write a 500-word analysis of the case study. In the analysis, students identify the stakeholders in the case, summarize and reference the case, recommend a solution for the ethical dilemma using specific theories, code of ethics, or frameworks from the class, and include possible alternative endings and solutions to the case based on ethical theories, codes, or frameworks. Students were also provided a rubric that was used to grade the case for the posttest. Students were assigned a complex case in which a company had to decide whether to postpone the launch of an imperfect product or ride the wave of consumer demand and offer the product as is (MKTG7100, Spring 2021). Prior to the case assignment, a lecture on ethical theories and perspectives was given. Students were required to apply an ethical decision-making framework discussed in the course in analyzing the case. The posttest took place in the same course. Overall performance on the measure of ethics was M = 3.31 (0.68), which was above the benchmark of 3 set for this goal.

GMBA7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.

A loop was completed between Fall 2018 and Fall 2020. Knowledge of international business skills was measured in a pretest in MGMT7600 (International Business) in Fall 2018, Spring 2019, and Spring 2020 semesters. Students were required to examine whether or not the Chinese company Xiaomi needed to enter global markets and propose solutions to the challenges the company faced. In Summer 2020, a jury assessed artifacts, and student knowledge was determined to be below the benchmark 3.0 score on a 5.0 scale on each dimension – understanding of the global business environment, the impact of global business environment on business decisions, and formulating a good solution to global business challenges. Intervention in the form of focused teaching on key concepts, tools and frameworks and provision of feedback to multiple case assignments were implemented in MGMT7600 (International Business) in Fall 2020 semester. For the posttest, students were assigned a complex case focused on challenges Netflix faced in internationalizing its business. Students were required to summarize the case, examine the basis for the company's competitive advantage and success, recommend what the company should do to overcome the challenges faced in the international market, and recommend future strategic initiatives the company's CEO should consider. Students were asked to justify recommendations. Posttest data were collected and analyzed in Fall 2020 from 22 student artifacts by a jury of three faculty. The intervention was deemed successful as the overall average score was 3.22 (above the expected threshold of 3.0).

6.2.2. M.S. in Accounting

GACC1. Have advanced **accounting knowledge** and skills.

A loop was completed between Fall 2017 and Fall 2018. Knowledge of accounting was measured in a pretest in ACCT6201 (Seminar in Financial Accounting Theory & Practice) during Fall 2017 using exams questions. Students scored 37% Highly Developed, 63% Well Developed, & 0% Developed & Underdeveloped for the first learning objective (i.e., Accounting for Current Liabilities, Receivable, Inventory, Depreciation), 68% Highly Developed, 32% Well Developed, & 0% Developed & Underdeveloped for the second learning objective (i.e., Accounting for PPE, Intangible Assets, Investment, L.T. Liabilities, Revenue, EPS), 53% Highly Developed, 42% Well Developed, & 5% Developed & Underdeveloped for the third learning objectives (i.e., Accounting for Income Taxes, Leases, Cash Flow) and 63% Highly Developed, 37% Well Developed, & 0% Developed & Underdeveloped for the fourth learning objectives (Codification Research System). Faculty analyzed the

results in Spring 2018 and developed an intervention that, starting in Fall 2018, emphasized the teaching on the new format of the CPA exam, which placed a focus on high-order skills type of questions (i.e., analysis and evaluation). A posttest was done in Fall 2018 using the same instrument as in the pretest but with more analytical and evaluative questions. The results showed that the intervention was successful since the results met the target performance [80% Highly Developed, 0% Well Developed, & 20% Developed & Underdeveloped for the first learning objective (i.e., Accounting for Current Liabilities, Receivable, Inventory, Depreciation), 80% Highly Developed, 0% Well Developed, & 20% Developed & Underdeveloped for the second learning objective (i.e., Accounting for PPE, Intangible Assets, Investment, L.T. Liabilities, Revenue, EPS), 80% Highly Developed, 0% Well Developed, & 20% Developed & Underdeveloped for the third learning objectives (i.e., Accounting for Income Taxes, Leases, Cash Flow) and 53% Highly Developed, 33% Well Developed, & 13% Developed & Underdeveloped for the fourth learning objectives (Codification Research System)].

GACC2. Have **technology skills** to meet the needs of the accounting profession.
A loop was completed between Summer 2017 and Spring 2018. Technology skills were measured in a pretest in ACCT6331 (Accounting Information Technology & Systems) during Summer 2017. Assignments were used as the testing instrument for the pretest. Students scored 64% Exemplary, 18% Proficient, 18% Satisfactory & 0% Unsatisfactory for the first learning objective (i.e., Basic Mathematical Functions), 27% Exemplary, 73% Proficient, 0% Satisfactory & 0% Unsatisfactory for the second learning objective (i.e., Text Manipulation Functions), and 27% Exemplary, 45% Proficient, 18% Satisfactory & 9% Unsatisfactory for the third learning objectives (i.e., Lookup & Summary Functions). An analysis was done in Spring 2018. An intervention that provided more hands-on exercises in addition to instructions started in Spring 2018. A posttest was done that same semester using the same instrument as in the pretest but with more analytical and evaluative questions. The intervention results were mixed since while students still met the target performance [27% Exemplary, 36% Proficient, 18% Satisfactory & 18% Unsatisfactory for the first learning objective (i.e., Basic Mathematical Functions), 18% Exemplary, 45% Proficient, 18% Satisfactory & 18% Unsatisfactory for the second learning objective (i.e., Text Manipulation Functions), and 27% Exemplary, 55% Proficient, 18% Satisfactory & 0% Unsatisfactory for the third learning objectives (i.e., Lookup & Summary Functions)] and improved in some areas the performance also decreased in others.

GACC3. Have **problem solving** skills to meet the needs of the accounting profession.
A loop was completed between Fall 2016 and Fall 2018. Problem Solving skills were measured in a pretest in ACCT6201 (Seminar in Financial Accounting Theory & Practice) that leveraged existing assignments during Fall 2016. Students scored 74% Well Developed, 21% Developed, & 5% Underdeveloped for the first learning objective (i.e., Defining the Problem), 74% Well Developed, 21% Developed, & 5% Underdeveloped for the second learning objective (i.e., Developing a Plan to Solve the Problem), 58% Well Developed, 32% Developed, & 11% Underdeveloped for the third learning objective (i.e., Collecting and Analyzing Information), and 63% Well Developed, 32% Developed, & 5% Underdeveloped for the fourth learning objective (i.e., Interpreting, Finding and Solving the Problem). An intervention that provided the same instructions using a remote mode in delivering the course started in Fall 2018. A posttest was done using the same instrument as in the pretest but with more analytical and evaluative questions. Data were collected in Fall 2018. The results showed 60% Well Developed, 20% Developed, & 20% Underdeveloped for the first learning objective (i.e., Defining the Problem), 40% Well Developed, 33% Developed, & 27% Underdeveloped for the second learning objective (i.e., Developing a Plan to Solve the Problem), 60% Well Developed, 20% Developed, & 20% Underdeveloped for the third learning objective (i.e., Collecting and Analyzing Information), and 40% Well Developed, 40% Developed, & 20% Underdeveloped for the fourth learning objective (i.e., Interpreting, Finding and Solving the Problem). The differences might not be significant given the sample size. A larger sample will be needed in the loop.

A loop was completed between Fall 2015 and Fall 2016. Pretest and posttest data were collected in ACCT6201 Seminar in Financial Accounting Theory & Practice. The pretest took place in Fall 2015, and the analysis showed that all of the objectives failed to meet the target performance (75%). An intervention involving a rubric was added to the same course starting Spring 2016. Posttest data from Fall 2016 demonstrated a successful intervention given that all objectives met the target performance (75%).

GACC4. Be effective **communicators** in facilitating organizational decision-making processes
A loop was started in Fall 2018. Pretest data from 15 students were collected during Fall 2018 in ACCT6201 Accounting Information Technology & Systems. Results showed that 73% met the Context objective, 73% met the Content objective, 73% met Genre objective, 73% met the Sources objective, and 73% met the Syntax objective. Thus, none meet the target performance (75%). Intervention pending.

A loop was completed between Fall 2017 and Fall 2018. Communication skills were measured in a pretest in ACCT6201 (Seminar in Financial Accounting Theory & Practice) leveraging existing assignments during Fall 2017. Students scored 100% Capstone/Milestones & 0% Benchmark for the first learning objective (i.e., Context of and Purpose for Writing), 100% Capstone/Milestones & 0% Benchmark for the second learning objective (i.e., Content Development), 89% Capstone/Milestones & 11% Benchmark for the third learning objective (i.e., Genre and Disciplinary Conventions), 89% Capstone/Milestones & 11% Benchmark for the fourth learning objective (i.e., Sources and Evidence), and 100% Capstone/Milestones & 0% Benchmark for the fifth learning objective (i.e., Control of Syntax and Mechanics). An analysis was done in Fall 2017. An intervention that emphasized the rubric and its applications in writing started in Spring 2018. A posttest was done using the same instrument as in the pretest but with more analytical and evaluative questions. Data were collected in Fall 2018. The results showed 73% Capstone/Milestones & 27% Benchmark for the first learning objective (i.e., Context of and Purpose for Writing), 73% Capstone/Mileston% Capston es & 27% Benchmark for the second learning objective (i.e., Content Development), 73e/Milestones & 27% Benchmark for the third learning objective (i.e., Genre and Disciplinary Conventions), 73% Capstone/Milestones & 27% Benchmark for the fourth learning objective (i.e., Sources and Evidence), and 73% Capstone/Milestones & 27% Benchmark for the fifth learning objective (i.e., Control of Syntax and Mechanics). Posttest data showed a decrease in student performance. Further analysis is needed.

GACC5. Be skilled at **ethical** analyses in business contexts.
A loop was completed between Spring 2020 and Spring 2021. A pretest in ACCT8965 Integrative Perspectives on Accounting Issues in Spring 2020 measured Ethical Perspective using a rubric on an essay embedded in the course assignments. Results showed 71.4% met the target for Ethical Self-Awareness, 71.4% for Understanding, 85.7% for Recognition, 71.4% for Application, and 71.4% for Evaluation. The target performance was a minimum of 75%. And intervention started in Spring 2021 in the same course providing additional materials drawing students' attention to their previous studies regarding ethical theories, applying ethical theories, and developing personal ethical beliefs. The posttest was conducted in ACCT6355 Seminar in Auditing Standards and Applications showing that 88.9% met the target for Ethical Self-Awareness, 88.9% for Understanding, 88.9% for Recognition, 77.8% for Application, and 88.9% for Evaluation (all above the target of 75% and better than in the pretest).

GACC6. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
A loop was completed between Fall 2017 and Fall 2018. Pretest data collected in Fall 2017 from ACCT8965 Integrated Perspective on Accounting Issues using CPA style questions measuring knowledge of IFRS versus GAAP showed that students did not meet the expected target. An intervention was started in Spring 2018 in the same course adding more IFRS material. A posttest in the same course in Fall 2018 showed no improvement in students' performance.

6.2.3. M.S. in Management Information Systems

GMIS1. Have appropriate **technical** knowledge and skills.

A loop was completed between Spring 2015 and Spring 2020. The Information Systems Analyst (ISA) standardized exam was used in the MIS8979 capstone course as the pretest and posttest with a performance target of the 50th percentile compared with the national average. In the pretest from Fall 2014 and Spring 2015, students performed near the 50th percentile, performing at 11% and 3% above the national average across the exam areas. Some areas were very strong, while others were weak. For an intervention, curriculum changes were made to better prepare students in the program. Additional MIS prerequisite requirements were added to the program due to assessments that have demonstrated deficiencies in student technical competency in areas including networking and database management. In addition, students may demonstrate they have met the prerequisite competencies through work experience by documenting experience in a portfolio to be reviewed by MIS faculty members. In addition, the MSMIS core was revised as the previous curriculum had business courses that include a list of 'selectives'. The revision includes specific prescribed courses that are aligned to the MSMIS program goals and objectives, including organizational behavior, problems in business ethics, and project management. The intervention was in place in Fall 2016 for newly admitted students. The posttest in 2017 included six students. Comparing the 3-year average 2013-2015 vs. the 2-year average for 2016-2017, the overall results of students in each of the seven core areas went down. Even though the intervention went into effect in Fall 2016, it did not likely impact students in the capstone course in 2016, so it is difficult to draw a conclusion about the intervention at this point. The MIS faculty initially decided to wait for additional time between the intervention to collect more data. Soon after the posttest the program was replaced by the M.S. in Business Analytics and remaining few students are on a teach-out plan with the last students planning to complete the program by 2022.

GMIS2. Be effective at team **leadership** in a business context.

A loop was attempted beginning in Spring 2016, but due to low enrollment in the capstone courses in Spring 2018 and beyond, the team leadership assessment was not possible for a posttest. The assessment was a team project in the MIS8979. Using a rubric, the team members rate one another upon completion of the project. The performance target level is that of Effective (4) across dimensions. In the pretest in Spring 2016, the eight students (3 teams) had high ratings across the dimensions of conflict resolution, collaborative problem solving, and goal-setting/performance management. There is no variance within two of the three teams. Additional learning activities related to team collaboration, leadership, and interaction appear to be warranted given there is no specific location in the current curriculum where leadership and team collaboration is emphasized. The intervention was the addition of the required MGMT7500 Organizational Behavior in a Global Context beginning Fall 2016. The posttest was planned for Spring 2018, but the capstone course averaged only two students, not allowing for team projects. We moved the assessment to the required Organizational Behavior course, which is also used for the MBA (see GMBA2 GOLA). In addition, the MSMIS has since been replaced by the M.S. in Business Analytics, and the remaining few students are on a teach-out plan, with the last students planning to complete the program by 2022.

GMIS3. Have **technology** skills to support business analysis.

A technology PLG was added in AY2015-2016 at the AACSB visiting team's request, given the program's mission.

A loop was completed between Spring 2017 and Fall 2019. Pretest data were collected during Spring 2017 and Fall 2017 in MIS7101 Information Systems and Technology using an embedded artifact – a Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task. The performance target is an average rubric score of 1.0 or more. Four of four MSMIS students met the target. Given the high performance, a minor intervention was added beginning Spring 2018 to include additional tutorials and videos with specific directions for pivot

tables were added to the module in the same class as the assessment. The posttest occurred in Fall 2018, where two of three MSMIS students met or exceeded all targets. While the posttest results are below the pretest ones, it is important to note that (1) in both cases, they exceeded expectations, and (2) the universe size (all MSMIS students taking the course) is too small. The next loop was started but aborted, given that the program was being discontinued.

GMIS4. Be skilled at business analysis to **solve problems.**
A problem-solving PLG was added in AY2015-2016.

One loop was completed between Spring 2017 and Fall 2019. During the Spring 2017 and Fall 2017 semesters, the goal was assessed through an embedded assignment in MIS7101 Information Systems and Technology with students applying a problem-solving scenario to a business case. A rubric was used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) developing and implementing possible solutions; and (3) evaluating results. Students were expected to meet or exceed the target for each of the areas assessed with an average of 1.0 or more. Only one MSMIS student submitted the artifact making the loop statistically irrelevant. However, with the intention of improving and given that a similar goal exists for the MBA and there was more useful data from that program, an intervention was developed in MIS7101 teaching problem-solving steps to help guide students when facing a complex problem. The posttest was done using artifacts from Fall 2018 and Fall 2019 in the same course showing a non-statistically significant improvement in the results. Another loop was considered but aborted given that the program was being discontinued.

GMIS5 Be effective **communicators** in facilitating organizational decision-making processes.
One loop was completed between Spring 2017 and Spring 2020 for both oral and written communication. The AAC&U Oral Communication Value Rubric and AAC&U Written Communication Value Rubric were used to assess artifacts. Students were expected to meet a three out of four average performance target on the rubric across dimensions. For oral communication, the pretest occurred in the MSMIS capstone course (MIS8979 Advanced Management Information Systems) in Spring 2017, assessing presentations with all students achieving a three or better. For written communication, the pretest used a paper in MIS7700 ERP Systems with two of the four students meeting the performance target of 3 or better across all dimensions of writing. Interventions consisting of adding BUS3200 Business Communications as a required course and additional oral presentations in MIS7700 ERP Systems and MIS8979 Advanced Management Information Systems started in Fall 2017. The verbal communication's posttest occurred in Spring 2018, and all students met the three or better performance target. The written communication's posttest took place in Spring 2019, with five of six students meeting the performance target. Thus, both interventions were considered successful.

GMIS6 Be skilled at **ethical** analyses in business contexts.
One loop was completed between Spring 2016 and Fall 2019. An embedded artifact in MIS7101 Information Systems and Technology was used for the assessment. The assignment asked students to apply an ethics model or framework that supports the resolution of an ethical dilemma in an information systems case scenario. An ethics rubric based on a rubric from AAC&U was used to assess the artifacts, with students expected to reach an average of 3.0 or better across dimensions. In the Spring 2016 pretest, two of the four students met the performance target. As a result, an intervention was added, requiring students to take a business ethics course as part of their degree program. In the posttest, in Fall 2018 & Fall 2019, only two of seven students achieved an average of 3 or better across dimensions. Students averaged three or better in two dimensions and close to 3 or better in two dimensions (2.9). While posttest results were below those of the posttest, the sample size was so small that it is not possible to determine if there really was a problem. Another loop was considered but aborted given that the program was being discontinued.

GMIS7 Be able to apply knowledge and skills to generate solutions to address complex **global** business challenges.

One loop was completed between Fall 2016 and Fall 2019. An intercultural quiz was used in MIS7101 Information Systems and Technology, expecting students to accurately meet all the objective questions accurately. In the pretest in Fall 2016, 31 of 32 students answered the questions correctly. Even so, an intervention was added beginning Fall 2017, adding a reading assignment and self-assessment on cross-cultural, diversity, and globalization issues to MIS7101 Information Systems and Technology. In the Fall 2019 posttest, four out of four MSMIS students successfully answered the four objective questions right. In the posttest, an essay question was also included, with all student responses meeting expectations with regards to issue recognition and application of diverse perspectives and concepts. The MSMIS program was replaced by the M.S. in Business Analytics, and the remaining few students are on a teach-out plan, with the last students planning to complete the program by 2022; therefore, the next loop was aborted.

6.2.4. M.S. in Human Resource Management

MSHRM1. Have a well-integrated **knowledge** of the functional areas of human resource management.
Too soon since the start of the program (Fall 2019) to have started a loop.

MSHRM2. Be effective at team **leadership** in a business context.
The program started in Fall 2019. A loop was completed between Spring 2016 and Spring 2021. The pretest data (72 students) used prior data from a required course for this program (there was no reason to suspect that MSHRM students would be significantly different to MBA students). Students scored a means of 4.19, 4.31, and 4.20 (all over five) in the three dimensions assessed. An intervention including curricular updates to a project and additional peer training on how to better teach the material was started in Summer 2020. Posttest used data (34 students) from MGMT7500 in the Summer and Fall of 2020. Students scored 4.63, 4.62, and 4.63 (all over five) in the same three dimensions showing an improvement from the pretest.

MSHRM3. Have **technology skills** to support human resource management analysis.
The program started in Fall 2019. A loop was started in Fall 2020. Pretest data were collected in Fall 2020 from MGMT 7330 Human Resource Analytics and Performance Management. Pretest analysis is expected to be done in Fall 2021.

MSHRM4. Be skilled at human resource management analysis to **solve problems.**
The program started in Fall 2019. A loop was started in Spring 2021. Pretest data were collected during Spring 2021 in MGMT 7310 Strategic Organization Staffing using an embedded assignment of a case study involving recruitment and hiring problem-solving. This data will be analyzed in Fall 2021.

MSHRM5. Be effective **communicators** in facilitating organizational decision-making processes.
The program started in Fall 2019. Data for the pretest is planned to be collected during Fall 2021 from MGMT 8910 Integrative Human Resources Management Strategies artifacts using an embedded oral presentation.

MSHRM6. Be skilled at **ethical** analyses in business contexts.
The program started in Fall 2019. Data for the pretest is planned to be collected during Fall 2021 from questions in an embedded exam in MGMT8300 Management-Labor Relations.

MSHRM7. Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.
The program started in Fall 2019. Data for the pretest was collected during Spring 2021 from questions in an embedded exam in MGMT 7320 Strategic Human Resource Development. Pretest analysis is planned for Fall 2021.

6.2.5. *M.S. in Business Analytics*

MSBA1. Decision Making – Solve business problems and make decisions informed by data.
This new program began in Fall 2020, and it is too soon to have started a loop.

MSBA2. Analytics Methodologies and Tools – Access, collect, extract, manipulate and analyze data to support analysis for business.
This new program began in Fall 2020, and it is too soon to have started a loop.

MSBA3. Communication Skills – Communicate business problems, analysis, and results to key stakeholders.
This new program began in Fall 2020, and it is too soon to have started a loop.

MSBA4. Collaboration and Teamwork – Lead and participate in projects with diverse teams to reach common goals.
This new program began in Fall 2020, and it is too soon to have started a loop.

7. Indirect Measures

When the COB started its AoL journey, indirect measures were not considered appropriate, and we did not have any. As AoL matured, we (and the new standards) started to appreciate the value of indirect measures. Indirect measures are not used inside PLG loops but as a more general assessment of the effectiveness of the programs.

Very common indirect measures used throughout many schools are alumni surveys and employment data. Both of these have historically been very difficult for GSU to collect. GSU's Institutional Research Office is only recently starting to work on collecting valuable alumni data. Moreover, a very large of COB's students work while studying and stay in the same company after graduation (but often they get salary raises or promotions thanks to the new degree they earn). This complicates the collection of any valid employment data.

A couple of years ago, the COB started collecting student's data from LinkedIn and storing it in a database so that we could later compare that information with their new LinkedIn profiles and thus determine any changes that have occurred in their work-life after they graduate from GSU.

The COB has an Advisory Board composed of local businesspeople. And faculty and staff are in continuous communications with local businesses trying to learn their needs, what our graduates should know, and how the graduates they have hired are performing. This information is continuously being feedback to faculty for curriculum improvement.

The COB also started a Retention Roundtable, a Student Success Survey, and an Exit Survey. These are described in more detail in the following subsections. The next phase of AoL will include a more ample and structured use of indirect data.

7.1. Retention Roundtable and Student Success Survey

The COB Retention Roundtable provides the college with feedback, from our student's perspective, on our ability to meet student needs. The focus of this open discussion is to identify areas for improvement and to brainstorm for resolution of student's concerns and challenges. This initiative was implemented in the Spring of 2018 and occurs each spring and fall semesters. Select students gather responses to four questions from the COB student population and present the student feedback in an open roundtable discussion with COB's administration, advisors and various department heads. During the pandemic, while students were working remotely, the COB Student Success Survey was created to continue this opportunity to assess and improve our processes, communication, and administrative assistance. The

COB Student Success Survey requested a response from all COB students to the same four questions asked in the COB Retention Roundtable.

1. Focusing on the COB, what are the key challenges that students face in working toward the completion of their degree and what assistance or change could be provided to improve the process or student experience?
2. Focusing on the university, provided student services, such as advising, career services, financial aid, etc., what has your experience been with the GSU student services, affecting your experience on campus in a positive or negative way?
3. Since earning your degree is the first step in reaching your career goal, how can the college assist students in preparing for the next step of acquiring a position and working in your desired field?
4. If you were to complete a SWOT analysis of the university and/or the college what are the strengths and weaknesses of the college and university?

As expected, many student responses this past year have been about challenges with virtual classes, including the need for live interaction, navigating remotely, group projects, communication gaps, finding internships, and financial and family responsibilities. Many students have recently adjusted to this course delivery, and many students are now more comfortable with online courses. Since we began this initiative, there have been many positive responses about COB faculty and satisfaction of student experience. However, many responses have identified areas for improvement.

Just some changes that were made as a result of the feedback from COB students include:

- The addition of open skills labs where graduate assistants provide support to assist students with the challenges in their specific coursework or assignments.
- Early access to e-book links and course syllabi.
- Scheduling of class time to accommodate working students and returning adults.
- Changes in the process of applying for an internship for academic credit.
- Personnel change in advising.
- Improved communication with other GSU departments such as financial aid, advising and career services.
- The development of the Career Ready Program, currently piloted in the Accounting Program.

7.2. Exit Survey

Since spring 2018, the COB Exit Survey has been distributed to all COB students, undergraduate and graduate, in their capstone course at the end of each semester. This survey provides the opportunity for students to rate their satisfaction with GSU and COB. The survey also collects information about the student's employment, future career goals, professional affiliations, and contact information for alumni participation and networking. The survey identifies which college students transfer from, activities they participated in, and their internship experience.

Students are consistently satisfied with small class sizes, advisor availability and advising of program requirements, quality of teaching, availability of instructors, and equipment. Students show a need for better scheduling of classes (days and times) and availability of courses needed to complete their program. Some questions focus on the student's experience in the classroom and with the faculty, such as instructors encouraging students to challenge their ideas or the ideas of others, providing timely feedback on performance and activities that helped the student learn.

Some student satisfaction questions are about GSU and the various departments that provide services. Many of the questions are about the student's experience in their COB program and the skills and knowledge they have acquired to prepare them for their chosen career. These questions are consistently rated high by students. They include questions such as acquired a well-developed ethical perspective,

critical thinking in a business context, ability and skills to generate solutions to address complex global business challenges, and effectiveness in team leadership.

The COB Exit Survey also provides students the opportunity to describe the challenges they faced in completing their program. Most responses are about external issues such as balancing schoolwork and family life, and finances. Other responses are about the difficulties of particular classes or assignments, lack of internship opportunities, and availability of certain classes.

8. Next Steps

8.1. Transition to the new 2020 AACSB Standards

Under the AACSB 2020 guidelines, Standard 5 Assurance of Learning is to be evaluated using "well documented processes of indirect and direct measures" leading to high-quality curricular and process improvements. The process should be guided by a competency-based framework that will demonstrate the extent to which learners "achieve learning competencies" in their degree programs.

The COB has been working under the 2013 Standards, and it will have to develop the capacity to conduct AOL activities under the 2020 standards. The first step to doing that is a demonstrated understanding by faculty of the keyword "competency." AACSB 2020 standards define competencies as:

> Competencies state the educational expectations for each degree program. They specify the intellectual and behavioral capabilities a program is intended to instill, as well as the knowledge, skills, and abilities expected as an outcome of a particular program. In defining these competencies, faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program. Not all content areas need to be included as competency goals. Competency goals should be aligned with the mission of the school (Page 38, AACSB 2020 Standards)

We expect to measure competencies as the level of understanding and proficiency demonstrated by students across the curriculum. Thus, the extent that our Assurance of Learning system validates the delivery of learning objectives serves as a proxy for the relationship between our curricula and the preparation of students to be productive employees. And it also serves as an indicator that adjustments in the curriculum might be needed.

For Assurance of Learning purposes, we define knowledge as the display of facts taught in a course or sequence of linked courses; skills as the demonstrated ability to perform tasks; and ability as the innate capacity to demonstrate the knowledge and skills taught to have a career success. This definition is premised on the underlying work done in developing and continuously improving our curriculum and ensuring that our curriculum is directly related to activities that our alumni will need to perform in the world outside academia. We do this by seeking advice from the Dean's Advisory Board and local employers of our alumni, reviewing the pertinent news and reports, and reviewing similar institutions' offerings.

In the past, most of the assessment was done using direct measures of student learning. During the last two years, the COB has been collecting indirect measures of student learning (as discussed in the prior section). This push towards more indirect measures of student learning will continue. Nonetheless, the COB will always use at least one direct measure of student learning for each PLG. Indirect measures are meant to complement, not replace, direct measures.

Examples of direct measures that have been used by the COB are:

1. Knowledge: Performance in CompXM exam, Modular Concept exam, in-course exams, etc.

2. Skills: Written and oral presentations and demonstration of critical thinking, problem-solving, and data analysis inside essays.

3. Ability: proficiency in meeting expected benchmarks in demonstrating knowledge and skills.

Examples of indirect measures are:

1. Knowledge: Employer survey, student feedback, etc.

2. Skills: Employer surveys, student feedback, etc.

3. Ability: Employer surveys

4. All three (knowledge, skills, and abilities) as a composite: Career progression, salary progression, employer perceived image of the college, and type of companies participating in the COB career fairs.

The following subsection describes a detailed plan for the next steps that the COB expects to make. The first two are directly related to this transition to the New Standards and a competency-based Assurance of Learning system.

8.1. Detailed Plan

Following is a detailed plan of the next steps that the COB will take to develop further its Assurance of Learning processes assuring that it complies with the new 2020 AACSB Standards.

8.1.1. Transition to Competencies

The COB will assist faculty in developing an understanding of the rationale for transitioning to a competency-based AOL architecture via meetings and workshops. This will require a shared understanding of how the transition will affect the current framework and its impact on teaching pedagogy and the curriculum.

The key outcome will be a shared understanding of the meaning of the core term competencies and that they are more than just knowledge, skills, and abilities. This will be the responsibility of the AoL Committee, Director of Assessment and Accreditation, Division Chairs, and Dean.

8.1.2. Review of Program Learning Goals to Reflect Competency Goals

The COB will comprehensively review all the current program learning objectives (PLOs) for all the programs. This will include revising the current wording and understanding of the PLOs to ensure that they are written in relation to the competencies that students should have at the end of the program and not just the knowledge, skills, and abilities as they are currently written. The expected key outcome is an agreement on outcomes to measure as well as the expected level of performance (by dimension and composite as appropriate). A secondary set of outcomes will be the selection of signature assignments that will be used to measure the competencies. The responsibility of assuring this review takes place will rest with the Curriculum Committee and the Director of Assessment and Accreditation. However, the activity itself must be executed by Program Coordinators, Course Leaders, and faculty in general.

8.1.3. Revision of GOLA forms

The GOLA proforma will be revised to (1) ensure that they reflect the emphasis on competencies, (2) become a more standardized description of the loop, and (3) are more easily read. The key outcome will be the revised GOLA proforma, and the responsibility will rest with the Director of Assessment and Accreditation.

8.1.4. Updated Loop Schedule

Based on lessons learned and the recent creation and elimination of programs, the AoL Committee will develop an updated comprehensive schedule for all the loops. This schedule should ensure that (1) work is distributed across time as evenly as possible, (2) sufficient time is given to obtain reasonable sample sizes for the pretest and posttest, and (3) sufficient time is given to students to go through the intervention before they generate the artifacts for the posttest. The key outcomes will be the revised Loop Schedule, and the responsibility will rest with the AoL committee, the Director of Assessment and Accreditation, Program Coordinators, and Course Leaders.

8.1.5. Development of program and course packages

The COB already started to develop the program and course packages; however, due to the Pandemic, they are not all finished. Finishing this task will become a priority in the next year. The key outcome will be the completed repository of program and course packages. The responsibility will rest with the AoL committee, the Director of Assessment and Accreditation, Program Coordinators, and Course Leaders.

8.1.6. Formalize an AoL schedule for comparing different delivery modes

The COB has made some AoL comparisons of courses delivered face-to-face versus online. Given the increase in the number of these courses and programs, the COB will develop a parallel schedule of AoL that will specifically look into comparing delivery modes. And, whenever a mode is found to be significantly better than the other, an intervention will be implemented to improve the mode that is not as effective. It is important to note that there are reasons to believe that (in some cases) the online offerings could be better than the face-to-face one. Online is not inherently better or worse than face-to-face. Many factors make one modality better than the other. The key outcome will be a schedule of reviews that leverages the existing AoL data to compare delivery modes. The responsibility will rest with the AoL Committee and the Director of Assessment and Accreditation.

8.1.7. Develop AoL processes that leverage Indirect measures

Currently, when assessing a specific PLG, the COB only uses direct measures of student learning. These are direct assessments of artifacts created by individual students. There is value in using indirect measures to assess more complex constructs like the quality of the program as a whole. In the next phase, the COB will add standard and periodic precesses that evaluate entire programs leveraging indirect measures. And based on the findings, interventions will be implemented at the appropriate levels. The key outcome will be a systematic set of program and process improvement initiatives based on indirect measures. The responsibility will rest with the AoL Committee, the Director of Assessment and Accreditation, Director of Academic Services, Program Coordinators, Division Chairs, and Dean.

8.1. Lessons learned

While there is a Director of Accreditation and Assessment and an AoL Committee, Aol at the COB is a distributed process. Therefore, the way that is implemented is not entirely standardized. The concept of a loop is applied correctly throughout out. However, targets were established differently for different PLGs. For example, in some cases, the target was the percentage of students that met the target, and in others, the target was regarding the student average. Also, many PLGs were measured in several dimensions, and the effect of the intervention was different across the different dimensions.

As we compiled this report, we found that the *standardized* GOLAs were not as standardized as we wanted them to be. And while there is nothing wrong with any specific one, we learned that it would make the job of compiling a status situation of AoL much easier if we were to truly standardize them.

The current AoL structure is centered upon assuring that we complete at least one loop for each and every PLG inside a five-year period. There is a great effort to ensure that the loops accurately represent the state of all our students regarding the specific PLG. However, other important aspects of AoL have not been as systematized as we believe they should. For example, we should be more systematic regarding online

courses and online programs as compared to their face-to-face counterparts. This would assure that our online offerings are equivalent or better than the face-to-face ones. And if one of the two modes is statistically superior to the other, then we would implement interventions that would improve the model with the weaker outcome. It is important to note that, in many cases, our online offerings could be superior to face-to-face ones. This would be due to all the investments and efforts the COB and its faculty have placed in developing high-quality online programs and courses (by sending faculty to multiple workshops in the subject matter, including several from Quality Matters).

Since we can now collect some alumni data, we will need to develop processes that will routinely incorporate those findings into the AoL process.

The incorporation of Aqua and other online tools have facilitated assessing artifacts in a very simple yet confident manner. We believe that we should now expand that usage to as many tests as possible.

We have been working on Dashboards and other options that would provide a high-level managerial view of the status of AoL. The current Dashboard built in Excel is not the best tool for the job. We will need to figure out a better way to keep that managerial information system better updated and more consistent.

9. Conclusions

AoL has been very active and dynamic at the COB for the past five years. The COB has gone from an initial basic AoL system primarily managed by a few faculty leaders and administrators to a mature system that involves all of its stakeholders. AoL is now planned, organized, managed, and executed by faculty with the support of staff and administrators. AoL is coordinated by a (recently created position of) Director of Accreditation and Assessment (a member of the faculty) and a college-wide Assurance of Learning Committee with the support of the Director of Academic Services (also new position). The Division Chairs and the Dean both support and supervise AoL.

During these past five years, the College went through loops that generated big and small improvements in the students' learning. There were also loops that had to be aborted and loops that, in the end, did not demonstrate any improvement in the students' learning. And while the interventions in the loops were meant to improve student learning, the outcomes have also helped the college improve its AoL processes. The COB is where students, faculty, staff, and the community come together to learn. Not only students but everyone is in a continuous learning attitude at the COB.

Faculty and staff now have a very good understanding of what a loop is, why it needs to occur, and how to make sure that they take place. But AoL is now more than executing complete loops for each and every PLG every five years. AoL has more dimensions to it. We are now assuring that our Online offerings are of the same quality as our face-to-face ones. We are assuring that our programs are what the employers of our alumni and our community are looking for. And we are assuring that our students are satisfied with our programs (including satisfaction with how they are delivered). We started with only direct measures inside simple loops, and we now use indirect measures for a much more comprehensive assurance process.

AACSB standards have also changed. Our initial accreditation was under one set of standards, while this reaccreditation process is under a different set of Standards. And from this year forward, we will be working with the new 2020 Accreditation Standards. These more recent standards are about competencies, and the COB needs to develop a good understanding of the implications and move forward with competencies.

During maturity, we will not stop changing and improving ourselves, quite the opposite. The expectation is for AoL to advance its continuous improvement efforts for both students and the system itself.

10. Appendix

Goal-Objectives Loop Account (GOLA)

This appendix includes all the Goal-Objectives Loop Account (GOLA) documents for each program pertaining to the 2016-2021 AACSB evaluation cycle.

Summary Table

GOLA/Objective	Pretest	Analysis	Intervention	Posttest	Analysis
UC1 Knowledge	17Fa-21SP	21Su			
	15Sp	15Sp	15Fa	16Fa-17Su	17Fa
UC2 Communications (written)	18Fa-19Sp	19Fa	20Fa	20Fa	21Sp
UC2 Communications (oral)	18Fa-19Sp	20Su	20Fa	20Fa	21Sp
UC3 Ethics	16Fa	17Sp	18Fa	19Fa	20Fa
UC4 Global	20Fa	20Fa			
	14Fa	14Fa	16Sp	20Fa	20Fa
UC5 Technology	16Fa-17Sp	18Sp	18Fa	18Fa-19Fa	21Sp
UC6 Critical Thinking	16Fa-17Sp	17Sp	18Fa	19Fa	19Fa
UECO1 Economics	20Fa	20Fa	21Sp	21Sp	21Sp
	18Fa	18Fa	19Sp	19Sp	19Sp
	17Fa	17Fa	18Sp	18Sp	18Sp
	16Fa	16Fa	17Sp	17Sp	17Sp
UACC1 Knowledge Objective	17Sp	17Sp	17Fa	17Fa	17Fa
GACC1 Knowledge	17Fa	17Fa	18Fa	18Fa	18Fa
GACC2 Technology	17Su	17Su	18Sp	18Sp	18Sp
GACC3 Problem Solving	16Fa	16Fa	18Fa	18Fa	18Fa
	15Fa	15Fa	16Sp	16Fa	16Fa
GACC4 Communications	18Fa-19Sp	19Sp	21Sp		
	17Fa	17Fa	18Sp	18Fa	18Fa
GACC5 Ethics	20Sp	20Sp	21Sp	21Sp	21Sp
GACC6 Global	17Fa	17Fa	18Sp	18Fa	18Fa

Sp = Spring;   Su = Summer;   Fa = Fall

GOLA/Objective	Pretest	Analysis	Intervention	Posttest	Analysis
GMIS1 Technical Knowledge	14Sp-15Fa	16Sp	16Fa	17Sp	20Sp
GMIS2 Leadership	16Sp	16Sp	16Fa	20Su-20Fa	21Sp
GMIS3 Technology Skills	18Fa	19Fa			
	15Fa	15Fa	17Sp	17Sp	17Fa
GMIS4 Problem Solving	18Fa	19Fa			
	17Sp-17Fa	17Fa	18Sp	18Fa	19Fa
GMIS5 Communications (Oral)	17Sp	17Sp	18Sp	18Sp	20sp
GMIS5 Communications (Written)	17Sp	17Sp	17Fa	19Sp	20Sp
GMIS6 Ethics	18Fa-19Fa	20Sp			
	16Sp	16Sp	17Fa	18Fa-19Fa	20Sp
GMIS7 Global	19Fa	20Sp			
	16Fa	16Fa	17Fa	19Fa	19Fa
GMBA1 Knowledge	15Fa-16Sp	16Su	16Fa	16Fa-17Sp	17Fa
GMBA2 Team Leadership	17Sp-18Sp	20Sp	20Su	20Su-20Fa	21Sp
GMBA3 Technology Skills	18Fa	19Fa			
	17Sp-17Fa	17Fa	18Sp	19Fa	18Fa
GMBA4 Problem Solving	18Fa	19Fa			
	17Sp-17Fa	17Fa	18Sp	18Fa	19Fa
GMBA5 Comm - Oral, Written	17Fa-18Fa	19Fa	20Fa	20Fa	20Fa
GMBA6 Ethics	17Fa-18Sp	19Fa	20Fa	21Sp	21Sp
GMBA7 Global	18Fa-20Sp	20Su	20Fa	20Fa	20Fa
GMSHR1 Knowledge					
GMSHR2 Team Leadership	17Sp-18Fa	20Sp	20Su	20Su-20Fa	21Sp
GMSHR3 Technology	20Fa	21Sp			
GMSHR4 Problem Solving	21Sp				
GMSHR5 Communication					
GMSHR6 Ethics		New Program (Fall 2019).			
GMSHR7 Global	20Fa	21Sp			
GMSBA1 Decision Making					
GMSBA2 Analytical Methodology					
GMSBA3 Communication Skills		New program (Fall 2020).			
GMSBA4 Collab. & Teamwork					

Sp = Spring;   Su = Summer;   Fa = Fall

1. BA in Business Administration, BA in Business and Applied Science, and BA in Manufacturing Management
   1.1. UC1. Have a fundamental knowledge of basic business concepts & practices

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA UC1 Fundamental knowledge						
Have a fundamental knowledge of basic business concepts and principles						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA17 SP21	SU21	FA21			Gokce Sargut	Posttest cannot start before Spring 2023

Program(s): **BSA, BAAS, BSAD and BAMM**

Learning Goal: UC1 - Have a fundamental knowledge of basic business concepts and principles.

Learning Objective(s): Our students should demonstrate competence and understanding of basic business disciplines and concepts.

Performance Target: Our students should be able to score at or above the 50% percentile on the CompXM test in the specific section being assessed.

Pretest - Understanding of production and operations management concepts.
Data was collected from all the sections taught of the Capstone Course between Fall 2017 and Spring 2021 using the production section of the COMPXM examination. CompXM is an assessment that tests student knowledge of functional business areas and their interconnection. The assessment is taken at the end of a semester and after students have played the Capstone strategy simulation. The simulation demands application of functional knowledge and is played in teams as well as individually. The CompXM exam is taken individually, and it is interconnected to the individual simulation.

      Mean score: 50% (based on 656 student scores from 11 semesters).
      Standard Deviation: 1.8 (average SD based on the production questions that were assessed)

Intervention: Starting in Fall 2021 more emphasis will be placed in teaching production concepts, especially related to supply chain management (e.g., inventory management and production capacity forecasts) in MGMT3400.

Posttest: Posttest data cannot be collected before Spring 2023 because MGMT3400 might be taken up to three semesters before the student takes the capstone course.

Analysis: TBD
Outcome: TBD
Course Leader: Gokce Sargut
Date last updated: June 15, 2021   **CFRevised**: 20210701

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA UC1 Fundamental knowledge						
Have a fundamental knowledge of basic business concepts and principles						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
SP15	SP15	FA15	FA16-U17	FA 17	Gokce Sargut	Loop Closed

Program(s):   **BSA, BAAS, BSAD and BAMM**

Learning Goal: UC1 - Have a fundamental knowledge of basic business concepts and principles.

Learning Objective(s): Our students should demonstrate competence and understanding of basic business disciplines and concepts.

Performance Target: Our students should be able to score at or above the 50% percentile on the CompXM test in the specific section being assessed.

Pretest - Understanding of strategy concepts.
Data was collected from the Capstone Course using the strategy section of the COMPXM examination. CompXM is an assessment that tests student knowledge of functional business areas and their interconnection. The assessment is taken at the end of a semester and after students have played the Capstone strategy simulation. The simulation demands application of functional knowledge and is played in teams as well as individually. The CompXM exam is taken individually, and it is interconnected to the individual simulation.

Mean score: 28% (Students did not demonstrate sufficient understanding of strategy.)

Intervention: Starting in Fall 2015 more emphasis will be placed in teaching the basic strategy concepts and several relevant mini-cases will be added to the Capstone course.

Posttest: Post test data can be collected as soon as the intervention is first implemented because they both occur in the same course. Data was collected using the same instrument for all students in all the sections of the Capstone course between Fall 2016 and Summer 2017.

Mean score: 54.06% (Standard Deviation: 14.77%)

Analysis: Students demonstrated a significant improvement in their understanding of strategy. However, while the mean score is above 50%, additional work will be needed to increase that understanding. Since the Intervention was successful, it will be continued.

Course Leader: Gokce Sargut
Date last updated: August 17, 2018   **CFRevised**: 20210701

1.2. UC2. Have effective communication skills in creating business documents and delivering business presentations

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA UC2 Communication Demonstrate communication skills in creating business documents and delivering business presentations							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
Written							
Fall 2018 Spring 2019	Fall 2019	Fall 2020	Fall 2020	Spring 2021	Stephen Wagner	Loop Closed	
Oral							
Fall 2018 Spring 2019	Summer 2020	Fall 2020	Fall 2020	Spring 2021	Stephen Wagner	Loop Closed	

Program(s): All Undergraduate Business Programs

Learning Goal: Have effective **communication** skills in creating business documents and delivering business presentations

Learning Objective(s): Design business communications that reflect the purpose of the communication; Construct business communications that effectively convey messages to a particular audience; execute oral business communications by using effective verbal and nonverbal techniques.

Assessment method (include rubric if any): See rubrics

Written communication Rubric:

	Excellent	Good	Mediocre	Poor
Organization (introduction and conclusion, sequenced material within the body)	Organizational pattern is clearly and consistently observable and is skillful and makes the document cohesive.	Organizational pattern is clearly and consistently observable within the document.	Organizational pattern is sometimes observable within the document.	Organizational pattern is not observable within the document.
Content (content requirements of the assignment, citations for research)	Information presented is accurate and based on compelling research which is cited correctly.	Information presented is generally accurate except in minor details and based on appropriate research which is cited correctly.	Often accurate but generally flawed document of the content. Based on limited research that is often not cited correctly.	Information is consistently inaccurate and not based on valid research and not cited correctly.

Language (word choice, understanding of audience)	Language choices are memorable, compelling, and enhance the effectiveness of the document. Language in document is tailored to audience.	Language choices are thoughtful and generally support the effectiveness of the document. Language in document is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the document. Language in document is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the document. Language in document is not appropriate to audience.
Grammatical correctness and writing mechanics (spelling, punctuation, syntax)	The document had few errors, if any. It is clear, and the writer shows considerable mastery of the language.	There are some grammatical/mechanical errors, but those errors did not interfere with the reader's understanding of the document's purpose.	There are numerous grammatical/mechanical errors that interfered at times with the reader's understanding of the document's purpose and/or caused the reader to question the skill and expertise of the writer.	Grammatical/mechanical errors are pervasive, making the document difficult to understand. The reader questioned the competence and professionalism of the writer because of these recurrent mistakes.
Formatting (Professional appearance, headings, appropriate structural components: page numbers, headings)	Formatting of document enhances its readability and facilitates the understanding of the information. All appropriate structural components are present and well executed.	Formatting of document is generally supports its readability and the understanding of the information. Most of the appropriate structural components are present.	Formatting of the document fails to follow many conventions designed to support readability and the understanding of information. It is difficult to skim the document to identify information.	Formatting of the document ignores the conventions for this type of document. The document appears sloppy and unprofessional.

Oral Presentation Rubric

	Exemplary	Proficient	Developing
Audience Engagement	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.	Presented interesting information which generally held audience attention; some unsteady interaction with audience.	Some related facts but may off topic and does not engage the audience effectively. Speaker fails to hold audience attention.
Length	Time used efficiently. Within allotted time.	Within 45 seconds allotted time.	Substantially longer or shorter than indicated by assignment.
Vocal Qualities	Clear, strong voice with vocal variation to demonstrate interest in the subject. Precise pronunciation of terms.	Voice is clear but drops in volume at times; still uses vocal variation to show interest.	Voice is soft or lacks vocal variation. Voice is soft and monotone.
Eye Contact	Maintains eye contact; seldom returning to notes; presentation is like a planned conversation. Speaker obviously prepared and has a solid grasp of the subject.	Student somewhat maintains eye contact most of the time but frequently returns to notes. Speaker spent significant time preparing and appears at ease but doesn't elaborate.	Reads all or most of report with no eye contact. It is likely the speaker did not practice out loud. Unlikely the speaker would be able to answer questions about the topic.

Gestures/ Posture	Confident demeanor, gestures add to style, and hands are used to describe or emphasize.	Confident demeanor; may need to add or subtract gestures to emphasize points.	Slumping posture, hands stuck at sides or on podium OR Shifting weight or pacing.

Performance targets:

Written Communication Target is 80% of students assessed will score either 'Good' or 'Excellent' on the dimensions of the rubric being utilized. Oral Communication target is 80% of students assessed will score either 'Proficient' or 'Exemplary' on the dimensions of the rubric being utilized.

Pretest- Written Communication

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

BUS 3200 sections – Cecil Wagner – course leader, Steve Wagner AOL liaison

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Critical Thinking assignment conducted in various sections (online, FtF, across multiple

instructions, approximately 45 artifacts in total

When (was the assessment): Fall 2018/Spring 2019 – was assessed by faculty during Spring 2019 All-College Meeting

Results/Findings:

Frequency Tables

Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.2	.2	2.2
	2.00	14	31.1	31.1	33.3
	3.00	23	51.1	51.1	84.4
	4.00	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

Content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	8.9	8.9	8.9
	2.00	12	26.7	26.7	35.6
	3.00	24	53.3	53.3	88.9
	4.00	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.2	2.2	2.2
	2.00	15	33.3	33.3	35.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	3.00	25	55.6	55.6	91.1
	4.00	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

Mechanics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	4.4	4.4	4.4
	2.00	14	31.1	31.1	35.6
	3.00	17	37.8	37.8	73.3
	4.00	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

Format

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.2	2.2	2.2
	2.00	13	28.9	28.9	31.1
	3.00	26	57.8	57.8	88.9
	4.00	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

Intervention – Written Communication:

What (describe the intervention):

Students will use their persuasive writing skills to develop an effective one-page cover letter that will get them noticed for career opportunities. See appendix for Signature Assignment BizCom Project: Cover Letter. (See Appendix for assignment)

Where (courses and course leaders):

BUS 3200 sections – Cecil Wagner – course leader, Steve Wagner AOL liaison

When (occurrence of first intervention): Fall 2020

Why (we believe the intervention can be helpful):

This intervention gives practical, authentic professional writing experience.

Posttest –Fall, 2020 sections of BUS 3200

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

BUS 3200 sections– Cecil Wagner – course leader, Steve Wagner AOL liaison

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Artifacts from signature assignment

When (was the assessment): Fall 2020

Results/Findings:

Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	5.4	5.4	5.4
	2.00	19	25.7	25.7	31.1
	3.00	39	52.7	52.7	83.8
	4.00	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

Content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	6.8	6.8	6.8
	2.00	21	28.4	28.4	35.1
	3.00	32	43.2	43.2	78.4
	4.00	16	21.6	21.6	100.0
	Total	74	100.0	100.0	

Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	4.1	4.1	4.1
	2.00	28	37.8	37.8	41.9
	3.00	31	41.9	41.9	83.8
	4.00	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

Grammar/Writing Mechanics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	9.5	9.5	9.5
	2.00	15	20.3	20.3	29.7
	3.00	39	52.7	52.7	82.4
	4.00	13	17.6	17.6	100.0
	Total	74	100.0	100.0	

Formatting

		Frequency	Percent	Valid Percent	Cumulative e Percent
Valid	1.00	3	4.1	4.1	4.1
	2.00	15	20.3	20.3	24.3
	3.00	41	55.4	55.4	79.7
	4.00	15	20.3	20.3	100.0
	Total	74	100.0	100.0	

Pretest – Oral Communication

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

BUS 3200 sections – Cecil Wagner – course leader, Steve Wagner AOL liaison

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Instructor observation of recorded presentations using the rubric displayed above for oral Communication

When (was the assessment): Fall 2018 through Fall 2019

Results/Findings:

Audience Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	9.5	9.8	9.8
	2.00	33	52.4	54.1	63.9
	3.00	22	34.9	36.1	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

Length

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	25.4	25.8	25.8
	2.00	5	7.9	8.1	33.9
	3.00	41	65.1	66.1	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
Total		63	100.0		

Vocal Qualities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.6	1.7	1.7
	2.00	23	36.5	38.3	40.0
	3.00	36	57.1	60.0	100.0
	Total	60	95.2	100.0	
Missing	System	3	4.8		
Total		63	100.0		

Eye Contact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	7.9	8.2	8.2
	2.00	27	42.9	44.3	52.5
	3.00	29	46.0	47.5	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

Gestures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.2	3.2	3.2
	2.00	39	61.9	62.9	66.1
	3.00	21	33.3	33.9	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
Total		63	100.0		

Intervention – Oral Communications:

What (describe the intervention):

Students will design a brief, persuasive oral presentation that engages a specific audience. See appendix
for Signature Assignment BizCom Project: Elevator Pitch

Where (courses and course leaders):

BUS 3200 – Cecil Wagner – course leader, Steve Wagner AOL liaison

When (occurrence of first intervention): Fall 2020

Why (we believe the intervention can be helpful):

This assessment provides the opportunity for designing a concise oral presentation that engages an audience and offers practice in oral presentation skills.

Posttest – Oral Communication: Fall, 2020 sections of BUS 3200

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
BUS 3200 Sections – Cecil Wagner – course leader, Steve Wagner AOL liaison

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Artifacts from signature assignment

When (was the assessment): Fall 2020

Results/Findings:

Audience Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	11.5	11.5	11.5
	2.00	30	57.7	57.7	69.2
	3.00	16	30.8	30.8	100.0
	Total	52	100.0	100.0	

LENGTH

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	11.5	11.5	11.5
	2.00	4	7.7	7.7	19.2
	3.00	42	80.8	80.8	100.0
	Total	52	100.0	100.0	

Vocal Qualities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	5.8	5.9	5.9
	2.00	11	21.2	21.6	27.5
	3.00	37	71.2	72.5	100.0
	Total	51	98.1	100.0	
Missing	System	1	1.9		
Total		52	100.0		

Eye Contact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	23.1	23.1	23.1
	2.00	25	48.1	48.1	71.2
	3.00	15	28.8	28.8	100.0
	Total	52	100.0	100.0	

Gestures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	11.5	11.5	11.5
	2.00	29	55.8	55.8	67.3
	3.00	17	32.7	32.7	100.0
	Total	52	100.0	100.0	

Appendix A: Signature Assignment- BizCom Project Assignment: Cover Letter

Creating a cover letter is an essential part of creating a successful professional presence. The cover letter can be seen as a marketing tool. It is a detailed written representation of your personality, education background, and professional skills.

Why should you write a cover letter?:

- One common reason to write a cover letter is to accompany your résumé and give potential employers a more developed image of you as a professional.
- Another reason one might write a cover letter is in response to a job posting. In this type of cover letter you would indicate where you learned of the position and the title of the position. Also you would express your enthusiasm and show a bit of your personality in the letter. You will want to show your potential employer how your skills match with the position to which you are applying.
- In some cases, you may have been referred to a potential employer by a friend or acquaintance. Be sure to mention this mutual contact, by name, up front to encourage the reader to keep going.
- Sometimes you will write unsolicited letters (or prospecting letters) to inquire about possible job openings. In this case – state your specific job objective. Since your reader didn't ask to hear from you it is even more important to capture the reader's attention.
- Your cover letter is the first impression a potential employer has of you and serves as a writing sample. One misspelled word, typo, or awkward phrase will likely get your résumé tossed out.
- Cover letters should not be more than one page.

This assignment requires you to create a professional résumé. To successfully complete this assignment, you should follow the procedure below:

1. Read Chapter four in your textbook, "Résumés, Interviews, and Negotiation," to gain an understanding of the different types of résumés and how to format one.
2. Research and read several types of cover letters on the Internet. I have also included some examples her for you to review.
3. Create a draft of your cover letter. Use the checklist I have provided to be sure you hit all the marks for creating an excellent cover letter. Avoid templates, fancy graphics, columns, unusual spacing, etc. Be sure to set your margins as one inch on all for sides so the reader's attention is directed toward the text. Cover letters are generally written in block business letter style, single-spaced, and one page in length.
4. Share your draft with at least one person. This could be someone in the Career Services office (information below) that offers workshops and help on résumés. You might share with a friend or family member whose advice you value. Another possibility is to share with some other faculty member. Consider their suggestions as you revise your cover letter.
5. Prepare a final version of your résumé as a MS Word .doc or .docx file, .rtf file or a .pdf file and upload your final résumé to BizCom Project Assignment: Cover Letter by the due date.

Appendix B: Signature Assignment- BizCom Project Assignment: Elevator Pitch

For this assignment you are going to create and deliver a 30 to 60 second elevator pitch. Along with the résumé and cover letter, the elevator pitch is a marketing tool to help you land professional jobs and network in professional settings. This is a persuasive, extemporaneous speech. An elevator speech is your opportunity to showcase to potential employers your unique value and how your skills can benefit their organization.

What is an elevator pitch and why is it important?

- According to The Balance Careers website an elevator pitch "is a quick synopsis of your background and experience. The reason it is called an elevator pitch is that it should be short enough to present during a brief elevator ride."
- Your elevator pitch is a way to share your expertise and credentials quickly and effectively with people who don't know you.
- When it is done right and elevator pitch can: help you introduce yourself to career and business connections in a compelling way, build your professional network, land a job, and make professional connections with colleagues.

This assignment requires you to record a 30 to 60 second elevator pitch. To successfully complete this assignment, you should follow the procedure below:

6. It will be helpful to refer to Chapter 12 "Speech Design" and Chapter 13 "Delivering a Speech with Professional Excellence" in your textbook to gain an understanding of how to give an effective oral presentation.
7. Read these brief articles to help you develop your elevator pitch.
   a. https://www.cnbc.com/2017/12/05/six-tips-for-perfecting-the-elevator-pitch.html
   b. https://www.forbes.com/sites/nextavenue/2013/02/04/the-perfect-elevator-pitch-to-land-a-job/#8c39731b1d26
   c. https://blog.stafflink.ca/job-search-tips/introduce-yourself-with-a-personal-tagline
8. Watch this video about how to present an effective elevator pitch:
   https://www.youtube.com/watch?v=O6U9OGpvV78

9. Write out some notes for yourself, practice a few times, and maybe even record yourself a few times before you record the "final" version.
10. Use BlackBoard Collaborate to record your video. This video instructs you on how to use BlackBoard Collaborate to record and turn in your video.
    https://www.youtube.com/watch?v=38pyx3SCYHQ
11. Once you finish recording in BlackBoard Collaborate Ultra and you close out your session, that is all you need to do. Your video will automatically upload to BlackBoard Collaborate Ultra.

Creating a cover letter is an essential part of creating a successful professional presence. The cover letter can be seen as a marketing tool. It is a detailed written representation of your personality, education background, and professional skills.

Why should you write a cover letter?

- One common reason to write a cover letter is to accompany your résumé and give potential employers a more developed image of you as a professional.
- Another reason one might write a cover letter is in response to a job posting. In this type of cover letter you would indicate where you learned of the position and the title of the position. Also you would express your enthusiasm and show a bit of your personality in the letter. You will want to show your potential employer how your skills match with the position to which you are applying.
- In some cases, you may have been referred to a potential employer by a friend or acquaintance. Be sure to mention this mutual contact, by name, up front to encourage the reader to keep going.
- Sometimes you will write unsolicited letters (or prospecting letters) to inquire about possible job openings. In this case – state your specific job objective. Since your reader didn't ask to hear from you it is even more important to capture the reader's attention.
- Your cover letter is the first impression a potential employer has of you and serves as a writing sample. One misspelled word, typo, or awkward phrase will likely get your résumé tossed out.
- Cover letters should not be more than one page.

This assignment requires you to create a professional cover letter. To successfully complete this assignment, you should follow the procedure below:

1. Read Chapter four in your textbook, "Résumés, Interviews, and Negotiation," to gain an understanding of the different types of résumés and how to format one.
2. Research and read several types of cover letters on the Internet. I have also included some examples her for you to review.
3. Decide what type of letter you will write: a) in response to a job posting, b) referred by someone, c) unsolicited to ask about possible job openings, d) a letter of introduction for a college or other type of application. There are samples attached to this assignment for you to use. You are encouraged to research numerous samples on the Internet.
4. Create a draft of your cover letter. Use the checklist I have provided to be sure you hit all the marks for creating an excellent cover letter. Avoid templates, fancy graphics, columns, unusual spacing, etc. Be sure to set your margins as one inch on all for sides so the reader's attention is directed toward the text. Cover letters are generally written in block business letter style, single-spaced, and one page in length.
5. Share your draft with at least one person. This could be someone in the Career Services office (information below) that offers workshops and help on résumés. You might share with a friend or

family member whose advice you value. Another possibility is to share with some other faculty member. Consider their suggestions as you revise your cover letter.

6. Prepare a final version of your résumé as a MS Word .doc or .docx file, .rtf file or a .pdf file and upload your final résumé to BizCom Project Assignment: Cover Letter by the due date.

Date last updated: 2/8/2021   CFRevised: 20210616

1.3. UC3. Have a well-developed ethical perspective

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA UC3 Ethics Have a well-developed ethical perspective							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2016	SP2017	FA2018	FA2019	FA2020	Uday Shinde	Loop closed	

Program(s): All Undergraduate Business Programs

Learning Goal: Have a well-developed **ethical** perspective

Learning Objective(s): Students should be able to demonstrate ethical self-awareness.

Students should be able to demonstrate an understanding of different ethical perspectives and concepts.

Assessment method (include rubric if any):
The assessment is done via a case analysis given to students in the MGMT 3099 (Business Ethics & Social Responsibility) course offered on-campus and online. For details please see the rubric and sections that follow.

Performance target:

	Capstone 4	Milestones 3	2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives /Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.

CoB faculty established an expectation that 70% of undergraduate students should attain a score of at least 3.00 (on a 4-point scale on the Ethical Self-Awareness and Understanding Different Ethical Perspectives/Concepts dimensions of the AAC&U Ethical Competence Value Rubric

Pretest Fall 2016

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- MGMT 3099 Fall 2017 (Course Leaders: Uday Shinde, Tricia Kerns)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Case study analysis addressing Ethical Decision Making from sections taught by Uday Shinde and Tricia Kerns
- N = 39
- Members of the COB assessed these using the rubric described above in a COB meeting (May, 2017)

When (was the assessment): Fall 2016 Spring 2017

Results/Findings:

For the dimension of Ethical Self-Awareness, 49% of students scored greater than 3. For the dimension of Understanding Different Ethical Perspectives/Concepts, 44% of students scored greater than 3.

Intervention: Implemented in all MGMT 3099 sections starting Fall 2018

What (describe the intervention)? Introduction of multiple assignments/cases using a structured ethical framework to address below par results related to ethical recognition and awareness.

Where (courses and course leaders): MGMT 3099, Uday Shinde

When (occurrence of first intervention): Fall 2018

Why (we believe the intervention can be helpful):

Using a structured framework to recognize ethical issues will allow students to become more aware of such issues and be able to flesh them out more clearly. By addressing ethical theories directly students will have to consider different ethical perspectives as applied to business issues giving them a better understanding of various ethical perspectives.

Posttest: The same assignment and rubric as the pretest was used

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- MGMT3099
- Artifacts collected from: Fall 2018 and Spring 2019, Assessed in Fall 2019
- Course Leaders: Uday Shinde

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Same Case study analysis ('Google in China') addressing Ethical Decision Making used in pretest above. Taken from sections taught by Jim Betourney, Marla Mutis, Uday Shinde and Tricia Kerns.
- N = 39

When (was the assessment): Fall 2019

Results

Posttest results are given below and show a marked improvement over the pretest. However, the benchmark was still not met for the criterion of Theoretical Perspectives. Differences are also apparent in the results in terms of online and on-campus students suggesting that interventions should be created that improve online student scores on theoretical understanding.

Date last updated: 3/31/21   CFRevised: 20210616

Summary of Performance: Percentage of students meeting benchmark score of 3.0/4.0 and above (Last row is from previous assessment)		
	Ethical Awareness	**Theoretical Perspectives**
2018-19 On Campus (n = 15)	80	73.3
2018-19 Online (n = 24)	75	54.1
2018 -19 Overall (n = 39)	76.9	61.5
2016-17 Overall (n = 39)	49	44

1.4. UC4. Have the ability to integrate global perspectives in business decisions

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA UC4 Global						
Have the ability to integrate global perspective in business decisions						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA2020	FA 2020				Wonsuk Cha	

Program(s):   BAAM, BAAS, BSAD, and BSA

Learning Goal: Have the ability to integrate global perspective in business decisions

Learning Objective(s): Our students should be able to Assess the interconnectedness of the global economy

Assessment method (include rubric if any):

Learning Objectives	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Assess the interconnected ness of the global economy	Student understands how economies impact each other; he/she can think critically about political/ social/ environmental issues raised by economic interdependence.	Student is aware that economic conditions of one nation can impact those of other nations, but he/she is not aware of political/social issues raised by economic interdependence.	Student is aware that national economies impact one another, but this knowledge is general and sparse	Student does not understand that economies of nations impact one another.
Identify how political, social/cultural, economic and legal factors impact business decisions	Student identifies how several relevant global factors impact business decisions and provides specific examples to support	Student identifies how several relevant global factors impact business decisions	Student Identifies only a single relevant global factor impacts business decisions	Student fails to identify how relevant global factors impact business decisions
Applying Knowledge to Real-World Business Challenges	Applies knowledge and skills to generate sophisticated, appropriate and workable solutions to address complex business using interdisciplinary perspectives	Evaluates more complex solutions to global business challenges that are appropriate to their contexts using multiple lenses or disciplinary perspectives	Formulates practical yet elementary solutions to global business challenges	Defines global business challenges in basic ways, but fails to formulate practical solutions

Performance target: An expectation was established by faculty that 70% of students should attain a minimum score of 3.00 (on a 4-point scale) on the interconnectedness of the global economy dimension of the rubric.

Pretest results:

Course	Capstone 4	Milestone 3	2	Benchmark 1
MGMT-4600 FA2020	23	10	8	1

Mean: 3.4   (Standard Deviation: 0.7429)

78.5% of students met the requirement established by faculty that 70% of students should attain a minimum score of 3.00 (on the assessment rubric's 4-point scale).

Intervention: TBD
Post Test: TBD
Post Test Analysis: TBD
Course Leader: Wonsuk Cha

Date last updated: February 8, 2021

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA UC4 Global							
Have the ability to integrate global perspective in business decisions							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA14	FA 2014	SP 2016	FA 2020	SP 2020	Wonsuk Cha	Loop closed	

Program(s):   BAAM, BAAS, BSAD, and BSA

Learning Goal: Have the ability to integrate global perspective in business decisions

Learning Objective(s): Our students should be able to Assess the interconnectedness of the global economy

Assessment method (include rubric if any):

Learning Objectives	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Assess the interconnectedness of the global economy	Student understands how economies impact each other; he/she can think critically about political/ social/ environmental issues raised by economic interdependence.	Student is aware that economic conditions of one nation can impact those of other nations, but he/she is not aware of political/social issues raised by economic interdependence.	Student is aware that national economies impact one another, but this knowledge is general and sparse	Student does not understand that economies of nations impact one another.
Identify how political, social/cultural, economic and legal factors impact business decisions	Student identifies how several relevant global factors impact business decisions and provides specific examples to support	Student identifies how several relevant global factors impact business decisions	Student Identifies only a single relevant global factor impacts business decisions	Student fails to identify how relevant global factors impact business decisions
Applying Knowledge to Real-World Business Challenges	Applies knowledge and skills to generate sophisticated, appropriate and workable solutions to address complex business using interdisciplinary perspectives	Evaluates more complex solutions to global business challenges that are appropriate to their contexts using multiple lenses or disciplinary perspectives	Formulates practical yet elementary solutions to global business challenges	Defines global business challenges in basic ways, but fails to formulate practical solutions

Pretest: Posttest result for a prior loop was adopted as the pretest as the performance target was not met

Prior Posttest: Examine student knowledge of the interconnectedness of international business.

Performance target: An expectation was established by faculty that 70% of students should attain a minimum score of 3.00 (on a 4-point scale) on the interconnectedness of the global economy dimension of the rubric.

Posttest result: Mean: 2.94 (Standard Deviation: 0.593)

Intervention: Emphasis on related concepts in teaching and online discussions in spring 2016 to spring 2018

Discussion Scenario: This case and clip explores the international expansion of Apple's production. In 1983, Apple produced 85% of its products in the United States, but by 2004, most production had shifted to foreign countries, and in particular China. Today, Apple's popular iPhone and iPad are assembled in China, but contains parts made around the world. Steve Jobs said before he died, that these thousands of jobs would never come back to America.

Discussion Questions:
1. What are the benefits to Apple of outsourcing the assembly of the iPhone to foreign countries, and particularly China? What are the potential costs and risks to Apple?

2. In addition to Apple, who else benefits from Apple's decision to outsource assembly to China? Who are the potential losers here?

3. On the balance do you think the type of outsourcing undertaken by Apple is good or bad for the American economy? Explain your reasoning.

Posttest assignment: A short case exploring student understanding of the linkage between outsourcing and the political economy in light of the interconnectedness of the global economy was assigned.

Case Summary:
Boeing's Global Production System:
The case explores U.S. aircraft manufacturer Boeing's approach to the production of its Dreamliner 787 airplane. Boeing's strategy was unlike any of its previous strategies. Instead of producing much of the aircraft itself, Boeing, noting that 80 percent of its customers were foreign airlines, decided to outsource some 65 percent of the value of the Dreamliner to suppliers located around the world. This strategy introduced a number of challenges and some rewards for Boeing.

Case question:
Reflect on Boeing's decision to outsource much of the production of the Dreamliner 787. What benefits did this strategy offer? Were there any drawbacks? On balance, do you think Boeing outsourcing strategy is good or bad for the American economy in the long term? Why/ Why Not?

Posttest results:

Course	Capstone 4	Milestone 3	2	Benchmark 1
MGMT-4600 FA2020	23	10	8	1

Mean: 3.4   Standard Deviation: 0.7429

78.5% of students met the requirement established by faculty that 70% of students should attain a minimum score of 3.00 (on the assessment rubric's 4-point scale). Based on the analysis of posttest artifacts, the loop is closed.

Date last updated: February 8, 2021

1.5. UC5. Be able to use technology to support business communication

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA UC5 Technology								
Be able to use technology to support business communication								
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison		Status/date	Timeline
FA2016 SP2017	SP2018	FA18	FA18 - FA19	SP21	Jeff Alfano & David Green		Loop Closed	

Program(s): All Undergraduate Programs in the College of Business

Learning Goal: Be able to use *technology* to support business communication.

Learning Objective(s): Produce documents, presentation materials, spreadsheets and database tables & queries using productivity software tools.

Assessment method (include rubric if any): Skills-based assessment using office application software to complete specific tasks.

Performance target: 70% correct in each of 4 integrative software assignments (Word; PowerPoint; Excel; and Access).

Pretest

> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):** MIS-2101 Basics of Information Technology (Course Leader – Jeff Alfano)

> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**

> - Skills-based assignments in each software area (Word; PowerPoint; Excel; and Access) collected completed in MyITLab Simulation Assessment.
> - 3 course sections of MIS-2101 in Fall 2016 and Spring 2017.

> **When (was the assessment):** Fall 2016 and Spring 2017

> **Results/Findings:**

	Word	**PowerPoint**	**Excel**	**Access**
FA16-SP17	86.0%	75.6%	76.5%	87.3%

In three sections of MIS-2101 in fall 2016 and spring 2017, students performed very similar to prior assessment results in the areas of Microsoft Word (word processing software) and Excel (spreadsheet software). Greater than 70% of students met the performance target for each software skill area, performing in similar ways as prior assessments in AY14/15 and AY15/16.

Students met the performance target for three assessments in a row AY14/15, AY15/16, and AY16/17.

Intervention:

> **What (describe the intervention):**

> Prior interventions continued including videos, use of assignments, and pretest/posttest simulations resulted in improvements in student learning.

> We determined the student performance meets the target, so no new intervention was adopted. Instead of simply maintaining the performance target we conducted an assessment of faculty

in May 4, 2018 College Meeting to ask them to identify additional discipline specific needs for MS Excel Applications to emphasize.

Where (courses and course leaders): MIS-2101

When (occurrence of first intervention): Fall 2018

Why (we believe the intervention can be helpful):

Although student performance via prior curriculum changes (interventions) is viewed as positive and impactful, we were still getting anecdotal input from faculty members that students in upper division courses needed additional experience in MS Excel in particular.

Posttest (#1)

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- MIS-2101 Basics of Information Technology (Course Leader – Jeff Alfano)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Pearson MyITLab Case Grader Assignments in Word, PowerPoint, Excel and Access.
- The assessment included all students from Fall 2018 in MIS-2101 (60 student artifacts)

When (was the assessment): Fall 2018

Results/Findings:

All software skill areas in word processing, presentation software, spreadsheet, and database remained fairly consistent with regard to previous assessments. It seems the database software performance for 2015-16 may have been an outlier. There was a change in the artifact being used to assess students that may have had an impact. The assessment used in Fall 2018 is much more applied and integrated project as compared to the prior assessment using a simulation.

Fall 2018 Results

		WORD	PPT	EXCEL	ACCESS
FA18	MIS-2101-01 (F2F)	88.46%	95.65%	85.71%	77.78%
FA18	MIS-2101-02 (Online)	100.00%	97.06%	80.65%	72.41%
FA18	Total - All Sections	95.00%	96.49%	82.69%	74.47%

Posttest (#2)

Where (list courses, number of sections offered, section surveyed, dates, and course leader): MIS-2101 Basics of Information Technology (Course Leader – Jeff Alfano)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Pearson MyITLab Case Grader Assignments in Word, PowerPoint, Excel and Access.
- The assessment included all students from Fall 2018 in MIS-2101 (60 student artifacts)

When (was the assessment): Fall 2019

Results/Findings:

Previous assessment performance targets were met. By maintaining the prior interventions with no new interventions, a new assessment took place in Fall 2019. Results indicate students continue to meet the performance target for each of the four software areas. Moving forward to a new loop the assessment will move from MIS-2101 to MIS-3101 & ACCT-3252, two required junior level courses. The change will allow for assessment later in a student's progress in the degree program. As we have many transfer students who transfer an external course in place of MIS-2101, moving the assessment to MIS-3101 and ACCT-3252 will assess a large sample of current undergraduate students. Prior interventions in MIS-2101 will continue.

UC5 Results
(*Percent of Students meeting the 70% Performance Target in Each Software Skill Area*)

	AY2016-17	AY2018-19	AY2019-20
Word	86.0%	95.0%	94.6%
Powerpoint	75.6%	96.5%	94.3%
Excel	76.5%	82.7%	81.3%
Access	87.3%	74.5%	73.9%

Comparison of Student Performance AY16/17 through AY19/20
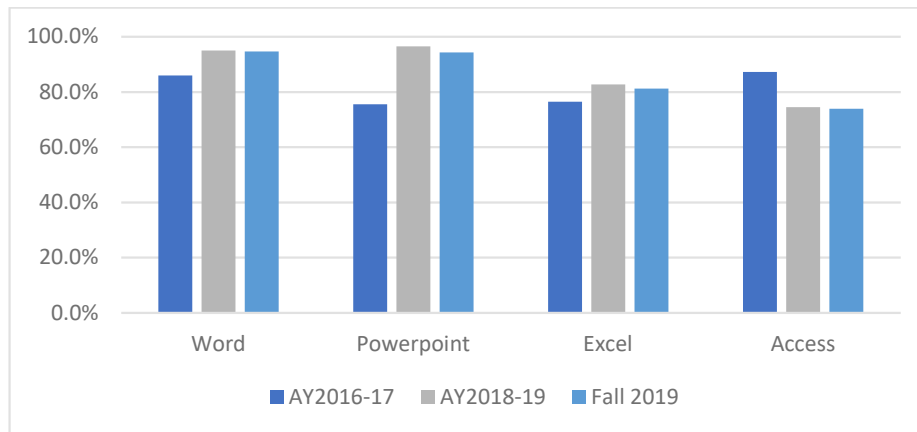
Date last updated: 3/17/2021 - David Green

1.6. UC6. Be effective critical thinkers in business contexts

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA UC6 Critical Thinking								
Be effective critical thinkers in business context								
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline	
FA2016 SP2017	SP2017	FA2018 & SP2019	FA2019	FA2019	Uday Shinde	Loop complete		

Program(s):   All Undergraduate Business Programs

Learning Goal: Be effective **critical thinkers** in business contexts
- Students should be able to explain issues involved in a business problem.
- Students should be able to select and use evidence relevant to a business problem.
- Students should be able to examine the influence of context and assumptions to a business problem.
- Students should be to explain the conclusion reached in thinking about a business problem.

Assessment method (include rubric if any):

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Conclusions and related outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's	Conclusion is logically tied to a range of information, including opposing viewpoints;	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some	Conclusion is inconsistently tied to some of the information discussed; related outcomes

(implications and consequences)	informed evaluation and ability to place evidence and perspectives discussed in priority order.	related outcomes (consequences and implications) are identified clearly.	related outcomes (consequences and implications) are identified clearly.	(consequences and implications) are oversimplified.

Performance target: CoB faculty established an expectation that 70% of undergraduate students should attain a score of at least 3.00 (on a 4-point scale) on dimensions represented the rubric above.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- MGMT 3099 – Business Ethics and Social Responsibility
- 3 sections offered in Fall and Spring (1-2 in the summer?)
- Tricia Kerns and Uday Shinde are course leaders

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Case Study Analysis

After reading the case above ('Google in China'), answer the following questions:

1) What are the relevant facts of the case?
2) What are the ethical issues involved?
3) Who are the stakeholders (primary and peripheral)
4) What possible alternatives are available?
5) What is the solution of your choice? Why?
6) Support your solution with the various ethical theories learned in the class.

When (was the assessment): Fall 2016 and Spring 2017

Results/Findings:

- 51.3% scored 3 or higher on the rubric for explanation of issues.
- 33.3% scored 3 or higher on the rubric for Evidence on the rubric.
- 30.7% scored a 3 or higher for Context and Assumptions on the rubric.
- 46.1% scored a 3 or higher for Conclusions on the rubric.

Intervention: Implemented in Fall 2018

What (describe the intervention): Introduction of a new assignment in BU 3200 (Business Communications) based on the Case Analysis, "Global Traveler".

Where (courses and course leaders): BU 3200

When (occurrence of first intervention): Beginning Fall 2018, Spring 2019

Why (we believe the intervention can be helpful): Preparing students in BU 3200 with a case related to honing critical thinking skills will enable them to identify and explain issues with the help of evidence based support that is cognizant of contexts and assumptions. The intervention was developed using feedback from all COB faculty during the Spring 2018 COB meeting.

Posttest – corresponding to pretest process

Where: MGMT 3099, 5 sections from Fall 2018, Spring 2019.

Course Leader – Uday Shinde. Assessed in Fall 2019

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Case Study Analysis of 'Google in China'.

After reading the case above ('Google in China'), answer the following questions:

1) What are the relevant facts of the case?
2) What are the ethical issues involved?
3) Who are the stakeholders (primary and peripheral)
4) What possible alternatives are available?
5) What is the solution of your choice? Why?
6) Support your solution with the various ethical theories learned in the class.

When (was the assessment): Fall 2019

Results/Findings:

Summary of Performance (2018-19): Percent of Students meeting benchmark score of 3.0/4.0 and above (Last row is from previous assessment)				
	Explanation	Evidence	Context	Conclusion
On Campus (n = 15, 2018-19)	73.3	80	46.7	53.4
Online (n = 19, 2018-19)	89.5	63.1	68.4	68.5
Overall (n = 34, 2018-19)	83.13	61.8	58.8	61.7
2016-17 Overall (n = 39)	51.3	33.3	30.7	46.1

Overall, we see significant improvement on all the dimensions of the rubric, however the benchmark has still not been met for all criteria on the rubric (with the exception of the Explanation criterion).

Date last updated: 3/31/2021

2. BS in Accounting
   2.1. UC1-UC6 Please see the respective GOLAs in section 1 of this appendix.
   2.2. UACC1. Have appropriate accounting knowledge and skills

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account (GOLA)

GOLA UACC1 Accounting Knowledge Demonstrate sufficient knowledge in accounting							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2017	SP2017	FA2017	FA2017	FA2017	TJ Wang	Loop Closed	

Program(s):   **Bachelor of Science in Accounting (BSA)**

Learning Goal: UACC1 – Have appropriate accounting knowledge and skills

Learning Objective(s): Demonstrate sufficient knowledge in accounting

Assessment method (include rubric if any):
- Below rubric is used to determine if students do not meet; meet, or exceed proficient performance.

Course Objectives	Highly Developed	Well Developed	Developed & Underdeveloped
Income realization and recognition concepts, sources of income and income exclusions	Is able to accurately differentiate between realized and unrealized income, identify recognition requirements and correctly apply exclusions	Is able to differentiate between realized and unrealized income, identify recognition requirements and apply exclusions	Is unable to differentiate between realized and unrealized income, identify recognition requirements and apply exclusions
Deductions for and from AGI, standard deduction, personal and dependent exemptions	Is able to accurately differentiate deductions for AGI and those from AGI, identify the appropriate standard deduction and correctly determine exemptions	Is able to differentiate deductions for AGI and those from AGI, identify the standard deduction and determine exemptions	Is unable to differentiate deductions for AGI and those from AGI, identify the standard deduction and determine exemptions
Calculate regular income taxes, apply credits and determine filing requirements	Is able to accurately calculate the regular individual income tax, apply available credits and determine filing requirements	Is able to calculate the regular individual income tax, apply credits and determine filing requirements	Is unable to calculate the regular individual income tax, apply credits and determine filing requirements

Performance target:
- 75% of the students meets the proficient level of performance

Pretest
   Where (list courses, number of sections offered, section surveyed, dates, and course leader):
   - ACCT-4251 Tax I (This is a required course in BSA program)

- One section offered in Fall and Spring of each year
- Course Leader – Dr. Brian McKenna

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Instructor is increasing the number of homework problems and has created a final project which is a unique tax return problem for every student. Students now have to do about 130 end-of-chapter problems (10 per chapter for 13 chapters) and 215 multiple choice questions (15 per chapter and 20 for Chapter 2). The students have four weeks to work on the Paige Turner Base Case which is the same assignment for all students. This assignment is worth 40 points (6.67%) of the course. The final project is then a variation from the Base Case where every student has a unique answer for Adjusted Gross Income, Taxable Income and Balance Due (Refund). This is worth 60 points (10%). The students have one week to complete this assignment.
- Dr. Brian McKenna will be conducting and measuring the assessment.

When (was the assessment):

- Spring 2017.

Results/Findings:

- Results from the assignments showed that 83% (Highly Developed), 13% (Well Developed), & 4% (Developed & Underdeveloped) for the Income Realization objective, 88%, 8%, and 4% for the Deductions objective, and 90%, 6%, and 4% for the Calculation objective. Results showed that all of the objectives met the target performance (i.e., 75%).

Intervention:

What (describe the intervention):

- Creating the number of variations of the homework problems.

Where (courses and course leaders):

- ACCT-4251 Tax I (This is a required course in BSA program)
- One section offered in Fall and Spring of each year
- Course Leader – Dr. Brian McKenna

When (occurrence of first intervention):

- Fall, 2017

Why (we believe the intervention can be helpful):

- This is an undergraduate level course. Students will need a better understanding of the materials in order to handle the taxation tasks when they get into an accounting career in the future. So, the focus here is to increase their practice on the variation of the problems.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ACCT-4251 Tax I (This is a required course in BSA program)
- One section offered in Fall and Spring of each year
- Course Leader – Dr. Brian McKenna

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Instructor is increasing the number of variations of the homework problems. Instructor currently has two versions of each assignment. Instructor is working on developing four versions of each assignment. Further, instructor has created a final project which is a unique tax return problem. Students now have to do about 130 end-of-chapter problems (10 per chapter for 13 chapters) and 215 multiple choice questions (15 per chapter and 20 for Chapter 2). The students have four weeks to work on one of four versions of the Paul Turner tax return. This assignment is worth 40 points (6.67%) of the course.
- Dr. Brian McKenna will be conducting and measuring the assessment.

When (was the assessment):
- Fall 2017.

Results/Findings:
- Results from the assignments showed that 91% (Highly Developed), 9% (Well Developed), & 0% (Developed & Underdeveloped) for the Income Realization objective, 88%, 6%, and 6% for the Deductions objective, and 85%, 12%, and 3% for the Calculation objective. Results showed that all of the objectives met the target performance (i.e., 75%).

Date last updated: 08/06/2018;

3. BA in Economics
   3.1. UC1-UC6 Please see the respective GOLAs in section 1 of this appendix.
   3.2. UECO1. Have a fundamental knowledge of economic concepts and theory

Governors State University - College of Business - Assurance of Learning

GOAL-OBJECTIVES LOOP ACCOUNT

GOLA UECO1 Economics:					
Have a fundamental knowledge of economic concepts and theory					
Pretest	Analysis	Intervention	Posttest	Analysis	Goals
FA2020	FA2020	SP2021	SP2021	SP2021	Partly Met

Program(s): **Economics (BA/BS)**

Learning Goal: UECO1 – Have a fundamental knowledge of economic concepts and theory.

Learning Objective(s): Demonstrate competence and understanding of the different economic concepts and theory.

Assessment method (include rubric if any): Students complete a common set of 15 questions included in the final exam of ECON-2302 Principles of Macroeconomics. Student performance is assessed by each instructor using the exam key. After that the course coordinator aggregates the results of all sections, to identify areas of weakness that need to be addressed.

Performance target:

- After aggregating the results of all sections of ECON-2302 in a given semester, the course leader identifies the areas of weaknesses that will be improved upon using a variety of interventions.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Fall 2020. Number of sections offered: 4. Sections surveyed: all.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Fall 2020 was 52; of those, 32 had a COB major, or 62% of all students who took this class. Therefore 32 artifacts (final exams) were assessed.

When (was the assessment):

- Assessment of common final exam questions by the instructor of each course using the exam key. Data was collected in Fall 2020.

Results/Findings:

The results highlight several strengths and weakness of our students' comprehension of the material. Given that we focus on assessment of learning, and we have to address their weaknesses, here are the main areas that need to be addressed next semester:

1. **Question 8** (59% only correct answers from all sections). This question was on how to calculate the unemployment rate, given a small set of data. This is a typical question involving basic analytical skills - how to use some data to obtain an answer to an economic question. Therefore, we must add some activities in the Spring 2021 semester to enhance their analytical skills and basic knowledge of labor markets – some additional article(s), readings to be discussed and summarized/ analyzed by them for homework or in-class work, more exercises on calculating various labor market indicators, etc.

2. **Question 13** (56% only correct answers from all sections). This question was on the relationship between the quantity of money in the economy, and inflation in the long run. In a way, it is probably not surprising that the students may not see or understand this relationship, because they have not really observed high inflation in the U.S. recently (even though they may claim otherwise in their discussion posts). But it will be a good idea to add more readings and discussions about monetary policy in general, and inflation in particular, in all sections in Spring 2021.

3. **Question 14** (47% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. Also a very important question, which needs to be addressed, and the same (as above) applies regarding possible activities to enhance student knowledge. This question usually appears as problematic, as it involves also a more advanced macroeconomic level of analysis and thinking, perhaps with a higher level of abstraction.

4. **Question 15** (59% only correct answers from all sections). This question was on the AE (Aggregate Expenditure) Model. We usually do have a problem with the last two questions, and we need to spend more time and keep introducing additional assignments/articles/discussions on these topics.

What (describe the intervention):

I. Additional Discussion and Quiz for <u>The U.S. and Global Economies</u> (Chapter 2 in Bade & Parkin) and <u>Economic Growth</u> (Chapter 9 in B&P):

1. What is the world population? What is the population of the U.S.?
2. Name the categories that the IMF and the World Bank use to classify countries.
3. Out of total world production, how much (as a percentage) does the U.S. account for? What about China? The E.U.?
4. What is mainly produced in developing and in advanced economies?
5. In the world economy, how much of total income do the lowest-paid 20% and highest-paid 20% receive?

II. Additional Assignment on <u>Economic Growth</u> (Chapter 9 in B&P):

Read the following articles on economic growth:

https://www.weforum.org/agenda/2019/01/what-to-expect-for-the-global-economy-in-2019/

https://www.weforum.org/agenda/2015/11/5-trends-for-the-future-of-economic-growth/

What are the trends of global growth? What are the trends in the U.S.? Positive? Negative? Do you see a relationship between education and growth in this country? What other factors affect economic growth? What do you expect to happen in the future?

III. Additional Assignment on <u>Money, Interest and Inflation</u> (Chapter 12 in B&P):

Please read the article "Inflation in Zimbabwe" from 2008:

http://www.telegraph.co.uk/news/worldnews/africaandindianocean/zimbabwe/3167379/Zimbabwe-inflation-hits-231-million-per-cent.html

In your opinion, what has caused the high inflation that we saw in 2008? Please tie your discussion response to what we have learned regarding the relationship between money supply growth and inflation rates.

IV. Additional Assignment on <u>Aggregate Supply and Aggregate Demand</u> (Chapter 13 in B&P):

Please read the article "Plummeting oil prices and the effects on consumers":

http://www.usnews.com/news/articles/2015/01/13/cheap-oil-good-news-for-consumers-mixed-bag-for-us-industry

In your opinion, how does the decline in the price of oil relate to what we have learned on Aggregate Supply-Aggregate Demand? What is the effect of the decrease in the price of oil on the price level and real GDP in the AS-AD model?

V. Additional Assignment on <u>Money, Interest and Inflation</u> (Chapter 12 in B&P) and <u>Aggregate Supply and Aggregate Demand</u> (Chapter 13 in B&P):

Please read the article "Statement on Longer-Run Goals and Monetary Policy Strategy" which you can find here:

https://www.federalreserve.gov/monetarypolicy/files/FOMC_LongerRunGoals.pdf

Monetary Policy conduct has received substantial attention after the Great Recession. After reading the Longer Run Goals of the Federal Reserve, do you think that the Federal Reserve has conducted monetary policy in accordance with their long-term goals? Or do you think that the Federal Reserve should have done more/less after the Great Recession?

Please share your thoughts in view of what you have learned in this module, and what you have read in this article.

VI. Additional Assignment on <u>Money, Interest and Inflation</u> (Chapter 12 in B&P) and <u>Aggregate Supply and Aggregate Demand</u> (Chapter 13 in B&P):

Go to the website of the Federal Reserve Bank of St. Louis. Find their database (FRED) at: https://fred.stlouisfed.org/

Please do the following exercise:

For the period 1960-1980---

1. Calculate the growth rate of M2 and real GDP, and compare them with the inflation rate and the velocity of M2.
2. Create a graph, illustrating these data series.
3. Reflect on the link between M2, real GDP, inflation rate and write up the results of your research.

Please redo this exercise for the period 2005-2020, and make predictions, using the quantity equation.

Where (courses and course leaders):

- ECON-2302 Principles of Macroeconomics. All sections offered.
- Course Leader – Evelina Mengova

When (occurrence of first intervention): Spring 2021.

Why (we believe the intervention can be helpful):

- Because they address directly the areas of weakness of knowledge that we have identified after the Fall 2020 assessment. They also address some weaknesses in students knowledge we have observed in past assessments.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Spring 2021. Number of sections offered: 3. Sections surveyed: all 3.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Spring 2021 was 55; of those, 20 had a COB major, or 36% of all students who took this class. Therefore, 20 artifacts (final exams) were assessed.

When (was the assessment): Assessment of common final exam questions by the instructor of each course using the exam key. Data was again collected in Spring 2021.

Results/Findings:

The results show encouraging trends in students' achievements this semester. Out of the 15 common questions, the students were able to answer most of them correctly and achieve an average of over 70% on 12 of the 15 questions. That means the interventions were working well.

The weaknesses that we need to address in the future are in the following areas:

1. **Question 1** (68% correct answers from all sections). This is almost at the 70% passing threshold. The question was on the basic concept of opportunity cost. We have to keep explaining and illustrating in various ways what "opportunity cost" means, in order to build fundamental economic intuition in our students.

2. **Question 9** (68% correct answers from all sections). This is almost at the 70% passing threshold. The question was on how to calculate the CPI (Consumer Price Index), given a set of data. This is a

straightforward question, testing whether students know how to use data to calculate the CPI. We should keep practicing that in the future, and add some assignment(s) in all sections next academic year.

3. **Question 14** (16% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. Also a very important question, which needs to be addressed, and the same (as above) applies regarding possible activities to enhance student knowledge. This question usually appears as problematic, as it involves a more advanced macroeconomic level of analysis and thinking, with a higher level of abstraction.

Last updated: 5/14/2021 by Evelina Mengova

Governors State University - College of Business - Assurance of Learning
GOAL-OBJECTIVES LOOP ACCOUNT

GOLA UECO1 Economics:					
Have a fundamental knowledge of economic concepts and theory					
Pretest	Analysis	Intervention	Posttest	Analysis	Goals
FA2017	FA2017	SP2018	SP2018	SP2018	Partly Met

Program(s): **Economics (BA/BS)**

Learning Goal: UECO1 – Have a fundamental knowledge of economic concepts and theory.

Learning Objective(s): Demonstrate competence and understanding of the different economic concepts and theory.

Assessment method (include rubric if any):

- Students complete a common set of 15 questions included in the final exam of ECON-2302 Principles of Macroeconomics. Student performance is assessed by each instructor using the exam key. After that the course coordinator aggregates the results of all sections, to identify areas of weakness that need to be addressed.

Performance target: After aggregating the results of all sections of ECON-2302 in a given semester, the course leader identifies the areas of weaknesses that will be improved upon using a variety of interventions.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Fall 2018. Number of sections offered: 5. Sections surveyed: all.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Fall 2018 was 102; of those, 34 had a COB major, or 33% of all students who took this class. Therefore 34 artifacts (final exams) were assessed.

When (was the assessment): Assessment of common final exam questions by the instructor of each course using the exam key. Data was collected in Fall 2018.

Results/Findings:

The results highlight several strengths and weakness of our students' comprehension of the material. Given that we focus on assessment of learning, and we have to address their weaknesses, here are the main areas that need to be addressed next semester:

1. **Question 3** (42% only correct answers from all sections). This question was on the chapter of the U.S. and global economies - and if you look back at it, it is about global economies and developing and developed countries. In other words, it also addresses the global (lack of) competencies of our students – a perennial problem we have. Therefore, we must add some activities in the Spring 2019 semester to enhance their knowledge of global economic matters – some additional article(s), a reading to be discussed and summarized/ analyzed by them for homework or in-class work, etc.
2. **Question 9** (48% only correct answers from all sections). This question was on how to calculate the CPI (Consumer Price Index), given a set of data. This is a straightforward question, testing whether students know how to use data to calculate the CPI. We should keep practicing that in the future, and add the suggested additional assignment in all sections in Spring 2019.
3. **Question 14** (55% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. Also a very important question, which needs to be addressed, and the same (as above) applies regarding possible activities to enhance student knowledge.
4 **Question 15** (32% only correct answers from all sections). This question was on the AE (Aggregate Expenditure) Model. My assumption is that given that this is the last chapter covered, not enough time was spent by students on learning the material in this chapter (which is also not easy in itself). We usually do have a problem with the last two questions.

Interventions:
What (describe the intervention):

I. Additional Discussion, Quiz, and Homework for Chapter 2 (The U.S. and Global Economies) and Chapter 9 (Economic Growth):

6. What is the world population? What is the population of the U.S.?
7. Name the categories that the IMF uses to classify countries.
8. Out of total world production, how much (as a percentage) does the U.S. account for?
9. What is mainly produced in developing and in advanced economies?
10. In the world economy, how much of total income do the lowest-paid 20% and highest-paid 20% receive?

II. Additional Assignment on Chapter 9 (Economic Growth):

Read the following articles on economic growth:

https://www.weforum.org/agenda/2016/01/what-does-2016-hold-for-the-global-economy/

https://www.weforum.org/agenda/2015/11/5-trends-for-the-future-of-economic-growth/

What are the trends of global growth? What are the trends in the U.S.? Positive? Negative? Do you see a relationship between education and growth in this country? What other factors affect economic growth? What do you expect to happen in the future?

III. Additional Assignment on Chapter 12 (Money, Interest and Inflation):

Please read the article "Inflation in Zimbabwe" from 2008:

http://www.telegraph.co.uk/news/worldnews/africaandindianocean/zimbabwe/3167379/Zimbabwe-inflation-hits-231-million-per-cent.html

In your opinion, what has caused the high inflation that we saw in 2008? Please tie your discussion response to what we have learned in Chapter 12 regarding the relationship between money supply growth and inflation rates.

IV. Additional Assignment on Chapter 13 (Aggregate Supply and Aggregate Demand):

Please read the article "Plummeting oil prices and the effects on consumers":

http://www.usnews.com/news/articles/2015/01/13/cheap-oil-good-news-for-consumers-mixed-bag-for-us-industry

In your opinion, how does the decline in the price of oil relate to what we have learned in Chapter 13, Aggregate Supply-Aggregate Supply? What is the effect of the decrease in the price of oil on the price level and real GDP in the AS-AD model?

V. Additional Assignment on Chapter 12 (Money, Interest and Inflation) and Chapter 13 (Aggregate Supply and Aggregate Demand):

Please read the article "Statement on Longer-Run Goals and Monetary Policy Strategy" which you can find here:

https://www.federalreserve.gov/monetarypolicy/files/FOMC_LongerRunGoals_20160126.pdf
Monetary Policy conduct has received substantial attention after the Great Recession. After reading the Longer Run Goals of the Federal Reserve, do you think that the Federal Reserve has conducted monetary policy in accordance with their long-term goals? Or do you think that the Federal Reserve should have done more/less after the Great Recession?
Please share your thoughts in view of what you have learned in this module, and what you have read in this article.

VI. Practice Questions Set for the Final:

A week before the final, provide a common practice questions set to the students that would include questions from all chapters but specifically target sub-chapters 2.2, 7.1, 13.3, and 14.2. There should be 3 questions from each of these targeted sub-chapters. These practice questions should be different than the questions which will be on the final exam but resemble them so that the students' practice can be effective.

Where (courses and course leaders):
- ECON-2302 Principles of Macroeconomics. All sections offered.
- Course Leader – Evelina Mengova

When (occurrence of first intervention): Spring 2019.

Why (we believe the intervention can be helpful): Because it addresses directly the areas of weakness of knowledge that we have identified after the Fall 2018 assessment.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Spring 2019. Number of sections offered: 3. Sections surveyed: all 3.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Spring 2019 was 28; of those, 10 had a COB major, or 36% of all students who took this class. Therefore 10 artifacts (final exams) were assessed.

When (was the assessment): Assessment of common final exam questions by the instructor of each course using the exam key. Data was again collected in Spring 2019.

Results/Findings:

Here are several main findings from this round of assessment:

✓ The total number of COB majors this semester (Spring 2019) is 10, or 36% of all students who took the class (28) - compared to 34 last semester (Fall 2018), or 33% of all students who took this class (102).
✓ Based on the AoL results in Spring 2019, here are the questions that students performed worse at, and therefore the areas where we will need to work on in the future:
1. **Question 3** (10% only correct answers from all sections). This question was on the chapter of the U.S. and global economies.
2. **Question 8** (40% only correct answers from all sections). This question was on how to calculate the unemployment rate, given a set of data.
3. **Question 9** (20% only correct answers from all sections). This question was on how to calculate a country's Consumer Price Index (CPI), given a set of data.
4. **Question 14** (30% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model.

In summary: We have some persistent areas of concern to address during the next academic year. (1) We need to find ways to enhance students' quantitative and analytical skills so that they can work with basic data in order to calculate basic economic indicators (CPI, GDP, and Unemployment). (2) We need to work on their understanding of the global matters. (3) We also need to find ways so that they can have a better grasp of the monetary policy, inflation, and business cycles.

Last updated: 6/15/2019 by Mustafa Karakaplan

Governors State University - College of Business - Assurance of Learning
GOAL-OBJECTIVES LOOP ACCOUNT

GOLA UECO1 Economics:					
Have a fundamental knowledge of economic concepts and theory					
Pretest	Analysis	Intervention	Posttest	Analysis	Goals
FA2017	FA2017	SP2018	SP2018	SP2018	Partly Met

Program(s): **Economics (BA/BS)**

Learning Goal: UECO1 – Have a fundamental knowledge of economic concepts and theory.

Learning Objective(s): Demonstrate competence and understanding of the different economic concepts and theory.

Assessment method (include rubric if any):

- Students complete a common set of 15 questions included in the final exam of ECON-2302 Principles of Macroeconomics. Student performance is assessed by each instructor using the exam key. After that the course coordinator aggregates the results of all sections, to identify areas of weakness that need to be addressed.

Performance target:
- After aggregating the results of all sections of ECON-2302 in a given semester, the course leader identifies the areas of weaknesses that will be improved upon using a variety of interventions.

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Fall 2017. Number of sections offered: 5. Sections surveyed: all.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Fall 2017 was 93; of those, 25 had a COB major, or 27% of all students who took this class. Therefore 25 artifacts (final exams) were assessed.

When (was the assessment):
- Assessment of common final exam questions by the instructor of each course using the exam key. Data was collected in Fall 2017.

Results/Findings:

The results highlight several strengths and weakness of our students' comprehension of the material. The results this semester are slightly better, but they still point to the usual weaknesses in our students' understanding of economics. Given that we focus on assessment of learning, and we have to address their weaknesses, here are the main areas that need to be addressed next semester:

1. **Question 9** (46% only correct answers from all sections). This question was on how to calculate the CPI (Consumer Price Index), given a set of data. This is a straightforward question, testing whether students know how to use data to calculate the CPI. We should keep practicing that in the future, and add the suggested additional assignment in all sections in Spring 2018.

2. **Question 14** (58% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. Also a very important question, which needs to be addressed, and the same (as above) applies regarding possible activities to enhance student knowledge.

3. **Question 15** (46% only correct answers from all sections). This question was on the AE (Aggregate Expenditure) Model. My assumption is that given that this is the last chapter covered, not enough time was spent by students on learning the material in this chapter (which is also not easy in itself).

Interventions:

What (describe the intervention):

I. Additional Discussion and Quiz for Chapter 2 (The U.S. and Global Economies) and Chapter 9 (Economic Growth):

11. What is the world population? What is the population of the U.S.?
12. Name the categories that the IMF uses to classify countries.
13. Out of total world production, how much (as a percentage) does the U.S. account for?
14. What is mainly produced in developing and in advanced economies?
15. In the world economy, how much of total income do the lowest-paid 20% and highest-paid 20% receive?

II. Additional Assignment on Chapter 9 (Economic Growth):

Read the following articles on economic growth:
https://www.weforum.org/agenda/2017/01/a-shifting-landscape-the-latest-on-the-global-economy-from-the-imf
https://www.weforum.org/agenda/2015/11/5-trends-for-the-future-of-economic-growth/

What are the trends of global growth? What are the trends in the U.S.? Positive? Negative? Do you see a relationship between education and growth in this country? What other factors affect economic growth? What do you expect to happen in the future?

III. Additional Assignment on Chapter 12 (Money, Interest and Inflation):

Please read the article "Inflation in Zimbabwe" from 2008:
http://www.telegraph.co.uk/news/worldnews/africaandindianocean/zimbabwe/3167379/Zimbabwe-inflation-hits-231-million-per-cent.html

In your opinion, what has caused the high inflation that we saw in 2008 in Zimbabwe? Please tie your discussion response to what we have learned in Chapter 12 regarding the relationship between money supply growth and inflation rates.

IV. Additional Assignment on Chapter 13 (Aggregate Supply and Aggregate Demand):

Please read the article "Plummeting oil prices and the effects on consumers": http://www.usnews.com/news/articles/2015/01/13/cheap-oil-good-news-for-consumers-mixed-bag-for-us-industry

In your opinion, how does the decline in the price of oil relate to what we have learned in Chapter 13, Aggregate Supply-Aggregate Supply? What is the effect of the decrease in the price of oil on the price level and real GDP in the AS-AD model?

V. Additional Assignment on Chapter 12 (Money, Interest and Inflation) and Chapter 13 (Aggregate Supply and Aggregate Demand):
Please read the article "Statement on Longer-Run Goals and Monetary Policy Strategy" which you can find here:

https://www.federalreserve.gov/monetarypolicy/files/FOMC_LongerRunGoals.pdf

Monetary Policy conduct has received substantial attention after the Great Recession. After reading the Longer Run Goals of the Federal Reserve, do you think that the Federal Reserve has conducted monetary policy in accordance with their long-term goals? Or do you think that the Federal Reserve should have done more/less after the Great Recession?

Please share your thoughts in view of what you have learned in this module, and what you have read in this article.

Where (courses and course leaders):
- ECON-2302 Principles of Macroeconomics. All sections offered.
- Course Leader – Evelina Mengova

When (occurrence of the intervention): Spring 2018.

Why (we believe the intervention can be helpful):
- Because it addresses the areas of weakness of knowledge that we have identified after the Fall 2017 assessment.

Posttest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Spring 2018. Number of sections offered: 3. Sections surveyed: all 3.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.

- The total number of students who took ECON-2302 in the Spring 2018 was 61; of those, 25 had a COB major, or 41% of all students who took this class. Therefore 25 artifacts (final exams) were assessed.

When (was the assessment):
- Assessment of common final exam questions by the instructor of each course using the exam key. Data was again collected in Spring 2018.

Results/Findings:

Spring 2018. Here are several main findings from this round of assessment:

- ✓ The total number of COB majors this semester (Spring 2018) is 25, or 41% of all students who took the class (61) - compared to 25 last semester (Fall 2017), or 27% of all students who took this class (93). Therefore, the number of artifacts analyzed was the same in both semesters.
- ✓ Based on the AoL results in Spring 2018, here are the questions that students performed worse at, and therefore the areas where we will need to work on in the future:
  1. **Question 1** (44% only correct answers from all sections). This question was on the basic and fundamental concept of opportunity cost. We have never had a problem with this question before – this is a first!
  2. **Question 3** (56% only correct answers from all sections). This question was on the chapter of the U.S. and global economies. Now, we always have a problem with this question, reflecting the global competencies and awareness of our students.
  3. **Question 8** (56% only correct answers from all sections). This question was on how to calculate the unemployment rate, given a set of data. This also is a recurrent problematic question for our students, even if the result shows some improvement.
  4. **Question 9** (56% only correct answers from all sections). This question was on how to calculate a country's Consumer Price Index (CPI), given a set of data. Again - a recurrent problematic question for our students, even if the result shows some improvement.
  5. **Question 14** (56% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. The same - a recurrent problematic question for our students, even if the result shows some improvement.

In summary: We have several areas of concern to address during the next academic year. (1) We must keep working on enhancing students' quantitative and analytical skills, enabling them to work with basic data in order to calculate basic economic indicators (CPI, GDP, and Unemployment), as well as on their understanding of the fundamental concept of opportunity cost. (2) We have to keep working on improving their global awareness. (3) We also have to work on their basic understanding of business cycles (recessionary gap, inflationary gap, etc.).

Date last updated: 5/15/2018 by Evelina Mengova.

Governors State University - College of Business - Assurance of Learning

GOAL-OBJECTIVES LOOP ACCOUNT

GOLA UECO1 Economics:					
Have a fundamental knowledge of economic concepts and theory					
Pretest	Analysis	Intervention	Posttest	Analysis	Goals
FA2016	FA2016	SP2017	SP2017	SP2017	Partly Met

Program(s):   **Economics (BA/BS)**

Learning Goal: UECO1 – Have a fundamental knowledge of economic concepts and theory.

Learning Objective(s): Demonstrate competence and understanding of the different economic concepts and theory.

Assessment method (include rubric if any):
- Students complete a common set of 15 questions included in the final exam of ECON-2302 Principles of Macroeconomics. Student performance is assessed by each instructor using the exam key. After that the course coordinator aggregates the results of all sections, to identify areas of weakness that need to be addressed.

Performance target: After aggregating the results of all sections of ECON-2302 in a given semester, the course leader identifies the areas of weaknesses that will be improved upon using a variety of interventions.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ECON-2302 Principles of Macroeconomics
- Course Leader – Evelina Mengova
- Fall 2016. Number of sections offered: 5. Sections surveyed: all.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Fall 2016 was 86; of those, 32 had a COB major, or 37% of all students who took this class. Therefore 32 artifacts (final exams) were assessed.

When (was the assessment): Assessment of common final exam questions by the instructor of each course using the exam key. Data was collected in Fall 2016.

Results/Findings:

Fall 2016. The results highlight several strengths and weakness of our students' comprehension of the material. The results this semester are not surprising, in fact they point to the usual weaknesses in our students' understanding of economics. Given that we focus on assessment of learning, and we have to address their weaknesses, here are the main areas that need to be addressed next semester:

1. **Question 3** (41% only correct answers from all sections). This question was on the chapter of the U.S. and global economies - and if you look back at it, it is about global economies and developing and developed countries. In other words, it also addresses the global (lack of) competencies of our students. Therefore, we will need to add some activities in the Spring 2017 semester to enhance their knowledge of global economic matters – some additional article(s), a reading to be discussed and summarized/ analyzed by them for homework or in-class work, etc.

2. **Question 10** (48% only correct answers from all sections). This question was: "Which of the following are important for countries to promote, with property rights and incentives, if economic growth is to occur?" The question was on what strategies various countries could apply to promote economic growth. Similar to Question 3, it reflects the global awareness and knowledge of our students. Both leave much to be desired. Efforts to fill this gap will also align with our efforts to globalize our curriculum in the College of Business in general.

3. **Question 13** (45% only correct answers from all sections). The question is about the relationship between the growth rate of the quantity of money, and inflation and interest rates in the long run. This is also a very important (and basic) topic, that we need to spend more time on, and again - we will need to add some activity in the Spring 2017 semester to enhance their knowledge of monetary policy basics – some additional articles, a reading to be discussed and summarized/analyzed by them for homework or in-class work, etc.

3. **Question 14** (38% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model. Also a very important question, which needs to be addressed, and the same (as above) applies regarding possible activities to enhance student knowledge.

Intervention:

What (describe the intervention):

I. Additional Discussion and Quiz for Chapter 2 (The U.S. and Global Economies) and Chapter 9 (Economic Growth):

16. What is the world population? What is the population of the U.S.?
17. Name the categories that the IMF uses to classify countries.
18. Out of total world production, how much (as a percentage) does the U.S. account for?
19. What is mainly produced in developing and in advanced economies?
20. In the world economy, how much of total income do the lowest-paid 20% and highest-paid 20% receive?

II. Additional Assignment on Chapter 9 (Economic Growth):

Read the following articles on economic growth:

https://www.weforum.org/agenda/2016/01/what-does-2016-hold-for-the-global-economy/

https://www.weforum.org/agenda/2015/11/5-trends-for-the-future-of-economic-growth/

What are the trends of global growth? What are the trends in the U.S.? Positive? Negative? Do you see a relationship between education and growth in this country? What other factors affect economic growth? What do you expect to happen in the future?

III. Additional Assignment on Chapter 12 (Money, Interest and Inflation):

Please read the article "Inflation in Zimbabwe" from 2008:

http://www.telegraph.co.uk/news/worldnews/africaandindianocean/zimbabwe/3167379/Zimbabwe-inflation-hits-231-million-per-cent.html

In your opinion, what has caused the high inflation that we saw in 2008? Please tie your discussion response to what we have learned in Chapter 12 regarding the relationship between money supply growth and inflation rates.

IV. Additional Assignment on Chapter 13 (Aggregate Supply and Aggregate Demand):

Please read the article "Plummeting oil prices and the effects on consumers":

http://www.usnews.com/news/articles/2015/01/13/cheap-oil-good-news-for-consumers-mixed-bag-for-us-industry

In your opinion, how does the decline in the price of oil relate to what we have learned in Chapter 13, Aggregate Supply-Aggregate Supply? What is the effect of the decrease in the price of oil on the price level and real GDP in the AS-AD model?

V. Additional Assignment on Chapter 12 (Money, Interest and Inflation) and Chapter 13 (Aggregate Supply and Aggregate Demand):

Please read the article "Statement on Longer-Run Goals and Monetary Policy Strategy" which you can find here:

https://www.federalreserve.gov/monetarypolicy/files/FOMC_LongerRunGoals_20160126.pdf

Monetary Policy conduct has received substantial attention after the Great Recession. After reading the Longer Run Goals of the Federal Reserve, do you think that the Federal Reserve has conducted monetary policy in accordance with their long-term goals? Or do you think that the Federal Reserve should have done more/less after the Great Recession?

Please share your thoughts in view of what you have learned in this module, and what you have read in this article.

Where (courses and course leaders): ECON-2302 Principles of Macroeconomics. All sections offered. (Course Leader – Evelina Mengova)

When (occurrence of first intervention): Spring 2017 semester.

Why (we believe the intervention can be helpful): Because it addresses directly the areas of weakness of knowledge that we have identified after the Fall 2016 assessment.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ECON-2302 Principles of Macroeconomics (Course Leader – Evelina Mengova)
- Spring 2017. Number of sections offered: 3. Sections surveyed: all 3.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- 15 common exam questions included in final exams of all sections of ECON-2302. The course leader coordinates and collects the data from all instructors teaching the course during fall and spring terms.
- All faculty teaching ECON-2302 during this semester were involved.
- The total number of students who took ECON-2302 in the Spring 2017 was 58; of those, 22 had a COB major, or 38% of all students who took this class. Therefore 22 artifacts (final exams) were assessed.

When (was the assessment):

- Assessment of common final exam questions by the instructor of each course using the exam key. Data was again collected in Spring 2017.

Results/Findings:

Spring 2017. Here are several main findings from this round of assessment:

- ✓ The total number of COB majors this semester (Spring 2017) is 22, or 38% of all students who took the class (58) - compared to 32 last semester (Fall 2016), or 37% of all students who took this class (86).
- ✓ Based on the AoL results in Spring 2017, here are the questions that students performed worse at, and therefore the areas where we will need to work on in the future:

5. **Question 3** (45% only correct answers from all sections). This question was on the chapter of the U.S. and global economies.
6. **Question 7** (45% only correct answers from all sections). This question was on how to calculate a country's GDP, given a set of data.
7. **Question 8** (45% only correct answers from all sections). This question was on how to calculate the unemployment rate, given a set of data.
8. **Question 9** (45% only correct answers from all sections). This question was on how to calculate a country's Consumer Price Index (CPI), given a set of data.
9. **Question 13** (41% only correct answers from all sections). The question was about the relationship between the growth rate of the quantity of money, and inflation in the long run.
10. **Question 14** (36% only correct answers from all sections). This question was on identifying a recessionary gap, or an inflationary gap, using a graph of the AS-AD model.

In summary: We have quite a few areas of concern to address during the next academic year. (1) We have to enhance students' quantitative and analytical skills, to enable them to work with basic data in order to calculate basic economic indicators (CPI, GDP, and Unemployment). (2) We have to improve their global awareness. (3) We also have to work on their basic understanding of how monetary policy works (and can cause inflation); and on their basic understanding of business cycles.

4. MBA
    4.1. GMBA1. Have a well-integrated knowledge of the functional areas of business

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMBA1 Integrated Knowledge							
Have a well-integrated knowledge of the functional areas of business							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP19-SP20	SP21	FA21	FA22-	FA23	Gokce Sargut	Pending intervention	

Program(s):   MBA

Learning Goal: Have a well-integrated knowledge of the functional areas of business

Learning Objective(s): Our students should be able to integrate functional knowledge to solve complex business problems

Assessment method: Student performance on the Modular-XM test.

Performance target: Students will score at 70% percentile on the Modular-XM test.

Pre-test:

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- Student performance on Modular-XM test in MGMT 8900 (Course Leader: Gokce Sargut)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process): Modular-XM results were collected from the the participants of MGMT 8900 at the end of Spring 2019 (taught by Dr. Ijose), Fall 2019 (Dr. Sargut), and Spring 2020 (Dr. Sargut). Responses were collected from all 36 students that participated in the course during this time period.

- Student scores were then analyzed during Fall 2020 and Spring 2021

Results/Findings:

- o Average score: 56%
- o Standard Deviation:
    - o Between sections: 16.27%
    - o Between subjects: 13.49%

Analysis:

Average score was lower than the 70% performance target. However, standard deviations suggested a relatively consistent performance between sections and subjects—especially given the small sample size.

The faculty also noted the adjustment period stemming from the recent adoption of the Modular-XM test. It was decided that an intervention should be conducted in the subject area where our students received the lowest average score.

Intervention:

What (describe the intervention): The faculty decided that an intervention would be conducted in the subject area that received the lowest average Modular-XM score, Operations Management (32%).

Where (courses): MGMT 7400 & MGMT 8400 (Course Leader: John Simon)

When (occurrence of first intervention): Starting in Fall 2021

Why (we believe the intervention can be helpful): MGMT7400 Operations Management Strategies is the course where our MBA students explore the fundamentals of operations management. MGMT 8400 Global Supply Chain Management is integral to our new Supply Chain Management specialization. The faculty teaching these courses have agree to place special emphasis on aspects of operations management that will address the performance gaps observed in the Modular-XM results.

Date last updated: July 9, 2021

Governors State University - College of Business - Assurance of Learning

GOAL-OBJECTIVES LOOP ACCOUNT

GOLA GMBA1 Integrated Knowledge Have a well-integrated knowledge of the functional areas of business						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA15-SP16	SU 2016	Fall 2016	FA16-SP17	FA 2017	Gokce Sargut	Loop Closed

Program(s):   **MBA**

Learning Goal: Have a well-integrated knowledge of the functional areas of business

Learning Objective(s): Our students will be able to integrate functional knowledge to solve complex business problems

Assessment method (include rubric if any): Student performance on GlobalDNA CompXM test

Performance target: Students will score at 70% percentile on CompXM test

Pretest:

> Where (list courses, number of sections offered, section surveyed, dates, and course leader):
>
> - Student performance on CompXM test in MGMT 8900 (Course Leader: Gokce Sargut)
>
> How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
>
> - Student scores on CompXM test are collected and analyzed
>
> When (was the assessment): Fall 2015, Spring 2016
>
> Results/Findings:
>
> o Average score: 72.15 Standard Deviation: 16.27
> o Analysis: Average score was higher than the 70% performance target. However, a large standard deviation suggested significant variation around the mean score

Intervention:

> What (describe the intervention): Adoption of GlobalDNA simulation
>
> Where (courses): MGMT 8900
>
> Course Leader: Gokce Sargut
>
> When (occurrence of first intervention): Starting in Fall 2016
>
> Why (we believe the intervention can be helpful): This simulation provides students in the MBA capstone course an opportunity to integrate their functional knowledge (Marketing, Production, Finance and HR) in an global business environment through a hands-on learning approach. Students will be able to solve complex business problems in a global marketplace, including R&D, Marketing, Production, and Finance functional decisions. They will also need to make decisions in terms of geographic locations of their markets, as well as dealing

with cross-border transportation/shipping, exchange rate fluctuations and other global business issues.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- Student performance results from GlobalDNA CompXM in MGMT 8900 (Course Leader: Gokce Sargut)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Student scores from GlobalDNA CompXM in MGMT 8900

When (was the assessment): Fall 2016, Spring 2017

Results/Findings:

- o Average score: 74.54
- o Standard Deviation: 9.61
- o Analysis: Average score was higher than the pretest and standard deviation was significantly lower. The intervention was successful.

Date last updated: July 22, 2020

4.2. GMBA2. Be effective at team leadership in a business context

Governors State University - College of Business - Assurance of Learning

Goal-Objectives Loop Account

GOLA MBA2 Leadership						
Be effective at team leadership in a business context						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
SP2017, FA2017, FA 2018	SP2020	SU2020	SU2020, FA2020	SP2021	Steve Wagner	Loop completed SP2021

Program(s): MBA

Learning Goal: Be effective at team **leadership** in a business context

Learning Objective(s):
- Students should be able to effectively resolve conflict occurring in teams.
- Students should be able to solve problems collaboratively.
- Students should be able to set effective goals and manage performance in teams.

Assessment method (include rubric if any): Peer ratings on rubric below

Team Leadership Evaluation

Name of Rater:_____ **Name of Ratee:**_____

Conflict Resolution *Definition:* Recognizing the type and source of conflict facing the team; managing task conflict and avoiding interpersonal conflict.	Very Ineffective ☐	Ineffective ☐	Sometimes Effective and Sometimes Ineffective ☐ *Provide specific behavioral examples that support rating:*	Effective ☐	Very Effective ☐
Collaborative Problem Solving *Definition:* Recognizing when participation is appropriate, utilizing the proper type and degree of participation.	Very Ineffective ☐	Ineffective ☐	Sometimes Effective and Sometimes Ineffective ☐ *Provide specific behavioral examples that support rating:*	Effective ☐	Very Effective ☐
Goal Setting /Performance Management *Definition:* Establishing specific, challenging, and accepted goals; monitoring, evaluating, and providing feedback relevant to goals.	Very Ineffective ☐	Ineffective ☐	Sometimes Effective and Sometimes Ineffective ☐ *Provide specific behavioral examples that support rating:*	Effective ☐	Very Effective ☐

Performance target: An expectation was established by faculty that graduate students should attain an average score of 4.00 (on a 4-point scale) on each dimension of the rubric.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

MGMT 7500: SP2016 (FTF), SP2017 (FTF), FA2017 (Online), FA2018 (Online)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

A team assignment of using primary sources to describe practical recommendations for best management practices and creating a group paper and presentation. Each student is evaluated by each of his/her team peers on teamwork dimensions at the end of the project and those ratings are used for this analysis. The rating process for Team Leadership dimensions is displayed above.

When (was the assessment): Spring 2016 – Fall 2018

Results/Findings:

Results are based on 72 students from 4 different sections. Thirty observations were for students in Face-to-Face (FTF) sections and 42 observations were from students in Online sections. Ratings are based on peer evaluation (Average number peer evaluations received by those in the sample was 2). Overall, teamwork evaluations were above the performance target for these learning objectives (see table below). Examination of the means and standard deviations of different sections indicates a trend toward higher team leadership ratings and less variable team leadership ratings in the online sections in comparison to the FtF.

	Pretest					
	Overall (n = 72)		Online (n = 42)		FtF (n = 30)	
Team Leadership Dimensions	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Conflict Resolution	4.19	1.03	4.29	.79	4.05	1.30
Collaborative Problem Solving	4.31	1.06	4.47	.79	4.08	1.33
Goal Setting/ Performance Management	4.20	1.03	4.33	.84	4.01	1.25

Intervention:

What (describe the intervention):

To improve teamwork in the online sections, instructional enhancements were introduced:

- Curricular Updates to the Project

    - Providing more guidance on using Toolset with Groups Environment of Blackboard

    - Do preliminary training on Effective Virtual Teams for students at the beginning of the class and link it with the teamwork evaluation form

- Peer training on Online Group Projects in Business Class

    - Demonstrating approaches and specific tactics for incorporating the High Impact Practice of group projects in an online course

- See appendix for materials supporting these interventions

Where (courses and course leaders):

MGMT 7500 – Steve Wagner, Course Leaders and Instructor

When (occurrence of first intervention): Summer 2020

Why (we believe the intervention can be helpful):

Having a better understanding of group tools and what 'Virtual Teamwork' looks like improve team performance.

We have some validated practices that may be higher pertinent to instructional peers.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

MGMT 7500 Summer 2020 and Fall 2020

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Same assignment as described above

When (was the assessment):

Results/Findings:

Results for the posttest are based on 34 students from 2 different sections. Ratings are based on peer evaluation (Average number peer evaluations received by those in the sample was 2). Overall, teamwork evaluations were above the performance target for these learning objectives (see table below). Examination of the means and standard deviations of different sections indicates a trend toward higher team leadership ratings and less variable team leadership ratings in the posttest sections in comparison to the pretest sections.

	Posttest (n = 34)	
Team Leadership Dimensions	**Mean**	**Standard Deviation**
Conflict Resolution	4.63	.63
Collaborative Problem Solving	4.62	.65
Goal Setting/ Performance Management	4.63	.71

Date last updated: 2/17/2021

Appendix – Intervention Material

During an initial meeting with the student groups the professor uses this slide to discuss how this project related to virtual teams and best practices recommendations for managing virtual teams (see slide below that supports this part of the meeting). Furthermore, a video on the video-teleconferencing software used in the is project was updated, see link below:

https://www.youtube.com/watch?v=2JL6xAGoObo

The following slides were part of the peer training on Group Projects in Business Classes delivered by Stephen Wagner during the Spring 2020 College meeting.

Why is Teamwork More Important than Ever Before?

- Increased Complexity of Work
- Increased Specialization
- Cross-functional collaboration
- Heightened Competitiveness
- Increased Pace of Change
- Geographic Dispersion
- Temporal Differences
- Pressure for Resource Efficiencies
- Increased Needs for Innovation
- Flatter Organizational Structures
- Empowered and Engaged Employees

Application of Groups within my Classes: Projects

- Use of Group Tools within Blackboard
  - Small Group Breakout with various tools, including: Discussion, Collaborate, File Exchange, Wiki, Email
- Assigning Students to Group
  - Pseudo-random
  - Be aware of student enrollment 'Add' date
- Start with Establishing a Plan for Each Group
  - Outline, timeline, communication tactics, team roles
- Social Loafing
  - Facilitate to keep group intact and functioning as best it can
  - Emphasize that my evaluation is predominantly based on individual performance
  - Do not punish students for the lack of participation of their colleagues

Application of Groups within my Classes – Grading Rubric

Criteria	Levels of Achievement			
	Deficient	Needs Improvement	Good	Excellent
Using Evidence-Based Knowledge	20 Points Paper and presentation fail to use OB theories, concepts, practices, and research and do not cite reputable sources.	26 Points Paper and presentation use OB theories, concepts, practices, and research vaguely and rarely cites reputable sources.	34 Points Paper and presentation use OB theories, concepts, practices, and research correctly the majority of the time and cites reputable sources.	40 Points Paper and presentation consistently use OB theories, concepts, practices, and research insightfully and cites reputable sources.
Quality of Written and Oral Communication	12 Points All dimensions of Oral Communication Rubric Rated as 'mediocre' or 'poor'	17 Points Most of the dimensions of Written and Oral Communication Rated as 'Mediocre' or lower with some dimensions rated 'good' or 'excellent'	21 Points The majority the dimensions of the Written Communication Rubric were rated as 'excellent' or 'good' with some rated as 'mediocre' or lower.	25 Points The majority the dimensions of the Written & Oral Communication Rubrics were rated as 'excellent' with the rest rated as 'good'

Application of Groups within my Classes – Grading Rubric

Criteria	Levels of Achievement			
	Deficient	Needs Improvement	Good	Excellent
Teamwork	12 Points There was strong consensus that you needed to improve on most of the teamwork dimensions.	17 Points There was consensus that you needed to improve on at least 2 teamwork dimensions.	21 Points Team members rated you as effective on most teamwork dimensions.	25 Points Team members consistently rated you as effective on all teamwork dimensions.
Integration of Formal Communications in Paper and Presentation	4 Points Elements of the paper and presentation are consistently disjointed, fail to reinforce important themes, and do not read like a cohesive whole.	6 Points Elements of the paper and presentation are often disjointed, vaguely reinforce important themes, and rarely read like a cohesive whole.	8 Points Elements of the paper and presentation are sometimes disjointed; however, they reinforce important themes and generally read like a cohesive whole.	10 Points Elements of the paper and presentation are seamlessly integrated, reinforce important themes and consistently read like a cohesive whole.

An Assignment Demanding Team Leadership Skills

- Course: MGMT 7500 (810) – Organizational Behavior in a Global Context
- Assignment: *Best Practices of Organizational Behavior Group Project*
  - Requires students to work together to write a paper and deliver a presentation on the best practices for managing organizational behavior for a specific topic (e.g., leadership development)
  - As part of this assignment, students use a questionnaire on Teamwork Skills to evaluate the performance of the members of their group

A Model of Teamwork Skills

- Theoretically-derived and empirically tested*
- Dimensions Include:
  - Conflict Resolution
  - Collaborative Problem Solving
  - Communication
  - Goal Setting/Performance Management
  - Planning/Task Coordination
  - Task Execution

*Stevens, M. J., & Campion, M. A. (1994). The knowledge, skill, and ability requirements for teamwork: Implications for human resource management. *Journal of Management*, 20, 503-530.

Follow-up Comparisons of Team Leadership in FtF and Online Sections

Teamwork Dimensions	Face-to-Face (n = 29)		Online (n = 24)	
	Mean	Standard Deviation	Mean	Standard Deviation
Conflict Resolution	4.05	1.30	4.29	.79
Collaborative Problem Solving	4.08	1.33	4.47	.79
Goal Setting/Performance Management	4.01	1.25	4.33	.84

Initial Comparison of FtF and Online Sections' Ratings of Team Leadership

- Six sections were analyzed:
  - Two were face-to-face (Fall 2011, Summer 2012)
  - Four were online
    - Two initial sections (Fall 2012, Spring 2013)
    - Two subsequent sections with instructional enhancements (Fall 2013, Spring 2014)
- Independent samples t-test was used to compare evaluations of Teamwork Skills in the FtF and online sections (both initial sections and subsequent sections with instructional enhancements)

Efforts to Support Team Leadership Skills in Initial Online Sections

- When initially designing the online course, certain measures were put in place to try to prevent teamwork problem:
  - presentation of major project milestones in the assignment
  - creation of a project plan that the instructor reviews during the first two weeks of class
  - an update meeting with the instructor three to four weeks before the final presentation
- Initial two online sections of the course evaluated Teamwork Skills as significantly lower than FtF sections on three dimensions: Conflict Resolution, Collaborative Problem Solving, and Planning/Task Coordination

Comparing Face-to-Face and Initial Online Sections' Ratings of Teamwork

Team Leadership Dimensions	Face-to-Face (n = 29)		Initial Online (n = 24)	
	Mean	Standard Deviation	Mean	Standard Deviation
Conflict Resolution*	4.45	.57	3.85	1.02
Collaborative Problem Solving*	4.47	.68	3.94	.97
Goal Setting/Performance Management	4.40	.75	4.08	.88

Continuous Improvement of to Enhance Teamwork Skills

- New modifications to the course and the assignment include:
  - Adding an introductory video on e-leadership and virtual teams that connects these concepts with the assignment and Blackboard tools used in it.
  - Modifying the assignment and rubric to require more evidence of communication.
- Sharing this information with you to encourage effective group activities in our courses

Questions or Comments

4.3. GMBA3. Have technology skills to support business analysis

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMBA3 Technology Skills Have technology skills to support business analysis						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA2018	FA2019	TBD			David Green	Pending Intervention

Program(s): MBA

Learning Goal: Have **technology skills** to support business analysis.

Learning Objective(s): Solve specific business problems using pivot tables, pivot charts, and filters to analyze a large dataset.

Assessment method (include rubric if any):
- Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task.

Technology Rubric (Pivot Table, Pivot Charts, & Data Filtering)

	Does Not Meet (0)	Meets (1)	Exceeds (2)
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and beyond with additional data, filtering, and formatting/presentation.
Sales by Country Pivot Table			
Sales by Person (Count) Pivot Table			
Sales by Person (Amount) Pivot Table			
Sales by Person Pivot Chart			
Filtered Data by Specific Person			

Performance target:
- Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Fall 2018 - Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will included an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): Fall 2018

Results/Findings:
- Analysis

CPSC	4		0.00%
MBA	8	7	87.50%
MSA	1		0.00%
MSMIS	4	4	100.00%
NDSG	1	1	100.00%

7 of 8 MBA students met or exceeded the target. 4 of 4 MSMIS students met or exceeded the performance target.

Intervention:
 What (describe the intervention):
 Where (courses and course leaders):
 When (occurrence of first intervention):
 Why (we believe the intervention can be helpful):

Posttest
 Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Fall 2021 Course Leader – David Green

 How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

 When (was the assessment): Fall 2021

 Results/Findings:

Date last updated: 4/28/2020 David Green

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA GMBA3 Technology Skills Have technology skills to support business analysis							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP17, FA17	FA2017	SP2018	FA2018	FA2018	David Green	Loop Closed	

Program(s): MBA & MSMIS

Learning Goal: GMBA3/GMIS3 – Have **technology skills** to support business analysis.

Learning Objective(s): Solve specific business problems using pivot tables, pivot charts, and filters to analyze a large dataset.

Assessment method (include rubric if any):
- Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task.

	Does Not Meet (0)	*Meets (1)*	*Exceeds (2)*
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and beyond with additional data, filtering, and formatting/presentation.
Sales by Country Pivot Table			
Sales by Person (Count) Pivot Table			
Sales by Person (Amount) Pivot Table			
Sales by Person Pivot Chart			
Filtered Data by Specific Person			

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
- MIS-7101 Information Systems and Technology (Course Leader – David Green)
> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
- An embedded assignment is used to assess. Students will take a dataset and use Microsoft Excel to create pivot tables, pivot charts, and filtered tables to complete specific tasks and answer questions.

> **When (was the assessment):** Spring 2017 & Fall 2017

> **Results/Findings:**
- Fall 2017 – Of nineteen MBA students, 16 of 19 students met or exceeded the target in every area. Two of three MSMIS students met or exceeded all targets. Overall students performed very well. The AOL committee and program faculty may consider adding an

additional objective that addresses other areas of technology, either within spreadsheet analysis or some other area.

	Sales by Country Pivot Table	Sales by Person (Count) Pivot Table	Sales by Person (Amount) Pivot Table	Sales by Person Pivot Chart	Filtered Data by Specific Person	Average	Met or Exceeded Target (Yes/No)
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	2	2	2	2	1	1.8	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSA	1	1	1	1	0	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	0	0	0	0	1	0.2	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	0	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
	1.0	0.9	1.0	1.0	1.0		

Intervention:

What (describe the intervention): Additional support videos were shared with student.

Where (courses and course leaders): MIS-7101 Information Systems & Technology (David Green)

When (occurrence of first intervention): Spring 2018

Why (we believe the intervention can be helpful):
- The performance of students was previously very solid. Additional support in the form of video tools in addition to written / text support may help students with different learning styles.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Fall 2018 - Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set,

determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): Fall 2018

Results/Findings:

CPSC	4		0.00%
MBA	8	7	87.50%
MSA	1		0.00%
MSMIS	4	4	100.00%
NDSG	1	1	100.00%

7 of 8 MBA students met or exceeded the target. 4 of 4 MSMIS students met or exceeded the performance target.

Date last updated: 10/23/2019

4.4. GMBA4. Be skilled at business analysis to solve problems

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

<table>
<tr>
<td colspan="9">GOLA GMBA4 Problem Solving
Be skilled at business analysis to solve problems</td>
</tr>
<tr>
<td>Pretest</td>
<td>Analysis</td>
<td>Intervention</td>
<td>Posttest</td>
<td>Analysis</td>
<td>Liaison</td>
<td>Status</td>
<td>Timeline</td>
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<tr>
<td>FA2018</td>
<td>FA2019</td>
<td>TBD</td>
<td>FA2021</td>
<td>SP2022</td>
<td>Tina He/
David Green</td>
<td>Pending
intervention</td>
<td></td>
</tr>
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Program(s): MBA & MSMIS

Learning Goal: Be skilled at business analysis to solve problems.

Learning Objective(s): Solve specific problems using data analysis in a given business case scenario.

Assessment method (include rubric if any):
- Problem solving assignment with support using Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) developing and implementing possible solutions; and (3) evaluating results.

Problem Solving Rubric

	Does Not Meet (0)	*Meets (1)* *[Target]*	*Exceeds (2)*
Problem recognition and Information Gathering	Does not identify the correct problem. Does not gather the correct information or data to analyze the problem.	Identifies the problem in the given case scenario. Successfully identifies necessary information/ data needed to make a decision.	Exceeds target requirements
Develops possible solutions and implements a solution	Does not develop adequate solutions or does not implement a solution.	Develops acceptable alternative solutions and implements a solution	Exceeds target requirements
Evaluates results	Does not evaluate the results or reflect on the need for further work.	Reviews results relative to the problem determining the need for further work.	Exceeds target requirements

Performance target:
- Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA18 (Course Leader – David Green)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class has included an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): Fall 2018

Results/Findings:
- Analysis in Fall 2019 using Fall 2018 MIS 7101 data 17 of 18 students met or exceed all areas of problem solving.

FA18 Results - Problem Solving

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	0	0	0.33	No
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	1	2	1.33	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	2	2	1.67	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
2	1	1	1.33	Yes
2	1	1	1.33	Yes
1	1	1	1.00	Yes

Based on the results of the analysis from Fall 2018, the data was presented to the College of Business Assurance of Learning Committee in November 21, 2019. The AOL recommended one additional round of assessment to confirm the Fall 2018 would be sustained.

The analysis from Fall 2019 MIS-7101 students (analysis conducted in December 2019) found the data was consistent with Fall 2018 with 18 or 18 students completing a submission meeting the performance target in each of the three areas being assess: Problem recognition and Information Gathering; Develops possible solutions and implements a solution; and evaluates a result.

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Avg	Met Problem Solving Performance Target
1	1	2	1.3	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
2	2	1	1.7	Yes
1	1	2	1.3	Yes

1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	1	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes

Intervention:
    What (describe the intervention):
    Where (courses and course leaders):
    When (occurrence of first intervention):
    Why (we believe the intervention can be helpful):

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Fall 2021 (Course Leader – David Green)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): Expected in Fall 2021

Results/Findings:

Last update: 4/29/2020 (David Green)

**Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account**

GOLA GMBA4 Problem Solving Be skilled at business analysis to solve problems							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status	Timeline
SP2017, FA2017	FA2017	SP2018	FA2018	FA2019	David Green, Tina He	Loop complete	

Program(s): MBA & MSMIS

Learning Goal: Be skilled at business analysis to solve problems.

Learning Objective(s): Solve specific problems using data analysis in a given business case scenario.

Assessment method (include rubric if any):
- Problem solving assignment with support using Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) developing and implementing possible solutions; and (3) evaluating results.

Problem Solving Rubric

	Does Not Meet (0)	*Meets [Target] (1)*	*Exceeds (2)*
Problem recognition and Information Gathering	Does not identify the correct problem. Does not gather the correct information or data to analyze the problem.	Identifies the problem in the given case scenario. Successfully identifies necessary information/ data needed to make a decision.	Exceeds target requirements
Develops possible solutions and implements a solution	Does not develop adequate solutions or does not implement a solution.	Develops acceptable alternative solutions and implements a solution	Exceeds target requirements
Evaluates results	Does not evaluate the results or reflect on the need for further work.	Reviews results relative to the problem determining the need for further work.	Exceeds target requirements

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems & Technology (Course Leader – David Green)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class has included an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results. Assignment is available here: https://docs.google.com/document/d/1aieubRluZbGwgIo4PdbccyDBSGnEzQZQN6CYNBmSzSw/edit?usp=sharing

When (was the assessment): Spring 2017 – Fall 2017

Results/Findings:

- For MBA Students, all but one 'met or exceeded target' for (1) Problem recognition and Information Gathering; all but two met or exceeded the target for (2) develops possible solutions and implements a solution; and all but 1 student met or exceeded the target for 'evaluated results'. Only one MSMIS student submitted an artifact.

SP17 & FA17 Results - Problem Solving

		Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
MBA	BSAD.SCMO.MBA	1	2	1	1.33	Yes
MBA	BSAD.ONLN.MBA	1	2	1	1.33	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.MBA	1	1	2	1.33	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.FIN.MBA	1	1	0	0.67	No
MBA	BSAD.MBA	1	1	1	1.00	Yes
MSA	ACCT.MS	1	1	1	1.00	Yes
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	1	0	1	0.67	No
MBA	BSAD.SCMO.MBA	1	0	1	0.67	No
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.SCMO.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MSMIS	MIS.MS	0	0	0	0.00	No
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.ONLN.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	1	1	0	0.67	No
		1.09	1.27	1.23		

Intervention:

What (describe the intervention): Intervention will include problem solving steps to help guide students when facing a complex problem.

Where (courses and course leaders): MIS-7101 Information Systems & Technology (David Green)

When (occurrence of first intervention): Spring 2018

Why (we believe the intervention can be helpful): The Problem Solving Steps provide students with a simple structured approach to address specific problems.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Fall 2018 (Course Leader – David Green)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): Fall 2018

Results/Findings:
- Analysis in Fall 2019 using Fall 2018 MIS 7101 data from the same embedded artifact as used in the pretest. In the post test, 17 of 18 students met or exceed all areas of problem solving. This is an improvement over the results found during the pretest, and it seems the intervention was successful in meeting the performance target.

FA18 Results - Problem Solving

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	0	0	0.33	No
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	1	2	1.33	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	2	2	1.67	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
2	1	1	1.33	Yes
2	1	1	1.33	Yes
1	1	1	1.00	Yes

Based on the results of the analysis from Fall 2018, the data was presented to the College of Business Assurance of Learning Committee in November 21, 2019. The AOL recommended one additional round of assessment to confirm the Fall 2018 would be sustained.

The analysis from Fall 2019 MIS-7101 students (analysis conducted in December 2019) found the data was consistent with Fall 2018 with 18 or 18 students completing a submission meeting the performance target in each of the three areas being assess: Problem recognition and Information Gathering; Develops possible solutions and implements a solution; and evaluates a result.

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Avg	Met Problem Solving Performance Target
1	1	2	1.3	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
2	2	1	1.7	Yes
1	1	2	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	1	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes

4.5. GMBA5. Be effective communicators in facilitating organizational decision-making processes

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMBA5 Communication

Be effective communicators in facilitating organizational decision-making processes

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA 2017 FA 2018	FA 2019	FA 2020	FA 2020	FA 2020	Gokce Sargut, Olu Ijose	Loop closed	

Program(s): MBA

Learning Goal: GMBA5 **Communication**

Learning Objective(s): Document an effective plan participative management and implementing organizational change.

Assessment method (include rubric if any):

Learning Objectives	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context and purpose of writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and / or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and / or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and / or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and evidence	Demonstrates skillful use of high quality,	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use

	credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	credible and / or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	sources to support ideas in the writing.
Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Adopted from AAC&U Global Learning Value Pilot Rubric, with revision

Performance target: Average of level 3.0 or higher across dimensions

Pretest

> Where (list courses, number of sections offered, section surveyed, dates, and course leader):
> MGMT 7500 Organization Behavior in a Global Context (Course Leader: Dr. Stephen Wagner)

> How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

> o Written responses to case study questions
> o Total number of artifacts – 54 (collected Fall 17 and Fall 18)

> When (was the pretest assessment): Fall 2019

> Results/Findings: None of the criterion fully met the milestone of an average score of 3.0

N = 54	<=2	2>x<3	3>=	Average	Std. Dev.
Context of and Purpose for Writing	8	17	29	2.85	0.64
Content Development	11	16	27	2.71	0.60
Genre and Disciplinary Conventions	13	15	26	2.65	0.63
Sources and Evidence	17	15	22	2.57	0.72
Control of Syntax and Mechanics	15	12	27	2.70	0.72
2017 (n=18)	6%	44%	50%		
2018 (n=36)	19%	47%	33%		
Combined (n=54)	15%	46%	39%		

Intervention

> Where (list courses, number of sections offered, section surveyed, dates, and course leader):
> MGMT 7600 International Business (Course Leader – Olumide Ijose)

- How (A description of the artifact used, how it was collected, total number of potential artifacts
  - o Faculty teaching MGMT7600 emphasized critical thinking in assigning case assignments.
  - o Faculty teaching MGMT7600 emphasized writing skills in case reports (FA 2020)
  - o Faculty teaching MGMT7600 emphasized writing mechanics and citing correctly (APA)
  - o Two cases were assigned at different points of the semester. Students received feedback on their writing skills.
- Why (we believe the intervention can be helpful):
  - o Critical thinking is essential to problem solving
  - o Problem solving is essential to writing a report (content management) facilitating good decision making

o Feedback on prior case responses will help develop proper use of syntax, better writing mechanics and good content development
o Proper citing is essential for credibility

Posttest

How (A description of the artifact used: how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

o A case integrating concepts taught in the course "Netflix International Expansion" was assigned. Students were required to demonstrate critical thinking and expected levels of writing ability.
o Artifacts were collected when students submitted their reports.
o Twenty-two artifacts were each assessed by a jury of 3 faculty members.

Netflix International Expansion

International expansion has not come without challenges; Netflix faced regulatory compliance issues in its targeted markets, competition with domestic competitors, and the need to satisfy local preferences. In addition, the cost of such an aggressive expansion strategy is enormous. Despite some initial setbacks, Netflix's chief executive officer Reed Hastings has ambitious goals for the company internationally and has predicted that much of Netflix's future revenue growth will come from its international subscribers.

1. Define Netflix's competitive advantage. Why is Netflix so successful?
2. How would you recommend that Netflix overcome its challenges in the international market?
3. Moving forward, what future strategic initiatives might Hastings consider?

Rubric: same as pretest (Course Leader – Olumide Ijose)

When (was the assessment): FA 2020

Where (list courses, number of sections offered, section surveyed, dates, and course leader): MGMT 7600 International Business (Course Leader – Olumide Ijose)

Assessment Rubric: Same as pretest

Results/Findings:

N = 22	Average
Context of and Purpose for Writing	3.26
Content Development	3.05
Genre and Disciplinary Conventions	2.95
Sources and Evidence	3.06
Control of Syntax and Mechanics	3.09
Written Communications Comprehensive	3.08

Results obtained from the jury assessment of artifacts demonstrated that the intervention was successful.

Date last updated: 2/23/2021

4.6. GMBA6. Be skilled at ethical analyses in business contexts

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMBA6 Ethical							
Be skilled at ethical analysis in business context							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status	Timeline
FA2017 SP2018	FA2019	FA2020	SP2021	SP2021	Gokce Sargut	Loop Closed	

Program(s): MBA

Learning Goal: Be skilled at **ethical** analyses in business contexts

Learning Objective(s): Apply an ethics model or framework that supports the resolution an ethical dilemma in an information systems case scenario.

Assessment method (include rubric if any): Assessment of embedded student assignment. Students review five ethical dilemmas. An ethics rubric was applied.

	Capstone	Milestones		Benchmark
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a

	Capstone	Milestones		Benchmark
	4	3	2	1
	consider full implications of the application.	consider the specific implications of the application.	application is inaccurate.	group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Performance target: Meet an average of level 3.0 or higher across dimensions

Pretest

  Where (list courses, number of sections offered, section surveyed, dates, and course leader):
  • MGM 7500 in fall 2017 and spring 2018 Course Leader – Stephen Wagner
  How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

  Listed below is a brief case study. Read it carefully and write your response essay (at least 300 words) in response to the subsequent questions.

  You are a regional director with a multinational manufacturing firm, and one of your biggest customers is a retail entrepreneur headquartered in Japan. Two months after you successfully fulfilled a new contract to produce merchandise for this customer, he asks if   you and your spouse would attend the grand opening of a new store. Of course, you attend because it would be an insult to him if you did not. When you arrive, he asks your spouse to cut a large red ribbon across the doors of the new store to begin the ceremony. A week after the grand opening, your spouse receives a package from the customer. In it is a pair of solid gold and gem encrusted scissors engraved with the date of the grand opening of the store. Returning the gift would insult your customer, but accepting it would clearly violate your company's policy. How should your respond to this situation?

  Use the attached worksheet on the PREE Model of Ethical Thinking (discussed in video on ethical leadership in this module) to analyze the situation and describe the best   approach for responding to this situation.

The PREE Model for Examining Ethics

When you become aware of a situation requiring the consideration of ethics, various ethical perspectives should be examined before you act. The model below presents questions you should answer with regard to important areas of ethics: Principles, Responsibilities, End Results, and Empathy (PREE).

Principles:
- What principles (i.e., values) are most important to you, the organization, and organizational stakeholders?
- How do these principles relate to this situation?
  - What principles are in conflict in this situation
    - How should you prioritize principles in this situation?

Responsibilities:
- What are the responsibilities of your formal role in the organization with regard to this situation?
- What responsibilities are prescribed by professional standards (i.e., from a professional association) with regard to this situation?
- What are the responsibilities to the parties directly involved with this situation?

End Results:
- How can you achieve the most favorable outcome for the greatest amount of people?
- What can be done to make amends for damage that has resulted from this situation?
- Would you be comfortable if your decision about how to address this situation was made known to your co-workers, family, friends, and community?

Empathy:
- How can you address this situation with the greatest amount of consideration for the people involved with it?
- How can you respond to this situation to demonstrate respect for and maintain the dignity of those involved in the situation?

When (was the assessment): Artifacts were jury assessed in December 2019

Results/Findings:

Dimension	Average	Std. Dev.
Ethical awareness	2.84	0.64
Understanding different ethical perspectives/concepts	2.67	0.63
Ethical Issues Recognition	2.88	0.61
Application of ethical perspectives/concepts	2.54	0.77
Evaluation of different ethical perspectives/concepts	2.58	0.67

Students did not achieve the benchmark on any dimension.

Intervention:

What (describe the intervention):

Students were assigned a case study in which a computer professional faced an ethical dilemma. Students were asked to write a 500-word analysis of the case study. In the analysis students identify the stakeholders in the case, summarize and reference the case, recommend a solution for the ethical dilemma using specific theories, code of ethics, or frameworks from the class, and

include possible alternative endings and solutions to the case based on ethical theories, codes, or frameworks. Students were also provided a rubric that was used to grade the case.
Where (courses and course leaders): MIS 7100 (David Green)
When (occurrence of intervention): Fall 2020
Why (we believe the intervention can be helpful):
Lectures and case study covers the dimensions examined in the pretest. Case questions tested student knowledge of the pretest dimensions.

Posttest:

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MKTG 7100   Course Leader – Pam Mohanty

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

The posttest for the PLG: GMBA6 Ethics was conducted in the MKTG7100-01 Strategic Marketing course. The instructor provided course material and lecture videos on ethical decision making, which served as an intervention, in addition to the intervention provided in MIS 7100. The GMBA6 Ethics goal was assessed with an assignment based on Apple iPhone 4's "Antennagate" case. The students were instructed to follow a check-list of steps in the assignment, as indicated below. The rubric for ethics was provided for clarity with regards the grading criteria as well as an intervention tool.

Description of the Post Test Assignment:
Case Study for Apple iPhone 4

For a company to stay competitive, it needs to keep innovating and offering newer and better products, to serve the ever-evolving consumer needs. In this process, managers are often faced with tough decisions on whether to postpone the launch of an imperfect product or ride the wave of consumer demand and offer the product as is. The launch of Apple iPhone 4 is one such case, which is nicknamed the "Antennagate" case. Apple iPhone 4 was developed with a new hardware design and was promoted as one of the thinnest smartphones in the market. The publicity caused a lot of excitement and frenzy in the market, with consumers pre-ordering and lining up to buy the new smartphone. The initial fanfare and positive reviews were undermined by reports that revealed that holding the new iPhone caused the calls to drop. Negative reviews on poor reception, antenna design issues, and call dropping began circulating in the media.

Initially, Apple's response to these complaints was less than satisfactory. It blamed the signal issues on improper handling of the smartphone, weak signals, and a limitation that was applicable to wireless phones in general. Also, it proposed that the call drop issues could be mitigated with a phone case that was available for $30. Further, internal company information surfaced that the engineering team developing the product was aware of the antenna problems prior to the product launch. However, Steve Jobs, CEO of Apple, liked the design and decided to release the product. As negative press garnered attention of legislators and lawmakers, Apple later acknowledged that there was a hardware problem in the smartphone. It announced that all customers of iPhone 4 will be provided a free phone case and those who had already bought the case would be reimbursed. The Antennagate incident muddied the otherwise storied history of Apple. Nonetheless, it did not dampen sales and consumer enthusiasm for the brand.

Use the framework for ethical decision making, described in the lecture presentation and video in Module 1, to discuss and analyze, should Apple have released the iPhone 4 when engineers were aware of the antenna problems? Did Apple handle the situation effectively?

Steps to Ethical Decision Making (CHECK-LIST)

Step 1: Did you recognize an ethical issue in the assignment? Did you describe, why the case poses an ethical issue?

Step 2: Did you describe the facts in the case and did you state the possible courses of action open to the decision makers in the case?

Step 3: Did you evaluate the courses of action using each of the five approaches (Utilitarian, Rights, Justice, Common Good, Virtue) in ethics? Further, when evaluating the courses of action using each of the five approaches in ethics, did you elaborately, first describe or define the approach, discuss the history, origin, and people who proposed the philosophy, and then applied the approach to discuss the courses of action.
Note: You need to do this for all the five approaches, i.e., in detail define and describe the approach, discuss the history/origin of the approach, and then apply the approach to the case. Refer to "Handout for Ethical Problem Solving" and the PowerPoint Presentation for information.

Step 4: Based on your analyses of the case, in light of the five approaches applied in Step 3, did you write which course/s of action would best address the situation? Did you describe how one could test the course of action conceptually?

When (was the assessment): Spring 2021
Results/Findings: Spring 2021

While some students performed very well, there were a few students who did not internalize the information provided in the intervention and did not perform up to expectations. Overall performance on the measure of ethics was $M = 3.31$ (0.68), which was above the benchmark of 3 set for this goal. The performance on the individual dimensions of ethics is presented below in Table 1. The performance on only one dimension—Ethical Self Awareness, $M = 2.46$ (1.20), did not meet the benchmark. It was observed that some students did not describe the philosophies or approaches on ethics in adequate depth and detail and/or did not describe the origin or history of the philosophies or approaches. A possible solution to improve student performance on this dimension can be found in increasing the number of reminders about this expectation in the course in future.

TABLE 1
Descriptive Statistics and Individual Performance on the Ethics Assessment

	Ethical Self-Awareness	Understanding Different Ethical Perspectives	Ethical Issue Recognition	Application of Ethical Perspectives	Evaluation of Different Ethical Perspectives	Overall Ethics
Student 1	3	3	4	4	4	3.6
Student 2	3	4	4	4	4	3.8
Student 3	4	4	4	4	4	4
Student 4	1	1	2	2	2	1.6
Student 5	4	4	4	4	4	4
Student 6	3	3	3	3	3	3
Student 7	3	3	4	4	4	3.6
Student 8	4	4	4	4	4	4
Student 9	1	4	4	4	4	3.4
Student 10	2	2	3	3	4	2.8
Student 11	2	4	3	3	2	2.8
Student 12	1	2	4	4	4	3
Student 13	1	4	4	4	4	3.4
Mean (M)	**2.46**	**3.23**	**3.62**	**3.62**	**3.62**	**3.31**
Standard Deviation (SD)	**1.20**	**1.01**	**0.65**	**0.65**	**0.77**	**0.68**

Date last updated: 2/11/2021

4.7. GMBA7. Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Governors State University - College of Business - Assurance of Learning

Goal-Objectives Loop Account

GOLA GMBA7 Integrated Global Knowledge								
Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges								
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status	Timeline
FA18 SP19 SP20	SU 2020	FA 2020	FA 2020	FA 2020	Olumide Ijose	Loop closed	Start new loop

Program(s): MBA

Learning Objective: Students should be able to:

- Recognize competitive international business challenges
- Evaluate international business perspectives and concepts
- Apply international business concepts in problem solving in an integrated manner

Assessment method (include rubric if any):
Problem solving assignment based on an assigned case. A rubric is used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) evaluating possible solutions; and (3) selecting and implementing best solutions.

Learning Objectives	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Analyze elements of the global business environment	Student understands the multiple elements of the global business environment and how they are inter-connected	Student can identify multiple elements of the global business environment but lacks in-depth understanding of their inter-connectedness.	Student is only able to identify limited number of elements of the global business environment	Student does not understand the elements of global business environment.
Evaluate the impact of global environment on business decisions	Student identifies how several relevant global factors impact business decisions and provides specific examples to support	Student identifies how several relevant global factors impact business decisions	Student identifies only a single relevant global factor impacts business decisions	Student fails to identify how relevant global factors impact business decisions
Create solutions to global business challenges	Applies knowledge and skills to generate sophisticated and practical solutions to address complex business challenges	Formulate practical solutions to global business challenges but lack sophistication in solutions	Formulates practical yet elementary solutions to global business challenges	Defines global business challenges in basic ways, but fails to formulate practical solutions

Adopted from AAC&U Global Learning Value Pilot Rubric, with revision

Performance target:
- Attain a minimum score of 3.0 (on a four-point scale) on each dimension of the rubric.

Pretest

> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> - MGMT 7600 International Business
> - FA 18, SP 19, SP 20 (Course Leader – Olumide Ijose)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

A long case was assigned over the course of 3 semesters. Students were requested to provide a maximum 5-page report addressing the questions detailed below:

Case: Xiaomi: Entering International Market.

Questions

1. Why does Xiaomi need to enter the international market?

2. How did Xiaomi enter the international market?

3. Considering the strategies discussed in the case what should Lei do and why?

When (was the assessment): FA 18, SP 19, SP 20

Results/Findings (Analysis in summer 2020): The average score on each dimension of the assignment rubric was below the required benchmark score of 3.0

Intervention

> Where (list courses, number of sections offered, section surveyed, dates, and course leader):
>
> - o MGMT 7600 International Business
> - o Date: FA 2020 (Course Leader – Olumide Ijose)
> - Two cases are assigned at different points in the semester: Why GM is likely to keep producing in China despite Trump's pleas and Geely Goes Global as detailed below.

General Motors in China

The closing case explores General Motors' strategy in China. The U.S. company in response to falling domestic sales, recently closed several plants in the United States prompting criticism from Donald Trump who suggested that GM close its factories in Mexico and China instead. GM sells some 3.64 million vehicles in China in conjunction with its Chinese joint venture partner, SAIC Motor. The two companies hold an equal share in the partnership and receive subsidies from Beijing as part of the country's efforts to move to electric vehicles. GM made the decision to serve the growing Chinese market using local production rather than exports in 1997. Producing locally means that the company can avoid costly tariffs and be closer to the market, something that GM feels is important to its marketing effort. Ironically, another U.S. automaker, Tesla, which had been exporting its cars to China, the approach endorsed by Donald Trump, has seen its sales drop by 50 percent after being caught up in Trump's trade war with China. Tesla is now in the process of building its own factory in China with the goal of serving the market locally rather than through exports. American jobs that had been linked to Tesla exports will disappear.

Assignment questions:

1. What are the long-term prospects for the Chinese market?
2. What do you think would happen if GM tried to serve the Chinese market by exporting production from the United States?

3. What does this case teach you about benefits and costs of import tariffs?

Geely Goes Global

The closing case explores the acquisition of Sweden's Volvo by Chinese giant Geely, now the second largest private automobile manufacturer in China. Geely made the decision to acquire Volvo in an effort to gain the engineering and design skills it needed to successfully compete in the auto industry. So far, the acquisition has been a huge success. Geely has been able to combine Volvo's brand allure along with its engineering design skill with its own prowess as a manufacturer. Today, Volvos are designed, engineered, and tested in Sweden, and then manufactured in China or the United States.

Assignment Questions:

1. Following the Volvo acquisition, Geely built a new wholly owned factory to produce Volvo cars in the United States. Why was a direct investment strategy preferred to other ways of growing the U.S. market, such as through exporting or licensing the Volvo brand and designs to another producer?

2. What are the benefits of Geely's investment in South Carolina to the U.S. economy? What are the potential costs? Do you think it was in the interests of the United States to let this investment proceed?

- Why (we believe the intervention can be helpful): The cases allows students to integrate course concepts at different points of the semester

Posttest

　　Where (list courses, number of sections offered, section surveyed, dates, and course leader):

　　　　o MGMT 7600 International Business

　　How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

　　　　o Complex case (description to follow). A case integrating concepts taught in the course "Netflix International Expansion" will be assigned. Students will be required to answer questions that delve into their ability to integrate course concepts.

Netflix International Expansion

International expansion has not come without challenges; Netflix faced regulatory compliance issues in its targeted markets, competition with domestic competitors, and the need to satisfy local preferences. In addition, the cost of such an aggressive expansion strategy is enormous. Despite some initial setbacks, Netflix's chief executive officer Reed Hastings has ambitious goals for the company internationally and has predicted that much of Netflix's future revenue growth will come from its international subscribers.

4. Define Netflix's competitive advantage. Why is Netflix so successful?
5. How would you recommend that Netflix overcome its challenges in the international market?
6. Moving forward, what future strategic initiatives might Hastings consider?

　　　　o Rubric: same as pretest (Course Leader – Olumide Ijose)

　　When (was the assessment): FA 2020

Results/Findings:

Results for the posttest are based on the performance of 22 students. Posttest artifacts were assessed by a jury of faculty members. The overall average score was 3.22 Average score for each criterion is presented below.

Criterion	Average Score
Analyze elements of the global business environment	3.29
Evaluate the impact of global environment on business decisions	3.32
Create solutions to global business challenges	3.05

The intervention was successful as the overall average score is above the required threshold of 3.0.

Date last updated: 2/23/2021

5. MS in Accounting
   5.1. GACC1. Have advanced accounting knowledge and skills

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GACC1 Accounting Knowledge							
Have appropriate accounting knowledge and skills							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2017	FA2017	FA2018	FA2018	FA2018	TJ Wang	Loop closed	

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: GACC1 – Have appropriate accounting knowledge and skills

Learning Objective(s): Demonstrate an understanding of concept and possess skills in the accounting discipline

Assessment method (include rubric if any):
- Exams were used to assess the learning objectives. The following rubric is used.

Performance target:
- 75% of the students meets at least 60%, i.e., "Well Developed", performance.

Course Objectives	Highly Developed	Well Developed	Developed & Underdeveloped
Accounting for Current Liabilities, Receivable, Inventory, Depreciation	Is able to perform all accounting for properties, plant and equipment.	Is able to perform most accounting for properties, plant and equipment.	Is barely able to perform accounting for properties, plant and equipment.
Accounting for PPE, Intangible Assets, Investment, LT Liabilities, Revenues, EPS	Is able to perform all accounting for intangible assets.	Is able to perform most accounting for intangible assets.	Is barely able to perform accounting for intangible assets.
Accounting for Income Taxes, Leases, Cash Flows	Is able to perform all accounting for Liabilities and Contingencies.	Is able to perform most accounting for Liabilities and Contingencies.	Is barely able to perform accounting for Liabilities and Contingencies.
Codification Research System	Demonstrates an excellent understanding of the FASB's Codification System.	Demonstrates a good understanding of the FASB's Codification System.	Fails to demonstrate a basic understanding of the FASB's Codification System.

Pretest
   Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in Fall of each year (Course Leader: Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Exams are embedded in the course and used for the assessment.
- Dr. TJ Wang conducted and measured the assessment.

When (was the assessment): Fall 2017.

Results/Findings:
- Results were 37%, 63%, and 0% for the Inventory objective, 68%, 32%, and 0% for the PPE, 53%, 42%, and 5% for the Taxes, and 63%, 37%, and 0% for the CRS objective. Results shown that all of the objectives met the target performance (i.e., 75%).

Intervention:

What (describe the intervention): Provide more exercises and more high-order skills questions before the quiz.

Where (courses and course leaders):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in Fall of each year (Course Leader: Dr. TJ Wang)

When (occurrence of first intervention): Spring 2018

Why (we believe the intervention can be helpful):
- The new format on the CPA examine place a focus on high-order skills type of questions (i.e., analysis and evaluation). So, students need to experience those kind of questions.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in Fall of each year (Course Leader: Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Exams are embedded in the course and used for the assessment.
- Dr. TJ Wang conducted and measured the assessment.

When (was the assessment): Fall 2018

Results/Findings:
- Results from 15 students were 80%, 0%, and 20% for the Inventory objective, 80%, 0%, and 20% for the PPE, 80%, 0%, and 20% for the Taxes, and 53%, 33%, and 13% for the CRS objective. Results shown that all of the objectives met the target performance (i.e., 75%).

Date last updated: 10/09/2019

5.2. GACC2. Have technology skills to meet the needs of the accounting profession

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GACC2 Technology Skills
Have technology skills to meet the needs of the accounting profession

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SU2017	SU2017	SP2018	SP2018	SP2018	William Kresse TJ Wang	Loop closed	

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: Have **technology skills** to meet the needs of the accounting profession

Learning Objective(s): Demonstrate knowledge in using basic mathematical functions in Excel, manipulate text data using appropriate functions in Excel, and apply certain aggregation functions in Excel

Assessment method (include rubric if any):
- Import, text manipulation, aggregation, Pivot table, & chart assignment. A rubric is used to determine if students do not meet; meet, or exceed proficient performance.

Learning Objectives	Exemplary (90%~100%)	Proficient (80%~89%)	Satisfactory (70~79%)	Unsatisfactory (0%~69%)
Able to Demonstrate Basic Mathematical Functions (count, sum, average, max, min, rounding, …)	Uses functions and formulas appropriately and without any errors. Uses correct ranges, specifications, and/or parameters.	Uses functions and formulas appropriately with minimal errors. Most of ranges, specifications, and/or parameters are used correctly.	Uses functions and/or formulas with some errors.	Unable to use functions/formulas for calculations.
Text Manipulation Functions (left, right, len, search, ….)	Uses functions and formulas appropriately and without any errors. Uses correct ranges, specifications, and/or parameters.	Uses functions and formulas appropriately with minimal errors. Most of ranges, specifications, and/or parameters are used correctly.	Uses functions and/or formulas with some errors.	Unable to use functions/formulas for the tasks.
Lookup & Summary Functions (vlookup, hlookup, pivot table, ….)	Uses functions and formulas appropriately and without any errors. Uses correct ranges, specifications, and/or parameters.	Uses functions and formulas appropriately with minimal errors. Most of ranges, specifications, and/or parameters are used correctly.	Uses functions and/or formulas with some errors.	Unable to use functions/formulas for the tasks.

Performance target:
- 75% of the students meets the "Proficient" level of performance

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6331 Accounting Information Technology & Systems
- One section offered in Spring of each year (Course Leader: Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Three embedded Excel assignments are used for the assessment. The first assignment involves with importing 4 text data files into an Excel worksheet and then with aligning/manipulating text data before analysis. The second assignment involves with using PivotTable for analysis. The third assignment involves with applying PivotChart.

Students are required to submit written reports and deliver an oral presentation about their process and results.

- Dr. TJ Wang conducted and measured the assessment.

When (was the assessment): Summer 2017.

Results/Findings:

- Results from the assignments showed that 64% (Exemplary), 18% (Proficient), 18% (Satisfactory), and 0% (Unsatisfactory) for the Basic objective, 27%, 73%, 0%, and 0% for the Text objective, and 27%, 45%, 18%, and 9% for the Summary objective. Results showed that all of the objectives met the target performance (i.e., 75%), except the Summary objective. A few number of students had problems with using the Vlookup function. One of the reasons could be that they had forgotten about Excel since they last used it 5-10 years ago.

Intervention:

What (describe the intervention):

- More hands-on exercises in addition to instructions on lookup will be covered

Where (courses and course leaders):

- ACCT-6331 Accounting Information Technology & Systems
- One section offered in Spring of each year (Course Leader: Dr. TJ Wang)

When (occurrence of first intervention): Spring 2018

Why (we believe the intervention can be helpful):

- No textbook on Excel is required. As a result, students don't have information that they can read about the lookup and other functions needed to accomplish the assignments. For younger students, they are equipped with the knowledge and skills to handle the challenge, but for older students they are never trained or challenged to do such kinds of tasks using Excel. So, providing more hands-on exercises in addition to instructions will be helpful.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ACCT-6331 Accounting Information Technology & Systems
- One section offered in Spring of each year (Course Leader: Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Three embedded Excel assignments are used for the assessment. The first assignment involves with importing 4 text data files into an Excel worksheet and then with aligning/manipulating text data before analysis. The second assignment involves with using PivotTable for analysis. The third assignment involves with applying PivotChart. Students are required to submit written reports and deliver an oral presentation about their process and results.
- Dr. TJ Wang conducted and measured the assessment.

When (was the assessment): Spring 2018.

Results/Findings:

- Results from 10 students showed that 27% (Exemplary), 36% (Proficient), 18% (Satisfactory), and 0% (Unsatisfactory) for the Basic objective, 18%, 45%, 18%, and 0% for the Text objective, and 27%, 55%, 0%, and 0% for the Summary objective. Results showed that all of the objectives, except the Summary objective, failed to meet the target performance (i.e., 75%).

Date last updated: 08/06/2018

5.3. GACC3. Have problem solving skills to meet the needs of the accounting profession

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GACC3 Problem Solving
Have problem solving skills to meet the need of the accounting profession

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2016	FA2016	FA2018	FA2018	FA2018	TJ Wang	Loop closed

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: GACC3 – Have **problem solving skills** to meet the need of the accounting profession

Learning Objective(s): Students are able to define the problem, develop a plan to solve problem, collect and analyze information, and interpret, find, and solve the problem.

Assessment method (include rubric if any): A written (business memo) assignment using the following rubric

Objectives	Well Developed 80% ~ 100%	Developed 60% ~ 79%	Underdeveloped <59%
Defining the Problem	Student states the problem clearly and identifies underlying issues.	Student adequately defines the problem.	Student fails to identify/define the problem adequately.
Developing a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.	Student develops an adequate plan and follows it to conclusion.	Student does not develop a coherent plan or develops a marginal plan, and does not follow it to conclusion.
Collecting and Analyzing Information	Student collects information from multiple sources and analyzes the information in depth.	Student collects adequate information and performs basic analyses.	Student collects no/inadequate information to perform meaningful analyses.
Interpreting, Finding and Solving the Problem	Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.	Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives.	Student does not interpret or provides an inadequate interpretation of the findings and does not derive a logical solution to the problem.

Performance target:
- 75% of the students achieves "Developed" or better categories of performance

Pretest
  Where (list courses, number of sections offered, section surveyed, dates, and course leader):
  - ACCT-6201 Seminar in Financial Accounting Theory & Practice
  - One section offered in fall of each year (Course Leader: Dr. TJ Wang)
  How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
  - An embedded written assignment, i.e., business memo, requiring students to conduct a research on accounting treatment for losses from September 11 attacks and Hurricane Katrina will be used for the assessment.
  - 19 students participated in the assessment.
  - Dr. TJ Wang collected and conducted the assessment in Fall, 2016.
  When (was the assessment): Fall 2016.
  Results/Findings:

- Results from the written assignment of 19 students showed that 74%, 21%, and 5% for the Problem Defining objective, 74%, 21%, and 5% for the Plan Developing objective, 58%, 32%, and 11% for the Analyzing objective, and 63%, 32%, and 5% for the Solving objective. Results shown that all of the objectives met the target performance (i.e., 75%). Analysis showed that having students follow the rubric help demonstrate their problem solving skills in writing.

Intervention:

What (describe the intervention):

- In addition to the rubric to students (i.e., previous intervention), students will be assigned with a guide to accounting research. Based on these, students will be asked to conduct a research project using FASB Accounting Codification System.

Where (courses and course leaders):

- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in fall of each year (Course Leader: Dr. TJ Wang)

When (occurrence of first intervention): Fall, 2018

Why (we believe the intervention can be helpful):

- This course has been converted into an online mode of instructions in 2018. In order to make sure the previous intervention (i.e., providing the rubric) would work for the online mode as well, we will test it again. In addition, students will learn to conduct a research and present their thoughts in a logical way following the convention of their accounting profession (i.e. following the method from the textbook). Furthermore, we adopt a new written assignment since the accounting standard of "accounting treatment for losses" has changed.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in fall of each year (Course Leader: Dr. TJ Wang:

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- In addition to the rubric to students (i.e., previous intervention), students were assigned with a guide to accounting research. Based on these, students were asked to conduct a research project using FASB Accounting Codification System.
- The previous embedded written assignment, i.e., business memo, requiring students to conduct a research on accounting treatment for losses from September 11 attacks and Hurricane Katrina was abandoned due to the accounting standard change that it's no longer valid.
- 15 students participated in the assessment.
- Dr. TJ Wang collected and conducted the assessment in Fall, 2018.

When (was the assessment): Fall 2018

Results/Findings:

- Results from the written assignment showed that 60%, 20%, and 20% for the Problem Defining objective, 40%, 33%, and 27% for the Plan Developing objective, 60%, 20%, and 20% for the Analyzing objective, and 40%, 40%, and 20% for the Solving objective. Results shown that all of the objectives, except Plan Developing objective, met the target performance (i.e., 75%). Analysis showed that having students follow the rubric and the textbook help demonstrate most of their problem solving skills.

Date last updated: 08/12/2020

**Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account**

GOLA GACC3 Problem Solving						
Have problem solving skills to meet the need of the accounting profession						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2015	FA2015	SP2016	FA2016	FA2016	William Kresse TJ Wang	Loop closed

Program(s): Master of Science in Accounting (MSA)

Learning Goal: GACC3 – Have **problem solving skills** to meet the need of the accounting profession

Learning Objective(s): Students are able to define the problem, develop a plan to solve problem, collect and analyze information, and interpret, find, and solve the problem.

Assessment method (include rubric if any):
- **A written (business memo) assignment using the following rubric**

Objectives	Well Developed 80% ~ 100%	Developed 60% ~ 79%	Underdeveloped <59%
Defining the Problem	Student states the problem clearly and identifies underlying issues.	Student adequately defines the problem.	Student fails to identify/define the problem adequately.
Developing a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.	Student develops an adequate plan and follows it to conclusion.	Student does not develop a coherent plan or develops a marginal plan, and does not follow it to conclusion.
Collecting and Analyzing Information	Student collects information from multiple sources and analyzes the information in depth.	Student collects adequate information and performs basic analyses.	Student collects no/inadequate information to perform meaningful analyses.
Interpreting, Finding and Solving the Problem	Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.	Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives.	Student does not interpret or provides an inadequate interpretation of the findings and does not derive a logical solution to the problem.

Performance target:
- 75% of the students achieves "Developed" or better categories of performance

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in fall of each year (Course Leader – Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded course written assignment, i.e., business memo, requiring students to conduct a research on accounting treatment for losses from September 11 attacks and Hurricane Katrina will be used for the assessment.
- Dr. TJ Wang has collected the artifact. He will conduct the analysis in Spring, 2016

When (was the assessment): Fall 2015.
Results/Findings:
- Results from the written assignment showed that 44%, 13%, and 44% for the Problem Defining objective, 25%, 19%, and 56% for the Plan Developing objective, 38%, 25%, and 38% for the Analyzing objective, and 50%, 13%, and 38% for the Solving objective. Results shown that all of the objectives failed to meet the target performance (i.e., 75%). Analysis showed that students might have problems demonstrating their problem solving in writing and students did not know how they would be evaluated.

Intervention:
What (describe the intervention):
- Providing the rubric to students and asking them to follow the rubric for grading purpose

Where (courses and course leaders):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice
- One section offered in fall of each year (Course Leader: Dr. TJ Wang)

When (occurrence of first intervention): Spring, 2016
Why (we believe the intervention can be helpful): Students will be able to follow the rubric and clearly communicate their thoughts on solving the problem.

Posttest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice (This is a required course in MSA program)
- One section offered in fall of each year (Course Leader: Dr. TJ Wang)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded written assignment, i.e., business memo, requiring students to conduct a research on accounting treatment for losses from September 11 attacks and Hurricane Katrina will be used for the assessment.
- Dr. TJ Wang will conduct the assessment in Fall, 2016

When (was the assessment): Fall 2016.
Results/Findings:
- Results from the written assignment showed that 74%, 21%, and 5% for the Problem Defining objective, 74%, 21%, and 5% for the Plan Developing objective, 58%, 32%, and 11% for the Analyzing objective, and 63%, 32%, and 5% for the Solving objective. Results shown that all of the objectives met the target performance (i.e., 75%). Analysis showed that having students follow the rubric help demonstrate their problem solving skills in writing.

Date last updated: 11/26/2017

5.4. GACC4. Be effective communicators in facilitating organizational decision-making processes

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account (GOLA)

GOLA GACC4 Communication Be effective communicators in facilitating organizational decision making processes						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2018	SP2019				TJ Wang	Pending intervention

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: GACC4 – Be effective communicators in all relevant business media

Learning Objective(s): Demonstrate the ability and skills to create a business memorandum

Assessment method (include rubric if any):

- Written assignments were used to assess the learning objectives. The following rubric is used.

Learning Objective	Capstone 4	Milestones 3	 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Performance target: 75% of the students meets at least 3, i.e., the "Milestones," level of performance.

Pretest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> - ACCT-6201 Accounting Information Technology & Systems
> - One section offered in Fall
>
> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
> - Written assignments are embedded in the course and used for the assessment.
> - Professor Michael Trendell will conduct and measure the assessment.
>
> **When (was the assessment):** Fall 2018.
> **Results/Findings:**
> - Assessments were conducted on 15 students from Professor Wang's class in Fall 2018. Results showed that 73% met the Context objective, 73% met the Content objective, 73% met Genre objective, 73% met the Sources objective, and 73% met the Syntax objective. All results did not meet the target performance (i.e., 75%).

Intervention:
> **What (describe the intervention):** Assigns and emphasizes grades on the rubric and its applications
> **Where (courses and course leaders):**
> - ACCT6201 Seminar in Financial Accounting Theory & Practice
> - One section offered in Fall of each year (Course Leader: Dr. TJ Wang)
>
> **When (occurrence of first intervention):**
> **Why (we believe the intervention can be helpful):**
> - Students care about their grades more than how much they actually learn. So, associating the rubric to their grades will bring their attention to the rubric.

Posttest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> - ACCT6201 Accounting Information Technology & Systems
> - One section offered in Fall (Course Leader: Dr. TJ Wang)
>
> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
> - Written assignments are embedded in the course and used for the assessment.
>
> **When (was the assessment):**
> **Results/Findings:**

Date last updated: 8/22/2021

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account (GOLA)

GOLA GACC4 Communication							
Be effective communicators in facilitating organizational decision making processes							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2017	FA2017	SP2018	FA2018	FA2018	TJ Wang	Loop closed

Program(s): Master of Science in Accounting (MSA)

Learning Goal: GACC4 – Be effective communicators in facilitating organizational decision making processes

Learning Objective(s): Demonstrate the ability and skills to create a business memorandum and deliver an oral presentation

Assessment method (include rubric if any):
- Written assignments were used to assess the learning objectives. The following rubric is used.

Performance target:
- 75% of the students score at least 3, i.e., "Milestones", performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Performance target:
- 75% of the students meets at least the "Milestones" level of performance

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice (This is a required course in MSA program)
- One section offered in Fall of each year
- Course Leader – Dr. TJ Wang

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Written assignments are embedded in the course and used for the assessment.
- Dr. TJ Wang will conduct and measure the assessment.

When (was the assessment): Fall 2017.
Results/Findings:
- Assessments were conducted on 16 students from Professor Wang's class in Fall 2017. Results showed that 100% met the Context objective, 100% met the Content objective, 89% met Genre objective, 89% met the Sources objective, and 100% met the Syntax objective. All objectives met the target performance (i.e., 75%).

Intervention:
What (describe the intervention):
- Emphasis on the rubrics and its applications.

Where (courses and course leaders):
- ACCT-6201 Seminar in Financial Accounting Theory & Practice (This is a required course in MSA program)
- One section offered in Fall of each year
- Course Leader – Dr. TJ Wang

When (occurrence of first intervention): Spring 2018
Why (we believe the intervention can be helpful):
- This is a graduate level course. Students are coming from a wide range of background. So, enhancing the understanding of the applications of the rubrics will be helpful.

Posttest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6201 Accounting Information Technology & Systems (This is a required course in MSA program)
- One section offered in Fall

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Written assignments are embedded in the course and used for the assessment.
- Professor Michael Trendell will conduct and measure the assessment.

When (was the assessment): Fall 2018.

Results/Findings:

- Assessments were conducted on 15 students from Professor Wang's class in Fall 2018. Results showed that 73% met the Context objective, 73% met the Content objective, 73% met Genre objective, 73% met the Sources objective, and 73% met the Syntax objective. All results did not meet the target performance (i.e., 75%).

Date last updated: 04/01/2019;

5.5. GACC5. Be skilled at ethical analyses in business contexts

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GACC5 Ethics
Be skilled at ethical analysis in business contexts

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2020	SP2020	SP2021	SP2021	SP21	William Kresse	Loop closed	

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: GACC5 – Ethics, Be skilled at ethical analysis in business contexts

Learning Objective(s): Identify an ethical dilemma in accounting case scenario and apply an ethics model or framework that support the solution

Assessment method (include rubric if any):
- An essay was used to assess the learning objectives. The following rubric is used.

Course Objectives	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concept	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can recognize cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fail to grasp complexity or interrelationships.

				Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Performance target:
- 75% of the students meets at least 3, i.e., "Milestone", performance.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-8965 Integrative Perspectives on Accounting Issues (This is a required course in MSA program)
- One section offered in Spring of each year
- Course Leader – Associate Professor William Kresse

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An essay was embedded in the course and was used for the assessment.
- Essays from the seven students enrolled in the class were submitted via drop box on the course Blackboard site.
- Professor Kresse conducted and measured the assessment.

When (was the assessment): Spring 2020 (Assignment due May 7, 2020)
- **Results/Findings:** Assessments for the course objectives were taken on 7 students from Professor Kresse's class in Spring, 2020. Results showed that 71.4% met the target for Ethical Self-Awareness, 71.4% for Understanding, 85.7% for Recognition, 71.4% for Application, and 71.4% for Evaluation. Results were mixed regarding meeting the target performance (i.e., 75%).

Intervention:

    What (describe the intervention):
- Additional materials were distributed to the students drawing their attention to their previous studies regarding ethical theories, applying ethical theories, and developing personal ethical beliefs.

    Where (courses and course leaders):
- ACCT-8965 Integrative Perspectives on Accounting Issues (This is a required course in MSA program)

    When (occurrence of first intervention): Spring 2021 (Assignment due May 3, 2021)

    Why (we believe the intervention can be helpful):
- While the students generally recognized the ethical issues in the earlier assessment project, their essays often did not reference ethical theories, the application of these theories, and the development of their personal ethical beliefs.

Posttest

    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-6355 Seminar in Auditing Standards and Applications (This is a required course in MSA program)
- One section offered in Fall of each year
- Course Leader – Associate Professor William Kresse

    How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An essay was embedded in the course and was used for the assessment.
- Professor Kresse will conduct and measure the assessment.

    When (was the assessment): Spring 2021

    Results/Findings:
- Assessments for the course objectives were taken on 9 students from Professor Kresse's class in Spring, 2021. Results showed that 88.9% met the target for Ethical Self-Awareness, 88.9% for Understanding, 88.9% for Recognition, 77.8% for Application, and 88.9% for Evaluation. The target performance (i.e., 75%) was met across the course objectives.

Date last updated: 8/22/2021

5.6. GACC6. Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account (GOLA)

GOLA GACC6 Global Be able to apply knowledge and skills to generate solutions to address complex global business challenges						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2017	FA2017	SP2018	FA2018	FA2018	TJ Wang, William Kresse	Loop closed

Program(s):   Master of Science in Accounting (MSA)

Learning Goal: GACC6 Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Learning Objective(s): Demonstrate an understanding of cross-cultural accounting settings.

Assessment method (include rubric if any):
- **An in-class quiz using the following rubric**

Course Objectives	Highly Developed	Well Developed	Developed & Underdeveloped
Knowledge of IFRS versus GAAP	Demonstrates an excellent understanding of IFRS versus GAAP.	Demonstrates a good understanding of IFRS versus GAAP.	Fails to demonstrate a basic understanding of IFRS versus GAAP.

Performance target:
- 75% of the students achieves "Well-Developed" or better categories of performance

Pretest
 Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
- Offered only one section per semester
- Course leader is Dr. TJ Wang
 How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- A CPA-type of multiple question quiz with 5 questions was used in class (5/5: Highly Developed; 4/5: Well Developed; & <=3/5: Developed & Underdeveloped)
- Professor Wang conducted and measured the assessment
- In-class quiz on December 6, 2017.
 When (was the assessment): Fall 2017.
 Results/Findings:
- Results from the in-class quiz on 3 students showed that 33% met the Highly Developed, 33% Well Developed, and 33% Developed & Underdeveloped performance. As a result, the objective did not meet the target performance.

Intervention:

   What (describe the intervention):
   - Providing more IFRS materials

   Where (courses and course leaders):
   - ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
   - One section offered in fall of each year
   - Course Leader – Dr. TJ Wang

   When (occurrence of first intervention): Spring 2018

   Why (we believe the intervention can be helpful):
   - Students may not be aware of the changes in IFRS since they took those accounting courses many years ago. So, it will be helpful if more IFRS materials are provided.

Posttest

   Where (list courses, number of sections offered, section surveyed, dates, and course leader):
   - ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
   - One section offered in fall of each year
   - Course Leader – Dr. TJ Wang

   How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
   - A CPA-type of multiple question quiz with 5 questions was used in class (5/5: Highly Developed; 4/5: Well Developed; & <=3/5: Developed & Underdeveloped)
   - Professor Wang will conduct and measure the assessment
   - An in-class quiz will be conducted on the last day of class in December 2018.

   When (was the assessment):
   - Fall 2018.

   Results/Findings:
   - Results from the in-class quiz on 5 students showed that 0% met the Highly Developed, 0% Well Developed, and 100% Developed & Underdeveloped performance. As a result, the results did not meet the target performance.

Date last updated: 04/01/2019

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account (GOLA)

Program(s): Master of Science in Accounting (MSA)

Learning Goal: GC3 (Former nomenclature) – Have a well-developed cross-cultural perspective

Learning Objective(s): Demonstrate an understanding of cross-cultural accounting settings.

Assessment method (include rubric if any):
- **An in-class quiz using the following rubric**

Course Objectives	Highly Developed	Well Developed	Developed & Underdeveloped
Knowledge of IFRS versus GAAP	Demonstrates an excellent understanding of IFRS versus GAAP.	Demonstrates a good understanding of IFRS versus GAAP.	Fails to demonstrate a basic understanding of IFRS versus GAAP.

Performance target:
- 75% of the students achieves "Well-Developed" or better categories of performance

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
- One section offered in fall of each year
- Course Leader – Dr. TJ Wang

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- A CPA-type of multiple question quiz with 5 questions was used in class (5/5: Highly Developed; 4/5: Well Developed; & <=3/5: Developed & Underdeveloped)
- Professor Wang will conduct and measure the assessment
- An in-class quiz will be conducted on the last day of class in December 2018.

When (was the assessment): Fall 2018.

Results/Findings:
- Results from the in-class quiz on 5 students showed that 0% met the Highly Developed, 0% Well Developed, and 100% Developed & Underdeveloped performance. As a result, the results did not meet the target performance.

Intervention:
What (describe the intervention):
- Providing more focused and organized IFRS (V.s. GAAP) materials

Where (courses and course leaders):
- ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
- One section offered in fall of each year
- Course Leader – Dr. TJ Wang

When (occurrence of first intervention): Fall 2020

Why (we believe the intervention can be helpful):
- Students may be provided with too much information about the changes in IFRS since they took those accounting courses some years ago. In addition, the number of quiz

> questions (i.e., 5 questions) may play a factor. So, it will be helpful if more focused and organized IFRS materials are provided to serve as a better reminder, and more questions are provided on the quiz.

Posttest

> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> - ACCT-8965 Integrated Perspective on Accounting Issues (This is the MSA capstone course)
> - One section offered in fall of each year
> - Course Leader – Dr. TJ Wang
>
> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
> - A CPA-type of multiple question quiz with 17 questions was used in class (15/17: Highly Developed; 13/17: Well Developed; & <=10/17: Developed & Underdeveloped)
> - Professor Wang will conduct and measure the assessment
> - An in-class quiz will be conducted on the last day of class in December 2018.
>
> **When (was the assessment):** Spring 2021
>
> **Results/Findings:**
> - Assessment was conducted in Professor Kresse's class in spring, 2021. Results from the online quiz on 9 students showed that 89% met the Highly Developed, 11% Well Developed, and 0% Developed & Underdeveloped performance. As a result, the results met the target performance.

Date last updated: 8/22/2021

6. MS in Management Information Systems
    6.1. GMIS1. Have appropriate technical knowledge and skills

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS1 Technical Knowledge Have appropriate technical knowledge and skills							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2014, FA2015	SP2016	FA2016	SP2017	SP2020	David Green	Loop completed	

Program(s): MSMIS

Learning Goal: GMIS1. Have appropriate **technical knowledge** and skills.

Learning Objective(s): Demonstrate an understanding of integrated information systems concepts in business (data management, networking and data communications, systems analysis and design, information security and risk management, and business process/ enterprise systems).

Assessment method: Standardized Exam - The Information Systems Analyst (ISA) Exam

Performance target: Exceed the 50th Percentile compared with the national average

Pretest
    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
    - MIS-8979 Advanced Management Information Systems (Capstone)
    - Course Leader – Dalsang Chung
    - 1 sections was be sampled in Spring 2014-2015. The course is only offered once a year during the spring semester.

    How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
    - Standardized Exam - Information Systems Analyst (ISA) Exam.

    When (was the assessment): Students were assessed in MIS-8979 each spring semester 2014-15

Results/Findings:

ISA Exam Results

Course Area	2014 Spring		2015 Spring		Sum of National Avg.	GSU Course
	GSU Student Avg	% Deviation from National Avg. Performance	GSU Student Avg	% Deviation from National Avg. Performance		
1.0.0 Foundations of Information Systems	975	7%	960	5%	911.44	MIS 7101 Information Systems & Technology / MIS 6580 Information Security
2.0.0 Data & Information Management	1250	37%	960	5%	1011.94	MIS 7401 Database Development and Implementation
3.0.0 Enterprise Architecture	750	-18%	760	-17%	628.64	MIS 7201/ MIS7401/ MIS 7700 ERP Systems
4.0.0 IT Infrastructure	975	7%	960	5%	835.87	MIS 7601 IT Infrastructure
5.0.0 IS Project Management	1325	45%	1220	34%	1120.89	*MGMT 8440 Project Management**
6.0.0 Systems Analysis & Design	1125	23%	960	5%	1001.83	MIS 7201 Systems Analysis and Design
7.0.0 IS Strategy, Management & Acquisition	700	-23%	780	-14%	708.36	MIS 7101Information Systems & Technology
Grand Total	1014.29	11%	942.86	3%	888.42	

Intervention:

What (describe the intervention):
1. Required preparation
   a. Additional MIS prerequisite requirements were added the program due to assessments that have demonstrated deficiencies in student technical competency in areas including networking and database management. In addition, students may demonstrate they have met the prerequisite competencies through work experience by documenting experience in a portfolio to be reviewed by MIS faculty members.
2. MIS Core Requirements
   a. The previous curriculum had business courses that include a list of 'selectives'. The revision includes specific prescribed courses that are aligned to the MSMIS program goals and objectives, including organizational behavior, problems in business ethics, and project management.

Where (courses and course leaders):
- MIS-2101 Basics of Information Technology (or equivalent course or work experience)
- MIS-3101 Management Information Systems
- MIS-3201 Business systems Analysis
- MIS-3401 Business Information Retrieval and Database Management
- MIS-MIS-6201 Project Management
- Project management course was removed and then
- MGMT-7500 Organizational Behavior
- MGMT-7200 Problems in Business Ethics

When (occurrence of first intervention): New curriculum in place for Fall 2016 semester. Students who started prior to FA16 were not part of the intervention.

Why (we believe the intervention can be helpful):

- We believe the preparation courses help better prepare students coming into the program without any work experience in IT.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-8979 Advanced Management Information Systems (Capstone)
- Course Leader – Dalsang Chung
- 1 section was sampled in Spring 2017.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Standardized Exam - Information Systems Analyst (ISA) Exam.

When (was the assessment): Students were assessed in MIS-8979 in Spring 2017.

Results/Findings:

Course Area	3-Year Avg. (2013-2015)	2016 GSU Student Avg Performance	2017 GSU Student Avg Performance	2-Year Avg. (2016-2017)	Sum of National Avg.	GSU Course
1.0.0 Foundations of Information Systems	865.00	712.5	743.2	727.85	911.44	MIS 7101 Information Systems & Technology / MIS 6580 Information Security
2.0.0 Data & Information Management	996.67	875	657.4	766.20	1011.94	MIS 7401 Database Development and Implementation
3.0.0 Enterprise Architecture	676.67	600	428.5	514.25	628.64	MIS 7201/ MIS7401/ MIS 7700 ERP Systems
4.0.0 IT Infrastructure	918.33	762.5	600.2	681.35	835.87	MIS 7601 IT Infrastructure
5.0.0 IS Project Management	1228.33	1100	614.7	857.35	1120.89	MIS-6201 Project Management
6.0.0 Systems Analysis & Design	941.67	875	669.9	772.45	1001.83	MIS 7201 Systems Analysis and Design
7.0.0 IS Strategy, Management & Acquisition	680.00	550	400.2	475.10	708.36	MIS 7101Information Systems & Technology
Average across course areas	900.95	782.14	587.73	684.94	888.42	
N=		8	6			

Comparing the 3-year average 2013-2015 vs. the 2-year average for 2016-2017, the overall results of students in each of the 7 core areas went down. Even though the intervention went into effect in Fall 2016 it did not likely impact students in the capstone course in 2016, so it is difficult to draw a conclusion about the intervention at this point. The MIS faculty initially decided to wait for additional time between the intervention to collect more data.

Date last updated: 4/28/2020   CFRevised: 20210616

6.2. GMIS2. Be effective at team leadership in a business context

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS2 Leadership
Be effective at team leadership in a business context

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2016	SP2016	FA2016	Moved to MGMT7500		David Green	See GOLA GMBA2	

Program(s): MSMIS

Learning Goal: Be effective at team **leadership** in a business context.

Learning Objective(s): Effectively resolve conflict, solve problems, and manage performance in an applied team setting.

Assessment method (include rubric if any): Rubric evaluating team leadership.

Rubric for Team Leadership for Graduate Students
Team Leadership Evaluation
Name of Rater: *Name of Ratee:*

Conflict Resolution	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective
Definition: Recognizing the type and source of conflict facing the team; managing task conflict and avoiding interpersonal conflict.	☐	☐	☐ *Provide specific behavioral examples that support rating:*	☐	☐

Collaborative Problem Solving	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective
Definition: Recognizing when participation is appropriate, utilizing the proper type and degree of participation.	☐	☐	☐ *Provide specific behavioral examples that support rating:*	☐	☐

Goal Setting /Performance Management	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective
Definition: Establishing specific, challenging, and accepted goals; monitoring, evaluating, and providing feedback relevant to goals.	☐	☐	☐ *Provide specific behavioral examples that support rating:*	☐	☐

Performance target: *Students will rate a level of effective when evaluated be team members.*

Pretest

    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-8979 Advanced Management Information Systems (Capstone)
  (This is a required course in both the MBA and MSMIS programs.)
- Course Leader – Dalsang Chung
- 1 section will be sampled in Spring 2016. The course is offered once a year during the spring semester.

    How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Team members will rate one another using the assessment rubric upon completion of a course team project.

    When (was the assessment): Students will be assessed in MIS-8979 beginning spring 2016.

    Results/Findings:

Team	Student	Conflict Resolution	Collaborative Problem Solving	Goal Setting /Performance Management	Mean
1	1	5.00	4.50	4.50	4.67
	2	5.00	4.50	4.50	4.67
	3	5.00	4.50	4.50	4.67
2	1	4.00	4.00	4.00	4.00
	2	4.00	4.00	4.00	4.00
	3	4.00	4.00	4.00	4.00
3	1	3.00	4.00	4.00	3.67
	2	5.00	5.00	5.00	5.00
Mean		4.38	4.31	4.31	4.33

Three teams, including 8 students rated other team members. Although ratings in each of the three areas (conflict resolution; collaborative problem solving; and goal-setting/performance management) are generally high, it appears there is no variance within two of the three teams. Additional learning activities related to team collaboration, leadership, and interaction appear to be warranted given there is no specific location in the current curriculum where leadership and team collaboration is emphasized.

Intervention:

    What (describe the intervention):
- MSMIS Program curriculum revisions:
  - Addition of a new required course - MGMT-7500 Organizational Behavior in a Global Context

    Where (courses and course leaders): MGMT-7500 Organizational Behavior in a Global context (Stephen Wagner)

    When (occurrence of first intervention): Fall 2016 - Impacts students enter the MSMIS program Fall 2016 or later.

    Why (we believe the intervention can be helpful):
- The course includes content related to leadership styles, team dynamics and collaboration.

Posttest

Note: due to the low enrollment in the capstone courses the team leadership assessment was not possible for a post test. We did move the assessment to the required Organizational Behavior course, which is also used for the MBA. See GMBA2 GOLA.

Date last updated: 4/29/2020 David Green

6.3. GMIS3. Have technology skills to support business analysis

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA GMIS3 Technology Skills							
Have technology skills to support business analysis							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2018	FA2019	TBD			David Green		

Program(s): MBA & MSMIS

Learning Goal: Have **technology skills** to support business analysis.

Learning Objective(s): Solve specific business problems using pivot tables, pivot charts, and filters to analyze a large dataset.

Assessment method (include rubric if any):
- Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task.

Technology Rubric (Pivot Table, Pivot Charts, & Data Filtering)

	Does Not Meet (0)	Meets (1)	Exceeds (2)
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and went beyond with additional data, filtering, formatting/presentation of the data.
Sales by Country Pivot Table			
Sales by Person (Count) Pivot Table			
Sales by Person (Amount) Pivot Table			
Sales by Person Pivot Chart			
Filtered Data by Specific Person			

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA18
- Course Leader – David Green

    How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

    When (was the assessment): FA 2018

Results/Findings:
- Analysis

CPSC	4		0.00%
MBA	8	7	87.50%
MSA	1		0.00%
MSMIS	4	4	100.00%
NDSG	1	1	100.00%

7 of 8 MBA students met or exceeded the target. 4 of 4 MSMIS students met or exceeded the performance target.

Intervention:
What (describe the intervention):
Where (courses and course leaders):
When (occurrence of first intervention):
Why (we believe the intervention can be helpful):

Posttest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA21
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment):

Results/Findings:

Date last updated: 4/28/2020 David Green

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS3 Technology Skills Have technology skills to support business analysis							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP17, FA17	FA2017	SP2018	FA2018	FA2019	David Green	Loop Complete	

Program(s): MBA & MSMIS

Learning Goal: Have **technology skills** to support business analysis.

Learning Objective(s): Solve specific business problems using pivot tables, pivot charts, and filters to analyze a large dataset.

Assessment method (include rubric if any):
- Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task.

Technology Rubric (Pivot Table, Pivot Charts, & Data Filtering)

	Does Not Meet (0)	Meets (1)	Exceeds (2)
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and went beyond with additional data, filtering, formatting/presentation of the data.
Sales by Country Pivot Table			
Sales by Person (Count) Pivot Table			
Sales by Person (Amount) Pivot Table			
Sales by Person Pivot Chart			
Filtered Data by Specific Person			

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> - MIS-7101 Information Systems and Technology
> - Course Leader – David Green
>
> **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
> - An embedded assignment is used to assess. Students will take a dataset and use Microsoft Excel to create pivot tables, pivot charts, and filtered tables to complete specific tasks and answer questions.
>
> **When (was the assessment):** SP17 & FA17
>
> **Results/Findings:**
> - FA17 – Of nineteen MBA students, 16 of 19 students met or exceeded the target in every area. Two of three MSMIS students met or exceeded all targets. Overall students

performed very well. The AOL committee and program faculty may consider adding an additional objective that addresses other areas of technology, either within spreadsheet analysis or some other area.

	Sales by Country Pivot Table	Sales by Person (Count) Pivot Table	Sales by Person (Amount) Pivot Table	Sales by Person Pivot Chart	Filtered Data by Specific Person	Average	Met or Exceeded Target (Yes/No)
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	2	2	2	2	1	1.8	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSA	1	1	1	1	0	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	0	0	0	0	1	0.2	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	0	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
	1.0	0.9	1.0	1.0	1.0		

Intervention:

What (describe the intervention): Additional support videos were shared with student.

Where (courses and course leaders): MIS-7101 Information Systems & Technology (David Green)

When (occurrence of first intervention): SP18

Why (we believe the intervention can be helpful):
- The performance of students was previously very solid. Additional support in the form of video tools in addition to written / text support may help students with different learning styles.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA18
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): FA 2018

Results/Findings:

- Analysis

CPSC	4		0.00%
MBA	8	7	87.50%
MSA	1		0.00%
MSMIS	4	4	100.00%
NDSG	1	1	100.00%

7 of 8 MBA students met or exceeded the target. 4 of 4 MSMIS students met or exceeded the performance target.

Date last updated: 4/28/2020

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA GMIS3 Technology Skills
Have technology skills to support business analysis.

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA15	FA15	SP17	SP17	FA17	David Green	Loop complete	

Program(s): MBA & MSMIS

Learning Goal: Have **technology skills** to support business analysis.

Learning Objective(s): Solve specific business problems using pivot tables, pivot charts, and filters to analyze a large dataset.

Assessment method: Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed completion of each required task.

Technology Rubric (Pivot Table, Pivot Charts, & Data Filtering)

	Does Not Meet (0)	*Meets (1)*	*Exceeds (2)*
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and went beyond with additional data, filtering, formatting/presentation of the data.
Sales by Country Pivot Table			
Sales by Person (Count) Pivot Table			
Sales by Person (Amount) Pivot Table			
Sales by Person Pivot Chart			
Filtered Data by Specific Person			

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems & Technology
  (This is a required course in both the MBA and MSMIS programs.)
- Course Leader – David Green
- 2 course sections will be sampled in Fall 2015 and Spring 2016.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Students will take a dataset and use Microsoft Excel to create pivot tables, pivot charts, and filtered tables to complete specific tasks and answer questions. Students were first assessed in MIS-7101 in Fall 2015. Seven of eight MBA students in the course met or exceeded the target. The sole MBA student who did not meet met the target in four of five areas with the data filtering as the only area that was not met.

  2 sections will be sampled in Fall 2015 and Spring 2016. Fall 2015 artifacts have already been evaluated. This represents all sections in FA15 and SP16

When (was the assessment): Students were first assessed in MIS-7101 in Fall 2015.

Results/Findings: In Fall 2015 section of MIS-7101, Seven of eight MBA students in the course met or exceeded the target. The sole MBA student who did not met met the target in four of five areas with the data filtering as the only area that was not met. Four of four MSMIS students met the target.

Student by Program Enrolled in the Course	Sales by Country Pivot Table	Sales by Person (Count) Pivot Table	Sales by Person (Amount) Pivot Table	Sales by Person Pivot Chart	Filtered Data by Specific Person	Avg
MBA	1	1	1	1	1	1
MBA	1	1	1	1	1	1
MBA	1	1	1	1	0	0.8
MBA	1	1	1	1	1	1
MSMIS	1	1	1	1	1	1
MBA	1	1	1	1	1	1
CPSC	0	0	1	1	0	0.4
CPSC	0	0	0	0	0	0
MSMIS	2	2	2	1	1	1.6
MSMIS	1	1	1	1	1	1
MBA	2	2	2	2	1	1.8
NDSG	2	2	2	2	0	1.6
CPSC	0	0	0	0	1	0.2
MSMIS	1	1	1	1	1	1
MSA	1	0	1	1	1	0.8
CPSC	0	0	0	0	0	0
MBA	2	2	2	2	1	1.8
MBA	1	1	1	1	1	1

Intervention:

What (describe the intervention): Additional tutorials and videos with specific directions for pivot tables were added to the module.

Where (courses and course leaders): MIS-7101 Information Systems and Technology (David Green)

When (occurrence of first intervention): SP17

Why (we believe the intervention can be helpful): The additional support tools provide both static walkthroughs with screenshots and also video demos.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Students will take a dataset and use Microsoft Excel to create pivot tables, pivot charts, and filtered tables to complete specific tasks and answer questions.

When (was the assessment): SP17 & FA17

Results/Findings: FA17 – Of nineteen MBA students, 16 of 19 students met or exceeded the target in every area. Two of three MSMIS students met or exceeded all targets. Overall students performed very well. The AOL committee and program faculty may consider adding an additional objective that addresses other areas of technology, either within spreadsheet analysis or some other area.

	Sales by Country Pivot Table	Sales by Person (Count) Pivot Table	Sales by Person (Amount) Pivot Table	Sales by Person Pivot Chart	Filtered Data by Specific Person	Average	Met or Exceeded Target (Yes/No)
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	2	2	2	2	1	1.8	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSA	1	1	1	1	0	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	0	0	0	0	1	0.2	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	0	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MBA	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MSMIS	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
MSMIS	1	0	1	1	1	0.8	No
MBA	1	1	1	1	1	1	Yes
MBA	1	1	1	1	1	1	Yes
	1.0	0.9	1.0	1.0	1.0		

Date last updated: 11/28/2017

6.4. GMIS4. Be skilled at business analysis to solve problems.

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS4 Problem Solving
Be skilled at business analysis to solve problems

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status	Timeline
FA2018	FA2019	FA21	FA2021	SP2022	Tina He/ David Green		

Program(s): MBA & MSMIS

Learning Goal: Be skilled at business analysis to solve problems.

Learning Objective(s): Solve specific problems using data analysis in a given business case scenario.

Assessment method (include rubric if any): Problem solving assignment with support using Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) developing and implementing possible solutions; and (3) evaluating results.

Problem Solving Rubric

	Does Not Meet (0)	*Meets (1) [Target]*	*Exceeds (2)*
Problem recognition and Information Gathering	Does not identify the correct problem. Does not gather the correct information or data to analyze the problem.	Identifies the problem in the given case scenario Successfully identifies necessary information/ data needed to make a decision.	Exceeds target requirements
Develops possible solutions and implements a solution	Does not develop adequate solutions or does not implement a solution.	Develops acceptable alternative solutions and implements a solution	Exceeds target requirements
Evaluates results	Does not evaluate the results or reflect on the need for further work.	Reviews results relative to the problem determining the need for further work.	Exceeds target requirements

Performance target:
- Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA18
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem

solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): FA18

Results/Findings:
- Analysis in Fall 2019 using Fall 2018 MIS 7101 data from the same embedded artifact as used in the pretest. In the post test, 17 of 18 students met or exceed all areas of problem solving. This is an improvement over the results found during the pretest, and it seems the intervention was successful in meeting the performance target.

FA18 Results - Problem Solving

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	0	0	0.33	No
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	1	2	1.33	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	2	2	1.67	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
2	1	1	1.33	Yes
2	1	1	1.33	Yes
1	1	1	1.00	Yes

Based on the results of the analysis from Fall 2018, the data was presented to the College of Business Assurance of Learning Committee in November 21, 2019. The AOL recommended one additional round of assessment to confirm the Fall 2018 would be sustained.

The analysis from Fall 2019 MIS-7101 students (analysis conducted in December 2019) found the data was consistent with Fall 2018 with 18 or 18 students completing a submission meeting the performance target in each of the three areas being assess: Problem recognition and Information Gathering; Develops possible solutions and implements a solution; and evaluates a result.

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Avg	Met Problem Solving Performance Target
1	1	2	1.3	Yes
1	2	2	1.7	Yes

1	1	1	1.0	Yes
1	1	1	1.0	Yes
2	2	1	1.7	Yes
1	1	2	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	1	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes

Intervention:
> **What (describe the intervention):**
> **Where (courses and course leaders):**
> **When (occurrence of first intervention):**
> **Why (we believe the intervention can be helpful):**

Posttest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> **How (A description of the artifact used, how it was collected, total number of potential**
> **artifacts and of artifacts assessed, faculty involved, and assessment process):**
> **When (was the assessment):**
> **Results/Findings:**

Updated: 4/29/2020 David Green   CFAdjusted: 20210701

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA GMIS4 Problem Solving							
Be skilled at business analysis to solve problems							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2017, FA2017	FA2017	SP2018	FA2018	FA2019	David Green, Tina He	Loop complete	

Program(s): MBA & MSMIS

Learning Goal: Be skilled at business analysis to solve problems.

Learning Objective(s): Solve specific problems using data analysis in a given business case scenario.

Assessment method (include rubric if any):
- Problem solving assignment with support using Pivot table, chart, & filters assignment. A rubric is used to determine if students do not meet; meet, or exceed expectations in each area: (1) Problem recognition and information gathering; (2) developing and implementing possible solutions; and (3) evaluating results.

Problem Solving Rubric

	Does Not Meet (0)	*Meets (1) [Target]*	*Exceeds (2)*
Problem recognition and Information Gathering	Does not identify the correct problem. Does not gather the correct information or data to analyze the problem.	Identifies the problem in the given case scenario Successfully identifies necessary information/ data needed to make a decision.	Exceeds target requirements
Develops possible solutions and implements a solution	Does not develop adequate solutions or does not implement a solution.	Develops acceptable alternative solutions and implements a solution	Exceeds target requirements
Evaluates results	Does not evaluate the results or reflect on the need for further work.	Reviews results relative to the problem determining the need for further work.	Exceeds target requirements

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems & Technology
  (This is a required course in both the MBA and MSMIS programs.)
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results. Assignment is available here: https://docs.google.com/document/d/1aieubRluZbGwgIo4PdbccyDBSGnEzQZQN6CYN BmSzSw/edit?usp=sharing

When (was the assessment): SP17, FA17

Results/Findings:
- For MBA Students, all but one 'met or exceeded target' for (1) Problem recognition and Information Gathering; all but two met or exceeded the target for (2) develops possible solutions and implements a solution; and all but 1 student met or exceeded the target for 'evaluated results'. Only one MSMIS student submitted an artifact.

SP17 & FA17 Results - Problem Solving

		Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
MBA	BSAD.SCMO.MBA	1	2	1	1.33	Yes
MBA	BSAD.ONLN.MBA	1	2	1	1.33	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.MBA	1	1	2	1.33	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.FIN.MBA	1	1	0	0.67	No
MBA	BSAD.MBA	1	1	1	1.00	Yes
MSA	ACCT.MS	1	1	1	1.00	Yes
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	1	0	1	0.67	No
MBA	BSAD.SCMO.MBA	1	0	1	0.67	No
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	1	1	1.00	Yes
MBA	BSAD.SCMO.MBA	1	1	1	1.00	Yes
MBA	BSAD.MBA	1	2	2	1.67	Yes
MSMIS	MIS.MS	0	0	0	0.00	No
MBA	BSAD.MBA	2	2	2	2.00	Yes
MBA	BSAD.ONLN.MBA	1	2	2	1.67	Yes
MBA	BSAD.MBA	1	1	0	0.67	No
		1.09	1.27	1.23		

Intervention:

What (describe the intervention): Intervention will include problem solving steps to help guide students when facing a complex problem.

Where (courses and course leaders): MIS-7101 Information Systems & Technology (David Green)

When (occurrence of first intervention): SP18

Why (we believe the intervention can be helpful): The Problem Solving Steps provide students with a simple structured approach to address specific problems.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- FA18
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded assignment is used to assess. Beginning spring 2016, the MIS-7101 class will include an extension of the pivot table assignment, adding an open ended problem solving component where students must analyze a case problem, given a data set, determine the problem and appropriate information and data necessary to come to a solution, then evaluate the results.

When (was the assessment): FA18

Results/Findings:
- Analysis in Fall 2019 using Fall 2018 MIS 7101 data from the same embedded artifact as used in the pretest. In the post test, 17 of 18 students met or exceed all areas of problem solving. This is an improvement over the results found during the pretest, and it seems the intervention was successful in meeting the performance target.

FA18 Results - Problem Solving

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Problem Solving Avg	Meets or Exceeds all areas (Yes/No)
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	0	0	0.33	No
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	1	2	1.33	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
1	1	1	1.00	Yes
1	2	2	1.67	Yes
1	1	1	1.00	Yes
2	2	2	2.00	Yes
1	1	1	1.00	Yes
2	1	1	1.33	Yes
2	1	1	1.33	Yes
1	1	1	1.00	Yes

Based on the results of the analysis from Fall 2018, the data was presented to the College of Business Assurance of Learning Committee in November 21, 2019. The AOL recommended one additional round of assessment to confirm the Fall 2018 would be sustained.

The analysis from Fall 2019 MIS-7101 students (analysis conducted in December 2019) found the data was consistent with Fall 2018 with 18 or 18 students completing a submission meeting the performance target in each of the three areas being assess: Problem recognition and Information Gathering; Develops possible solutions and implements a solution; and evaluates a result.

Problem recognition and Information Gathering	Develops possible solutions and implements a solution	Evaluates results	Avg	Met Problem Solving Performance Target
1	1	2	1.3	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
2	2	1	1.7	Yes
1	1	2	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	1	1.3	Yes
1	1	1	1.0	Yes
1	1	1	1.0	Yes
1	2	2	1.7	Yes
1	1	1	1.0	Yes

Date last updated: 5/1/2018

6.5. GMIS5. Be effective communicators in facilitating organizational decision-making processes

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS5 Communication
Be effective communicators in facilitating organizational decision-making processes

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
Oral SP2017 Written SP2017	SP2017	Oral SP2018 Written FA2017	Oral SP2018 Written SP2019	SP2020	Jeff Alfano, David Green	Loops closed.	

Program(s): MSMIS

Learning Goal: Be effective **communicators** in facilitating organizational decision-making processes.

Learning Objective(s): Produce professional information systems documentations and presentations that meet the needs of key stakeholders.

Assessment method (include rubric if any):
Presentation / (AAC&U Oral Comm. Rubric)
Paper / (AAC&U Writing Rubric)

AAC&U Oral Communication VALUE Rubric

	Capstone 4	Milestones 3	2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting,	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability

	speaker appears polished and confident.	and speaker appears comfortable.	understandable, and speaker appears tentative.	of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

AAC&U Written Communication VALUE Rubric

	Capstone 4	Milestones 3	 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to	Demonstrates consistent use of credible, relevant	Demonstrates an attempt to use credible and/or relevant sources	Demonstrates an attempt to use sources

	develop ideas that are appropriate for the discipline and genre of the writing	sources to support ideas that are situated within the discipline and genre of the writing.	to support ideas that are appropriate for the discipline and genre of the writing.	to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Performance target: Milestone 3 out of 4 on the rubric (3/4)

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

- Oral Communication
  - o MIS-8979 Advanced Management Information Systems (Capstone)
  - o Course Leader – Dalsang Chung
  - o 1 section was sampled in Spring 2017.
- Written Communication
  - o MIS-7601 IT Infrastructure
  - o Course Leader - Jeff Alfano
  - o 1 Section will be sampled in Spring 2017

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- Oral Communication
  - o Capstone presentation will be evaluated by the instructor using the oral communication rubric.
- Written Communication
  - o A class research paper will be evaluated using the written communication rubric. Either the instructor or the program coordinator will assess the papers.

When (was the assessment): Spring 2017 (Oral); Spring 2017 (Written)

Results/Findings:

Oral Communication
2017 Spring-MIS 8979

Student	Attempt	Organization	Content	Language	Vocalization	Nonverbal Communication	Supporting Materials	Mean
1	1	3.71	3.57	3.57	3.57	3.29	3.00	3.45
	2	3.86	3.29	3.43	3,71	3.86	3.86	3.66
2	1	3.57	3.43	3.29	3.43	3.57	3.00	3.38
	2	3.86	3.71	3.43	3.57	3.57	3.57	3.62
3	1	3.86	3.71	3.86	3.71	3.57	3.86	3.76
	2	3.86	3.43	3.71	3.71	3.71	3.57	3.67
4	1	3,29	4.00	3.71	3.71	3.86	3.43	3.74
	2	3.71	3.57	3.57	3.71	4.00	4.00	3.76
5	1	3.14	3.57	3.71	3.71	3.71	3.57	3.57
	2	3.86	3.71	3.86	4.00	4.00	4.00	3.91
6	1	3.71	3.57	3.86	3.86	3.71	3.57	3.71
	2	4.00	3.71	3.71	3.86	3.86	3.71	3.81
7	1	3.43	3.71	3.57	3.57	3.57	3.43	3.55
	2	3.71	3.57	3.86	3.86	3.86	3.57	3.74
Mean		3.71	3.61	3.65	3.71	3.72	3.58	3.67

2014 Spring - MIS 7601 Research Paper assignment – Emerging technology in IT Infrastructure. (Using the AAC&U Written Communication LEAP VALUE Rubric)

Student	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Mean
1	2	3	3	3	3	2.8
2	4	4	4	4	4	4
3	3	3	3	2	2	2.6
4	4	4	4	4	3	3.6
Mean	3.25	3.5	3.5	3.25	3	3.25

Intervention:
    What (describe the intervention):
- Prerequisite requirement added for Business Communication
- Oral presentation added Fall 2018 MIS-7700 ERP
- Additional presentations added to the capstone course SP2018

    Where (courses and course leaders):
- BUS-3200 Business Communication (If Necessary)
- MIS-7700 ERP Systems (Jeff Alfano)

    When (occurrence of first intervention):
- BUS-3200 added Fall 2017;
- Oral presentation added to MIS-7700 beginning Fall 2017

    Why (we believe the intervention can be helpful): The courses added required content to students in the program.

Posttest
    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- Oral Communication
  - MIS-8979 Advanced Management Information Systems (Capstone)

- o Course Leader – Dalsang Chung
- o 1 section sampled in Spring 2018
  - Written Communication
    - o MIS-7601 IT Infrastructure
    - o Course Leader - Jeff Alfano
    - o 1 Section sampled in Spring 2019

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- Oral Communication
  - o Capstone presentation will be evaluated by the instructor using the oral communication rubric.
- Written Communication
  - o A class research paper will be evaluated using the written communication rubric. Either the instructor or the program coordinator will assess the papers.

When (was the assessment):
- Oral - Spring 2018
- Written – Spring 2019

Results/Findings:

Oral Communication
2018 Spring – MIS-8979

Student	Attempt	Organization	Content	Language	Vocalization	Nonverbal Communication	Supporting Materials	Mean
1	1	3.00	2.75	3.50	3.25	3.50	3.25	3.21
	2	3.25	3.25	3.25	3.00	3.25	3.00	3.17
	3	4.00	3.25	3.00	3.25	3.50	3.00	3.33
	4	3.25	3.00	3.00	3.00	3.25	2.75	3.04
2	1	3.25	3.00	3.00	2.75	2.75	3.25	3.00
	2	3.75	2.75	3.25	3.25	2.50	3.25	3.13
	3	3.75	3.50	3.25	2.75	2.75	3.75	3.29
	4	3.75	3.25	3.25	3.00	3.25	3.50	3.33
3	1	3.25	2.50	3.25	3.00	2.00	2.25	2.71
	2	3.50	3.75	3.75	3.75	3.00	3.25	3.50
	3	3.25	3.50	3.50	3.25	2.50	3.25	3.21
	4	3.75	3.50	3.50	3.75	3.50	3.50	3.58
4	1	3.00	2.50	3.25	3.50	2.75	2.75	2.96
	2	3.50	3.50	3.50	3.50	3.25	3.25	3.42
	3	2.75	2.50	3.00	3.25	2.75	3.25	2.92
	4	3.00	2.75	3.00	3.50	3.25	3.00	3.08
Mean		3.38	3.08	3.27	3.23	2.98	3.14	3.18

For the oral communication assessment, in the pretest there were 7 students in the capstone. They attempted two presentations each. Students met the level 3 or better in all the criteria as well as for the mean across all dimensions. For the intervention, Business communication course or equivalent was added as a required prerequisite for students in the program as well as a required oral presentation added to MIS-7700 ERP Systems.

In the post test, in SP2018, two additional presentations were added to the course. Students eventually averaged above a 3.0 across dimensions by their fourth presentation. Some of the weak areas for students include nonverbal communication and supporting materials.

2019 Spring - MIS 7601 Research Paper assignment – Emerging technology in IT Infrastructure. (Using the AAC&U Written Communication LEAP VALUE Rubric)

Student	Context of and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Mean
1	4	3	3	3	3	3.2
2	3	3	3	3	3	3
3	3	3	4	3	3	3.2
4	4	4	4	3	4	3.8
5	3	3	2	3	3	2.8
6	3	3	3	3	3	3
Mean	3.3	3.2	3.2	3.0	3.2	3.17

For written communication, the results from the post test in Fall 2019 seemed to mirror those from the pretest in 2014. The student writing was fairly strong and consistent with most students meeting a 3 or better rating on the various dimensions. The dimension with the lowest points was 'Sources and Evidence'. All papers did include a detailed reference list at the end of the paper that seemed to be consistent. Within the body of the papers, the students did not necessarily cite the references explicitly as is typical in a research paper.

Date last updated: 4/28/2020 David Green

6.6. GMIS6. Be skilled at ethical analyses in business contexts

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS6 Ethical Be skilled at ethical analysis in business context							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2018 FA2019	SP2020				David Green	Aborted	

Program(s): MSMIS

Learning Goal: Be skilled at **ethical** analyses in business contexts

Learning Objective(s): Apply an ethics model or framework that supports the resolution an ethical dilemma in an information systems case scenario.

Assessment method (include rubric if any): Assessment of embedded student assignment. Students review five ethical dilemmas. An ethics rubric was applied.

	Capstone 4	Milestones 3	2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts

		implications of the application.		independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Performance target: Meet an average of level 3.0 or higher across dimensions

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded question set and essay questions.
- 2 sections will be sampled in Fall 2018 & Fall 2019.

When (was the assessment): Fall 2018 & Fall 2019

Results/Findings:

Student	Ethical Self-Awareness	Understanding Different Ethical Perspectives/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/ Concepts	Mean
1	3	4	4	3	3	3.4
2	2	2	3	1	2	2
3	3	3	3	3	3	3
4	3	3	3	2	3	2.8
5	3	3	3	2	3	2.8
6	3	3	3	3	3	3
7	3	3	3	2	3	2.8
Mean	2.9	3.0	3.1	2.3	2.9	2.8

In the post test, which included all MSMIS students enrolled in the fall 2018 & Fall 2019 sections of MIS-7101, students averaged 3 or better in two of the dimensions and close to 3 or better in two dimensions (2.9). The weakest area of performance involved 'Application of Ethical Perspectives/Concepts'. During the assessment and analysis of results it seemed that some students did not read the assignment directions very well as the assignment specifically requested the student apply a framework for ethics or privacy. Future assessments will have clearer directions for students completing this assignment. All students shared important viewpoints for each of the ethical dilemmas/scenarios. Clear communication that details the student's rationale for making specific recommendations is important to assess student ability to meet the learning goal. The learning objective specifically states, "Apply an ethics model or

framework that supports the resolution an ethical dilemma in an information systems case scenario." The ethics module in MIS-7101 introduces students to a few frameworks including Stakeholder, Stockholder, PAPA, and PREE that they may use to apply to ethical scenarios.

Intervention:
        What (describe the intervention): TBD
        Where (courses and course leaders): TBD
        When (occurrence of first intervention): TBD
        Why (we believe the intervention can be helpful): TBD

Posttest
        Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

        How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process): TBD
        When (was the assessment): TBD

Date last updated: 4/28/2020 David Green

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS6 Ethical							
Be skilled at ethical analysis in business context							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
SP2016	SP2016	FA2017	FA2018 FA2019	SP2020	David Green	Loop complete	

Program(s): MSMIS

Learning Goal: Be skilled at **ethical** analyses in business contexts

Learning Objective(s): Apply an ethics model or framework that supports the resolution an ethical dilemma in an information systems case scenario.

Assessment method (include rubric if any): Assessment of embedded student assignment. Students review five ethical dilemmas. An ethics rubric was applied.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts

				independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Performance target: Meet an average of level 3.0 or higher across dimensions

Pretest

  Where (list courses, number of sections offered, section surveyed, dates, and course leader):
  - MIS-7101 Information Systems & Technology
    (This is a required course in both the MBA and MSMIS programs.)
  - Course Leader – David Green
  - 2 sections will be sampled in Fall 2015 and Spring 2016, representing 2 of 3 course sections offered in the academic year.

  How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
  - An embedded question set and essay questions.
  - 2 sections will be sampled in Spring 2016 and Summer 2016.

  When (was the assessment): Students will be assessed in MIS-7101 beginning spring 2016.

  Results/Findings:

Student	Ethical Self-Awareness	Understanding Different Ethical Perspectives/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/ Concepts	Avg
1	3	2	3	2	2	2.4
2	3	3	3	3	3	3
3	4	3	4	3	3	3.4
4	3	3	3	2	2	2.6

Two of the four (50%) MSMIS students in the class met the performance target.

Intervention:
  What (describe the intervention): Add Problems in Business Ethics as a required course.
  Where (courses and course leaders): A course in the curriculum.
  When (occurrence of first intervention): Fall 2017

Why (we believe the intervention can be helpful): The course is three credit hours focused on business problem scenarios. Many students in the program do not have a business background and may have limited experience with ethical theories and case studies.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded question set and essay questions.
- 2 sections will be sampled in Fall 2018 & Fall 2019.

When (was the assessment): Fall 2018 & Fall 2019

Results/Findings:

Student	Ethical Self-Awareness	Understanding Different Ethical Perspectives/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/ Concepts	Mean
1	3	4	4	3	3	3.4
2	2	2	3	1	2	2
3	3	3	3	3	3	3
4	3	3	3	2	3	2.8
5	3	3	3	2	3	2.8
6	3	3	3	3	3	3
7	3	3	3	2	3	2.8
Mean	2.9	3.0	3.1	2.3	2.9	2.8

In the post test, which included all MSMIS students enrolled in the fall 2018 & Fall 2019 sections of MIS-7101, students averaged 3 or better in two of the dimensions and close to 3 or better in two dimensions (2.9). The weakest area of performance involved 'Application of Ethical Perspectives/Concepts'. During the assessment and analysis of results it seemed that some students did not read the assignment directions very well as the assignment specifically requested the student apply a framework for ethics or privacy. Future assessments will have clearer directions for students completing this assignment. All students shared important viewpoints for each of the ethical dilemmas/scenarios. Clear communication that details the student's rationale for making specific recommendations is important to assess student ability to meet the learning goal. The learning objective specifically states, "Apply an ethics model or framework that supports the resolution an ethical dilemma in an information systems case scenario." The ethics module in MIS-7101 introduces students to a few frameworks including Stakeholder, Stockholder, PAPA, and PREE that they may use to apply to ethical scenarios.

Date last updated: 4/28/2020 David Green

6.7. GMIS7. Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS7 Global Problem Solving

Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges

Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2019	SP2020				David Green	Aborted	

Program(s): MSMIS

Learning Goal: Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.

Learning Objective(s): Analyze the local and global impact of computing on individuals, organizations, and society.

Assessment method (include rubric if any): Question Set / Essay Questions

Question	Question Type
Differences in organizational and national culture normally do not affect system development and use.	True/ False
If a technology is to be successfully implemented into an organization, either the technology must fit the organization's culture or the culture must be shaped to fit the behavioral requirements of the technology.	True/ False
National culture no longer predisposes workers to act in a certain way.	True/ False
Effective, cross-cultural communication in today's global and "flattened" world is: a) Easy to achieve b) Difficult to achieve c) Of little consequence to the organizational strategy d) Achieved by using the best available technologies e) No longer an issue for managers	Multiple Choice
What recommendations would you give a manager who supports a team of individuals with a variety of cultural, age, gender, and life experience differences? What recommendations would you give an individual team member who is part of a diverse team? Are there specific information systems or technology tools you would implement to help facilitate diverse teams? Support your recommendations with examples of relevant knowledge, skills and/or attitudes that might be necessary in successfully managing or participating in a culturally diverse team.	Open ended response

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded question set. In addition an essay question was included.
- A section of MIS-7101.

When (was the assessment): Fall 2019

Results/Findings:

Of the four registered MSMIS students in the class. Four of four students successfully answered the four objective questions correctly.

For the essay responses three of the four students submitted responses. All three submissions met expectations with regards to issue recognition and application of diverse perspectives and concepts.

Intervention:

What (describe the intervention):
Where (courses and course leaders):
When (occurrence of first intervention):
Why (we believe the intervention can be helpful):

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

- A section of MIS-7101.

When (was the assessment):

Results/Findings:

Date last updated: *4/29/2020* David Green

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA GMIS7 Global						
Be able to apply knowledge and skills to generate solutions to address complex global business challenges.						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA2016	FA2016	FA2017	FA2019	FA2019	David Green	Loop closed

Program(s): MSMIS

Learning Goal: Be able to apply knowledge and skills to generate solutions to address complex **global business** challenges.

Learning Objective(s): Analyze the local and global impact of computing on individuals, organizations, and society.

Assessment method (include rubric if any): Question Set / Essay Questions

Question	Question Type
Differences in organizational and national culture normally do not affect system development and use.	True/ False
If a technology is to be successfully implemented into an organization, either the technology must fit the organization's culture or the culture must be shaped to fit the behavioral requirements of the technology.	True/ False
National culture no longer predisposes workers to act in a certain way.	True/ False
Effective, cross-cultural communication in today's global and "flattened" world is: a) Easy to achieve b) Difficult to achieve c) Of little consequence to the organizational strategy d) Achieved by using the best available technologies e) No longer an issue for managers	Multiple Choice
What recommendations would you give a manager who supports a team of individuals with a variety of cultural, age, gender, and life experience differences? What recommendations would you give an individual team member who is part of a diverse team? Are there specific information systems or technology tools you would implement to help facilitate diverse teams? Support your recommendations with examples of relevant knowledge, skills and/or attitudes that might be necessary in successfully managing or participating in a culturally diverse team.	Open ended response

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems & Technology
  (This is a required course in both the MBA and MSMIS programs.)
- Course Leader – David Green
- 2 sections will be sampled in Fall 2015 and Spring 2016, representing 2 of 3 course sections offered in the academic year.

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded question set.
- A section of MIS-7101 in Fall 2016.

When (was the assessment): Students will be assessed in MIS-7101 beginning Fall 2016.

Results/Findings: Results of the intercultural quiz are very good. It is a simple four question quiz with a fifth open ended response. 31 of 32 students

Question	Correct Responses
Differences in organizational and national culture normally do not affect system development and use.	31/32
If a technology is to be successfully implemented into an organization, either the technology must fit the organization's culture or the culture must be shaped to fit the behavioral requirements of the technology.	32/32
National culture no longer predisposes workers to act in a certain way.	31/32
Effective, cross-cultural communication in today's global and "flattened" world is: a) Easy to achieve b) Difficult to achieve c) Of little consequence to the organizational strategy d) Achieved by using the best available technologies e) No longer an issue for managers	31/32

Intervention:
What (describe the intervention):
- Added reading assignment on Information Systems and culture
- Added a self-assessment on cross-cultural, diversity, and globalization issues. Description: This is an anonymous self-assessment to help students reflect on their current knowledge, skills, abilities, and perspectives related to globalization of business and related cross-cultural and diversity issues that managers may face. Be honest in your assessment, reflect on the reasons why you made a specific response and whether that response would benefit or harm your ability to be successful as a manager, working in a team setting, and/or working with clients/customers.

Where (courses and course leaders): MIS-7101 Information systems & Technology
When (occurrence of first intervention): Fall 2017
Why (we believe the intervention can be helpful): Including readings and a self-assessment allows students to reflect on their own knowledge and experience in intercultural

Posttest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MIS-7101 Information Systems and Technology
- Course Leader – David Green

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An embedded question set. In addition an essay question was included.
- A section of MIS-7101.

When (was the assessment): Fall 2019

Results/Findings:

Of the four registered MSMIS students in the class. Four of four students successfully answered the four objective questions correctly.

For the essay responses three of the four students submitted responses. All three submissions met expectations with regards to issue recognition and application of diverse perspectives and concepts.

Date last updated: 1/20/2020 David Green

7. MS in Human Resource Management
    7.1. GMSHRM1. Have a well-integrated knowledge of the functional areas of human resource management

    No GOLA yet given that the program is relatively new (Fall 2019).

    7.2. GMSHRM2. Be effective at team leadership in a business context

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA GMSHRM2 Leadership							
Be effective at team leadership in a business context							
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline
FA2019	SP2020	SU2020	SU2020, FA2020	SP2021	Steve Wagner	Loop completed	

Program(s): MBA, MSHRM

Learning Goal:

GMSHRM2: Be effective at team **leadership** in a business context

Learning Objective(s):

Students should be able to effectively resolve conflict occurring in teams.
Students should be able to solve problems collaboratively.
Students should be able to set effective goals and manage performance in teams.

Assessment method (include rubric if any): Peer ratings on rubric below

Team Leadership Evaluation

Name of Rater:_____ **Name of Ratee:**_____

Conflict Resolution	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective
Definition: **Recognizing the type and source of conflict facing the team; managing task conflict and avoiding interpersonal conflict.**	□	□	□	□	□
	Provide specific behavioral examples that support rating:				
Collaborative Problem Solving	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective
Definition: **Recognizing when participation is appropriate, utilizing the proper type and degree of participation.**	□	□	□	□	□
	Provide specific behavioral examples that support rating:				
Goal Setting /Performance Management	Very Ineffective	Ineffective	Sometimes Effective and Sometimes Ineffective	Effective	Very Effective

Definition: **Establishing specific, challenging, and accepted goals; monitoring, evaluating, and providing feedback relevant to goals.**	***Provide specific behavioral examples that support rating:***			

Performance target: An expectation was established by faculty that graduate students should attain an average score of 4.00 (on a 4-point scale) on each dimension of the rubric.

Pretest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

MGMT 7500: SP2016 (FTF), SP2017 (FTF), FA2017 (Online), FA2018 (Online)

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

A team assignment of using primary sources to describe practical recommendations for best management practices and creating a group paper and presentation. Each student is evaluated by each of his/her team peers on teamwork dimensions at the end of the project and those ratings are used for this analysis. The rating process for Team Leadership dimensions is displayed above.

When (was the assessment): SP2016-FA2018

Results/Findings:

Results are based on 72 students from 4 different sections. Thirty observations were for students in Face-to-Face (FTF) sections and 42 observations were from students in Online sections. Ratings are based on peer evaluation (Average number peer evaluations received by those in the sample was 2). Overall, teamwork evaluations were above the performance target for these learning objectives (see table below). Examination of the means and standard deviations of different sections indicates a trend toward higher team leadership ratings and less variable team leadership ratings in the online sections in comparison to the FtF.

Pretest						
	Overall (n = 72)		Online (n = 42)		FtF (n = 30)	
Team Leadership Dimensions	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Conflict Resolution	4.19	1.03	4.29	.79	4.05	1.30
Collaborative Problem Solving	4.31	1.06	4.47	.79	4.08	1.33
Goal Setting/ Performance Management	4.20	1.03	4.33	.84	4.01	1.25

Intervention:

What (describe the intervention):

To improve teamwork in the online sections, instructional enhancements were introduced:

- Curricular Updates to the Project

- Providing more guidance on using Toolset with Groups Environment of Blackboard

    - Do preliminary training on Effective Virtual Teams for students at the beginning of the class and link it with the teamwork evaluation form

  - Peer training on Online Group Projects in Business Class

    - Demonstrating approaches and specific tactics for incorporating the High Impact Practice of group projects in an online course

  - See appendix for materials supporting these interventions

Where (courses and course leaders):

MGMT 7500 – Steve Wagner, Course Leaders and Instructor

When (occurrence of first intervention): Summer 2020

Why (we believe the intervention can be helpful):

Having a better understanding of group tools and what 'Virtual Teamwork' looks like improve team performance.

We have some validated practices that may be higher pertinent to instructional peers.

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

MGMT 7500 Summer 2020 and Fall 2020

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

Same assignment as described above

When (was the assessment): Summer 2020 & Fall 2020

Results/Findings:

Results for the posttest are based on 34 students from 2 different sections. Ratings are based on peer evaluation (Average number peer evaluations received by those in the sample was 2). Overall, teamwork evaluations were above the performance target for these learning objectives (see table below). Examination of the means and standard deviations of different sections indicates a trend toward higher team leadership ratings and less variable team leadership ratings in the posttest sections in comparison to the pretest sections.

	Posttest (n = 34)	
Team Leadership Dimensions	Mean	Standard Deviation
Conflict Resolution	4.63	.63
Collaborative Problem Solving	4.62	.65
Goal Setting/ Performance Management	4.63	.71

Date last updated: 2/17/2021

Appendix – Intervention Material

During an initial meeting with the student groups the professor uses this slide to discuss how this project related to virtual teams and best practices recommendations for managing virtual teams (see slide below that supports this part of the meeting). Furthermore, a video on the video-teleconferencing software used in the is project was updated, see link below:

https://www.youtube.com/watch?v=2JL6xAGoObo

The slides that were part of the peer training on Group Projects in Business Classes delivered by Stephen Wagner during the Spring 2020 College meeting can be reviewed in the GOLA for GMBA2.

7.3. GMSHRM3. Have technology skills to support human resource management analysis

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA MSHRM3 Technology Skills						
Have technology skills to support human resource management analysis						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA20	FA21	FA22	FA23	SP24	Stephen Wagner	Pretest Analysis pending

Program(s): MSHRM

Learning Goal: Have **technology skills** to support human resource management analysis

Learning Objective(s): Solve specific human resource problems using statistical software to analyze a dataset.

Assessment method (include rubric if any): Calculate and descriptive statistics and correlation with statistical software and report them in an essay to provides correct interpretation of the data

Technology Rubric (Pivot Table, Pivot Charts, & Data Filtering)

	Does Not Meet (0)	*Meets (1)*	*Exceeds (2)*
	Did not successfully complete the task.	Successfully completed the minimum requirements of the analysis	Went beyond the minimum requirements and communicated the analysis with accuracy, clarity, and insight.
Central Tendency Statistics (Mean, Median, Mode)			
Dispersion Statistics (range, standard deviation)			
Correlation (Pearson Correlation)			

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
> **Where (list courses, number of sections offered, section surveyed, dates, and course leader):**
> MGMT 7330 Human Resource Analytics and Performance Management (3) Stephen Wagner
> > **How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):**
> > Exam 2 questions

> **When (was the assessment):** Fall 2020

> **Results/Findings:** Fall 2021

Intervention: Fall 2022
> What (describe the intervention): TBD
> Where (courses and course leaders): TBD

When (occurrence of first intervention):TBD
Why (we believe the intervention can be helpful):TBD

Posttest
   Where (list courses, number of sections offered, section surveyed, dates, and course leader):
   MGMT 7330 Human Resource Analytics and Performance Management (3) Stephen Wagner

   How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
   Exam 2 questions

   When (was the assessment): Fall 2023

   Results/Findings: Fall 2023

Timeline

- Pretest Analysis: Fall 2021
- Intervention: AY2022-2023
- Posttest & Analysis: AY2023-2024

Date last updated: 2/9/2021   CFerran Adjustments: 20210628

7.4. GMSHRM4. Be skilled at human resource management analysis to solve problems

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA MSHRM 4 Problem Solving								
Be skilled at human resource management analysis to solve problems								
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date	Timeline	
Spring 2021	Fall 2021	Development Spring 2022	Spring 2023	Fall 2023	Stephen Wagner			

Program(s):   MSHRM

Learning Goal: GMSHRM4: Be skilled at human resource management analysis to **solve problems**

Learning Objective(s): Solve specific problems using qualitative data analysis in human resource management case scenario.

Assessment method (include rubric if any): Evaluation of problem solving assignment with rubric below

Problem Solving Rubric

	Does Not Meet (0)	*Meets (1)* *[Target]*	*Exceeds (2)*
Problem recognition and Information Gathering	Does not identify the correct problem. Does not gather the correct information or data to analyze the problem.	Identifies the problem in the given case scenario Successfully identifies necessary information/ data needed to make a decision.	Exceeds target requirements
Develops possible solutions and implements a solution	Does not develop adequate solutions or does not implement a solution.	Develops acceptable alternative solutions and implements a solution	Exceeds target requirements
Evaluates results	Does not evaluate the results or reflect on the need for further work.	Reviews results relative to the problem determining the need for further work.	Exceeds target requirements

Performance target: Meets or Exceeds Target for each of five tasks with an average of 1.0 or more

Pretest
   Where (list courses, number of sections offered, section surveyed, dates, and course leader):
   - MGMT 7310 Strategic Organization Staffing
   - Course Leader – Chelsea Vanderpool

   How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
   - An assignment using a case study involving recruitment and hiring problem solving

When (was the assessment): Spring 2021

Results/Findings: To be analyzed Fall 2021

Intervention: TBD
        What (describe the intervention):
        Where (courses and course leaders):
        When (occurrence of first intervention):
        Why (we believe the intervention can be helpful):

Posttest
        Where (list courses, number of sections offered, section surveyed, dates, and course leader):
- MGMT 7310 Strategic Organization Staffing
- Course Leader – Chelsea Vanderpool

        How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
- An assignment using a case study involving recruitment and hiring problem solving

        When (was the assessment): Spring 2023

        Results/Findings: TBD

Timeline:
- Analysis: AY22-23
- Intervention: AY22-23
- Posttest & Analysis: 2023

Date last updated: 2/9/2021

<div align="center">Appendix: Assignment Questions</div>

To begin the assignment, review the information in the case. Then, address the questions below.

1. Provide a brief summary of what you believe are the key challenges that are facing the director regarding the recruitment of medical doctors in Windsor-Essex. What are the problems and/or opportunities she needs to address in the short-term? What challenges should she prepare for in the long-term?
2. Explain how the labor market (e.g., the applicant pool, the external environment, etc.) will influence the director's recruitment of medical doctors.
3. Discuss the current recruitment strategy used by the director and what changes you think she should make going forward. What methods are currently being used? What methods should be changed, removed, and/or added (and why)?
4. Create a new recruiting advertisement/job posting for that the director could use to attract more medical doctors as applicants. If you're not sure where to start, feel free to look at examples of job postings on various recruiting sites (e.g., indeed.com, ziprecruiter.com,

etc.) or the "careers/jobs" areas of local hospitals/clinics' websites. However, you should make sure your advertisement incorporates the information from the case and complies with recommendations from the textbook (e.g., non-discriminatory language, etc.).

5. Evaluate the current applicants' CVs (provided in Exhibits 1-3 in the case). For each applicant, do you believe the information provided in the CV indicates that he/she would be a good fit for the organization and for the job? Is there further information you would need to know before passing the CVs on to the selection committee for evaluation? Is there any information that should <u>not</u> be considered by the selection committee?

6. What strategies, methods, and/or actions should the director take to keep the current applicants interested in the organization and prevent them from dropping out of the recruitment and hiring process?

7.5. GMSHRM5. Be effective communicators in facilitating organizational decision-making processes

Governors State University - College of Business - Assurance of Learning

Goal-Objectives Loop Account

GOLA MSHRM 5 Communication Be effective communicators in facilitating organizational decision-making processes.						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
FA2021	SP22	FA22	FA23		Stephen Wagner	Pending Intervention

Program(s): MSHRM

Learning Goal: Be effective **communicators** in facilitating organizational decision-making processes

Learning Objective(s): Deliver a presentation about integrating organizational needs in multiple HR function.

Assessment method (include rubric if any): Peer ratings on rubric below

Oral Presentation Rubric

	Exemplary	Proficient	Developing
Introduction	Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention.	Introduced presentation in clear way.	Started with a self-introduction or "My topic is" before capturing attention. -- OR -- Did not clearly introduce purpose of presentation.
Organization	Contains a clear central message and clearly-identifiable sections featuring purposeful organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.)	Central message is identifiable; sections of the speech may vary in explicit organizational pattern, which influences the audience engagement level or comprehension of the central message.	Central message is not clearly and/or easily identifiable by audience; sections may be in need of further organization and clarity –OR-- Does not contain central message or identifiable organizational pattern
Transitions	Effective, smooth transitions that indicated transitions in presentation topic or focus.	Included transitions to connect key points but often used fillers such as um, ah, or like.	Included some transitions to connect key points but over reliance on fillers was distracting – OR --Presentation was choppy and disjointed with a lack of structure.
Conclusion	Ends with an accurate conclusion tying the content back to the opening with a dynamic close. Transitioned into close so audience was ready for it.	Ends with a summary of main points showing some evaluation limit. Transitioned to close.	Ends with a brief recap of key points with little to no transition to closure.
Length	Time used efficiently. Within allotted time.	Within 45 seconds allotted time.	Substantially longer or shorter than indicated by assignment.
Vocal Qualities	Clear, strong voice with vocal variation to demonstrate interest in the subject. Precise pronunciation of terms.	Voice is clear but drops in volume at times; still uses vocal variation to show interest.	Voice is soft or lacks vocal variation. Voice is soft and monotone.

Eye Contact	Maintains eye contact; seldom returning to notes; presentation is like a planned conversation. Speaker obviously prepared and has a solid grasp of the subject.	Student somewhat maintains eye contact most of the time but frequently returns to notes. Speaker spent significant time preparing and appears at ease but doesn't elaborate.	Reads all or most of report with no eye contact. It is likely the speaker did not practice out loud. Unlikely the speaker would be able to answer questions about the topic.
Gestures/ Posture	Confident demeanor, gestures add to style, and hands are used to describe or emphasize.	Confident demeanor; may need to add or subtract gestures to emphasize points.	Slumping posture, hands stuck at sides or on podium OR Shifting weight or pacing.
Audience Engagement	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.	Presented interesting information which generally held audience attention; some unsteady interaction with audience.	Some related facts but may off topic and does not engage the audience effectively. Speaker fails to hold audience attention.
Appearance of speaker	Appropriate for occasion and audience.	For the most part appropriate for the occasion and audience. Somewhat inappropriate (hair keeps falling in eyes, jewelry distracting).	Inappropriate clothes for event or audience. (Baseball cap, blue jeans etc.)

Performance target:

80% of students assessed will score either 'Proficient' or 'Exemplary' on the dimensions of the rubric being utilized.

Pretest

Where: MGMT 8910: Integrative Human Resources Management Strategies

How:
Each student is required to deliver an oral presentation as part of their 8910 Capstone Research Project assignment. Those presentations will be used as artifacts for assessment on the rubric above by program faculty.

When (was the assessment):　　Fall 2022 (expected)

Intervention
What (describe the intervention): TBD
Where (courses and course leaders):　　TBD
When (occurrence of first intervention):　TBD
Why (we believe the intervention can be helpful):　　TBD
Posttest

Where:　TBD
How: TBD
When (was the assessment):　　TBD
Results/Findings:　　TBD
Timeline

- Pretest & Analysis: AY21-22
- Intervention: AY22-23
- Posttest & Analysis: AY23-24

Last edited: 2/23/2021

7.6. GMSHRM6. Be skilled at ethical analyses in business contexts

Governors State University - College of Business - Assurance of Learning
Goal-Objectives Loop Account

GOLA MSHRM6 Ethics						
Be skilled at ethical analysis in business contexts						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status/date
FA21	SP22	FA22	FA23	SP24	Stephen Wagner	Pretest pending

Program(s): MSHRM

Note. This is Learning Goal and its objectives and are congruent with the MBA Learning Goal and objectives and with therefore fall in line for the sake of efficiency.

Learning Goal: GMSHRM6 - Be skilled at **ethical** analyses in business contexts
- Students should be able recognize ethical issues in business contexts.
- Students should be able to apply different ethical perspectives and concepts in business contexts.
- Students should be able to evaluate different ethical perspectives and concepts in business contexts.
- Students should be able to explain the conclusion reached in thinking about a business problem.

Assessment method (include rubric if any):

	Capstone 4	Milestones 3	2	Benchmark 1
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives /Concepts	Student can independently apply ethical perspectives / concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives / concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives / concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives /Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives /	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

	different ethical perspectives / concepts, and the student's defense is adequate and effective.	concepts, but the student's response is inadequate.	implications are compartmentalized by student and do not affect student's position.)	

Performance target: An expectation was established by faculty that 70% of graduate students should attain a minimum score of 3.00 (on a 4-point scale) on each dimension of the rubric.

. Pretest

Where: MGMT 8300 – Management-Labor Relations

Stephen Wagner is course leader

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

 Exam Question

When (was the assessment): Fall 2021

Results/Findings:

Intervention:

What (describe the intervention): TBD
Where (courses and course leaders): TBD
When (occurrence of first intervention): TBD
Why (we believe the intervention can be helpful): TBD

Posttest

Where (list courses, number of sections offered, section surveyed, dates, and course leader):

How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):

When (was the assessment): TBD

Results/Findings: TBD

Timeline

- Pretest collection and analysis AY2021-22
- Intervention, Posttest, and Analysis: AY2023-2024

Last edited: 2/23/2021

7.7. GMSHRM7. Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Governors State University - College of Business - Assurance of Learning Goal-Objectives Loop Account

GOLA MSHRM7 Global Be able to apply knowledge and skills to generate solutions to address complex global business challenges.						
Pretest	Analysis	Intervention	Posttest	Analysis	Liaison	Status
SP21	FA21				Stephen Wagner	Intervention pending

Program(s): MSHRM

Learning Goal: GMSHRM7: Be able to apply knowledge and skills to generate solutions to address complex global business challenges

Learning Objective(s): Our students will be able to formulate a response to a multi-national case scenario in a manner that recognizes cultural and statutory differences between different countries.

Assessment method: Homework Assignment Identifying Challenges with Expatriate Compensation

Performance target: Students will achieve a score of '2' or higher on the assessment rubric below

Knowledge of Global Cultures	Only identifies or describes varied cultures and world views.	Demonstrates respectful interaction with varied cultures and worldviews	Adapts and applies multiple worldviews and experiences while initiating meaningful interaction with other cultures.
Global Self-awareness & Citizenship	Identifies some connections between one's personal decision - making and certain local and global issues.	Evaluates the global impact of one's own and others' specific local actions on the world.	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

Pretest
Where (list courses, number of sections offered, section surveyed, dates, and course leader):
MGMT 7320 Strategic Human Resource Development (3)
Course leader is Ujvala
AOL Liaison: MSHRM Coordinator
How (A description of the artifact used, how it was collected, total number of potential artifacts and of artifacts assessed, faculty involved, and assessment process):
-    Exam 2
When (was the assessment): Spring 2021
Results/Findings: TBD
Intervention: TBD
What (describe the intervention):
Where (courses and course leaders):
When (occurrence of first intervention):

Why (we believe the intervention can be helpful):

Posttest

    Where (list courses, number of sections offered, section surveyed, dates, and course leader):
    MGMT 7320 Strategic Human Resource Development (3)
    How (A description of the artifact used, how it was collected, total number of potential artifacts
       and of artifacts assessed, faculty involved, and assessment process):
    -   Exam 2 question
    When (was the assessment): TBD
    Results/Findings: TBD

Timeline:
- Pretest & analysis: AY2021-2022
- Intervention: Fall 2022
- Posttest & Analysis: AY2023-2024

Last edited: 2/23/2021   CFAdjusted: 20210713

8. MS in Business Analytics

    8.1. GMSBA1. Decision Making – Solve business problems and make decisions informed by data

        No GOLA yet given that the program just started.

    8.2. GMSBA2. Analytics Methodologies and Tools – Access, collect, extract, manipulate and analyze data to support analysis for business

        No GOLA yet given that the program just started.

    8.3. GMSBA3. Communication Skills – Communicate business problems, analysis, and results to key stakeholders

        No GOLA yet given that the program just started.

    8.4. GMSBA4. Collaboration and Teamwork – Lead and participate in projects with diverse teams to reach common goals

        No GOLA yet given that the program just started.