

CONTINUOUS IMPROVEMENT REVIEW 2

AUBURN UNIVERSITY AT MONTGOMERY COLLEGE OF BUSINESS

Section I: Peer Review Team (PRT) Recommendation - Accreditation Standards Issues Identified During the Spring 2019 Peer Review Team Visit that Must Be Addressed During the Second Year of Continuous Improvement Review (CIR2)

1. **Impact**. “While the College has identified metrics to measure the impact and quality of intellectual contributions, the College needs to identify specific expectations related to those metrics, embed those in the faculty development and evaluation process, and make adjustments annually through the evaluation process. In the spirit of continuous improvement, the College should reevaluate quality measures. (Standard 2: Intellectual Contributions, Impact, and Alignment with Mission)”
2. **Strategic Planning**. “The College should finalize its Strategic Planning Process in alignment with the University’s plans to provide guidance for future decision making and achievement of the College’s mission. The College should include an updated financial strategies plan that supports the revised Strategic Plan. Given the current strategic plan cycle and pending change in leadership in the Dean’s position, the College should either extend its current strategic plan or create a short-term plan for the transition period. (Standard 1: Mission, Impact, Innovation; Standard 3: Financial Strategies and Allocation of Resources)”
3. **AoL Implementation/Process**. “While the College has a thorough AOL plan for each of its programs, there is a need to improve the implementation process and use of the results in the curriculum management and development process. (Standard 8: Curricula Management and Assurance of Learning)”

This report will repeat the PRT’s specific comment at the beginning of the appropriate part requiring action in Section II. While a bit superfluous for the first issue, this repetition seems helpful to keep in mind the specific points the PRT raises. (Note: Appendix I provides a list of acronyms and abbreviations used at various points in the report and its other appendices.)

Section II: Evidence of How the College of Business Addressed Peer Review Team Recommendations

1. **Impact**.

“While the College has identified metrics to measure the impact and quality of intellectual contributions, the College needs to identify specific expectations related to those metrics, embed those in the faculty development and evaluation process, and make adjustments annually through the evaluation process. In the spirit of continuous improvement, the College should reevaluate quality measures. (Standard 2: Intellectual Contributions, Impact, and Alignment with Mission)”

To make reporting of metrics easier for faculty, improve uniformity across the College to help data interpretation, and to ease the compilation of reports, the College of Business (COB) will return to using Activity Insight’s Digital Measures faculty data system.

The COB Faculty, via the COB Faculty Development Committee and COB Faculty Meetings, have been examining the “Impact issue” for a considerable time with much debate about appropriate measures for the College’s mission and, if some measure seemed appropriate in general, how to incorporate such a measure in the annual evaluation process. (Appendix II provides the schedule of general faculty meetings to provide an indication of efforts to address all three CIR2 issues.) One important step is the reinstatement of using Activity Insight’s Digital Measures to record faculty activities. The earlier abandonment of the data system led to less-complete faculty records making judgement of innovation, quality, and impact items more difficult. The College has renewed the contract with Digital Measures as of November 2019 and faculty are to have records updated at the start of the Spring 2020 term.

Active faculty discussions brought the realization that impact is generally not captured on the basis of annual increments and is properly a college-portfolio rather than an individual measurement. While data must be collected at the individual level, the College does not expect all faculty to have an impactful result for each impact measure (just as the College does not expect all faculty to publish in peer-reviewed journals or teach 4-4 course loads). Therefore, the College will include impact metrics within annual reviews as a “report/did not report” issue. Along with reporting impact-related data, faculty will have the submission of an “impact narrative” (more detail provided in the next paragraph) related to their efforts as a “report/did not report” item within individual annual reviews.

The College identified metrics, set expectations at the College-level for those metrics, and embedded the gathering of the measurement information at the individual faculty level (reported via Digital Measures) as part of the annual review process. Besides gathering the underlying data, the other key piece of information that will be part of the faculty annual review process will be the submission of an “impact narrative” to allow individual faculty to explain how efforts support the College’s mission. The process will also help the College gather impact information from more than just numbers to provide impact evidence from student-centric experiential processes. While impact narratives will focus on intellectual contributions (ICs) for most Scholarly Academic (SA) faculty, there will be the opportunity to explain service and teaching impact efforts. As the College cycles through iterations of the annual review process, faculty will help develop a template to guide the creation of a more-accurate and more-useful impact narrative.

Over time, the annual data collection will allow the College to update continually its expectations as well as to determine ways to encourage faculty to direct scholarly and service efforts in better alignment with the College’s mission and goals. In such a manner, the College will not curb academic freedom while working to align an individual faculty member’s interests with the College’s mission (reinforcing student-focused efforts).

This adopted impact process is similar to the more-concrete faculty qualification process. When reporting faculty qualifications to AACSB, the individual faculty member’s qualifications as SA, Practicing Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other are important. Each faculty member controls his/her faculty qualification, but cannot control the College’s overall faculty qualification portfolio. However, for the College, the portfolio level measurement is what matters. As long as there are not too many “Other” faculty (or too few in any given measurement), the College meets leadership-set goals and accreditation minimum requirements.

The next portion notes specific steps taken to address this Impact issue.

-Renewed the contract with and started inputting data into Digital Measures to record/report faculty activity (including impact-related measures).

-Re-examined AACSB Faculty Qualification categories with COB-specific expectations revised by faculty vote September 13, 2019. (See Appendix III for COB AACSB Faculty Qualification descriptions.)

-Continued discussion of just what impact measures/metrics would be appropriate within the annual review process. Faculty approved items related to “Teaching” on September 13, 2019, for “Research” on October 4, 2019, and for “Service” on November 15, 2019.

-Faculty voted at the October 11, 2019 meeting on a list of appropriate evidence related to Impact and Quality items for “Research”. See Appendix IV for the approved Impact-related metrics and quality indicators.

2. **Strategic Planning.**

“The College should finalize its Strategic Planning Process in alignment with the University’s plans to provide guidance for future decision making and achievement of the College’s mission. The College should include an updated financial strategies plan that supports the revised Strategic Plan. Given the current strategic plan cycle and pending change in leadership in the Dean’s position, the College should either extend its current strategic plan or create a short-term plan for the transition period. (Standard 1: Mission, Impact, Innovation; Standard 3: Financial Strategies and Allocation of Resources)”

-The COB faculty, under the guidance of then-Dean Rhea Ingram adopted an updated COB Strategic Plan for 2019-2021. (See Appendix V.) The plan includes the recommended updated financial strategies plan. The COB strategic plan was aligned with the then-existing University plan with emphasis on enrollment (via recruitment and retention). The College has posted its updated COB Strategic Plan ([http://business.aum.edu/docs/default-source/Dean's-Office/2019-2021-cob-strategic-plan-\(002\).pdf?sfvrsn=0](http://business.aum.edu/docs/default-source/Dean's-Office/2019-2021-cob-strategic-plan-(002).pdf?sfvrsn=0)) for public viewing.

-Given the University’s adoption of a new/revised plan, COB will review its plan starting Spring 2020 with the expectation to create a plan for 2020-2024.

-Appendix VI provides evidence to date that the College is following its newly-adopted 2019-2021 strategic plan.

3. **AoL Implementation/Process.**

“While the College has a thorough AoL plan for each of its programs, there is a need to improve the implementation process and use of the results in the curriculum management and development process. (Standard 8: Curricula Management and Assurance of Learning)”

Faculty have used the COB Mission Statement change, the PRT feedback during the visit, and this CIR2 reporting process as an opportunity to re-examine the COB Assurance of Learning (AoL) processes. Faculty have realized, with time, the degree each person was

depending on an assessment coordinator to not only report on the process, but, in many cases, undertake efforts which actually led to less (not greater) understanding of the process for all faculty. Thus, while the AoL process was robust on paper, it was lacking in execution as the CIR team noted. As such, faculty are committed to more discussion of AoL processes for informational sharing among all COB faculty.

The College's Graduate Curriculum Committee (GCC) and Undergraduate Curriculum Committee (UCC) undertook a process that has led to "closing the loop" on prior program learning objectives and revising learning objectives to align with the COB's new strategic plan.

Graduate Faculty voted November 15, 2019 on revised MBA learning objectives as brought to the faculty by the Graduate Curriculum Committee to be in keeping with the College's new mission statement. A follow-up vote via email was undertaken the week of November 18-22, 2019 to address friendly amendments raised during the November 15, 2019 meeting.

The UCC presented revised Bachelor of Science in Business Administration (BSBA) core-curriculum learning objectives at the October 11, 2019 meeting with faculty voting to approve after enacting friendly amendments.

The UCC also presented summaries of its work to provide evidence of using data within the "closing the loop" process at multiple general faculty meetings during the Fall 2019 semester to get input and help improve the process and narrative. Spring 2020 will see the implementation of many of the "CTL" (or CTC?) actions.

The College's Associate Dean and Chair of the UCC will attend the March 2020 AACSB Assurance of Learning Conference in Houston, Texas. The financial cost of the professional development will be paid from the Provost's Office. The attendance is a clear and important step in greater faculty involvement in the AoL process and the importance placed on continuing AoL improvement provided by the Provost's Office.

Appendix VII has the updated AoL report from the GCC with updated AoL Handbook and 2018-2019 AoL reports for the MBA, MSMIS, and HCA degrees. Appendix VIII provides the updated report from the UCC related to the BSBA degree.

Appendix IX provides the list of Peer, Aspirant, and Competitive Schools used for comparisons at many levels while Appendix X notes the members of the CIR2 PRT.

Section III: Attachments

Appendix I: Acronyms and Abbreviation List

Appendix II: College Faculty Meeting Dates

Appendix III: College of Business AACSB Faculty Qualification Metrics

Appendix IV: College Impact and Quality Metrics

Appendix V: 2019 – 2021 College of Business Strategic Plan

Appendix VI: Evidence of COB Strategic Plan Utilization

Appendix VII: Graduate Curriculum Committee AoL Report Update

Appendix VIII: Undergraduate Curriculum Committee AoL Report Update

Appendix IX: Peer, Aspirant, and Competitive Schools

Appendix X: CIR2 Peer Review Team

Appendix I Acronym and Abbreviations List

AoL (or AOL) –	Assurance of Learning
AGA -	Association of Government Accountants
AUM –	Auburn University at Montgomery
BADM –	Business Administration
BAP –	Beta Alpha Psi (accounting honor society)
BGS –	Beta Gamma Sigma (AACSB-sponsored honor society)
BSBA –	Bachelor of Science in Business Administration
BUSN –	Business (designation for COB course area)
CHP –	Credit Hour Production
CIR2 –	Continuous Improvement Review 2
CLASS –	College of Liberal Arts and Social Sciences
COB –	College of Business
DH –	Department Head
DLC –	Dean’s Leadership Committee
ETS –	Educational Testing Service
FDI –	Faculty Development Institute
FMA –	Financial Management Association
G -	Graduate
GCC –	Graduate Curriculum Committee
GFOA -	Government Finance Officers Association
GFM -	Government Financial Management
HCA –	Healthcare Administration
IC –	Intellectual Contribution
IP –	Instructional Practitioner
IS –	Information Systems
O&M –	Operating and Maintenance
OQ –	Other Qualified
OSES –	Office of Student Engagement and Success
PA –	Professional Academic
PRT –	Peer Review Team
SA –	Scholarly Academic
SOA –	School of Accountancy
SP –	Scholarly Practitioner
UCC –	Undergraduate Curriculum Committee
UG -	Undergraduate
UNIV –	University (designation for AUM course area)
WASC –	Warhawk Academic Success Center

Appendix II
College of Business
Faculty Meeting Schedule

Since the College learned of the Peer Review Team (PRT) recommendation for CIR2 on January 29, 2019, there have been several general faculty meetings to discuss one or more of the issues within the team recommendations. The list of meeting dates follows:

February 1, 2019
March 22, 2019
April 12, 2019
August 16, 2019
August 23, 2019
September 13, 2019
September 20, 2019
October 4, 2019
October 11, 2019
November 15, 2019
November 22, 2019 (optional for Digital Measures training)
December 13, 2019

Furthermore, the Faculty Development Committee (tasked with creating recommendations for most items related to “impact”), Graduate Curriculum and Undergraduate Curriculum committees (tasked with helping create and put into utilization better Assurance of Learning processes), and the Dean’s Leadership Committee (tasked with overseeing all three committees’ efforts as well as guiding headway on the Strategic Plan) have met as often and, in most cases, more often than the general faculty.

**Appendix III
Faculty Qualifications College of Business
(Adopted Fall 2019)**

AACSB International accreditation Standard 15 requires accredited schools to develop policies that provide criteria for classifying faculty into one of four categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP) and Instructional Practitioner (IP). The policies must be aligned with the school’s mission so that faculty accomplishments can be viewed in their proper context. Schools must report the percentage of faculty resources in each category.

Engagement Activities

Academic
(Research/Scholarly) Applied/Practice

Initial Academic Preparation and Professional Experience *Professional experience (substantial in duration and level of responsibility)*

Doctoral degree

Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Scholarly Academics (SA)	Practice Academics (PA)

AACSB 2013 Business Standards, p. 39

Scholarly Academic (SA) - Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA status, and there must be ongoing, sustained, and substantive academic activities supporting the SA status.

Practice Academic (PA) - Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for PA status, and there must be ongoing, sustained, and substantive professional engagement activities supporting the PA status.

Scholarly Practitioner (SP) - Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

Instructional Practitioner (IP) - Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

This document provides the college’s guidelines for initial academic preparation or initial professional experience **and** sustained academic and professional engagement required for granting and maintaining the SA, PA, SP and IP classifications.

College of Business Faculty Qualification Definitions

SCHOLARLY ACADEMIC (SA)

This category will be the primary appointment of new tenure-track faculty.

Scholarly Academic faculty *initial academic preparation* includes:

Completed a doctorate or appropriate terminal degree in the teaching area, or a closely associated area. (Normally, faculty members who have earned their research doctorates or appropriate terminal degree within the past five years prior to the review dates are granted SA status.)

Scholarly Academic faculty, at AUM, must demonstrate currency through sustained and substantive *academic engagement activities* relevant to the faculty member's field of teaching to include the following:

- During the previous five years, author at least three peer or editorial reviewed publications that meet acceptable quality (defined below) and that can be shown to impact the mission of the college **OR**
- During the previous five years, author two refereed journal articles in a recognized quality academic or professional outlet (reporting a 50% or less acceptance rate) plus two significant Professional activities (defined below), or two articles and a portfolio of other contributions (defined below) with all such work to be shown to impact the mission of the college.

Acceptable quality publications are those that (1) are subject to a formal, documented review process including a peer or editorial review, (2) reporting a 50% or less acceptance rate (for journal articles) and (3) are readily available for public scrutiny. Peer and editor reviewed publications include a) articles in reputable journals, b) first edition textbooks and c) scholarly books published (but not self-published). When an objective information of a publication (such as information from Cabell's) is not available regarding quality and peer or editorial review requirements of the publication or if a faculty member is not sure whether a prospective publication will meet requirements defined above, the faculty member is expected to get his/her discipline committee's approval before the submission of a research work.

Professional Activities include:

- Author a peer or editorial reviewed publication in a recognized academic or professional journal
- Present and/or publish a proceedings in a peer or editorial reviewed discipline-related or teaching-related paper at a respected national or international conference
- Author a peer or editorial reviewed chapter in a textbook or an academic/professional book of significant stature in the discipline
- Publish a peer or editorial reviewed pedagogical case
- Serve as editor, active associate editor, or active member of an editorial board for a journal, having reviewed numerous full manuscripts in that editorial capacity
- Obtain grant(s) or contract(s) for research and scholarly activities (basic, applied, and/or pedagogy)
- Author a first or higher edition a) textbook or b) scholarly book that is peer-reviewed
- Publish in practitioner journals or other venues aimed directly at improving accounting

- and management expertise and practice (peer-reviewed)
- Publish a pedagogical supplement (peer-reviewed)
- Other work agreed to between department chair and faculty member

Other Contributions include:

- Serve as a program chair for a major academic conference that involves review of and decisions on numerous full manuscripts
- Publish a book review
- Develop academic software that is published by a respected academic enterprise
- Publish a publicly available research report based on a grant or sponsored project
- Obtain grant(s) of contract(s) for curricular development or other academic projects
- Fulfill requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, research-practitioner meetings, faculty/student consulting projects, etc.
- Present a workshop or provide training materials for accounting, business, and management professionals
- Development and delivery of training or continuing professional education materials
- Receipt of competitively awarded fellowships
- Obtain/Maintain a professional certification issued by a state, or a nationally or internationally recognized entity
- Other work agreed to between department chair and faculty member

PRACTICE ACADEMIC (PA)

Practice Academic faculty *initial academic preparation* includes:

1. Completed a doctorate or appropriate terminal degree in the teaching area, or a closely associated area.
2. Normally, holds the rank of Full Professor with tenure.

Practice Academic faculty must demonstrate currency through **sustained and substantive academic and professional engagement activities** relevant to the faculty member's field of teaching to include 1 **and** 2 below during the previous five years:

1. Annual involvement as a representative of College of Business in one developing and presenting practical education. Examples include:
 - Executive education or continuing professional education in field
 - Practitioner-related workshops
 - Other activities involving instruction related to faculty member's discipline
 - Other work agreed to between department chair and faculty member
2. Sustained and high quality involvement in two or more of the following activities:
 - Consulting
 - Relevant, active service on board() of directors
 - Significant participation in business professional association(s) (leadership role(s))
 - Documented continuing professional education experiences (including obtaining new or maintaining professional certifications related to the teaching discipline)

- Faculty internship(s)
- Other work agreed to between department chair and faculty member

SCHOLARLY PRACTITIONER (SP)

Scholarly Practitioner faculty *initial academic preparation* includes:

Completed a master's degree in a discipline related to his or her field of teaching. At the time of hire, the faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

Scholarly Practitioner faculty must demonstrate currency through **sustained and substantive** *academic and professional engagement activities* relevant to the faculty member's field of teaching to include 1 **and** 2 below during the previous five years:

1. Publish at least one peer or editorial reviewed publication in recognized quality academic or professional journal (reporting a 50% or less acceptance rate) over the previous five years.
2. Have sustained and high quality involvement in two or more of the following activities,
 - Author a peer or editorial reviewed publication in a recognized academic or professional journal
 - Presentation in professional and/or academic conference(s)
 - Author a peer or editorial reviewed chapter in a textbook or an academic/professional book of significant stature in the discipline
 - Publish a peer or editorial reviewed pedagogical case
 - Leadership position(s) in recognized professional/academic society(ies)
 - Development and presentation of executive education program(s) or continuing professional education in field
 - Consulting
 - Approved faculty internship(s)
 - Professional work
 - Relevant, active service on board(s) of directors
 - Professional development activity(ies)
 - Obtain a new and/or maintain professional certification related to the teaching field issued by a state, or a nationally or internationally recognized entity
 - Other work agreed to between department chair and faculty member

INSTRUCTIONAL PRACTITIONER (IP)

Instructional Practitioner faculty *initial academic preparation* includes:

Completed a master's degree in a discipline related to his or her field of teaching. At the time of hire, the faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

Instructional Practitioner faculty must demonstrate currency through **sustained and substantive** *professional engagement activities* relevant to the faculty member's field of teaching to include at least two of the following activities over the previous five years,

- Consulting
- Approved faculty internship(s)
- Professional work
- Leadership position(s) in recognized professional/academic society(ies)
- Relevant, active service on board(s) of directors
- Professional development activity(ies)
- Presentation in professional and/or academic conference(s)
- Development and presentation of executive education program(s) or continuing professional education in field
- Obtain a new and/or maintain professional certification related to the teaching field issued by a state, or a nationally or internationally recognized entity
- Other work agreed to between department chair and faculty member

OTHER QUALIFICATION (OQ)

Faculty members who do not meet the criteria for any of the qualification categories defined above are categorized as holding "Other Qualification" (OQ). To further the college mission, OQ faculty members in tenure-track positions must acquire additional academic preparation and/or conduct additional professional engagement activities within a two-year time period to refrain from post-tenure review process. No faculty will be hired in this category. Normally, OQ faculty will not teach during summer so as to be able to concentrate on intellectual/professional activities to regain the appropriate qualification category.

Graduate Faculty

Faculty members who meet the criteria for Scholarly Academic (SA), Practice Academic (PA) or Scholarly Practitioner (SP) qualifications defined above are eligible for "Graduate Faculty Status". Faculty who are Instructional Practitioner (IP) may qualify for Graduate Faculty Status if they are engaged over a sustained period in a high level professional work (e.g., senior executive) directly related to the graduate course to be taught.

(Note: Graduate Faculty status is officially conveyed by the appropriate University committee, but as a practical matter, each college determines its criteria for faculty status to teach within its programs.)

Determination of Qualification

Newly hired faculty members will be classified at the time of employment. As mentioned, the College's primary focus will be on Scholarly Academics. However, the Dean will consider other faculty appointment classifications based on the College mission, expected outcomes, and strategies. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

The appropriate qualification category for all College of Business faculty members will be determined at each annual evaluation period. Faculty members may convey a new category wish to be assigned and highlight proposed activities in their annual plan. The Dean's Leadership Council will make final determination of the appropriate category.

The faculty member is responsible for maintaining an extensive portfolio of evidence to support his or her participation in the qualifying activities for SA, PA, SP, or IP status in the official electronic database of the college. Engagement activities must be documented and readily verifiable by the College of Business Dean's Leadership Council at any given time.

College of Business Goals of Faculty Qualifications

The college must ensure students in all programs, disciplines, locations and delivery modes are supported by high quality learning experiences delivered or directed by an appropriate strategic blend of qualified faculty. The aggregated blend (i.e. SA, PA, SP, and IP) of total faculty resources in support of programs must result from a strategic choice and be consistent with the college's mission, expected outcomes, and strategies. Total faculty resources are the sum of all full and partial (based on a measure of percent-of-time devoted to the college's mission) assignments.

The table below highlights AACSB benchmarks across faculty.

Faculty Qualifications	AACSB
SA	≥40%
SA+PA+SP	≥60%
SA+PA+SP+IP	≥90%

**Appendix IV
COB Impact and Quality Metrics
(Teaching, Research, and Service Components)**

**IMPACT METRICS
AUM COLLEGE OF BUSINESS
Fall 2019 FACULTY INPUT AND DISCUSSION**

COB Goals from Strategic Plan

- 1. Enhance learning communities.**
- 2. Provide resources for career success.**
- 3. Strengthen collaborations with stakeholders.**
- 4. Improve operational efficiency.**

Impact Statements amended from COB March 22, 2019 faculty meeting as they relate to COB Goals from Strategic Plan and Suggested Metrics:

The teaching impact metrics below were voted on and approved by faculty on September 13, 2019.

TEACHING

Teaching is the primary focus of the AUM College of Business and all faculty members are expected to be committed to excellence in this role as noted in recent tenure and promotion guidelines voted on by COB faculty at department level in November 2017. Faculty members are expected to be engaged, **over time**, with a cross-section of students in a variety of different learning circumstances and to continue to make substantial contributions/impact to the instructional programming of discipline and college programs.

As a body, the College of Business faculty demonstrates commitment to the mission by these actions:

1. Incorporating current and relevant content from scholarship and/or requirements of employers in field into courses (Tenure Standard 1 (TS1); Goal 1 & 2);
 - a) Contribution to courses - documented instances of incorporating current and relevant business practices into courses each semester; examples include news items or content from CPE/training workshops or scholarly work.
 - b) Advisory Board/Employer feedback – Advisory Board members/employers will review core BSBA and graduate program syllabi for currency at least every three years.
 - c) Internship evaluations – 75% or more of Auburn University of Montgomery College of Business students participating in internships should be ranked as *Above Expected* or higher as demonstrated in Internship Employer Evaluations collected at the end of the internships.
 - d) Improve development of soft skills in curriculum content – 100% of graduating seniors exposed to multiple soft skills content prior to graduation with 70% of business majors attending two or more Classmates to Colleagues Workshops focused on soft skills prior to graduation.
 - e) Certification in Profession – 5% or more of students will pass field certification exam prior to graduation.
2. Actively participating in ongoing review of curriculum and course/program assessment that leads to improved curriculum/course development to align with the current state of practice and target learning objectives set forth at the department and college level (TS3; Goal 1 & 2);

- a) Educational Testing Service (ETS) Major Field Test Statistics – The impact metric goal for the aggregate Auburn University at Montgomery business graduating seniors mean result on the ETS Exam should meet or exceed the national mean.
 - b) Skyfactor Benchworks (formerly Educational Benchmarking Inc. (EBI)) Alumni Survey - Achievement equal to or greater than the mean of similarly-sized institutions in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness and identification of specific sub areas of concern to target for continuous process improvement.
 - c) Skyfactor Benchworks (formerly Educational Benchmarking Inc. (EBI)) Employer Survey – Achievement equal to or greater than the means of similarly-sized institutions in Overall Satisfaction, Overall Learning, and Overall Program Effectiveness and identification of specific sub areas of concern to target for continuous process improvement.
3. Continuously improving teaching effectiveness through participating in Faculty Development Institute (FDI) programs (TS2; Goal 1 and 2)
- a) Initial Online Teaching Certification - 100% of full-time COB faculty will receive online teaching certification within 3 years of hire date
 - b) Renewal of online teaching Certification - 100% of full-time COB faculty will earn renewal of online teaching certification through participating in FDI programs every three years
4. Engaging the business community in classes as well as supporting student learning outside the classroom, providing additional learning resources, and/or directing students to appropriate college resources (TS1 & 4; Goals 1, 2, 3);
- a) Internships - 10% or more of COB majors will complete an internship before graduation.
 - b) Business Speakers – offer 10 or more opportunities per year for students to interact with business professionals through student organization events, career workshops including mock interviews, professional organization meetings, classroom visits, career fairs, job shadowing, and/or fieldtrips.
 - c) Skyfactor Benchworks (formerly Educational Benchmarking Inc. (EBI)) Graduation Survey - Achievement equal to or greater than the means of similarly-sized institutions in Professional Standards, Overall Satisfaction, Overall Learning, and Overall Program Effectiveness with identification of specific sub areas of concern to target for continuous process improvement.
 - d) Promote Handshake – 70% or more of business majors will enroll and use *Handshake* to explore and connect with career opportunities prior to graduation.

As a group, faculty will evaluate specific actions in these areas that document improvements on any aspect of impact metrics voted on by faculty in Fall 2018 (e.g., higher scores on discipline areas of ETS; higher engagement activities with business community, learning center, etc./ satisfaction on EBI, demonstration of assisting students with placement in internships/writing reference letters for full-time positions upon graduation/making connections with area employers that assists students in job shadowing, interviewing, getting internships/paid positions, pass rates for national exams/certifications, etc.). As a body, faculty will be expected to “make their case for impact” by providing evidence of teaching impact in a form that is reviewed based on frequency of metric measurement and discussions documented at faculty meetings.

AUM COB-Identified Impact Areas and Quality Factors Related to Research

COB Mission Statement: AUM’s College of Business fosters a collaborative learning environment promoting innovative, effective business practices that positively impact our stakeholders by preparing students for successful careers.

CIR2 Issue: While the College has identified metrics to measure the impact and quality of intellectual contributions, the College needs to identify specific expectations related to those metrics, embed those in the faculty development and evaluation process, and make adjustments annually through the evaluation process. In the spirit of continuous improvement, the College should reevaluate quality measures

CIR PRT Comment: In regard to quality, the College has identified a targeted journal acceptance rate of less than 50%, and during the past five year time period, 75% of the faculty’s peer reviewed journal articles have appeared in journals that meet this requirement. Nearly all of the faculty have produced journal articles and the journal portfolio includes a wide variety of outlets. These measures represent a beginning of the evaluation of quality, however additional measures should be considered. Additionally, faculty could benefit from direction related to appropriate journal outlets. In the spirit of continuous improvement, additional measures should be considered; especially given Cabell’s includes self-reported acceptance rates.

Google scholar, Scopus, or other indexed citation service such as the ones listed in (A)

Submit citation source, # of citations and copy of support

B-Press or other electronic downloads

Possible Reporting Criteria: Submit number of downloads and copy of support

Media citations

Possible Reporting Criteria: Submit number of citations and copy of support

Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals.

Possible Reporting Criteria: Submit name of journal/conference/program; audience size, reach, etc. and statement of impact

Serve as program chair, session chair, or reviewer for an academic conference

Possible Reporting Criteria: Submit name of event/program; audience size, reach, etc. and statement of impact

Sharing of research through Continuing Professional Education (CPE) events, presentations at practitioner and/or academic conferences, invited presentations

IMPACT

Possible Reporting Criteria: Evidence of influence on professional practice, standards, legislative processes, and outcomes or public policy
Competitive grants awarded by major national and international agencies (e.g. NSF and NIH) or third-party funding for research projects.

Possible Reporting Criteria: Documentation describing award/grant and related audience

Elections or appointments to leadership positions in academic and/or professional associations, standards setting bodies and professional societies

Possible Reporting Criteria: Evidence of appointment, duties and description of organization

Evidence of impact on stakeholders and society such as changes in business practices, professional standards, or public policy

Possible Reporting Criteria: Documentation describing impact

Case studies that document the impact of intellectual contributions on stakeholders and society

Possible Reporting Criteria: Submit case study, users, impact on stakeholders and society

Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums

Possible Reporting Criteria: Invitation, presentation, audience

Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes

Possible Reporting Criteria: Copy of award/recognition

50% or less acceptance rate in a peer reviewed outlet based on one of AACSB's journal rankings resources (A), including but not limited to Cabells, ABS, or ABDC

Possible Reporting Criteria: Submit article, ranking from selected resource including scale information, and expectations about impact.

Practitioner journals commonly distributed within discipline

Possible Reporting Criteria: Submit article, information about readership, and expectations about impact.

Invitation to present research

Possible Reporting Criteria: Submit name of event/program; audience size, reach, etc. and statement of impact

QUALITY

(A) <https://www.aacsb.edu/knowledge/resources/journal%20rankings>

Note: Considering both the AUM COB mission as well as the impact metrics provided by AACSB in Appendix I (pages 53 - 56) of 2013 Business Standards, the FDC recommended these metrics of impact and quality as representative of our body of work with the AUM COB. Faculty voted approval in a series of votes over multiple Fall 2019 meetings.

<https://www.aacsb.edu/accreditation/standards/business>

The Faculty Piece article can be found at <https://bized.aacsb.edu/articles/2018/january/the-faculty-piece>

Narratives of IMPACT from "The Faculty Piece" by Sharon Shinn, January 1, 2018

"To communicate to faculty that we encourage a wider range of impactful activities, we provide them with the list of examples of such activities from appendix A (now appendix I) of AACSB's accreditation standards. Then, we ask them to prepare a narrative that describes the impact of their intellectual contributions. [Examples of faculty narratives omitted.] We use these narratives to demonstrate the impact of our faculty's work to our CIR team-not as a basis for their annual reviews. These annual narratives provide three other significant benefits. First, they give faculty frequent opportunities to examine how well their work supports our school's mission and reflect on their contributions to the college's impact. Second, they prepare faculty to submit more comprehensive portfolios for promotion or professorship consideration. Finally, they make clear to faculty that we no longer are simply "counting PRJs." They show we value contributions that go beyond the traditional academic indicators of journal quality and citation count, such as best paper awards, leadership of academic organizations, textbook authorship and sales, case production and adoption, and high-level service in discipline-based organizations. We recognize faculty for their impact in executive education, business practice, and community.

Service

Service is a focus of the AUM College of Business, and all faculty members are expected to be committed to excellence in this role as noted in recent tenure and promotion guidelines voted on by COB faculty at the department level in November 2017. Faculty members are expected to be engaged, over time, with a cross-section of students in a variety of different learning circumstances and to continue to make substantial contributions/impact to the instructional programming of discipline and college programs.

As a body, the College of Business Faculty demonstrate active and sustained participation or engagement by these actions:

1. Participating across Departmental, College, University Committees and/or Faculty Governance. (Goals 1 and 4)
 - a) Faculty Engagement and Involvement: 90% or more of full-time faculty will provide documented involvement to their department, college, university committees and/or faculty governance through a variety of leadership and committee roles in AUM COB and AUM/AU.
2. Full-time faculty engagement with current students, prospective students, business professionals and the community. (Goals 1, 2, and 3)
 - a) Faculty Student Engagement: 30% or more of faculty will be involved with students through COB student and professional organizations (both inside and outside AUM) through advising clubs, attending club meetings, attending professional meetings, development and student events, taking part in student competitions, and/or mentoring students at undergraduate and graduate levels.
 - b) Faculty Student Recruitment: 20% or more of faculty will be involved with prospective students through recruiting activities including university events, college events, outreach to junior colleges, outreach to area high schools, and outreach to high school clubs and activities, including Future Business Leaders of America (FBLA) events.
 - c) Faculty Professional and Community Engagement: 50% or more of faculty will be involved in assisting the broader profession/community through leadership positions within the community, professional, or academic organizations; serving on a community, professional, academic board/committee and/or attending meetings; or providing subject matter expertise to these organizations.



Appendix V
2019 – 2021
College of Business
Strategic Plan
(final approval by faculty, April 25, 2019)

“Logic will get you from A to Z; imagination will get you everywhere.” – Albert Einstein

Vision

To be known as the best model in building learning communities focused on career success and positive impact.

Mission

AUM’s College of Business fosters a collaborative learning environment promoting innovative, effective business practices that positively impact our stakeholders by preparing students for successful careers.
Voted on and passed by faculty 12.07.18.

Values

- *Community* – placing emphasis on people, their interactions and the relationships that form a ‘we is greater than me’ attitude.
- *Student-centric* – putting students at the center of the ecosystem, challenging them to excel.
- *Learning* – acquiring new knowledge, competencies, and performance levels to succeed.
- *Collaboration* - working together as a diverse group of individuals to provide value for all stakeholders.
- *Success* – accomplishing an aim or purpose, or achieving established goals.

“Building Learning Communities”

The 2019-2021 College of Business Strategic Plan coordinates efforts to fulfill its mission, and to support the mission and strategic goals of Auburn University at Montgomery. This plan builds on the previous accomplishments of our students, faculty and staff as we continue to leverage the strengths identified while also addressing our weaknesses and opportunities. The primary focus of this plan is to attract, retain and engage students, faculty and other stakeholders through building learning communities focused on the twin goals of ensuring career success and making a positive impact.

Learning communities are designed to connect people, organizations and systems to learn and work across boundaries in hopes of achieving a common goal(s). To this end, key factors of a good community - membership, influence, integration of needs and emotional connection (McMillan and Chavis 1986) - will be considered in accomplishing initiatives.

Research indicates that the new generation of students enjoys a sense of belonging and mattering (Supiano 2018).

As a result, this strategic plan’s goals and objectives revolve around community-based initiatives and will be supported by more detailed implementation plans. The College’s Strategic Planning Committee will monitor these goals, objectives and expected outcomes on an annual basis (end of each spring semester).

Situational Analysis

<i>Location of Factor</i>	<i>Valence of Factor</i>	
	<i>Positive</i>	<i>Negative</i>
<i>Internal</i>	Strengths: *Quality education/high academic standards *Diversity: Students and Faculty *Faculty/staff accomplishments *Student-centric/personalized experience *Student achievements *Facility upgrades *Community relationships *Successful alumni	Weaknesses: *Faculty turnover, low morale, and lack of engagement *Course scheduling/access to courses *Lack of communication/coordination *Lack of advertising/promotion of programs *Meeting student career preparation needs *Barriers to student progression
<i>External</i>	Opportunities: *New, unique career opportunities in high demand *Increased support from local community *Increased interest from international students *Increased job announcements in the state and local community	Threats: *Funding in higher education *More intense competition *Increased criticism of higher education ROI *Number of high school graduates decreasing *Market saturation of MBA graduates *Fast-paced changes in higher education

Goals

1. Enhance learning communities.
2. Provide resources for career success.
3. Strengthen collaborations with stakeholders.
4. Improve operational efficiency.

Voted on and passed by faculty 12.07.18; Revised by faculty 03.22.19.

Goal 1: Enhance Learning Communities.

To achieve this goal, the faculty and staff will focus on using criteria for a good community to build programs that create buy-in from all stakeholders.

	Lead Coordinator	Cost/Year	Intermediate Benchmark (Summer, 2020)	Ending Goal/Metric (by end of 2021)
<i>Objective 1: Improve Student Experiences.</i>				
Action 1: Grow and support innovative curriculum initiatives to enhance sense of community (e.g., Upside down Curriculum; Course Clustering; Incorporate ERP skills within core curriculum; Service and/or experiential learning)	Faculty & Curriculum Committees	\$0	At least one curriculum change approved	Implemented at least two curriculum changes
Action 2: Create a 1 st Year Experience program for COB students (to include COB Early Intervention Team).	OSES & Student Support/Retention Specialist	\$3,000 Corporate Partnership	Program created	At least 50% of new students engaged
Action 3: Improve “New” Ambassadors Program.	OSES & Student Support/Retention Specialist	\$10,000 Corporate Partnership	New structure implemented	At least 70% of graduating students are pinned
Action 4: Grow COB student organizations.	Faculty Advisors & Faculty	\$20,000 SGA Funds	Establish current student engagement numbers	At least 50% of majors engaged in COB student organization
Action 5: Establish a COB Tutoring Center (with peer-to-peer tutoring).	DLC	\$3,500 WASC	N/A	Have at least 20% of students engaged
Action 6: Develop Mentoring Programs at both UG and G levels.	DLC	\$3,500 Private Giving	At least one program started	Have at least 5 students engaged at each level
Action 7: Improve Student Advisory Boards at both UG and G levels.	DLC	\$250 O&M Budget	Hosted at least two meetings	Hosting at least two meetings a year at each level
<i>Objective 2: Increase Number of Learning Projects.</i>				
Action 1: Increase the number of faculty co-authored, applied research crossing business disciplines.	Faculty	\$2,500 Private Giving	At least 2 projects published	Have at least 5 projects published

Action 2: Increase the number of faculty-student research projects at both the UG and G level (to include grant funding obtained & a Blackboard Community established).	Faculty	\$36,000 Graduate Research Assistants – approved budget line \$2,500 Provost Office	At least 5 projects presented or published	Have at least 10 projects presented or published.
Action 3: Increase the number of faculty-led student competitive events.	Faculty	\$0	Participated in at least 7 competitive events	Participated in at least 15 competitive events
<i>Objective 3: Increase Faculty and Staff Learning Opportunities.</i>				
Action 1: Expand and Improve Lunch-and-Learn workshops focused on teaching and research tools.	Dean	\$2,000 O&M budget	Identify current faculty attendance levels	At least 50% of faculty attending events
Action 2: Expand and Improve COB Mentorship Program (new faculty and new staff each with a mentor).	Dean	\$1,000 O&M Budget	Hosted at least two events	Hosted at least two events each year
Action 3: Support professional development workshops and/or webinars within college for staff.	Dean	\$500 O&M Budget	Hosted at least two events	Hosted at least two events each year
<i>Objective 4: Enhance Synergies across Business Disciplines.</i>				
Action 1: Seek interdisciplinary academic programs, curriculum and hiring (e.g., Human Resources & Information Systems / "People Soft" course)	Faculty	\$0	Identify at least one interdisciplinary program	Began at least one new interdisciplinary program
Action 2: Improve the collaboration in programmatic assurance of learning processes and engagement.	Faculty & Curriculum Committees	\$3,000 ETS Exams Information Technology	Measure faculty engagement in AOL process	100% of faculty engaged in AOL process
<i>Objective 5: Create Centers of Excellence.</i>				
Action 1: Establish at least one center within the COB.	DLC	\$100,000 Director + Programming; Provost Office & Private Giving	N/A	Opened a center

Goal 2: Provide resources for career success.

To achieve this goal, the college will focus on encouraging students, faculty and staff to improve skills for career progression and success. The resources will be kept current and tailored to individual needs as necessary.

	Lead Coordinator	Cost/Year	Intermediate Benchmark (Summer, 2020)	Ending Goal/Metric (by end of 2021)
<i>Objective 1: Increase students' exposure to career interests.</i>				
Action 1: Increase student use of CareerBeam (beyond the classroom).	OSES	\$1,200 CareerBeam O&M Budget	Developed a method for measuring CareerBeam use outside of the classroom	At least 50% of business majors have an account
Action 2: Increase job-shadowing opportunities.	Faculty	\$0	Developed a system for tracking job-shadowing participation; Calculated the baseline number of students completing a job-shadowing opportunity	At least 10 students participated in a job-shadowing opportunity
Action 3: Increase the number of students with internships.	OSES and Faculty	\$0	Developed a system for tracking student internships; Calculated the baseline percentage of students completing an internship	10% of students completed an internship before graduation
Action 4: Increase student interaction with business professionals (e.g., student organization visits, membership to professional organizations, classroom visits, club speakers, field trips, etc.).	Faculty & Faculty Advisors	\$2,500 Private Giving Student Travel as Needed Provost Office	Developed a system for tracking student interaction with business professionals	70% of students interacted with business professionals
<i>Objective 2: Improve student career readiness opportunities.</i>				
Action 1: Continue to improve Classmates to Colleagues workshops focused on soft skills.	OSES	\$1,000 Corporate Partnership	Developed a system for tracking student attendance at Classmates to Colleagues workshops	70% of business majors attended at least two of these events
Action 2: Improve development of soft skills in curriculum content (e.g., leadership,	Faculty	\$5,000 Student Fees or Corporate Partnership	Developed a system for tracking student exposure to soft skills	100% of seniors exposed to multiple soft skills content

Etiquette lunch and Dress for Success).				
Action 3: Include required professional communication necessary in professions (e.g., written and oral) in major.	Faculty	\$0	Each major identified how to teach and assess these skills	Each major established an assessment on these skills within their major
Action 4: Provide opportunities for students to complete a mock interview to include resume and cover letter critique (involve business professions).	OSES	\$0		Students participated in multiple opportunities
Action 5: Increase participation in career fairs.	OSES	\$1,250 Corporate Partnership	Developed a system for tracking student attendance at career fairs	50% of seniors attended at least one career fair
Action 6: Enhance the activity level of the Beta Gamma Sigma student organization (be active with national BGS).	Dean	\$2,000 Private Giving	Defined the desired activity level	Chapter is implementing new desired activities
Action 7: Promote Handshake (new for AUM).	OSES and Faculty	\$0	Developed a plan to help students create an account; Developed a system for tracking the number of students with an account	At least 70% of business majors have a HandShake account
Action 8: Continue improving the Clothing Closet and assisting a cross section of students.	OSES	\$200 O&M Budget; Donations of clothing.		At least 10% of students used the Clothing Closet
<i>Objective 3: Increase financial resources for students.</i>				
Action 1: Increase student scholarships within the college.	Dean	\$500 O&M Budgets		Increased number of business scholarships by 3

Action Item 2: Decrease student textbook expenses incurred.	Faculty	\$0		Reduced textbook expenses by 25%
<i>Objective 4: Increase number of students earning professional certifications.</i>				
Action 1: Increase student membership in professional organizations (many organizations have reduced cost student memberships).	Faculty	\$500 Private Giving	Developed a system for tracking student membership in professional organizations	At least 20% of students joined as members of a professional organization
Action 2: Increase student awareness of professional certifications.	Faculty	\$0	Each major has established a plan for promoting professional certification	Each major regularly presented the opportunities and benefits to their students
Action 3: Increase number of students passing certification exams.	Faculty	\$10,000 Private Giving	Developed a system for tracking student pass rates	5% of students passed a certification exam
<i>Objective 5: Support Faculty & Staff Career Development.</i>				
Action 1: Enhance competitive summer research grants focused on applied, collaborative projects in the college.	Dean	\$5,000 Private Giving	Application process and selection processes completed	Awarded two or more each year
Action 2: Promote, incentivize, recognize and reward collaborative teaching impact among faculty.	DLC	\$5,000 Private Giving	Promotion strategy and reward program implemented	Awarded to at least 3 faculty per year
Action 3: Provide additional financial support for faculty and staff to attend professional development conferences/webinars.	DLC	\$500 per year O&M budget		Funded at least 70% of the requests for additional funding

Goal 3: Strengthen Collaboration with Stakeholders.

To achieve this goal, projects and activities will translate into applied, effective business practices by cultivating and strengthening value-added partnerships.

	Lead Coordinator	Cost/Year	Intermediate Benchmark (Summer, 2020)	Ending Goal/Metric (by end of 2021)
<i>Objective 1: Engage Business Community & Government Entities in Academic Activities.</i>				
Action 1: Create 4-week immersion, business elective courses for students.	Faculty	\$0	Proposal submitted and approved	Implemented 1 immersion course per year
Action 2: Revise the business capstone course (BUSN 4800) to include participants from business community within the course.	Faculty	\$0	Revised curriculum approved	One company participated each semester
Action 3: Incentivize applied research collaborations with business community and/or governmental entities.	Dean & Faculty	\$2,500 Private Giving	Completed 1	Completed at least 1 per year.
Action 4: Implement a new program where business & governmental leaders serve as mentors to faculty.	DLC	\$0	At least 1 faculty member participated	At least 2 faculty members participated per year
Action 5: Encourage and support an active Business Community Advisory Board.	Dean	\$500 O&M Budget	Met 2 times	Met at least 2 times a year
<i>Objective 2: Enhance Community Engagement and Collaboration among Faculty, Staff and Students.</i>				
Action 1: Support faculty & staff memberships, involvement & leadership in professional organizations.	DLC	\$1,000 Private Giving	At least 5 are approved	At least 10 faculty and staff joined each year
Action 2: Implement Faculty Internships.	Dean	\$5,000 Matching Private Funds with company.	Process approved	At least 1 faculty participated per year
Action 3: Establish a College of Business community service day.	Administrative Staff	\$500 O&M Budget	Hosted COB community service day	At least 50% of COB faculty and staff participated

Action 4: Enhance Partnerships with Other Academic Institutions including Auburn University.	Faculty & DH's	\$0	A partnership proposal is approved	Established at least one new partnership
Action 5: Enhance Partnerships with Other Academic Units on AUM campus.	Faculty & DH's	\$0	A partnership proposal is approved	Established at least one new partnership
Action 6: Enhance partnership across COB units (OSes, UG Advising and Graduate Advising).	Dean	\$500 O&M Budget	Plan submitted and approved	Created a one-stop shop

Goal 4: Improve operational efficiency.

To achieve this goal, internal operations will be efficient, transparent, flexible and fiscally sound.

	Lead Coordinator	Cost/Year	Intermediate Benchmark (Summer, 2020)	Ending Goal/Metric (by end of 2021)
<i>Objective 1: Build COB Brand.</i>				
Action 1: Create COB brand image (to include a brand mark).	Dean & Mark./Comm. Mgr.	\$0	Established 1 st complete draft of mark	Approved and integrated into all collateral
Action 2: Create marketing collateral for external promotion (to include video of community, inventory of group photos and program narratives).	Mark./Comm. Mgr.	\$5,000 Funds from Univ. Mktg.	Achieved 25 group photos and 2 narratives	Archived at least 50 group photos and 5 narratives
Action 3: Post collaborative processes to web site (e.g. AOL process).	Dean & Mark./Comm. Mgr.	\$0	Established a plan for posting	Updated annually
<i>Objective 2: Improve Internal Operations & Communications.</i>				
Action 1: Create a leadership succession planning strategy.	Dean	\$1,000 Private Giving	Plan proposed	Implemented plan
Action 2: Recruit and retain qualified faculty and staff.	DLC		All positions filled	All positions filled
Action 3: Implement an Annual Strategic Planning process (to include collecting & analyzing data; planning day; aligning each department with college goals focused on community; and Continue standard faculty/staff meetings).	DLC	\$3,000 (WuFoo platform and meetings) O&M Budget \$2,500 Private Giving	Implemented plan	Implemented plan each year
Action 4: Maximize use of technology in communication (e.g., Blackboard Communities and publishing AOL process and outcomes on website).	DLC	\$0	Utilized technology	Utilized technology each year
Action 5: Improve student communications from college (e.g., Clementine Newsletter, Graduate Student newsletter, texts and emails).	Mark./Comm. Mgr.	\$0	Produced at least two pieces	Produced at least two pieces each year
Action 6: Continue Annual Calendar (post on Blackboard and send monthly reminders to faculty).	Mark./Comm. Mgr.	\$0	Published calendar	Published calendar each year

<i>Objective 3: Promote Successes to External Stakeholders.</i>				
Action 1: Market student & faculty outcome data to web site (update annually).	Dean & Mark./Comm. Mgr.	\$0	Posted at least one round of outcome data	Updated annually
Action 2: Enhance social media campaign for community campaign (to begin including ads on successes).	Mark./Comm. Mgr.	\$500 Funding from Univ. Mktg.	Established plan for boosting posts and ads	Increased use of social media
Action 3: Enhance published communications about college accomplishments (e.g., Business Beans and Deans Report).	Dean & Mark./Comm. Mgr.	\$320 (Constant Contact subscription) O&M Budget	Forecasted publication calendar for Business Beans each year	Published multiple pieces each year
<i>Objective 4: Increase Financial Resources.</i>				
Action 1: Increase enrollments across all programs (to include new students as well as retaining current students).	ALL	\$5,000 Funding from Enrollment Management	Increased UG enrollment by 15% Increased G enrollment by 25%	Increased UG enrollment cumulative by 30% Increased G enrollment cumulative by 70%
Action 2: Increase dollar amount of corporate partnerships.	Dean	\$1,000 Private Giving	Raised at least \$10,000 in first six months	Raised at least \$20,000 each year
Action 3: Implement a coordinated Alumni Relations Program (help with database, scholarships, internships, etc.).	DLC	\$2,500 Private Giving	Plan proposal approved	Implemented plan
Action 4: Participate in Day of Giving Campaign.	DLC	\$0	Participated in Day of Giving	Participated in Day of Giving each year
<i>Objective 5: Initiate Facilities Campaign.</i>				
Action 1: Have the campaign approved.	Dean	\$5,000 Funding from Univ. Dev.	N.A.	Kick off the campaign.
Action 2: Work with Advancement/ Development to visit potential donors.	Dean	\$10,000 Funding from Univ. Dev.	Set fundraising goal(s).	Raised at least 10% of campaign goal

Financial Strategies

Sources of Funds	Annual College Funds	Planned 1st Year Expenses
Operating Budgets (no salary/wages)	\$29,500	\$16,670
Private Gifts - College(non-scholarship)	\$60,000 (avg.)	\$56,000
Corporate Partnerships	\$8,500 (last year)	\$20,250
<i>Total*</i>	<i>\$98,000</i>	<i>\$92,920</i>

*other sources of funds are from university centralized budget lines

Strategic Priorities: Next Three Years

Action Item	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source of Designation of Funds
Develop a COB brand	January 2019	\$5,000	\$2,000	University Marketing Unit
Initiate COB Fundraising Campaign	Fall 2020	\$5,000	\$10,000	University Development Office
<i>Career Success Initiatives</i>				
Continue Classmates to Colleagues Programming	January 2019	\$7,250	\$10,000	Corporate Partnership Program
Invest in technology to support career readiness	January 2019	\$4,500	\$6,000	O&M Budgets
Focus on Professional Certifications	Spring 2019	\$3,300	\$10,000	Private Giving
Strengthen Student Interaction with Business Community	January 2019	\$2,500	\$2,500	Private Giving & Provost Office for travel
Revamp COB Ambassadors Program	Fall 2019	\$10,000	\$10,000	Corporate Partnership Program
Establish an active Beta Gamma Sigma	Fall 2019	\$2,000	\$3,500	Private Giving & Provost Office for travel
Support Faculty and Staff Career Development (includes Lunch and Learn, mentorship and workshops)	January 2019	\$3,500	\$5,500	O&M Budgets
<i>Positive Impact Initiatives</i>				
Invest in Faculty Research (summer competitive grants, student research, travel support, collaborative support, etc.)	Summer 2019	\$20,000	\$20,000	O&M Budgets plus Private Giving
Strengthen Student Advisory Boards	Fall 2019	\$250	\$500	O&M Budgets
Strengthen Faculty, Staff and Students engagement in community (includes memberships)	Fall 2019	\$8,500	\$8,500	Private Giving
Begin a COB Community Service Day	Fall 2019	\$500	\$500	O&M Budget

Create COB 1 st Year Experience	Fall 2020	\$3,000	\$3,000	Corporate Partnership Program
Create a one-stop shop for all students in COB	Fall 2020	\$500	\$500	O&M Budget
Reward Collaborative Impactful Teaching	Fall 2020	\$5,000	\$5,000	Private Giving
Strengthen Business Community Advisory Board	Fall 2020	\$500	\$500	O&M Budget
Initiate COB Alumni Relations Program	Fall 2020	\$2,500	\$2,500	Private Giving
Implement Faculty Internships	Summer 2021	\$5,000	\$5,000	Private Giving plus matching
Establish COB Tutoring Center	Fall 2021	\$3,500	\$5,000	University WASC
Establish Center of Excellence	Fall 2021	\$100,000	\$100,000	Provost Office or Private Giving

Appendix VI: Evidence of COB Strategic Plan In Use

- Goal 1: Objective 1: Action 1: (1:1:1): Altered courses potentially allowed for Finance major to increase community within COB as prior elective choices included courses outside the College. (Fall 2019)

Faculty continuing discussion of where advanced Excel skills should be taught with college agreement (9-13-19) and tasked the Undergraduate Committee with suggesting a specific step (alter existing introductory course, use advanced course now required of Accounting majors, and/or create a new course). Importantly, all COB majors are expected to have increased Excel knowledge.

- 1:1:2: As a first step toward creating a 1st year experience program, COB supported creation of a UNIV 1000 (University Success) section intended for BSBA students. The section has approximately 30% of its students intending to major within COB and the COB Dean attends all class meetings. (Fall 2019)
- 1:1:3: Redesigned COB Ambassador Program launched Fall 2019. The program is coordinated by the COB Associate Dean.
- 1:1:4: Existing COB-sponsored student organizations will be increased to thirteen (from ten at the start of Fall 2019) with the addition of a Beta Gamma Sigma chapter, a chapter of the Financial Management Association, and Government Financial Management (GFM) Student Society. (The Government Finance Officers Association (GFOA) recognized the new AUM chapter in its November 14, 2019 weekly newsletter.)
- 1:1:5: The greater University has wonderfully coopted most of the COB's idea for tutoring center by greatly expanding the University's Warhawk Academic Success Center (WASC) starting Fall 2019. The College will consider the results from the expanded WASC before expanding internal tutoring programs.
- 1:1:6: No action to date. Current plan is to start within the existing Ambassadors program during Spring 2020.
- 1:1:7: Utilizing Ambassadors as Undergraduate Advisory Board. Met November 2019 with explanation of COB's need for students to participate in strategic planning process to start Spring 2020.
- 1:2:1: COB will resume use of Activity Insight's Digital Measures to be able to track more easily co-authorships across business disciplines.
- 1:2:2: COB will resume use of Activity Insight's Digital Measures to be able to track more easily co-authorships with students. Twelve Graduate Assistants approved for Fall 2019.
- 1:2:3: COB will resume use of Activity Insight's Digital Measures to be able to track more easily faculty-led student competitive events.

- 1:3:1: No lunch and learn workshops conducted Fall 2019 given faculty efforts related to CIR2 – especially AoL process improvement.
- 1:3:2: Visiting Instructor, George Naddra, and new Assistant Professor of Management, Foster Roberts were assigned mentors by the appropriate department chair (Kevin Banning, BADM) as the College seeks to continue the program which received praise from the CIR PRT.
- 1:3:3: Training for Digital Measures re-adoption conducted December 22, 2019. Multiple COB faculty (including Dean) participated in the University-sponsored online teaching certification process conducted via the Faculty Development Institute.
- 1:4:1: Implementation of the Healthcare Administration (HCA) graduate program continues with its interdisciplinary focus. The College continues to examine other possible programs.
- 1:4:2: Faculty involvement in AoL processes has increased simply given the number of faculty meetings (eight at the College level with that many or more at both the undergraduate and graduate program levels) held Fall 2019 to address CIR2 issues. Continuing effective practices after submitting the CIR2 report will be monitored during Spring 2020 and ongoing.
- 1:5:1: The College named Keren Deal as its Lowder-Weil Professor as of Fall 2019 and, as part of her charge, she is working toward creating a center for government accounting.
- 2:1:1: Kimberly Johnson, Associate Dean, continues to support use of CareerBeam via BUSN 3060. She will work to development of a method to determine student use outside the classroom in Summer 2020.
- 2:1:2: The development of a system to track student within job-shadowing experiences was set back with the departure of the staff person hired to create the process. The Associate Dean will consider the process during Spring 2020.
- 2:1:3: Tracking of formal, academic internships is simple. Tracking students in non-academic internships continues to be a challenge with the departure of the staff person who was going to work on a method to provide a baseline data point.
- 2:1:4: One specific step to increase student interaction with business professionals is the creation of the GFM Student Society given the excellent access to State of Alabama government workers.
- 2:2:1: The College hosted three workshops during the Fall 2019 semester: Introduction to “Handshake” and the Internship Process (September 2019), Midterm Mixer (to help students meet a wider array of COB faculty and staff in October 2019), and a “LinkedIn Workshop” (November 2019).
- 2:2:2: The College hosted its latest an Etiquette Luncheon in October 2019 as one action to help increase student soft skills.

- 2:2:3: Faculty agreed in Fall 2019 to identify specific courses within each BSBA major where professional communication (oral and written) will be utilized and assessed.
- 2:2:4: The College held a resume/cover letter critique and mock interview event September 2019 with the help of faculty and staff.
- 2:2:5: COB hosted two career fairs during Fall 2019: Meet the Firms for all COB majors and a second career fair for only Accounting majors. Attendance was tracked with sign in registries.
- 2:2:6: COB is set to implement its Beta Gamma Sigma chapter in Spring 2020 with official communication with AACSB to create the chapter undertaken in Fall 2019. The first formal Beta Gamma Sigma induction ceremony is scheduled for April 24, 2020 in conjunction with COB Honors Day.
- 2:2:7: Handshake implemented by Career Development Office with COB student participation encouraged via announcements in classes and via AUM communications systems.
- 2:2:8: The Clothing Closet has been moved to a larger room with easier access to students and inventory control by the College. Beta Alpha Psi students collected over 200 items at the October 2019 Financial Auditing Accounting Conference hosted at AUM.
- 2:3:1: Dean working with new AUM Development Executive Director to meet with current and prospective donors. Dean also utilizing COB Advisory Board to encourage new scholarship opportunities.
- 2:3:2: The College is encouraging (but not mandating) faculty utilize Cengage-related texts as students can get all texts in electronic fashion at a cost of \$120 for a four-month period, \$180 for a one-year period, or \$240 for a two-year period. The agreement allows students to purchase a paperback version of a text at a reduced cost as well for those who do not want electronic versions.
- 2:4:1: Emphasis on student organization participation should lead to increase student membership in professional organizations. Two specific steps are the founding of the GFM Student Society (co-sponsored by Association of Government Accountants (AGA) and GFOA at the notional level) and re-founding of the Financial Management Association chapter in Spring 2020.
- 2:4:2: Faculty encouraged to discuss certifications as appropriate in each discipline. Changes proposed (discussed in detail in section related to assessment) for INFS and Excel-based courses note need for certification in Micro-Soft Office programs.
- 2:4:3: Progress on measuring the number of students passing certification exams has been slowed by the departure of the staff person hired to implement.

- 2:5:1: Establishing the competitive summer research grants has not been a top priority for Fall 2019. The Dean will work Spring 2020 with the Dean's Leadership Committee (DLC) to establish the process to determine such awards.
- 2:5:2: The DLC will consider the criteria for collaborative teaching impact award during Spring 2020.
- 2:5:3: Professional development seminars provided on campus via the Faculty Development Institute (FDI). FDI certifies faculty and course setup for online instruction. Two COB faculty expected to participate in March 2020 AACSB AoL conference in Houston.
- 3:1:1: Don Amoroso, Professor of Information Systems, has proposed an intensive study abroad course which could serve as a business elective for May 2020.
- 3:1:2: BUSN 4800 Capstone instructors working to include business community executives. COB Advisory Board members consulted about participation.
- 3:1:3: Keren Deal, Lowder-Weil Professor (named Fall 2019), is working on site with the Alabama State's Comptroller's Office. This agreement specifically incentivizes applied research collaborations.
- 3:1:4: School of Accountancy has government leaders serving on its Advisory Board. Also, government leaders will serve as mentors within the new GFM Student Society.
- 3:1:5: Dean Ross Dickens (July 1, 2019 start date) has met with almost 80% of the Advisory Board individually, conducted the Fall 2019 Advisory Board Meeting on September 6, 2019, and has scheduled the Spring 2020 meeting for April 24, 2020 with members invited to stay to attend the Beta Gamma Sigma induction ceremony and the COB Honors Day recognitions.
- 3:2:1: Use of Digital Measure will help COB track faculty membership in professional organizations.
- 3:2:2: No action has been taken to implement faculty internships.
- 3:2:3: Staff undertook support for AUM students by sponsoring collection of toiletries, etc. Presentation by staff member made to college at COB Faculty Meeting (10-4-19) with collection boxes in each department through the month of October. Staff provided a report at the 11-15-19 COB Faculty Meeting of the collections generated that included a photograph for use in social media blasts. Beta Alpha Psi students participated in the Montgomery Food Bank Service Day (11-8-19) under the guidance of faculty and staff from the School of Accountancy.
- 3:2:4: Agreement signed (Fall 2019) between AUM and Southern Union State Community College (Opelika) to aide transition to AUM (with COB Dean participating). Dean working with Provost's Office on agreements for other two-year institutions within the state.

- 3:2:5: COB will involve Economics faculty (College of Liberal Arts and Social Sciences) in course scheduling related to HCA program. Kim Johnson, Associate Dean, selected as Provost's Fellow for 2019-2020 which will help connect her to all academic areas of the University. No official partnerships have been created as of Fall 2019.
- 3:2:6: Elimination of one Associate Dean position has, by the basic distribution of work load, led to more cooperation between and among COB work areas simply by having different units reporting to the same point.
- 4:1:1: COB working with AUM marketing area to create COB brand/logo. Approval obtained via Chancellor/Provost for COB-based social media marketer to champion this project. Person in place late Fall 2019.
- 4:1:2: COB social media marketer (see 4:1:1) will lead creation of materials for external promotion.
- 4:1:3: Collaborative processes posted within secured Blackboard sites.
- 4:2:1: Leadership succession plan altered by change in COB organization. One Associate Dean position was eliminated (Fall 2019) along with one administrative assistant position. The College is working to create champions for each master's degree offered within the College to emulate the success of the MAcc program. True succession planning must wait until the organizational structure reconfiguration is completed.
- 4:2:2: The College sought to fill an IS opening after that faculty member retired November 1, 2019. The Provost Office questions the need to replace the faculty member based on its interpretation of work load and course enrollments. The College will work to provide data to support its request. The SOA is seeking approval to interview for an open tenured-faculty line (which had a failed search in 2018-2019) and an added half-time instructor position.
- 4:2:3: The COB strategic planning process will start anew (as explained in the second paragraph of the section on strategic planning) to align with the newly adopted AUM strategic plan. The process will set the foundation for the process to follow in collecting and assessing data.
- 4:2:4: AUM is undergoing a new website design (expected roll out Spring 2020). COB will use the new design (and new social marketing position) to post added information on AoL and such to its website to better inform current and prospective stakeholders.
- 4:2:5: Clementine Newsletter is being published monthly (and back issue loaded to the COB website). The School of Accountancy is also producing a regular newsletter. The College is also maintaining and utilizing various email lists for students meeting certain categories (e.g. undergraduate, MBA, MAcc, and major).

- 4:2:6: Calendar being managed by Associate Dean until new social media marketing position filled.
- 4:3:1: Outcome data to be posted by social marketing hire. Data are mostly obtained via the Office of Institutional Effectiveness. Faculty data gathering to be accomplished via Digital Measures.
- 4:3:2: College promotion on social media will be boosted by the hiring of the social media marketing position.
- 4:3:3: College promotion (from within) will be boosted by the hiring of the social media marketing position.
- 4:4:1: Early recruitment/retention efforts show signs of promise with Fall 2019 total COB credit hour production (CPH) at 102.4% of Fall 2018 (7,455 Fall 2019 versus 7,278 Fall 2018).
- 4:4:2: Dean Dickens has participated in limited fundraising given the importance of CIR2 issues. He has met individually with multiple COB Advisory Board members to set the stage for their future involvement.
- 4:4:3: Dean Dickens met with Alumni Affairs and the University Development Office within the first 30 days on campus. He has taken over the task of sending “thank you” notes to donors and is working with both areas to enhance fundraising activities related to the College.
- 4:4:4: COB already involved in pre-planning for Day of Giving Campaign with input to Development and Alumni Affairs on designated areas for gifts. The campaign will be February 14, 2020.
- 4:5:1: The future necessity of a facilities campaign became a nearer-term event given reallocation of space across the campus which will reduce some office space within Clement Hall for COB use. Dean Dickens has met with the University Facilities Manager to discuss University Master Plan processes.
- 4:5:2: Dean Dickens met with Alumni Affairs and the University Development Office within the first 30 days on campus. He has taken over the task of sending “thank you” notes to donors and is working with both areas to enhance fundraising activities related to the College. Coordinating meetings with prospective donors who could donate significant amounts are being arranged via the Development Office.



**ASSURANCE OF LEARNING
HANDBOOK
(Graduate Programs)**

(Revisions approved November 2019)



ASSURANCE OF LEARNING HANDBOOK

Auburn University Montgomery

College of Business

At Auburn University Montgomery (AUM), the assurance of learning process is simple yet serves a vital part of our mission. AUM's College of Business strives to prepare a diverse population of ethical business leaders by providing excellence through an engaged, comprehensive business education supported by research, service and collaboration with our community (*AUM College of Business 2019-2021 Strategic Plan*).

The College of Business has established student learning goals and objectives for its undergraduate and graduate degrees as well as all the specializations offered; however, the Assurance of Learning process has been implemented on a consistent basis and modified overtime to include continuous improvements. The following highlights the process.

A formal structure is in place for collecting and analyzing data in a variety of business core courses to provide feedback to College of Business standing faculty committees, Dean's Leadership Council, departments, and other external entities needing to review analysis. The following describes the current learning goals and objectives for the graduate programs, the formal process, what measurements are used and where the measurement occurs.

COLLEGE OF BUSINESS MISSION AND VALUES

Mission

AUM's College of Business fosters a collaborative learning environment promoting innovative, effective business practices that positively impact our stakeholders by preparing students for successful careers.

Values:

- *Community* – placing emphasis on people, their interactions and the relationships that form a 'we is greater than me' attitude.
- *Student-centric* – putting students at the center of the ecosystem, challenging them to excel.
- *Learning* – acquiring new knowledge, competencies, and performance levels to succeed.
- *Collaboration* - working together as a diverse group of individuals to provide value for all stakeholders.
- *Success* – accomplishing an aim or purpose, or achieving established goals.

ASSURANCE OF LEARNING PROCESS

Assurance of Learning Process

The Assurance of Learning Process for all College of Business programs involves five major steps (See Figure 1): Inputs, Development, Execution, Evaluation and Action. Although the process is continuous in action to assess student learning, stakeholders are involved at different times and in different capacities. The first step, Inputs, is the stronghold in the process, meaning stakeholders periodically review data generated from this process; however, changes only occur in this step when major changes in our mission, industry needs, or accreditation occur. The majority of change in the assurance of learning will occur within the other four stages.

Figure 1: Assurance of Learning Process



Standing faculty committees, as well as the academic departments, are involved in the development, execution and evaluation stages focused on student learning. For any issues presented in committee meetings specific to a discipline, the respective academic department(s) is asked to provide feedback to the appropriate committee. The Graduate Curriculum Committee takes on both the curriculum and assessment roles for the MBA programs offered in the College of Business, and faculty within units handle all activities of specialized graduate programs with an information item for review to Graduate Curriculum Committee. All recommendations were vetted through the leadership of the college before final decision and faculty vote, if necessary.

The college assessment cycle in the Assurance of Learning Process is one that spans two years (See Figure 2). By definition, a complete cycle time includes execution, evaluation, and action in a continuous process. In other words, faculty and committees constantly depend on data to determine student learning across the curriculum; however, only once recommendations are implemented can the next assessment cycle begin. An entire cycle time involves the process of collecting data, analyzing data, making recommendations and closing the loop (i.e., implementing changes).

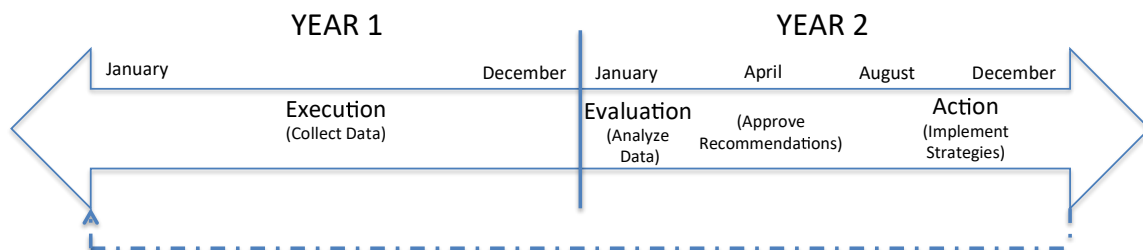


Figure 2: Complete Assessment Cycle Time

The Assurance of Learning process involves the Graduate Curriculum Committee, leadership of the college, and faculty members. The responsibilities include:

1. The Graduate Curriculum Committee is charged with directing the collection of (1) the data, (2) a data analysis, (3) suggested improvements and (4) the artifacts, and serves as the clearinghouse of all

assessment activities.

2. Faculty members are responsible for the implementation and data collection in the designated courses, as well as the analysis of the data, submission of a statement of recommended improvements and providing the artifacts (See Table 1 for timeline of activities to be completed).
3. The Graduate Curriculum Committee will review all recommendations and finalize the ‘closing of the loop’ activity recommendations to be implemented.

Table 1: Semester AOL Activities Template

Timeline	Action
Before the 1 st day of class.	Faculty teaching core courses submits all syllabi and updated AOL form of courses being taught to their department head and to the Graduate Curriculum Committee indicating changes to be made.
End of the 2 nd week of the semester.	Graduate curriculum committee reviews all syllabi to verify minimum requirements are met. ** If not, the Graduate Curriculum Committee returns syllabi to faculty member with explicit corrections. Faculty member must resubmit within one-week period of time.
Week of February 15 th and October 15 th	AOL for the core courses are aggregated via spreadsheet and listed for the graduate programs and presented at the graduate faculty meeting and included in AACSB reports.
Friday prior to final exam period	Graduate Curriculum Committee sends email to faculty about due date for semester assessment.
Friday before graduation (by 5:00 pm).	Semester assessment data collection (template to be found on Blackboard Communities), analysis of the data, and a statement of recommended improvements (See Individual Faculty - Assurance of Learning Documentation Form) along with artifacts are to be posted on appropriate Blackboard Community, and an electronic copy provided to the Graduate Curriculum Committee.

If a measurement needs improvement, the Graduate Curriculum Committee makes recommendations directly to the Dean’s Leadership Council. Otherwise, the Graduate Curriculum Committee determines intervention is necessary from a pedagogical perspective. The Committee will gain other feedback from all departments through their representatives on the committee using the same documentation. Once recommendations are determined, the Committee forwards all documentation to both the Graduate Faculty the Dean’s Leadership Council.

The Dean’s Leadership Council reviews all recommendations from a broader scope incorporating all College of Business decisions. If the Dean’s Leadership Council has further modifications or rejections of recommendations, they report back to the Graduate Curriculum Committee and the committee reviews again. Once all recommendations are vetted through the Graduate Curriculum Committee and Dean’s Leadership Council, each recommendation are voted on by the College of Business faculty as a whole. Once approved, the recommendations are implemented.

GRADUATE ASSURANCE OF LEARNING PLANS

MASTER OF BUSINESS ADMINISTRATION

Learning Goals

Upon graduation, our graduates will:

1. use statistical methods to support decision making
2. integrate knowledge across disciplines
3. develop leadership potential
4. understand strategic decision making in a complex environment

Objectives and Measurements

Table 2 identifies the objectives and assessment methods for each of the learning goals listed above. The assessment methods column also includes the course where the objective is assessed. For each objective, seventy percent of our students will score at expected or exemplary. Expected is defined as scoring/earning at least eighty percent on the proposed assessment method; exemplary is defined as scoring/earning at least ninety percent.

Table 2: Student Learning Goals, Objectives, and Assessment Methods

Goals	Objectives	Assessment Location and Methods
Use statistical methods to support decision making	Students will use appropriate statistical techniques to solve practical business problems.	BUSN 6740 Data Analysis for Managers: Selected applied and interpretive statistical exam problems and questions
		ACCT 6220 Managerial Applications of Accounting Information: Time-series data related to the estimation of a cost function to estimate the function and comment on the results as a part of their final examination.
	Students will apply critical thinking skills in decision making.	FINA 6630 Financial Valuation: Models and Application will complete an exercise. Calculate portfolios' expected returns, standard deviation of returns and covariance between portfolio returns, beta of a stock.
Integrate knowledge across disciplines	Students will develop a marketing or management strategy with a financial or accounting analysis.	MKTG 6150 Marketing Management will complete an analysis of a competitive strategy case in an exam format.
	Students will be conduct analysis of organizations through cases in multiple disciplines.	MNGT 6800 Strategic Analysis for Competitive Advantage will complete a case study cutting across business disciplines.
Develop leadership potential	Students will develop a leadership perspective when making organizational recommendations.	MNGT 6150 Managing People Self-Development Plan: used to help develop the students leadership potential
	Students will practice leadership capabilities while working in teams.	MNGT 6800 Strategic Analysis for Competitive Advantage will complete group assignments assessed using the teamwork rubric.
Strategic decision making in a complex environment.	Students will be able to propose comprehensive strategies that evolve over the product life cycle.	MKTG 6150 Marketing Management: Students analyze a template of strategies for leaders, challengers, and followers over a four-stage product life cycle.
	Students will be able to make operational decisions under different environmental scenarios.	FINA 6630 Financial Valuation: Models and Applications – will use complete and exercise with embedded exam problems.

MASTER OF MANAGEMENT INFORMATION SYSTEMS

Learning Goals

Upon graduation, our graduates will:

- develop their leadership potential
- develop their analytics and communication skills
- apply information technology to enhance the competitive positioning of organizations

Objectives and Measurements

Table 3 identifies the objectives and assessment methods for each of the learning goals listed above. The assessment methods column also includes the course where the objective is assessed. For each objective, seventy percent of our students will score at expected or exemplary. Expected is defined as scoring/earning at least eighty percent on the proposed assessment method; exemplary is defined as scoring/earning at least ninety percent.

Table 3: Student Learning Goals, Objectives, and Assessment Methods

Goals	Objectives	Assessment Location and Methods
Develop leadership potential	Students will apply leadership skills in information systems.	INFO 6790 Innovation Strategy - students will analyze cases involving strategic management and will take the position of writing to the CEO.
		INFO 6410 Information Security – students will take a leadership position in their discussion posts
	Students will demonstrate leadership capabilities while working in teams	INFO 6100 Enterprise Information Systems - students will analyze cases and analyze ERP simulation reports.
Analytics and communication skills	Students will apply critical thinking skills in IS decision-making.	INFO 6100 Enterprise Information Systems - students in the course completed a simulation report.
	Students will show competency in oral and written communication.	INFO 5880 Data Analytics - students in course will complete embedded tasks in the final exam.
		INFO 6410 Information Security - students in the course showed competency with written communications.
Apply information technology to enhance the competitive positioning of organization	Students will show competency in developing IS strategy.	INFO 6790 Innovation Strategy - students will conduct strategy models and will show competitive advantage using technology
		INFO 6410 Information Security - students will complete a semester project
	Students will plan for and show knowledge of IS governance models.	INFO 6790 Innovation Strategy - students will analyze governance models as related to project portfolio management
	Students will show how information technology to further social improvement.	INFO 6790 Innovation Strategy – students will make recommendations with respect to corporate social responsibility programs.

MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION

Learning Goals

Upon graduation, our graduates will be able to:

1. demonstrate effective communication and interpersonal effectiveness
2. demonstrate management and leadership skills
3. demonstrate professionalism and ethics
4. demonstrate critical thinking, analysis and problem-solving abilities

Objectives and Measurements

Table 4 identifies the objectives and assessment methods for each of the learning goals listed above. The assessment methods column also includes the course where the objective is assessed. For each objective, seventy percent of our students will score at expected or exemplary. Expected is defined as scoring/earning at least eighty percent on the proposed assessment method; exemplary is defined as scoring/earning at least ninety percent.

Table 4: Student Learning Goals, Objectives, and Assessment Methods

Goals	Objectives	Assessment Location and Methods
Demonstrate effective communication and interpersonal effectiveness.	Demonstrate effective written and oral communication skills.	INFO 5880 Data Analytics - students in course will complete embedded tasks in the final exam.
Demonstrate management and leadership skills.	Demonstrate the knowledge needed to manage, develop and motivate organizations to meet changing needs in healthcare environment.	BUSN 6120 Leadership and Innovative Behaviors - students will complete a case analysis.
	Create strategic analyses, formulate goals, and develop programs and plans that support goal achievement.	MNGT 6800 Strategic Analysis for Competitive Advantage will complete a case study cutting across business disciplines.
Demonstrate professionalism and ethics.	Acquire knowledge of healthcare policies, procedures, laws and ethical issues and trends.	INFO 6130 Healthcare Information Law, Privacy and Security - students will answer embedded questions on exams.
Demonstrate critical thinking, analysis and problem-solving abilities.	Use financial and accounting information to make budgetary and investment decisions.	ACCT 6220 Managerial Applications of Accounting Information: time-series data related to the estimation of a cost function to estimate the function and comment on the results as a part of their final examination.
	Use systems-thinking and analytic methods to assess and improve processes.	FINA 6630 Financial Valuation: Models and Applications – students will use complete and exercise with embedded exam problems.

Individual Faculty - Assurance of Learning Documentation Form

MBA Assurance of Learning (AOL) Documentation Form			
Submitted by:			
Assessment Semester and Year:			
Faculty Member	Course	Select(highlight) one of the following courses:	
		MNGT 6150	
		MNGT 6800	
		Other (please specify):	
	Implementation	Goal: #3, Our graduates will develop their leadership potential.	
		Select(highlight) one of the following objectives:	
			Students will take a leadership perspective when making organizational recommendations.
			Students will practice leadership capabilities while working in teams.
		Assessment Location and Methods:	
		Performance Standard:	
	Improvements Made from Last Assessment (indicate semester/year):		
Observation	Data Summary:		
	Analysis of the Data:		
	Statement of Recommended Improvements:		
Administration	Review	Departmental Faculty Representative Comments:	
		Curriculum Committee Comments:	
		Dean's Leadership Committee Comments:	
		College of Business Faculty Comments:	
	Signatures	AOL Coordinator:	Date:
Departmental Faculty Representative:		Date:	
Curriculum Committee Chair:		Date:	
Dean for College of Business Faculty:		Date:	



ACADEMIC EFFECTIVENESS

Program: MBA

Program Level: Master

Assessment Coordinator: Donald Amoroso

Department: All departments

College: College of Business

Mission Statement: The program provides graduates with a broad knowledge of management skills, tools, and frameworks to effectively strategically compete in the business world.

LG #1: Our graduates will use quantitative methods to support decision making. (by Donald Amoroso, BUSN 6740)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: 1. Understand why business analytics enables better decision making 2. Understand how to apply business analytics to evaluate data 3. Develop a level of proficiency with statistical analysis tools 4. Conduct a research project using data analysis tools and develop meaningful conclusions</p> <p>Why did you select this outcome (evidence of need for improvement)? Students need to work individually as well as in teams to understand data analysis and apply to their own data sets.</p> <p>Alignment with AUM Strategic Plan: LG #1</p>	<p>Describe the assignment/tool used to measure success? Individualize data analysis project was implemented.</p> <p>Where? BUSN 6740 during the semester</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve “Above Expected” ratings.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> Individualize data analysis project was implemented with 6 components: (1) developing the data model, (2) preparing the data set, (3) descriptive statistics, (4) correlation analysis, (5) regression analysis, (6) t-test analysis. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Future improvements include having students turn in analyses over the semester so that they can individualized help on their work.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Amoroso
LG #1:	12	13%	87%	100%	The distribution of performance is different than group data analysis projects, as there is more variance with individual scores (81% - 100% competency) based upon the deliverable.

LG #1: Our graduates will use quantitative methods to support decision making. (by Walter Smith, ACCT 6220)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> Understand the nature, measurement, and behavior of product costs; Understand financial decision-making using various models and methods; Understand how to create, apply, and interpret a budget; Understand the composition of product costs, and be able to calculate and report unit costs, cost of goods manufactured, and cost of goods sold; Understand overhead rates and overhead allocation; Understand financial statements, and be able to calculate and evaluate financial ratios. <p>Why did you select this outcome (evidence of need for improvement)? The students completed a regression project which required them to conduct regression analysis in Excel and then to use the results to solve a practical business problem.</p> <p>Alignment with AUM Strategic Plan: LG #1</p>	<p>Describe the assignment/tool used to measure success? Regression project</p> <p>Where? ACCT 6220 throughout the semester</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve "Above Expected" ratings.</p>	<p>Strategic Goal Action Planning:</p> <ul style="list-style-type: none"> A total of 14 students (87.5%) Meet or Exceeded Expectations which exceeds. While less than 70% Exceeded Expectations, the results are encouraging for the first official assessment of this objective. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> More time will be spent helping students to be able to use the regression results to solve a practical business problem. If ACCT 6220 switches to assessing product costing, then a new project will be designed to assess that objective and the regression project will be dropped from the course. Feedback from the committee is needed to provide guidance regarding the appropriate path to pursue.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE/E	BE	ST	Summary Comments by Dr. Smith
LG #1:	16	87.5%	13.5%	100%	This project was specifically added in the Spring 2019 semester to address this objective based on feedback that I received last year. Will continue to improve the project or decide to switch to a costing project.

LG #1: Our graduates will use quantitative methods to support decision making. (by Tewhan Hahn, FINA 6630)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> To use statistical methods to support decision making To integrate knowledge across discipline To develop leadership potential To understand strategic decision making in a complex environment <p>Why did you select this outcome (evidence of need for improvement)? The addition of more context in the use of risk in Project seems to help students understand the risk and its use in finance better..</p> <p>Alignment with AUM Strategic Plan: LG #1</p>	<p>Describe the assignment/tool used to measure success? Project</p> <p>Where? FINA 6630 throughout the semester</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve "Above Expected" ratings.</p>	<p>Strategic Goal Action Planning:</p> <ul style="list-style-type: none"> The project added new parts that adds more context on the use of risk seems to help students better understand the concept of risk. As before, the instructor provided feedback on the project draft to help students. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Expand project further so students can see the use of risk in the decision-making process.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE/E	BE	ST	Summary Comments by Dr. Hahn
LG #1:	24	96%	4%	100%	It seems that students feel comfortable measuring and explaining risk. It is recommended to expand the project further such that students can see the use of risk in decision making process.

LG #2: Our graduates will integrate knowledge across the disciplines. (by Venessa Funches, MKTG 6150)

Student Learning Outcome #2	Demonstrating Achievement	Results	How did this outcome affect your processes?
<p>Description:</p> <ul style="list-style-type: none"> To become familiar with the range of decisions implicit in strategic marketing management and planning. To develop skill in using a variety of analytical frameworks for making such decisions. To enhance critical thinking and communication skills. <p>Why did you select this outcome (evidence of need for improvement)? Students are given multiple cases of increasing difficulty and required to analyze environment and make appropriate recommendations</p> <p>Alignment with AUM Strategic Plan: LG #2</p>	<p>Describe the assignment/tool used to measure success? Cases</p> <p>Where? MKTG 6150 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed “Expected” rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> Added assignments requiring completion of specific types of analysis. If such strong performance continues will add more complex case, perhaps simulations. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Build analysis into more cases. Consider the addition of simulation projects.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE/E	BE	ST	Summary Comments by Dr. Funches
LG #2:	18	89%	11%	100%	Continue with analysis specific assignments and research appropriate simulations.

LG #2: Our graduates will integrate knowledge across the disciplines. (by Scott Kiker, MNGT 6800)

Student Learning Outcome #2	Demonstrating Achievement	Results	How did this outcome affect your processes?
<p>Description:</p> <ul style="list-style-type: none"> • Improve their general managerial competence by learning the fundamentals of strategy formulation and implementation. • Develop their leadership potential. • Formulate and implement strategies <p>Why did you select this outcome (evidence of need for improvement)? Direct assessment of a case study answer.</p> <p>Alignment with AUM Strategic Plan: LG #2</p>	<p>Describe the assignment/tool used to measure success? Cases</p> <p>Where? MNGT 6800 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed “Expected” rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> • Spent more class time to integrate the cases on the Air Express industry, which focused on opportunities and threats, with the case on Airborne Express, which emphasized strengths and weaknesses. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • I propose incorporating more opportunities for SWOT analyses to be performed so that more students can exceed expectations.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Kiker
LG #2:	7	14%	86%	100%	Allow more class time on this subject to show how a SWOT analysis could be created using information from each case.

LG #3: Our graduates will develop their leadership potential. (by Scott Kiker, MNGT 6800)

Student Learning Outcome #2	Demonstrating Achievement	Results	How did this outcome affect your processes?
<p>Description:</p> <ul style="list-style-type: none"> • Improve their general managerial competence by learning the fundamentals of strategy formulation and implementation. • Develop their leadership potential. • Formulate and implement strategies <p>Why did you select this outcome (evidence of need for improvement)? Peer ratings of Leadership Potential based on a group project.</p> <p>Alignment with AUM Strategic Plan: LG #3</p>	<p>Describe the assignment/tool used to measure success? Group project</p> <p>Where? MNGT 6800 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed “Expected” rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> • Several times over the course of the semester I used the last 10-15 minutes of the class period to allow students to work together in their groups on their course project. • This was done to facilitate group effectiveness. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Incorporating more opportunities for SWOT analyses to be performed so that more students can exceed expectations. • Allowing more class time on this subject to show how a SWOT analysis could be created using information from each case.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Kiker
LG #2:	7	14%	86%	100%	Spend more time working together in groups at the end of class to enhance the project deliverables quality.

LG #3: Our graduates will develop their leadership potential. (by Tarek El Badaway, MNGT 6150)

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> • Introduce the student to the main aspects of human behavior that affect organizations. • Apply learning in real life events and relate to the day-to-day activities in organizations. • Apply technical aspects and development of your conceptual skills in analysis and criticism. <p>Why did you select this outcome (evidence of need for improvement)? Added a project of 30% for the AOL and closing the loop (to add the practical part for the course).</p> <p>Alignment with AUM Strategic Plan: LG #3</p>	<p>Describe the assignment/tool used to measure success? Project</p> <p>Where? MNGT 6150 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed “Expected” rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> • Students have the opportunity to take an objective, comprehensive look at his/her own style, strengths, and challenges as a team player / manager. • Along with gain some knowledge about what is happening in the marketplace through the cases and activities discussed in the class. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • By doing the self-development project that was useful in understanding and developing oneself as a person, a manager and a leader, the student have the opportunity to take an objective, comprehensive look at his/her own style, strengths, and challenges as a manager/leader.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. El Badaway
LG #2:	15	15%	85%	100%	The students' performance has improved by 80%.

LG #4: Our graduates will understand strategic decision-making in a complex environment. (by Tewhan Hahn, FINA 6630)

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> To use statistical methods to support decision making To integrate knowledge across discipline To develop leadership potential To understand strategic decision making in a complex environment <p>Why did you select this outcome (evidence of need for improvement)? Models and Application will complete embedded exam problems on capital budgeting.</p> <p>Alignment with AUM Strategic Plan: LG #4</p>	<p>Describe the assignment/tool used to measure success? Problems</p> <p>Where? FINA 6630 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed "Expected" rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> Instructor provided more worked out videos to help students better understand complex capital budgeting questions and they seem capable of understanding the questions. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Use more complex problems to assess the students' ability to apply the principals to difference situations. Should a more complex type problem be listed here to be as specific as we can.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Hahn
LG #2:	24	96%	4%	100%	Using a little more complex set of problems to assess the students' ability to apply the principles to different situations is recommended.

LG #4: Our graduates will understand strategic decision-making in a complex environment. (by Venessa Funches, MKTG 6150)

Student Learning Outcome #2	Demonstrating Achievement	Results	How did this outcome affect your processes?
<p>Description:</p> <ul style="list-style-type: none"> To become familiar with the range of decisions implicit in strategic marketing management and planning. To develop skill in using a variety of analytical frameworks for making such decisions. To enhance critical thinking and communication skills. <p>Why did you select this outcome (evidence of need for improvement)? Students are given multiple cases of increasing difficulty and required to analyze environment and make appropriate recommendations</p> <p>Alignment with AUM Strategic Plan: LG #4</p>	<p>Describe the assignment/tool used to measure success? Cases</p> <p>Where? MKTG 6150 throughout the semester</p> <p>What will define a successful outcome? It is expected 70% of students exceed "Expected" rating.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> Updated cases (i.e., Netflix and Airbnb) to assess current strategic marketing, and added more current documentaries to reinforce understanding of marketing management issues. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Need to find ways to strengthen students who struggle in integrating these concepts.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Funches
LG #2:	18	72%	11%	100%	Given the strong performance may need to add more complexity to cases used perhaps adding a simulation

<u>Operational Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> Revamp the curriculum integrating data analytics into the following courses: <ul style="list-style-type: none"> INFO 6800 FINA 6630 BUSN 6740 ACCT 6220 Grow Enrollment. <p>Why did you select this outcome (evidence of need for improvement)?</p> <ul style="list-style-type: none"> To make program name more current and relevant. Students across all areas of business will have data analytics including management, marketing, information systems, and finance. <p>Alignment with AUM Strategic Plan:</p> <ul style="list-style-type: none"> Enhance program development and quality using data analytics in the syllabus, and teaching materials to reinforce program quality and development. 	<p>What actions must your unit take to achieve success?</p> <ul style="list-style-type: none"> Developed a Graduate Faculty meeting twice a year to discuss <p>What will define a successful outcome?</p> <ul style="list-style-type: none"> Ability of students to take an integrated, c-level approach to strategically analyzing cases and working on group projects. 	<p>2018-2019 Action Planning:</p> <ul style="list-style-type: none"> Updated core MBA syllabi in the areas of data analysis, finance, business, and information systems. Improved the quality and consistency of the courses by having the same professor to deliver course instructions. Added learning outcomes to all learning goals. Passed the GMAT or/and GRE waiver policy for the MBA program. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Measures student learning outcomes and assurance of learning. Updated the AOL individual courses and syllabi on Blackboard Community for the Graduate Curriculum Committee.

ACADEMIC EFFECTIVENESS

Program: MS MIS

Program Level: Master

Assessment Coordinator: David Ang

Department: Information Systems

College: College of Business

Mission Statement: The program provides graduates with a broad knowledge of IS management skills, tools, and frameworks to effectively manage organizational information systems resources.

LG #1: Our graduates will develop their leadership potential. (by Dr. Kim, INFO 6100)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> Students will apply leadership skills in information systems. Students will demonstrate leadership capability while working in teams. <p>Why did you select this outcome (evidence of need for improvement)? Students are learning business process integration through ERP system as well as broad knowledge of IS in teams.</p> <p>Alignment with AUM Strategic Plan: LG #1</p>	<p>Describe the assignment/tool used to measure success?</p> <ul style="list-style-type: none"> Case Study discussion (10%) ERP Simulation with report (30%) <p>Where? INFO 6100</p> <p>What will define a successful outcome? It is expected that 80% of students will achieve “Above Expected” ratings.</p>	<p>2018-2019 Results: Based on the sample size is 6, all students achieved above success threshold.</p>	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Continue to collect data Need to come up with more direct measures to individual student’s leadership merits instead of relying on overall team performance.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	n	AE	E	ST	Summary Comments by Dr. Kim
LG #1:	6	83.33%	1.67%	100%	With a small sample size, I recommend continuing to collect data and possibly implement / develop direct measures of leadership dimensions. Through simulation games switching a leaders role among team members would help to grasp individual student’s leadership potential.

LG #1: Our graduates will develop their leadership potential. (by Dr. Amoroso, INFO 6790)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Students Demonstrate knowledge of all LOs.</p> <p>Why did you select this outcome (evidence of need for improvement)? To ensure students have broad knowledge of IS management and leadership skills.</p> <p>Alignment with AUM Strategic Plan: LG #1</p>	<p>Describe the assignment/tool used to measure success? Cases</p> <p>Where? INFO 6790 Innovation Strategy</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve “Above Expected” ratings.</p>	<p>Strategic Goal Action Planning:</p> <ul style="list-style-type: none"> • Two Learning Outcomes (LO) are used to assess LG #1. • Based on a sample size of 13, the assessment results show the ST was met with 100%. • Two learning outcomes are assessed in this learning goal to better measure LO #1. <ul style="list-style-type: none"> ○ LO 1a. Students will apply leadership skills in information systems. ○ LO 1b. Students will demonstrate leadership capabilities while working in teams. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Closing the loop from 2017-2018: Taking more time in discussing business model components, how IT can leverage business model strategy, and the objectives of enterprise governance. • Revised learning objectives and assessment means (implemented Spring 2019). • Progressive assessment for case deliverables made it easier for students to understand how to writeup high quality case analyses: <ul style="list-style-type: none"> ○ Case 1 – 3% ○ Case 2 – 5% ○ Case 3 – 8% ○ Case 4 – 10% ○ Case 5 – 12%

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Amoroso
LG #1:	13	77%	23%	100%	In-depth discussion of business model components, how IT can leverage business model strategy, and the objectives of enterprise governance. Students were asked to take the position of the “leader” – e.g. chief information officer – when writing up case studies. Students worked in teams to prepare case discussion for classes, in addition to individual case analysis writeups. Progressive case assessment allowed students to “learn” how to write quality cases.

LG #2: Our graduates will develop their analytics and communication skills. (by Dr. Kim, INFO 6100)

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> Students will apply critical thinking skill in IS decision-making. Students will show competency in oral and written communication <p>Why did you select this outcome (evidence of need for improvement)? Students are learning business process integration through ERP system as well as broad knowledge of IS in teams.</p> <p>Alignment with AUM Strategic Plan: LG #2</p>	<p>Describe the assignment/tool used to measure success? Quiz (20%), Tests (40%), and simulation report (30%)</p> <p>Where? INFO 6100 Enterprise Information Systems</p> <p>What will define a successful outcome? It is expected 80% of students exceed “Expected” rating.</p>	<p>2018-2019 Results: With a small sample size (n=8), all students exceeded the threshold performance in the goal assessment. The highest achievement scored 93.63% and the lowest one was 84.52%.</p>	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Continue to collect data over several semesters until having statistically effective sample size. Quizzes will be given more consistent fashion Report may need to be presented to convince audience through direct communication.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	n	AE	E	ST	Summary Comments by Dr. Kim
LG #2:	6	50%	50%	100%	Again with a small size, I recommend continuing to collect data and possibly taking more time in discussing business process and reengineering for integrating them, how ERP system can help to achieve this goal, and their relevance to enterprise efficiency and effectiveness.

LG #2. Our graduates will develop their analytics and communication skills. (by Dr. Oh, INFO 5880)

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
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<p>Description: Students demonstrate knowledge of all LOs</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>IS graduates should be able to do quantitative analytics for decision-making and communication skills.</p> <p>Alignment with AUM Strategic Plan: Goal 2</p>	<p>Describe the assignment/tool used to measure success? Comprehensive final exam for learning outcome 1, and research presentation & term paper for learning outcome 2</p> <p>Where? INFO 5880 Data Analytics for Competitive Advantage</p> <p>What will define a successful outcome? It is expected that 80% of students will achieve "Above Expected" ratings.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> • Two Learning Outcomes (LO) are used to assess Goal 2. • Fall 18 assessment results show LO 1 did not meet the ST, but LO 2 met the ST. • Spring 19 assessment results show all LOs met the success threshold (ST). 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Provide a prerequisite course and in-class exercises more often to learn basic quantitative methods • Provide collaborative research project to help some students who lack of basic research ability.
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Fall 2018

# of students (Percentage)	N	Above expected	Expected	Below expected	Summary Comments by Dr. Oh
Objective 1	13	3 (23.1%)	7 (53.8%)	3 (23.1%)	<ul style="list-style-type: none"> • Provide a prerequisite course to learn basic quantitative methods before taking this course. • Provide in-class exercises more often for better understanding basic concepts.
Objective 2	13	13 (100%)	0 (0.00%)	0 (0.00%)	

Spring 2019

# of students (Percentage)	N	Above expected	Expected	Below expected	Summary Comments by Dr. Oh
Objective 1	21	15 (71.4%)	2 (9.5%)	4 (19.1%)	<ul style="list-style-type: none"> • For the online course, improve communication between a teacher and students. • Provide collaborative research project to help some students who lack of basic research ability.
Objective 2	21	15 (71.4%)	6 (28.6%)	0 (0.00%)	

LG #2. Our graduates will develop their analytics and communication skills. (by Dr. He, INFO 6410)

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Our graduates will develop their analytics and communication skills: Students will apply critical thinking skills in IS decision-making.</p> <p>Why did you select this outcome (evidence of need for improvement)? Critical thinking is one of the required skills for MIS graduate students to be competitive in the job market when they graduate. Past data shows the weakness of critical thinking skills of MIS graduates.</p> <p>Alignment with AUM Strategic Plan: Enhance academic quality and program development reinforced by scholarship. Prepare students for successful career.</p>	<p>Describe the assignment/tool used to measure success? Final exam.</p> <p>Where? INFO 6410 Information Security</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve “expected” or “above expected” ratings.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> Four specific sub-learning outcomes are used to assess Student Learning Outcome #2. The assessment results are shown in the table below. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> Added hands-on lab exercises that are closely related to course material. <p>Improvements planned:</p> <ul style="list-style-type: none"> The field of information security is fast evolving. Plan to add new articles reflecting the most recent developments in information security for class discussions.

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	FA18	SP19	
	INFO 6410	INFO 6410 (N = 16)	
Sub-Student Learning Outcomes	Did not teach INFO 6410	Above Expected	Expected
SLO 2a: Understand the key issues and principles of information security.		31%	69%
SLO 2b: Demonstrate the knowledge of widely accepted security models and frameworks.		25%	75%
SLO 2c: Understand various types of security control mechanisms and the process of risk management.		19%	81%
SLO 2d: Understand some of the new developments in information security.		19%	81%

LG#3. Our graduates will apply information technology to enhance the competitive positioning of organizations.
 • Students will show how information technology to further social improvement.

<u>Student Learning Outcome #3</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Students Demonstrate knowledge of using technology to further social improvement.</p> <p>Why did you select this outcome (evidence of need for improvement)? IS graduates should be able to use information technology to show impact on social improvement for the society.</p> <p>Alignment with AUM Strategic Plan: Goal 3</p>	<p>Describe the assignment/tool used to measure success? Information technology skills can be measured based on a data analysis section in research project.</p> <p>Where? INFO 5880 Data Analytics for Competitive Advantage</p> <p>What will define a successful outcome? It is expected that 80% of students will achieve "Above Expected" ratings.</p>	<p>2018-2019 Results:</p> <ul style="list-style-type: none"> • One Learning Outcome (LO) is used to assess Goal 3. • Fall 18 assessment results shows the LO met the success threshold (ST). • Spring 19 assessment results show the LO met the ST. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Provide hands-on projects to develop Information technology skills dealing with statistical software including Excel and other popular software. • Include more topics dealing with local business analytics.

Fall 2018

# of students (Percentage)	N	Above expected	Expected	Below expected	Summary Comments by Dr. Oh
Objective 3	13	12 (92.3%)	0 (0.0%)	1 (7.7%)	<ul style="list-style-type: none"> • Provide hands-on projects to develop Information technology skills based on social network data. • Include more topics dealing with statistical software including Excel, and other popular software.

Spring 2019

# of students (Percentage)	N	Above expected	Expected	Below expected	Summary Comments by Dr. Oh
Objective 3	21	11 (52.4%)	6 (28.6%)	4 (19.0%)	<ul style="list-style-type: none"> • Some students did not submit this assessment completely. Encourage students to do the project completely. • Include topics dealing with local business analytics.

LG #3: Our graduates will apply information technology to enhance the competitive positioning of organizations. (by Dr. Amoroso, INFO 6790)

<u>Student Learning Outcome #3</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Students Demonstrate knowledge of using technology to further social improvement.</p> <p>Why did you select this outcome (evidence of need for improvement)? IS graduates should be able to use IS to make organizations more competitive also creating an impact on social improvement for the society.</p> <p>Alignment with AUM Strategic Plan: LG #3</p>	<p>Describe the assignment/tool used to measure success? Cases</p> <p>Where? INFO 6790 Innovation Strategy</p> <p>What will define a successful outcome? It is expected that 70% of students will achieve “Above Expected” ratings.</p>	<p>Strategic Goal Action Planning:</p> <ul style="list-style-type: none"> • Two Learning Outcomes (LO) are used to assess LG #1. • The assessment results show the ST was met with 92%, by 12 out of 13 students. The lowest achievement scored 84.0%. • Two learning outcomes are assessed in this learning goal to better measure LO #3. <ul style="list-style-type: none"> • LO 3a. Students will show competency in developing IS strategy. • LO 3b. Students will plan for and show knowledge of IS governance models. • LO 3c. Students will show how information technology furthers social improvement. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Closing the loop from 2017-2018: Taking more time in discussing business model components, how IT can leverage business model strategy, and the objectives of enterprise governance. • Students were asked to integrate strategic planning models into the case analyses - students had to develop strategic model analysis using more increasing-depth in the analysis throughout the semester. Initially students used three strategic models and then by the last case analysis, students used seven strategic models to conduct their analysis. • Students were introduced to the concept of corporate social responsibility (CSR) in an effort to understand social improvement. • An addition to the case analysis included a section called “innovation value” to show how the three alternatives recommended by the student will enable the organization to be more competitive

LG = Learning Goal

LO = Learning Outcome

ST = Success Threshold

	N	AE	E	ST	Summary Comments by Dr. Amoroso
LG #3:	10	84%	16%	92%	Corporate social responsibility was integrated into the course and case analyses so that students could better understand the need for information technology to enable social improvement. Students learned how to use strategy models to conduct their case analysis and summarized the value-added of the alternatives being recommended.

<u>Operational Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <ul style="list-style-type: none"> • Renamed Program name from MS ISM to MS MIS. • Revamp the curriculum with three concentrations; <ul style="list-style-type: none"> ○ General IS. ○ ERP ○ Business and Data Analytics. <p>ERP and Business and Data Analytics are SAP University Alliances programs.</p> <ul style="list-style-type: none"> • Grow Enrollment. <p>Why did you select this outcome (evidence of need for improvement)? To make program name more current and relevant. Majors can have a specific IS specialization or concentration.</p> <p>Alignment with AUM Strategic Plan: Enhance program development and quality with SAP University Alliances curriculum. Created three new SAP courses, used SAP systems, syllabus, and teaching materials to reinforce program quality and development.</p>	<p>What actions must your unit take to achieve success? Consulted local companies IT departments and manufacturing companies such as Hyundai Motors and their tier suppliers to rename and revamp program curriculum. The curriculum was first proposed and approved at the departmental level, then it was approved by the College of Business Graduate Curriculum Committee and lastly by the AUM Graduate Curriculum Committee.</p> <p>What will define a successful outcome? Development of New MS MIS Degree Program with three Concentrations.</p>	<p>2018-2019 Action Planning:</p> <ul style="list-style-type: none"> • Adapting more flexible curriculum with 4 core courses, 3 concentration courses, 3 electives. • Improve the quality and consistency of the courses by having the same professor to deliver course instructions. • Created three SAP courses for the concentrations. • Add Learning outcomes to all learning goals. • Proposed GMAT or/and GRE waiver policy for MS MIS. 	<p>2018-2019 Improvements made and improvements planned:</p> <ul style="list-style-type: none"> • Measures student learning outcomes and assurance of Learning. • Department of IS Bb Community was created align the new curriculum with SACS assessment requirements. Faculty can now upload core course assessment results and artifacts to the Bb community.

ACADEMIC EFFECTIVENESS

Program: Master of Healthcare Administration

Program Level: (Provide the degree level of this program)

Assessment Coordinator: (Provide the assessment coordinator's name)

Department: (Provide department name)

College: (Provide college name)

Mission Statement: (Provide your program, department, or college mission statement)

<u>Student Learning Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Our graduates will demonstrate effective communication and interpersonal effectiveness.</p> <p>Quality and clarity of written communication assessed with CoB writing rubric.</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>Alignment with AUM Strategic Plan:</p>	<p>Describe the assignment/tool used to measure success? written case assignment</p> <p>Where? MKTG 6620</p> <p>What will define a successful outcome?</p>	<p>2018-2019 Results:</p> <p>Above Expected 0% Expected 100% Below Expected 0% N= 3</p>	<p>2018-2019 Improvements made and improvements planned:</p> <p>First time course in new program. All students met acceptable levels (80%). Instructor will incorporate a professional writing workshop session into the course.</p>

<u>Student Learning Outcome #2</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Our graduates will demonstrate management and leadership skills.</p> <p>Demonstrated knowledge needed to manage, develop, and motivate organizations to meet changing needs of the healthcare environment</p> <p>Ability to define and create a strategic analyses, formulate goals, and develop programs and plans to achieve goals.</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>Alignment with AUM Strategic Plan:</p>	<p>Describe the assignment/tool used to measure success? written case assignment embedded exam questions</p> <p>Where? BUSN 6120 MNGT6800</p> <p>What will define a successful outcome?</p>	<p>2018-2019 Results:</p> <p>Above Expected 33% Expected 50% Below Expected 17% N= 6</p>	<p>2018-2019 Improvements made and improvements planned:</p> <p>Student performance meeting 80% standard. Will continue assessment in the fall 2019 offering with updated case. Instructor will defer other substantial change until after second cohort in fall 2019.</p> <p>no MHA students have yet attempted MNGT 6800</p>

<u>Student Learning Outcome #3</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Our graduates will demonstrate professionalism and ethics.</p> <p>Understand and communicate financial principles, regulations, and standards.</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>Alignment with AUM Strategic Plan:</p>	<p>Describe the assignment/tool used to measure success?</p> <p>Where? INFO6130</p> <p>What will define a successful outcome?</p>	<p>2018-2019 Results:</p>	<p>2018-2019 Improvements made and improvements planned:</p> <p>no MHA students have yet attempted INFO 6130. Expect course in summer 2020.</p>

<u>Student Learning Outcome #4</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description: Our graduates will demonstrate critical thinking, analysis, and problem solving abilities.</p> <p>Use financial and accounting information to make budgetary decisions</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>Alignment with AUM Strategic Plan:</p>	<p>Describe the assignment/tool used to measure success? time-series data assignment</p> <p>Where? ACCT 6220</p> <p>What will define a successful outcome?</p>	<p>2018-2019 Results:</p> <p>Above Expected 0% Expected 75% Below Expected 25% N=4</p>	<p>2018-2019 Improvements made and improvements planned:</p> <p>First implementation with performance near 80% standard. Faculty will consider requiring a pre-requisite Accounting course to improve preparation. Will reassess in 2019-2020 cycle to determine if action is needed</p>

<u>Operational Outcome #1</u>	<u>Demonstrating Achievement</u>	<u>Results</u>	<u>How did this outcome affect your processes?</u>
<p>Description:</p> <p>Why did you select this outcome (evidence of need for improvement)?</p> <p>Alignment with AUM Strategic Plan:</p>	<p>What actions must your unit take to achieve success?</p> <p>What will define a successful outcome?</p>	<p>2018-2019 Results:</p>	<p>2018-2019 Improvements made and improvements planned:</p>

Appendix VIII: Undergraduate Curriculum Committee AoL Report Update

B.S.B.A. Program Assurance of Learning Summary of Learning Outcomes and Closing the Loop Actions – Fall 2015 through Spring 2019 Goals 1 through 3

COB standard: at least 70% of students assessed will perform as expected or above.

B.S.B.A. Objectives	Review cycle 1 (Fall 2015 – Spring 2017)		Review cycle 2 (Fall 2017 – Spring 2019)	
	Outcomes	Closing the Loop Actions	Outcomes	Closing the Loop Actions
Integration of knowledge of multiple business disciplines	ETS scores below COB standard: ACCT, FINA, QBA, International	<ul style="list-style-type: none"> Assign 10% of the course grade based on the ETS exam score The Dean helps students understand the importance of the ETS exam Recognize high-achieving students 	ETS scores below COB standard: ACCT, FINA, QBA, International. Inconsistent topic coverage across sections of some courses.	Field instructors will determine course coverage of ETS exam topics and demonstrate consistent coverage across sections of a course
Quantitative skills and tools	Low pass rates in MATH 1120; direct and indirect evidence indicate lower quantitative skills	Add MATH 1050 to the B.S.B.A. curriculum	70% or fewer students meet expectations, depending on semester. Adding MATH 1050 improved student pass rates by 14%. Deficiencies in basic math skills, solving word problems, Excel skills.	<ul style="list-style-type: none"> Help students with basic math Use the problem-solving process in all core quantitative courses (put in syllabus and use in classes)
Written and oral communication skills	Need for more emphasis on professional writing and presentation	Add BUSN 3060 to the B.S.B.A. curriculum	Writing and presentation skills need improvement	<ul style="list-style-type: none"> Emphasize English language conventions Provide presentation resources to students, require practice, no notes during presentations
Critical thinking	40% of students scored 70% or above	Give feedback on draft copies of critical thinking cases	±70% of students meet expectations, depending on semester. Students need detailed guidance to think critically.	Build critical thinking skills by using a critical thinking process in BUSN 3060, MKTG 3310, and BUSN 4800
Ethics	More than 70% of students meet or exceed expectations	Monitor learning outcomes	More than 70% of students meet or exceed expectations	Create a more complex assessment of this learning objective
Social responsibility	Initiate data collection	Monitor learning outcomes	More than 70% of students meet or exceed expectations	Create a more complex assessment of this learning objective
Leadership	More than 70% of students meet or exceed expectations	Monitor learning outcomes	More than 70% of students meet or exceed expectations	Assign roles/duties that promote group collaboration, move away from “divide and conquer” teamwork.

International	ETS scores below COB standard	<ul style="list-style-type: none"> • Assign 10% of the course grade based on the ETS exam score • Emphasize international in all B.S.B.A. core courses 	ETS scores below COB standard. Inconsistent topic coverage across sections of some courses.	Field instructors will determine course coverage of ETS exam topics and demonstrate consistent coverage across sections of a course
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B.S.B.A. Program Assurance of Learning

Goal 1. Our graduates will demonstrate discipline-specific knowledge and skills.

Objective 1.a: Students will demonstrate the integration of knowledge of multiple business disciplines.

Method of Assessment	Objective Assessed	Learning Outcomes AY 2014-2015	Closing the Loop	Learning Outcomes AY 2015-2016	Closing the Loop	Learning Outcomes AY 2016-2017	Assessment	Closing the Loop	Learning Outcomes AY 2017-2018	Assessment	Learning Outcomes AY 2018-2019	Assessment	Closing the Loop
ETS Major Field Test % Correct (Added AY 2015-16) BUSN 4800	Students will demonstrate the integration of knowledge of multiple business disciplines.	N/A	Use Excel and Access in the lower-core quantitative courses. Use a common case in the upper-core course. Assess using the ETS Major Field Test beginning Fall 2015.	Accounting 42/38 Management 50/53 QBA --/35 Finance 42/39 Marketing 55/53 Legal & Social 60/56 Info Systems 52/50 International 44/42 N=--/28	Re-emphasize International in all core courses.	Accounting 42/42 Management 50/60 QBA 36/32 Finance 42/42 Marketing 55/52 Legal & Social 60/45 Info Systems 52/56 International 44/42 N=28/27	Mean scores are below the COB standard in many areas fields. Students may not be incentivized to make an effort on the exam. (COB faculty meeting Spring 2017)	BUSN 4800 instructors agreed to consistently assign 10% of the course grade to the ETS exam score beginning in Fall 2017. Dean explains the importance of the exam to students and recognizes high-achieving students. (COB faculty meeting Spring 2017)	Accounting 36/42 Management 49/56 QBA 26/27 Finance 40/39 Marketing 48/52 Legal & Social 41/43 Info Systems 38/53 International 36/41 N=16/26 BUSN 4800 (1 section, integrative case results) Above Expected=18% Expected=76% Below Expected=6% N=17	Assigning 10% of the course grade to the ETS Major Field Test score has not improved mean scores. Obtain benchmark data and topic coverage to better assess learning outcomes. (COB faculty meeting Spring 2018)	Accounting 39/44 Management 52/57 QBA 30/31 Finance 38/40 Marketing 44/46 Legal & Social 40/43 Info Systems 47/51 International 33/36 N=41/44	Mean scores below or close to the national average for many fields. National averages are below current COB standard. Faculty identified where topics are covered and reinforced in the BSBA core. Inconsistent topic coverage across sections of some courses. (Committee discussion, Fall 2018, Spring 2019; COB faculty discussion Fall 2019)	Field instructors will determine course coverage of ETS exam topics and demonstrate consistent coverage across sections of a course. (Committee and COB meetings, Fall 2019)

Benchmarks: For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time: Learning outcomes are assessed at least twice over the cycle.

Assessment Results: reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning

Goal 1. Our graduates will demonstrate discipline-specific knowledge and skills.

Objective 1.b: Students will apply quantitative skills and tools to decision making.

Method of Assessment	Objective Assessed	Learning Outcomes AY 2014-2015	Assessment	Learning Outcomes AY 2015-2016	Assessment	Learning Outcomes AY 2016-2017	Assessment	Closing the Loop	Learning Outcomes AY 2017-2018	Assessment	Learning Outcomes AY 2018-2019	Assessment	Closing the Loop
ETS Major Field Test % Correct (Added AY 2015-16) BUSN 4800 Embedded Questions QMTD 3600	Students will apply quantitative skills and tools to decision making.	N/A	N/A	Indirect evidence (ETS) Accounting 42/38 QBA --/35 Finance 42/39 N=--/28	N/A	Indirect evidence (ETS) Accounting 42/42 QBA 36/32 Finance 42/42 N=28/27	Students struggle to pass MATH 1120 and display mixed quantitative abilities in BSBA core courses. Students may more effectively develop desired quantitative abilities by completing an applied math course. (Committee discussion Spring 2017)	Committee recommended and faculty approved adding Math 1050 as an option for business majors to fulfill the core curriculum math prerequisite. (Committee meeting, COB faculty meeting, Spring 2017)	Indirect evidence (ETS) Accounting 36/42 QBA 26/27 Finance 40/39 N=16/26	Address a broader issue of accurate measurement of the program objective via the ETS exam. Recommend separating the assessment of the ability to solve quantitative problems and use quantitative skills and tools in decision making. (Committee meeting Spring 2018)	Indirect evidence (ETS) Accounting 39/44 QBA 30/31 Finance 38/40 N=41/44	Around 80% of students complete the applied math course (MATH 1050). Observed weakness in basic math skills, solving word problems, and Excel skills. Recommend that quantitative courses in the BSBA core to enhance basic math skills, provide a problem solving framework, enhance Excel skills (Faculty discussion Spring 2019)	Instructors in quantitative BSBA core courses will help students with basic math. Instructors will use the faculty-approved problem-solving process to demonstrate how to solve word problems. (Faculty discussion Spring 2019, COB faculty meeting Fall 2019)
				Direct evidence QMTD 3600 Above Expected=0% Below Expected=75% N=12		Direct evidence QMTD 3600 Above Expected=31% Below Expected=44% N=32			Direct evidence QMTD 3600 Traditional Above Expected=70% Below Expected=0% N=44 Hybrid Above Expected=68% Below Expected=0% N=28 Online Above Expected=62% Below Expected=8% N=50		Direct evidence QMTD 3600 Traditional Above Expected=64% Below Expected=10% N=69 Online Above Expected=36% Below Expected=50% N=14		

Benchmarks: For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time: Learning outcomes are assessed at least twice over the cycle.

Assessment Results: reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning

Goal 1. Our graduates will demonstrate discipline-specific knowledge and skills.

Objective 1.c: Students will demonstrate effective written and oral communication skills using appropriate technology.

Method of Assessment	Objectives Assessed	Learning Outcomes AY 2014-2015	Closing the Loop	Learning Outcomes AY 2015-2016	Closing the Loop	Learning Outcomes AY 2016-2017	Assessment	Closing the Loop	Learning Outcomes AY 2017-2018	Assessment	Closing the Loop	Learning Outcomes AY 2018-2019	Assessment	Closing the Loop
Project/QEP Data (BUSN 3060, MNGT 3380, BUSN 4800) EBI data	Students will demonstrate effective written communication skills using appropriate technology.	Average score for "Style Component" 3.99 out of 5 (Spring 2015 QEP). N = 120 EBI data 2014-15 5.69 N = 15	Faculty will adopt the APA style guide for writing in core courses for the BSBA to help with consistency in teaching. Recommendation made to move the communications course into the College of Business (BUSN 3060).	N/A	N/A	Average score for all factors were under 4.0/5.0 with "Style" being lowest at 3.38/5.0 (Spring 2017 QEP). N = 139 EBI data 2016-17 5.34 N = 42	Professional schools including COB decided to drop the university QEP requirements and focus on skills necessary for specific profession.	N/A	BUSN 3060: 80% at expected or above BUSN 4800 Above Expected=14% Expected=68% Below Expected=18% N=22	Students have difficulty with English Language Conventions. (Committee discussion Spring 2018)	Devote more class time to demonstrating common English Language Convention errors and more practice writing with feedback in BUSN 3060. (Committee discussion Spring 2018)	BUSN 3060: 80% at expected or above BUSN 4800 Above Expected=14% Expected=68% Below Expected=18% N=22	N/A	N/A
	Students will demonstrate effective oral communication skills using appropriate technology.	Above Expected=59.4% Expected=37.4% Below Expected=3.1% N=32 90% of students rated 4 out of 5. EBI data 2014-15 5.69 N = 15	Faculty agreed that some students did voiceovers in lieu of camera oral presentations - committee agreed that future oral presentations in core BSBA courses should be done through presentation on camera and/or in person.	N/A	Include more information in the online class about: wearing business dress for presentations and delivering an opening statement that grabs the audience's attention. (Committee discussion)	BUSN 3060 80% at or above expected EBI data 2016-17 5.37 N = 42	Need to improve presentation introduction/conclusion, calmness, audience engagement, and transitions during group presentations. (Committee discussion)	Faculty members with courses featuring oral presentations to help students improve presentation introduction/conclusion, calmness, audience engagement, and transitions during group presentations. (Committee discussion)	MNGT 3380: 100% at or above expected BUSN 4800: 88% at or above expected	Students exhibit weaknesses in eye contact and engagement during presentations. (Instructor feedback and Committee discussion AY 17-18)	Coordinate the effort to help students overcome weaknesses in eye contact and engagement during presentations across all core courses responsible for introduce, reinforce, and assess oral presentation skills. Increase the expectation level for oral presentations (e.g., eliminate note cards) and require online students to complete a live presentation via Skype or other interface. (Instructor feedback and Committee discussion AY 17-18)	Faculty team evaluation in MNGT 3380 Above Expected=8% Expected=52% Below Expected=40% N=25	Areas for improvement include voice quality and pace, mannerisms, confidence, professionalism, eye contact, and engagement. Students need more practice with presentations to address the deficiencies. (Faculty discussion Spring 2019)	Presentations to be an important grade component. Provide assessment rubric and presentation examples. Assign a recorded practice presentation early in the semester. Require presentation to be submitted before the presentation date. Enforce a "no notes" rule. (Faculty discussion Spring 2019)

Benchmarks : For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time: Learning outcomes are assessed at least twice over the cycle.

Assessment Results : reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning

Goal 1. Our graduates will demonstrate discipline-specific knowledge and skills.

Objective 1.d: Students will demonstrate critical thinking through analytical and reflective reasoning.

Method of Assessment	Objectives Assessed	Learning Outcomes AY 2014-2015	Recommendations	Learning Outcomes AY 2015-2016	Assessment	Learning Outcomes AY 2016-2017	Assessment	Learning Outcomes AY 2017-2018	Assessment	Learning Outcomes AY 2018-2019	Assessment	Closing the Loop
Project/Case Study (Direct Measure: Critical Thinking Rubric BUSN 4800 Indirect Measure: EBI data and CAPP Exam)	Students will demonstrate critical thinking through analytical and reflective reasoning.	40% of students scored 70% or above.	Committee agreed that faculty should ask for draft copies of decision-making cases so that feedback can be given to students to improve the quality of critical thinking.	Above Expected=31% Expected=47% Below Expected=22%	N/A	Above Expected=13% Expected=42% Below Expected=45%	The percentage of students achieving expected or above in critical thinking skills trends downward from Fall 2014-Spring 2017. Rework the process for teaching critical thinking, perhaps by standardizing the teaching process across courses that introduce, reinforce, and assess critical thinking. (Committee discussion Fall 2017)	Above Expected=29% Expected=54% Below Expected=17% N=52	N/A	Above Expected=33% Expected=39% Below Expected=28% N=87	Students have not yet achieved the ability to think critically without detailed guidance for completing the assessment assignment. (Faculty discussion Fall 2019)	Create and use a critical thinking framework or process (i.e., steps for critical thinking) in all courses that introduce, reinforce, and assess critical thinking. (Faculty discussion Fall 2019)
		EBI data 2014-15 5.77 N = 15				EBI data 2016-17 5.68 N = 42						
		CAPP Exam (Spring 2015) Average 61 N=65				CAPP Exam (Spring 2017) Average = 62 N=44						

Benchmarks : For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time : Learning outcomes are assessed at least twice over the cycle .

The EBI survey is conducted every other year through 2016-17. CAPP exam data is available through 2017.

Assessment Results : reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning
Goal 2. Our graduates will understand the importance of ethics.

Method of Assessment	Objectives Assessed	Learning Outcomes AY 2014-2015	Recommendations	Learning Outcomes AY 2015-2016	Recommendations	Learning Outcomes AY 2016-2017	Recommendations	Learning Outcomes AY 2017-2018	Recommendations	Learning Outcomes AY 2018-2019	Recommendations
Old: MNGT 3100 New: FINA 3610, MNGT 3380, and BUSN 4800	Students will identify issues, develop solutions, and respond to ethical dilemmas in business.	MNGT 3100: 100% of the class scored at 80% or above. N=15	Committee agreed that all BSBA core courses will cover ethics relating to topic coverage with the emphasis on new learning goal focus on both ethical dilemmas AND social responsibility obligations. (Committee annual report)	FINA 3610 (Fall 2015) Above Expected=91% Expected=9% Below Expected=0% N=23	The committee recommends collecting more data and reassessing this learning outcome next year.	FINA 3610 Traditional (HUBE) Above Expected=45% Expected=29% Below Expected=25% N=55 Online Above Expected=39% Expected=43% Below Expected=17% N=23	Monitor learning outcomes	FINA 3610 Traditional Above Expected=47% Expected=33% Below Expected=19% N=72 Online Above Expected=53% Expected=35% Below Expected=12% N=60	Given the high percentage of students at or above expectations, a more complex assessment of this learning objective is recommended.	FINA 3610 Traditional Above Expected=43.33% Expected=43.33% Below Expected=13.33% N=30 Online Above Expected=46% Expected=43% Below Expected=11% N=61	Monitor learning outcomes
		EBI data 2014-2015 6.00 N = 15		MNGT 4100 (Spring 2016) Above Expected=46% Expected=50% Below Expected=4%		EBI data 2016-2017 5.89 N = 42		BUSN 4800 Above Expected=22% Expected=54% Below Expected=24% N=50		MNGT 3380 (Fall 2018) Above Expected=23% Expected=68% Below Expected=9% N=22	
BUSN 4800 and QMTD 3600	Students will demonstrate knowledge and understanding of the social responsibility obligations at the organizational and individual levels.	N/A	Add social responsibility as a program objective	N/A	N/A	N/A	N/A	BUSN 4800 (Fall 2017) Above Expected=23% Expected=65% Below Expected=12% N=17	Given the high percentage of students at or above expectations, a more complex assessment of this learning objective is recommended.	BUSN 4800 (AY 18-19) Above Expected=20% Expected=60% Below Expected=20% N=35	Monitor learning outcomes
		EBI data 2014-2015 5.85 N = 15		N/A		EBI data 2016-2017 5.82 N = 42		QMTD 3600 (Fall 2017) Above Expected=73% Expected=14% Below Expected=13% N=17		QMTD 3600 (Fall 2018) Above Expected=78% Expected=7% Below Expected=15% N=54 (Spring 2019) Above Expected=89% Expected=4% Below Expected=7% N=28	

Benchmarks: For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time: Learning outcomes are assessed at least twice over the cycle.

The EBI survey is conducted every other year through 2016-17.

Assessment Results: reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning

Goal 3. Our graduates will understand the importance of leadership and working with diverse groups.

Method of Assessment	Objectives Assessed	Learning Outcomes AY 2014-2015	Recommendations	Learning Outcomes AY 2015-2016	Recommendations	Learning Outcomes AY 2016-2017	Recommendations	Learning Outcomes AY 2017-2018	Recommendations	Learning Outcomes AY 2018-2019	Recommendations
BUSN 4800 (MNGT 4800 retitled BUSN 4800 effective Spring 2016)	Students will understand leadership concepts, characteristics and practices.	95% of class scored at 70% or above	Faculty will continue to encourage teamwork within core BSBA courses	Fall 2015: Above Expected=95% Expected=0% Below Expected=5% Spring 2016: Above Expected=42% Expected=37% Below Expected=21%	The committee recommends collecting more data and reassessing this learning outcome next year.	Fall 2016: Above Expected=93% Expected=4% Below Expected=3% Spring 2017: Above Expected=87% Expected=3% Below Expected=10%	Core courses that potentially introduce or reinforce leadership include BUSN 3060, MKTG 3310, MNGT 3380, INFO 3070, BUSN 4800. The committee recommends that instructors for these courses create an assignment in which students evaluate a case or scenario on leadership concepts, characteristics, and practices. Shift to measuring collaboration. For group work, instead of having students self-select into groups and divide the work however they choose, assign roles/duties to each student in the group. Each student is accountable for a portion of the assignment thereby promoting collaboration between group members.	Fall 2017: MNGT 3800 80% of students scored as expected or above	Meet with BUSN 4800 instructors to discuss assessment goals and transitioning from teamwork to collaboration	Fall 2018: Above Expected=17% Expected=77% Below Expected=6% N=18	Assign roles/duties that promote group collaboration, move away from "divide and conquer" teamwork
Old: ECON 3050 New: ETS Major Field Test. % Correct (Implemented AY 2015-16 BUSN 4800) EBI data	Students will understand globalization and multicultural issues.	ECON 3050 no longer a BSBA core course. EBI data 2014-2015 5.81 N = 15	Committee agreed that all core BSBA courses will cover international components relating to topic coverage.	International 44/42 N=-/28	Continue to reinforce learning objective in earlier courses (COB faculty meeting Fall 2016)	International 44/42 N=28/27 EBI data 2016-2017 5.30 N = 42	Include an international component in every core course. Tie the ETS exam results to 10% of the course grade. Continue to reinforce learning objective in earlier courses. (COB faculty meeting Spring 2017)	International 36/41 N=16/26	Assigning 10% of the course grade to the ETS Major Field Test score has not improved mean scores. Obtain benchmark data and topic coverage to better assess learning outcomes. (COB faculty meeting Spring 2018)	International 33/36 N=41/44	Field instructors will determine course coverage of ETS exam topics and demonstrate consistent coverage across sections of a course (COB faculty meeting Fall 2019)

Benchmarks: For assessments from embedded questions/projects/case studies, at least 70% of students perform at the expected level or higher. For assessments from the ETS Major Field Test, students will earn a mean score of at least 50% in each subject.

Cycle Time: Learning outcomes are assessed at least twice over the cycle.

The EBI survey is conducted every other year through 2016-17.

Assessment Results: reviewed by the Curriculum Committee and Faculty.

B.S.B.A. Program Assurance of Learning

Goal 4. Our graduates will enrich their knowledge and skills through engagement, collaboration and experiential learning.

Method of Assessment	Objectives Assessed	Assessment Results Data Collected AY 2014-2015	Recommendations	Assessment Results Data Collected AY 2016-2017	Recommendations	Assessment Results Data Collected AY 2017-2018	Recommendations
EBI Data	Students will participate in academic and professional activities.	EBI Undergraduates Opportunities for Interaction with Practitioners Mean = 4.93 N = 15	Implemented Major Decisions in the Spring 2015.	EBI Undergraduates Opportunities for Interaction with Practitioners Mean = 4.14 N = 43	Increase opportunities for class and/or student organization projects with employers.	N/A	N/A
		EBI Undergraduates Real World Experience/Content Mean = 5.00 N = 15	Offered professional development workshops on Networking and Resume writing.	EBI Undergraduates Real World Experience/Content Mean = 4.14 N = 42	Work to require professional development workshops (e.g., Interviewing at Your Best; required Etiquette Luncheon/Professional Dress Workshop)	N/A	N/A
EBI Data	Students will collaborate with peers, faculty and professionals.	EBI Undergraduates Academic Quality of Peers Mean = 5.60 N = 15	Increased support from Dean's Office for student team projects. Changes in passing grade policy to enhance the academic quality of our students.	EBI Undergraduates Academic Quality of Peers Mean = 5.07 N = 42	Began promoting student assessment accomplishments during COB Honors Week, going into classes and presenting certificates to high achieving student performance.	N/A	N/A
		EBI Undergraduates Level of Camaraderie Mean = 5.13 N = 15	Increased opportunities for students to engage with peers such as BizWeek, Battle of the Majors, End of the Year Event and formal midterm mixer (fall and spring semesters).	EBI Undergraduates Level of Camaraderie Mean = 5.29 N = 42	Encouraged discipline specific activities to build camaraderie such as BBQ with Bankers	N/A	N/A
		EBI Undergraduates Ability to Provide Peer-to-Peer Help Mean = 5.53 N = 15	University hired more undergraduate student tutors in the Learning Center. The COB partnered with Learning Center to have student tutors in the COB building	EBI Undergraduates Ability to Provide Peer-to-Peer Help Mean = 5.32 N = 41	Continued the partnership with hiring more tutors for COB.	N/A	N/A
EBI Data	Students will participate in experiential learning opportunities.	EBI Undergraduates Opportunities for Practical Experiences Mean = 5.07 N = 14	Developed brochures to promote professional development workshops, experiential learning opportunities, and provide information on networking and collaboration opportunities.	EBI Undergraduates Opportunities for Practical Experiences Mean = 4.26 N = 42	Broadened network to include additional employers in underrepresented internship areas (e.g., finance) to increase opportunities for students.	N/A	N/A
Internships via Employer Survey		Above Expected 37% Expected 60% Below Expected 3% N=8	Undergraduate Curriculum Committee and OSES recommend resumes to be approved before submission or selection.	N/A	N/A	Above Expected 72% Expected 28% Below Expected 0% N=6	The university adopted Handshake, a tool that connects students, career centers, and recruiters to share internship and employment opportunities.

Benchmarks: For assessments points earned on rubrics will determine rating, and 70% of points earned will be at least expected.

Cycle Time: Learning learning outcomes are assessed at least twice over the cycle.

The EBI survey is conducted every other year through 2016-17.

Assessment Results: reviewed by the Curriculum Committee and Faculty.

Appendix IX
Peer, Aspirant, and Competitive Schools

Peers

Eastern Illinois University
Morehead State University
Savannah State University
University of Arkansas at Little Rock
University of West Georgia
Western Carolina University

Aspirants

Appalachian State University
Georgia Southern University
Northern Kentucky University
University of North Carolina Wilmington
University of Southern Mississippi

Competitors

Auburn University
Jacksonville State University
The University of Alabama
University of Alabama at Birmingham
University of South Alabama

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