Assessment Report 2006-2007 Academic Year
College of Business Administration

1. What goals or learning objectives/outcomes were assessed in AYs 2006-2007?

The CBA at CSUS has adopted the assurance of learning plan proposed by the AACSB. That plan is presented below:

The CBA has been engaged in following this plan for a number of years and as of the 2006-2007 academic year was in the implementation phase of the process for the BSBA program (the end of Phase 3 and Phase 4 as shown below).
Included below are the activities in the cycle for assessment of student outcomes and a description of activities in each phase.

**CBA Assessment Activities in an Assessment Cycle**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Assessment Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>- Define/design/revise program mission, learning goals, learning objectives, curriculum alignment matrices, objective alignment with courses, rubrics, direct measures, and indirect measures</td>
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<tr>
<td>2</td>
<td>- Implement direct and indirect measures to collect data</td>
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</table>
| 3     | - Audit measure results  
  - Analyze and interpret data collected from direct and indirect measures  
  - Determine whether long-term assessment standards have been met  
  - Develop improvement practices based on direct and indirect measure results |
| 4     | - Implement improvement practices |

In the 2005-2006 academic year student outcomes were assessed and areas in need of improvement as per the defined benchmark set for satisfactory student achievement were identified. The learning outcomes addressed in Phase 3 and 4 of the above cycle in the 2006-2007 year included:

**BSBA 2.1 Team Membership Skills**  
**BSBA 3.1 Quantitative analysis**  
**BSBA3.2 Financial Quantitative analysis**  
**BSBA 4.1 Ethical Decision Making**

2. **How did you assess these learning outcomes?**

In the process of following the AACSB plan we have defined our mission, learning goals, learning objectives, developed curriculum alignment matrices, rubrics, measures, collected data, and analyzed and disseminated data. The areas within the CBA have used this data to develop and implement improvement plans.

In the 2004-2005 academic year assessment tests were developed by area assessment committees for all objectives and rubrics for scoring were developed. Objectives falling below acceptable levels were targeted for improvement. In the 2005-2006 academic year student outcomes were assessed and areas in need of improvement as per the defined benchmark set for satisfactory student achievement were identified. In the Fall of 2006 areas were asked to develop improvement plans and in Spring of 2007 the areas were asked to implement these improvement plans for the measures and courses identified as falling below an acceptable range of student achievement.
Improvement plans were developed and implemented in the 2006-2007 academic year.

a. Describe the measures you used and the information gathered? (Description, date administered, results)
Measures were developed in the 2004-2005 academic year. Assessments were given and scored according to rubrics in the 2005-2006 academic year. In the 2006-2007 academic year we developed and implemented improvement plans, closing the loop in the first continuous cycle of improvement.

b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
We learned in the 2004-5 year which objectives for student outcomes did not meet the established benchmark and were in need of improvement.

d. What areas are seen as needing improvement within your program?
We learned that these objectives for student outcomes did not meet the established benchmark and were in need of improvement.

BSBA 2.1 Team Membership Skills
BSBA 3.1 Quantitative analysis
BSBA 3.2 Financial Quantitative analysis
BSBA 4.1 Ethical Decision Making

3. As a result of faculty reflection on these results, are there any program changes anticipated? (Some changes were implemented in the 2006-2007 year)
a. If so, what are those changes?

SPECIFIC ACTIVITIES AND THEIR IMPACT ON CURRICULUM AND PROGRAMS FOR THE 2006-2007 YEAR

In terms of specific activities and revisions to show further evidence of actually using outcomes from assurance of learning processes to strengthen curriculum/programs, the CBA has accomplished the following in the 2006-2007 academic year.

Changes impacting at course level/curriculum level for the BSBA program

Implementation of improvement plans have been enacted or are in process for learning objectives BSBA2.1, BSBA3.1, BSBA3.2, BSBA4.1 because student learning outcomes for these objectives were below the level determined to be acceptable.

Improvement Plan for BSBA 2.1 Team Membership Skills
**Objective:** Meet task demands and role assignments, and collaborate with other team members to successfully accomplish collective goals.

**Course:** HROB 101

**Changes implemented:** The Management Area subcommittee developed materials and power point slides to assure all faculty are covering the same material relating to this goal. All faculty were informed of the need to cover specific materials and suggested slides were presented to cover the material. Implementation reports developed and requested of all faculty.

**Implementation schedule:** Slides have been developed and made available to all faculty teaching HROB 101 in the S07 semester. Faculty are asked to report on their use of materials and coverage of identified materials.

**Improvement Plan for BSBA 3.1 Quantitative analysis**

**Objective:** Students need to know the underlying mathematics required for financial analysis, identify problem objectives and perform requisite calculations. Student will be able to identify meaning of terms, understand the components of valuation, and perform calculations related to rate of return and value and describe the effect of changes in relevant parameters on value.

**Course:** FIN 101

**Changes implemented:** The Finance area subcommittee considered but rejected the former proposal to develop a new course. Instead, it developed a new set of course objectives that reduce the scope of the course learning objectives.

In addition, the Committee adopted a common set of finance questions and problems. The Committee has asked instructors in all sections of FIN 101 in the Fall 2007 semester to use them on a trial basis. Each instructor will require at least five such sets during the semester. Instructors may assign these on WebCT.

**Implementation schedule:** The revised course learning objectives will be implemented during the Fall 2007 semester. In addition, some quizzes common across all sections will be adopted on a provisional basis.

**Improvement plan for BSBA 3.1 Quantitative Analyses**

**Objective:** Understand when, why, and how to use quantitative analyses including statistical models and mathematical techniques for areas such as accounting, finance, human resource, operations, and/or marketing.
**Course: MGMT 180**

**Changes implemented:** The Decision Sciences area has ensured that all textbooks cover core material. Standardizing of texts may not occur. They have ensured that all faculty cover relevant material in forecasting, inventory, quality, and project management and informed all faculty via email of the material needing to be covered. A guide has been developed for faculty and materials are available on the S drive to ensure that all faculty, particularly part-time faculty has access to information. The committee met six times during the 06/07 academic year to track consistency between sections and verify relevancy of curriculum and met with part-time faculty as well.

The assessment tool and the learning rubric has been revised to reduce the scope of the material and to eliminate some unessential material. The revised assessment tool and rubric better reflects need and expectation for topical coverage.

**Implementation schedule:** Revisions are completed. Relevant materials are available to all faculty on the S drive.

**Improvement Plan for BSBA3.2**

**Objective:** Compare evaluation methods for independent and mutually exclusive projects. Calculate relevant measures of expected rate of return and risk. Explain the effect of diversification on risk and differentiate between diversifiable and non diversifiable risk. Interpret the significance of these concept in the context of investment decision making.

**Course that will be impacted:** FIN 101

**Changes implemented** The finance area subcommittee considered but rejected the proposal to develop a new course. Instead, it developed a new set of course objectives that reduce the scope of the course learning objectives. The identification of relevant cash flows is not longer a required topic in the principles course and so will be dropped from future course assessments.

In addition, the Committee adopted a common set of finance questions and problems. The Committee has asked instructors in all sections of FIN 101 in the Fall 2007 semester to use them on a trial basis. Each instructor will require at least five such sets during the semester. Instructors may assign these on WebCT.

**Implementation schedule:** The revised course learning objectives will be implemented during the Fall 2007 semester. In addition, some quizzes common across all sections will be adopted on a provisional basis.
BSBA 4.1 Ethical Decision Making

Objective: Consider ethical issues when making decision to achieve individual and organizational responsibilities in business context.

Course: HROB 101

Changes implemented: The Management Area subcommittee developed materials and power point slides to assure all faculty are covering the same material relating to this goal. All faculty were informed of the need to cover specific materials and suggested slides were presented to cover the material. Implementation reports developed and requested of all faculty.

Implementation schedule: Slides have been developed and made available to all faculty teaching HROB 101 in the S07 semester. Faculty are asked to report on their use of materials and coverage of identified materials.

AOL Driven Changes at the Program Level

Undergraduate program

For the BSBA, the Associate Dean for UG Programs has plans to conduct focus groups with all stakeholders to address the BSBA core issues.

Graduate Program

To address assurance of learning and continuous improvement, the Faculty Council in Spring 2007, approved the deletion of MBA 202 and addition of MBA 205 in the CABS, MBA, and MBSBA/MIS programs. The proposal is based on the assessment results indicating the some MBA students performed poorly in IT. MBA 205 will be required for MBA and MSB/MIS students who have not taken the equivalent of MIS 101 within the last seven years of their admissions. This will ensure that all MBA and MSBA/MIS students have the basic knowledge and concepts in Information Technology before they enroll in the program.

A Course Change Proposal and Program Change Proposal is in process with the MIS area faculty. when a Graduate and Executive Programs Committee is set up in October the committee to review the proposals.

b. How will you know if these changes achieved the desired results?

We have an assessment schedule in place and as we move into the second complete cycle of assessment we will collect data, do analysis, and determine if the desired results are achieved. The proposed timetable for assessment in the CBA is:
**Timelines for Assessment Phases for the Three Groups to be Assessed**

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<thead>
<tr>
<th>Semester</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
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<tbody>
<tr>
<td></td>
<td>CxSyA¹</td>
<td>CxSyB¹</td>
<td>CxSyC¹</td>
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<tr>
<td>S05</td>
<td>C1S1A</td>
<td></td>
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<tr>
<td>F05</td>
<td>C1S2A</td>
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<tr>
<td>S06</td>
<td>C1S3A</td>
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<tr>
<td>F06</td>
<td>C1S4A</td>
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<td>C1S5A</td>
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<tr>
<td>F07</td>
<td>C1S6A</td>
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<tr>
<td>S08</td>
<td>C2S1A</td>
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<td>C2S2A</td>
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<tr>
<td>S12</td>
<td>C3S3A</td>
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<td></td>
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<td><strong>Deadline to meet long-term assessment standard</strong></td>
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<tr>
<td>F12</td>
<td>C3S4A</td>
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<tr>
<td>S13</td>
<td>C3S5A</td>
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<tr>
<td>F13</td>
<td>C3S6A</td>
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<td>S14</td>
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¹ CiSjX: Semester j in Assessment Cycle i for Group X
² All measures mean both direct and indirect measures.
³ Phases 2 - 4 of MSBA/MIS program in Group A takes two semesters to finish.
⁴ All phases in Group B and Group C include both direct and indirect measures.
⁵ Phase i-j: Part j for Phase i. Since not all graduate and concentration courses are offered in one semester, measure implementation (Phase 2), data analysis and improvement design (Phase 3), and improvement implementation (Phase 4) require Part 1 and Part 2 to complete in Group B and C.

**Group A:** BSBA, MBA, MSBA/MIS Program
**Group B:** MS/Accountancy, MSBA/Taxation, and EMBA
**Group C:** BSBA Concentrations and MBA Concentrations
4. **Did your department engage in any other assessment activities such as the development of rubrics, course alignment?**

One of the major assessment activities of the 2006-2007 year was the development of an assessment policy for the CBA. The committee worked on this policy extensively in the Spring 07 semester and it will go forward to the faculty in the Fall of 2007. After the adoption of a policy, we will have a timetable and process for assessment in place through Spring 2014.

5. **What assessment activities are planned for the upcoming academic year?**

Assuming our policy is adopted we will proceed through phase 4 for the BSBA program in Fall 2007 and commence phase 1 for the EMBA, MS/Accountancy, and MSBA/Taxation. In the Spring 2008 we will recommence Phase 1 for the BSBA program.

**Other issues**

In addition to information on how AOL is being used and impacting courses, curriculum and programs, these additional AOL tasks are identified for the CBA.

**Finalize an Assurance of Learning Plan**: This plan has been approved as of October 5, 2007.

**Establish a clear cycle of review of the BSBA degree. Faculty need to know when the next time learning goals will be assessed or the program/core will be reviewed in a comprehensive manner**: The approved plan will guide the next assessment cycle, when to do what including when to review program missions, learning goals, learning objectives, rubrics, measures; when to administer measures, etc. are laid out in the plan.

**Ensure that assessment-related materials including improvement practices are standardized across different sections**: This is assured in the plan.

The CBA currently has a process and policy in place to assure that student learning outcomes are measured and that a continuous improvement process is in place.