INTRODUCTION:
The College of Business Administration CSUS is accredited by the AACSB and as such is subject to standards which include the assessment of student learning outcomes. The guideline for assurance of student learning set forth by the AACSB meets or exceeds other standards applied to schools within the CSU system.

The CBA at CSUS has adopted the Assurance of Learning Plan proposed by the AACSB. That plan is presented below.
SUMMARY: Implementation of Assurance of Learning Plan:

1. For both the BSBA and MBA programs, following the AACSB plan illustrated on the previous page, the CBA has:
   a) defined our mission, learning goals, and learning objectives (FIGURE 1),
   b) developed Curriculum Alignment Matrices (FIGURES 2 and 3),
   c) created measures and rubrics (available upon request);
   d) collected data; and
   e) analyzed and disseminated results.

2. There are five functional areas within the CBA that are aligned with specific learning objectives for both the BSBA and MBA programs:
   a) Management
   b) Marketing
   c) Finance
   d) MIS
   e) Decision Sciences

3. In the 2005-2006 academic year,
   a) student outcomes were assessed per the attached Curriculum Alignment Matrix (FIGURE 1), and
   b) areas in need of improvement as per the defined benchmark set for satisfactory student achievement were identified. (2.5 out of 4 on all rubrics).

4. 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. Please refer to the 06-07 annual assessment report for details regarding the substance of these improvement plans. Courses and associated learning goals developing improvement plans are highlighted in yellow on FIGURES 2 and 3 for both the BSBA and MBA programs.

5. In the 2007-2008 academic year, the CSUS CBA was in the implementation phase of the improvement plans for the BSBA and MBA programs. Some of the plans included:

   a. Improvement Plan for BSBA 3.1 Quantitative analysis
      i. 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.
ii. **Course:** FIN 101

iii. **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.

iv. 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.

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

b. **Improvement Plan for BSBA 4.1 Ethical Decision Making**

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

   ii. **Course:** HROB 101

   iii. **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.

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

6. By the end of the Fall of 2008 semester, all areas (as mentioned above in #2) in the BSBA and MBA programs which have implemented improvement plans will have conducted a second round of measurements in all of the appropriate classes. Results from this second round of measurements will be analyzed with outcomes matched with the acceptable range of student achievement. Continuous improvement through revised improvement plans will be conducted by those courses
not meeting the minimum acceptable range.

7. Finally, the CSUS CBA EMBA program is in the final process of defining the program mission, learning goals, learning objectives, curriculum alignment matrices, measures and rubrics for measurement of student learning outcomes. The current timeline suggests that data will begin to be collected in the Spring of 2009. The determination is that there will be a portfolio approach in collecting measurement data from this program. This approach would entail the collection of learning outcome materials from the courses taken by each cohort. More specifics will be available in the Fall of 2008.
FIGURE 1
Mission/Learning Goals/Learning Objectives
Bachelor of Science in Business Administration (BSBA)
California State University, Sacramento

BSBA Mission:

The College of Business Administration at California State University, Sacramento is dedicated to the success of its students by providing a quality Bachelor of Science degree in Business Administration with relevant concentrations. We are committed to graduating BSBA students who can successfully fill managerial or professional positions, as well as to pursue entrepreneurial career opportunities. Our BSBA graduates are competent at utilizing a body of relevant knowledge and skills to contribute to the goals and social responsibilities of their organizations.

BSBA Learning Goals:

1. Communication Skills: Our BSBA graduates will communicate effectively in a professional environment.
2. Teamwork Skills: Our BSBA graduates will be productive team members.
3. Business Analyses and Applications: Our BSBA graduates will have relevant knowledge and skills from multiple business functional areas to perform analyses and applications leading to effective problem solving and decision making.
4. Business Context: Our BSBA graduates will understand ethical, social, and economic factors leading to effective problem solving and decision making.
5. Information Acquisition: Our BSBA graduates will acquire appropriate information via a variety of channels and formats for effective business research, problem solving, and decision making.
6. Thinking Skills: Our BSBA graduates will think in reflective and innovative ways leading to effective problem solving and decision making.

BSBA Learning Objectives:

1. Communication Skills

1.1 Oral Communication: Present information in a persuasive, logical, and organized manner using supportive visual aids and professional oral communication.
1.2 Written Communication: Write informational, analytical, and technical documents, which are organized, precise, and relevant.

2. Teamwork Skills

2.1 Team Membership Skills: Meet task demands and role assignments, and collaborate with other team members to successfully accomplish collective goals.
2.2 **Team Leadership Skills**: Lead a team by recognizing the strengths and weaknesses of members, planning and assigning workload, monitoring work progress, resolving conflicts, allocating resources, and coordinating work effort to successfully accomplish collective goals.

3. **Business Analyses and Applications**:

   3.1 **Quantitative Analyses**: 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.

   3.2 **Analytical Process**: Solve a managerial problem by identifying the factors contributing to the problem, formulating alternative solutions, evaluating the pros and cons, conducting cost and benefit analyses of alternative solutions, and selecting a solution.

   3.3 **Technology Applications**: Recognize and apply appropriate information and management technologies to achieve organizational goals.

4. **Business Context**

   4.1 **Ethical Decision**: Make ethical decisions to achieve personal and organizational responsibilities in business context.

   4.2 **Diversity**: Analyze the implications of ethnic and cultural diversity for effective problem solving and decision making.

   4.3 **Legal and Professional Regulation**: Analyze the implications of legal and professional regulation for effective problem solving and decision making.

   4.4 **Global and Domestic Economy**: Analyze the implications of global and domestic economic systems for effective problem solving and decision making.

5. **Information Acquisition**

   5.1 **Electronic Information**: Know how to effectively search for electronic information for business research, problem solving, and decision making.

   5.2 **Oral Information**: Know how to effectively acquire information from face-to-face communication for problem solving and decision making.

   5.3 **Printed Information**: Know how to effectively search for printed information for business research, problem solving, and decision making.

6. **Thinking Skills**

   6.1 **Reflective Thinking Skills**: Review information, circumstances, and outcomes systematically for evaluation purposes.

   6.2 **Innovative Thinking Skills**: Synthesize information to generate unique and original alternatives for effective problem solving and decision making.
The Mission/Learning Goals/Learning Objectives Statement
Master of Business Administration (MBA)
California State University, Sacramento

**MBA Mission:**

The College of Business Administration at California State University, Sacramento is dedicated to the success of its students by providing a quality Master of Business Administration degree with relevant concentrations. We are committed to graduating MBA students who are prepared to function as effective managers and leaders in organizations, as well as to pursue entrepreneurial career opportunities. Our MBA graduates are competent at leading, planning, and applying management knowledge in an integrative and interdisciplinary fashion to achieve their organizations' goals and social responsibilities in changing environments.

**MBA Learning Goals:**

1. **Leadership Skills:** Our MBA graduates will possess skills including effective communication, vision and goal setting, and strategy formulation and implementation for the collective missions of organizations.
2. **Integrative Analyses:** Our MBA graduates will synthesize relevant information from multiple business functional areas to perform quantitative and qualitative analyses for leading, planning, decision making, and/or problem solving purposes.
3. **Business Context:** Our MBA graduates will identify the relative significance of ethical, social, and economic factors; and incorporate their interactions into analytical processes for leading, planning, decision making, and/or problem solving purposes.
4. **Proactive Planning:** Our MBA graduates will monitor potential threats and opportunities in changing environments, and proactively formulate corresponding strategies and plans to achieve competitive advantages for their organizations.
5. **Continuous Improvement:** Our MBA graduates will develop continuous improvement strategies for their individual and organizational success.

**MBA Learning Objectives:**

1. **Leadership Skills**
   
   1.1 **Communication Skills:** Communicate with different levels of personnel effectively using oral and written formats for different purposes ranging from one-to-one communication to addressing a large audience.
   
   1.2 **Goal Setting:** Establish, validate, and secure support for organizational goals that satisfy and balance different stakeholders' requirements and interests.
   
   1.3 **Strategy Formulation:** Formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

2. **Integrative Analyses**
2.1 **Integrative Models**: Integrate quantitative and qualitative techniques from business functional areas such as accounting, finance, marketing, human resources, operations, and/or statistics for leading, planning, decision making, and problem solving purposes.

2.2 **Technology Utilization**: Utilize social, information, and/or management technologies to achieve organizational goals such as cost reduction, productivity improvement, process reengineering, marketing positioning, and organizational restructuring.

3. **Business Context**

3.1 **Ethical Decision**: Make ethical decisions to achieve personal and organizational responsibilities in business context.

3.2 **Diversity**: Analyze the implications of ethnic and cultural diversity for effective decision making and problem solving.

3.3 **Legal and Professional Regulation**: Analyze the implications of legal and professional regulation for effective decision making, and problem solving.

3.4 **Global and Domestic Economy**: Analyze the implications of global and domestic economic systems for effective decision making and problem solving.

3.5 **Interactive Factors**: Identify the relative significance of ethical, social, and economic factors; and incorporate their interactive impacts into analytical process for decision making and problem solving.

4. **Proactive Planning**

4.1 **Environment Shaping**: Recognize and seize opportunities that allow the redirection of organizational resource to shape the internal and/or external environment for the long-term benefits of organizations.

4.2 **Change Planning**: Plan for changes to position organizations for long-term sustainability and competitive advantage.

5. **Continuous Improvement**

5.1 **Individual Success**: Develop life-long learning strategies to enhance professional growth in changing job environment.

5.2 **Organizational Success**: Develop strategies to improve organizational practices and processes for long-term sustainability and competitive advantage.
## FIGURE 2  
### BSBA Curriculum Alignment Matrices  
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