Annual Assessment Report, 2010-2011
College of Business Administration
Sharyn Gardner, Interim Director of Assessment

The CSUS College of Business Administration (CBA) is accredited by the AACSB and thus is subject to standards which include the assessment of student learning outcomes. The guidelines for assurance of student learning set forth by the AACSB meet or exceed standards applied to schools within the CSU system, including CSUS.

This report follows the guideline for Option I of the Annual Assessment Report at Sacramento State. The sections below address the following Option 1 questions:

1. What goals or learning objectives/outcomes were assessed in the AY ending June 30 (e.g., 2006, 2007, 2008?)
2. How did you assess these learning outcomes?
   a. Describe the measures you used and the information gathered? (Description, date administered, results)
   b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?
   c. In what areas are students doing well and achieving expectations?
   d. What areas are seen as needing improvement within your program?
3. As a result of faculty reflection on these results, are there any program changes anticipated?
   a. If so, what are those changes?
   b. How will you know if these changes achieved the desired results?
4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?
5. What assessment activities are planned for the upcoming academic year?

Questions 1, 2, and 3:
1. What goals or learning outcomes/objectives were assessed in AY 2010-11?
2. How did you assess these learning outcomes?
3. As a result of faculty reflection on these results, are there any program changes anticipated?

The CBA implements assessment activities on a three-year cycle. We last assessed learning outcomes / objectives in AY 2008-2009 and are in the process of approving and implementing improvement plans for all goals and objectives in which we did not achieve satisfactory results. Thus, in the three-year cycle process that we conduct, the CBA was not scheduled to assess learning outcomes / objectives in AY 2010-2011 for all four CBA programs (BSBA, MBA, EMBA, and MS/ACCY). Please see Appendix A for the CBA assessment activities in a single assessment cycle.

However, the CBA did assess the BSBA program with our annual senior survey, an indirect
measure for the College. At this point in time, spring graduates are still completing the survey. Once all data is collected, the report will be drafted and finalized. In general, a draft is available for faculty during the Fall College retreat.

Although we did not directly assess any specific learning outcomes / objectives this academic year, we did reflect on the results from our most recent assessment data collection to create improvement plans during this AY (described in the next section). In our last assessment cycle, we learned that students in our four programs (BSBA, MBA, EMBA, MSA) are doing well and achieving expectations in the many of the program goals / objectives. The objectives below are those that we determined are areas for improvement. Specifically, the areas for improvement were in learning goals where we did not meet the criteria of 70% or more of students achieving greater than 2.5 out of 4 on measurement instruments. Please see Appendices B through E for a complete list of learning goals and objectives for each of the four programs.

BSBA Learning Goals and Objectives:
1. Communication Skills: Our BSBA graduates will communicate effectively in a professional environment.
   1.2 Written Communication: Write informational, analytical, and technical documents, which are organized, precise, and relevant.

2. Teamwork Skills: Our BSBA graduates will be productive team members.
   2.1 Team Membership Skills: Meet task demands and role assignments, and collaborate with other team members to successfully accomplish collective goals.

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.
   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.

4. Business Context: Our BSBA graduates will understand ethical, social, and economic factors leading to effective problem solving and decision making.
   4.1 Ethical Decision: Make ethical decisions to achieve personal and organizational responsibilities in business context.
   4.3 Legal and Professional Regulation: Analyze the implications of legal and professional regulation for effective problem solving and decision making.

MBA Learning Goals and Objectives:
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.
1.3 **Strategy Formulation**: Formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

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.

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

5. **Continuous Improvement**: Our MBA graduates will develop continuous improvement strategies for their individual and organizational success.

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

**EMBA Learning Goals and Objectives:**

1. **Leadership Skills**: Our EMBA graduates will be able to use and evaluate appropriate leadership behaviors and skills to enhance personal and organizational effectiveness.

   1.2 **Personal Growth**: Assess and design interventions that will result in the personal and professional growth of a person.

   1.3 **Culture**: Evaluate an organization’s existing culture and select appropriate approach for culture change.

2. **Strategy**: Our EMBA graduates will be able to identify and assess potential threats and opportunities in changing global environments, and use appropriate strategic models to enhance organizational effectiveness.

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

5. **Integrative Analyses**: Our EMBA graduates will be able to synthesize relevant information from multiple business disciplines, including accounting, finance, marketing, human resources, production, management science, and information technology, to perform quantitative and qualitative analyses for leading, planning, and decision making.

5.1 **Integrative Models**: Integrate quantitative and qualitative techniques from functional areas such as accounting, finance, marketing, human resources, production, management science, and/or statistics for leading, planning, decision making, and problem solving purposes.

6. **Business Context**: Our EMBA graduates will be able to identify the significance of ethics, legal regulation, economics, ethnic and social responsibility, cultural diversity, and global issues for planning and decision making.

6.1 **Legal and Ethical Responsibilities**: Evaluate and adapt organizational and individual responses to legal systems and ethical environments.
MS/ACCY Learning Goals and Objectives:

2. Develop Critical Information Sets: graduates will demonstrate the ability to develop critical information sets from the wide range of available sources and to communicate that information to the target user.

   2.1 Students will have the ability to prepare financial information reports tailored to the needs of both external and internal users is an important skill to be gained in the area of financial accounting.

   2.3 Students will also be able to prepare internal control reports, audit opinions and other reports useful for both internal and external auditing.

Question 4:
Did your College engage in any other assessment activities such as the development of rubrics, course alignment?

The CBA worked during the AY:
- Creating improvement plans for each of the learning objectives that needed improvement,
- Discussing indirect and direct measure results at graduate program retreats, and
- Revising the CBA Assessment Policy.

Improvement Plan Process
First, the Committee on Student Learning (CSL) directed area assessment coordinators to work with their respective area instructors to create improvement plans for learning objectives assessed in the area courses for the BSBA, MBA, and MS/ACCY programs. Faculty discussed and worked on improvement plans for the following learning objectives needing improvement as noted above:

- Management Area: BSBA1.2, BSBA2.1, BSBA4.1, BSBA4.3, MBA1.3, MBA3.1, MBA5.1
- Decision Sciences Area: BSBA3.1
- Finance Area: BSBA3.1, BSBA3.2
- Accountancy and Information Systems: MSA2.1, MSA2.3

In general, the area assessment coordinators worked with faculty that taught the course in which the learning objective is assessed to create improvement plans based on the data. They were encouraged to discuss questions such as:

- Does the data indicate there is a specific dimension that needs improvement?
- Could improvement include additional lectures, exercises, cases, etc. in the classroom?
- Could improvement plans include revision of the measurement tool or rubric?

Second, area assessment coordinators sent improvement plans approved by their area for each of the learning objectives to the CSL for approval. If there were any questions or concerns, area assessment coordinators worked with the CSL to resolve them. At this time, improvement plans
are pending for BSBA3.1 (Decision Sciences), BSBA4.3, and MBA3.1 and are expected to be completed by August 15, 2011 in time for implementation for AY 2011-2012.

Finally, for the EMBA program, the EMBA assessment coordinator consulted with instructors teaching in the EMBA program to create improvement plans for learning objectives EMBA1.2, EMBA1.3, EMBA2.1, EMBA5.1, and EMBA6.1 needing improvement as noted above. Instructors teaching the course in which the learning objective is assessed worked together to create improvement plans based on the data. They were encouraged to discuss the same questions noted above.

The CSL approved improvement plans submitted by each of the areas. These plans included items such as adding material for delivery to students, revising measurement tools and rubrics, and even splitting up assessment of one learning objective.

Example: Creating Improvement Plan for BSBA2.1
BSBA 2.1 Team Membership Skills states that students will be able to “meet task demands and role assignments, and collaborate with other team members to successfully accomplish collective goals.” Because 70% or more of students did not achieve greater than 2.5 out of 4 on the measurement instrument, the CSL and Director of Assessment instructed the management area assessment coordinator (MAAC) to consult with management area faculty to create an improvement plan.

The MAAC contacted all faculty teaching HROB101 Management of Contemporary Organizations, the course in which this learning objective is assessed, and asked them to review the data and discuss possible improvements. The MAAC asked one of the faculty to take the lead to ensure coordination of discussion. The instructors discussed many items including how the fill-in question of the measurement tool was an outlier score and possible supplemental material to give instructors to ensure learning. They created an improvement plan draft, consulting other faculty in the area. Upon completion of the improvement plan, the management area reviewed the document and approved it. Please see Appendix F for completed improvement plan.

Program Retreat Discussions
Another activity during the AY was presentation and discussion at graduate program retreats about the indirect and direct assessment results. Faculty learned about assessment results and brainstormed about possible reasons for some of the outcomes. Discussion ensured to help create improvement plans for different learning goals and objectives.

Revising CBA Assessment Policy
A last activity during the AY was revision of the CBA Assessment Policy. The CBA Faculty Council had concerns about wording in the document and missing information since changing some of the committee structures. Additionally, there was a timetable in the policy that had dates and made it necessary to update the document.

Over the course of the AY year, the CBA Faculty Council working with the Director of Assessment revised the CBA Assessment Policy.
**Question 5:**
What assessment activities are planned for the upcoming academic year?

For AY 2011-2012, the CBA plans to:

1. Implement all improvement plans for learning objectives that fell below the 2.5 score;
2. Collect all improvement implementation reports (IIR) to document improvement activity; and
Appendix A
CBA Assessment Activities in an Assessment Cycle

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<tr>
<th>Phase</th>
<th>Assessment Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>- Define/design/review/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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<td>2</td>
<td>- Implement direct and indirect measures to collect data.</td>
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| 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 including class level and/or curriculum level improvement based on direct and indirect measure results. |
| 4     | - Implement improvement practices. |
Appendix B
BSBA Learning Goals and Objectives

1. Communication Skills: Our BSBA graduates will communicate effectively in a professional environment.
   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: Our BSBA graduates will be productive team members.
   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: 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.
   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: Our BSBA graduates will understand ethical, social, and economic factors leading to effective problem solving and decision making.
   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: Our BSBA graduates will acquire appropriate information via a variety of channels and formats for effective business research, problem solving, and decision making.
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**: Our BSBA graduates will think in reflective and innovative ways leading to effective problem solving and decision making.

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.
Appendix C
MBA Learning Goals and Objectives

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.
   - **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**: 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.
   - **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**: 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.
   - **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**: 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.
   - **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**: Our MBA graduates will develop continuous improvement strategies for their individual and organizational success.
   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.
Appendix D
EMBA Learning Goals and Objectives

1. Leadership Skills: Our EMBA graduates will be able to use and evaluate appropriate leadership behaviors and skills to enhance personal and organizational effectiveness.
   1.1 Leadership Assessment Skills: Evaluate a person’s leadership potential by using appropriate personality, thinking styles, and emotional intelligence models.
   1.2 Personal Growth: Assess and design interventions that will result in the personal and professional growth of a person.
   1.3 Culture: Evaluate an organization’s existing culture and select appropriate approach for culture change.
   1.4 Organizational Development and Change: Develop strategies and plans to improve organizational practices and processes for long-term sustainability and competitive advantage.

2. Strategy: Our EMBA graduates will be able to identify and assess potential threats and opportunities in changing global environments, and use appropriate strategic models to enhance organizational effectiveness.
   2.1 Environmental Shaping: Recognize and seize opportunities that allow the redirection of organizational resources to shape the internal and/or external environment for the long-term benefits of organizations.
   2.2 Goal Setting: Establish, validate, and secure support for organizational goals that satisfy and balance different stakeholders' requirements and interests.
   2.3 Strategy Formulation: Formulate strategies that are feasible, clear, effective, and understandable to achieve organizational goals and social responsibilities.
   2.4 Strategy Implementation: Assess and measure the outcomes from implementation of a strategy.

3. Collaboration: Our EMBA students will be able to demonstrate skills used to collaborate effectively to accomplish the collective missions of their organizations.
   3.1 Collaborative Environment: Function effectively in a collaborative environment in organizations.
   3.2 Collaborative Techniques: Evaluate and apply appropriate collaborative techniques within various organizational environments.

4. Communication: Our EMBA students will be able to effectively communicate a shared vision and ensure understanding to achieve organizational and personal goals.
   4.1 Interpersonal Communication Skills: Communicate with different levels of personnel effectively using appropriate oral and written formats for different purposes.
   4.2 Organizational Communication Skills: Communicate in an organizational setting effectively using appropriate oral and written formats for different purposes.
   4.3 Interpersonal Relationships: Create effective interpersonal relationships to achieve desired individual and organizational outcomes.

5. Integrative Analyses: Our EMBA graduates will be able to synthesize relevant information from multiple business disciplines, including accounting, finance, marketing, human
resources, production, management science, and information technology, to perform quantitative and qualitative analyses for leading, planning, and decision making.

5.1 **Integrative Models**: Integrate quantitative and qualitative techniques from functional areas such as accounting, finance, marketing, human resources, production, management science, and/or statistics for leading, planning, decision making, and problem solving purposes.

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

6. **Business Context**: Our EMBA graduates will be able to identify the significance of ethics, legal regulation, economics, ethnic and social responsibility, cultural diversity, and global issues for planning and decision making.

6.1 **Legal and Ethical Responsibilities**: Evaluate and adapt organizational and individual responses to legal systems and ethical environments.

6.2 **Global Environment**: Evaluate and adapt organizational responses to different economic systems and/or cultural environments.
Appendix E

MS/ACCY Learning Goals and Objectives

1. **Technical Knowledge and Skills:** graduates will exhibit strong technical knowledge and skills in the following sub-areas of accounting: financial accounting, managerial accounting, auditing, and accounting information systems.
   1.1 Within financial accounting, the student will have the knowledge of generally accepted accounting principles related to recognizing, measuring and disclosing relevant financial information is the required foundation skill.
   1.2 Within management accounting, students will have an understanding of the major areas of planning, decision-making, control, costing, and evaluation.
   1.3 Within the auditing area, students will have a strong working knowledge of auditing standards as they apply to a compliance auditing and financial statement auditing, and to also have an awareness of the issues involved in operational auditing.
   1.4 Within the accounting information system area, students will be able to gain a strong understanding of the role of information system technology in providing relevant information for both external and internal reporting, and to be able to apply that understanding to business decisions.

2. **Develop Critical Information Sets:** graduates will demonstrate the ability to develop critical information sets from the wide range of available sources and to communicate that information to the target user.
   2.1 Students will have the ability to prepare financial information reports tailored to the needs of both external and internal users is an important skill to be gained in the area of financial accounting.
   2.2 Students will be able to demonstrate the ability to extract information from relevant databases and other sources, through the use of information technology, for inclusion in reports.
   2.3 Students will also be able to prepare internal control reports, audit opinions and other reports useful for both internal and external auditing.
   2.4 Students will possess a general knowledge of the type of information system reports needed within an organization. A partial list of areas for which reports are needed include: security and system reliability, effect of technology on internal controls, electronic document management, E-commerce, disaster recovery, data integration and use of enterprise software in the accounting function.

3. **Integrative Analyses:** graduates will have acquired the ability to understand, analyze, interpret, synthesize and critique the accounting and reporting output of other entities.
   3.1 Students will be able to develop alternative solutions to reporting problems. Each alternative will be analyzed for its impact, not only on accounting, but also on other fields such as finance and economics.
   3.2 Students will be able to evaluate the accounting challenges created by changing technology.

4. **Business Context:** graduates will develop a broad understanding of the context in which accounting plays a role.
4.1 Students will be able to analyze the regulatory and legal constraints in financial accounting, as well as the ever-increasing emphasis on international convergence.
4.2 Students will be able to examine the link between internal and external accounting reports and the representations a firm makes to investors, creditors and government.
4.3 Students will develop their knowledge and understanding of the increasing need for ethical behavior and knowledge of new regulation.
4.4 Students will develop their ability to use accounting information to support management’s objectives for creating value.
Appendix F
BSBA 2.1 Team Membership Skills
Improvement Plan

1. **Learning objective:** BSBA 2.1 – Team Membership Skills
   Meet task demands and role assignments, and collaborate with other team members to successfully accomplish collective goals.
   1. Understand five stages of group development (Tuckman model)
   2. Understand task oriented roles in groups and teams
   3. Understand group processes (cohesion, social loafing, & groupthink)
   4. Understand characteristics of an effective group or team

2. **Courses impacted:** HROB101

3. **Improvement changes to be implemented:**
   - Create lecture slides/notes during spring 2011 semester on various concepts related to understanding variations within teams for faculty to use in the classroom.
   - Faculty utilize class activity to stimulate learning and reflection of material. Create possible class activities during spring 2011 semester.
   - Revise measurement tool and rubric (e.g. revise multiple choice questions, replace with case scenario assignment, use qualitative observation of team project assignment, etc.)

4. **Responsible faculty:** Tyra Shao and Sharyn Gardner

5. **Implementation schedule:**
   - The measurement tool and rubric will be revised during the spring 2011 semester.
   - Class material (slides, lecture, activities, etc.) will be created during the spring 2011.
   - Faculty will implement the lecture module for the learning objective during the fall 2011 and spring 2012 semesters.
   - Faculty will implement the activity for the learning objective during the fall 2011 and spring 2012 semesters.

6. **Implementation evidence:**
   - Responsible faculty above will submit feedback on the revised measurement tool and rubric via the IIR to the area assessment coordinator(s).
   - Faculty will submit feedback via the improvement implementation report (IIR) on use of lecture/notes and class activity to the area assessment coordinator(s) in fall 2011 and spring 2012.

7. **Reporting format and procedure:**
   - Faculty members who implement changes in their classes (HROB101 instructors at a minimum) submit improvement implementation reports and evidence in accordance with the attached change implementation report to the area assessment coordinator(s).
   - Area assessment coordinator(s) collect all IIRs and submit them as collected to the Assessment Director.
BSBA 2.1 Team Membership Skills
Change Implementation Report

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**Improvement Changes**

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<th>Implementation Evidence:</th>
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<td>Lecture</td>
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<td>Faculty slides and / or notes</td>
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<td>Class activity</td>
<td>Stimulate learning and reflection of material.</td>
<td>Written comments from faculty</td>
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<td>Revise measurement</td>
<td>Ensure tool and rubric match the learning objective.</td>
<td>Revised tool and rubric from responsible faculty</td>
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