Program: MBA General
Department: CBA

Table 1:
Number of students enrolled in the program in Fall, 2011 (approximate numbers)

<table>
<thead>
<tr>
<th>MBA Concentration (Program)</th>
<th># students</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>54</td>
</tr>
<tr>
<td>Pre-MBA</td>
<td>30</td>
</tr>
</tbody>
</table>

Faculty member completing template  Sharyn Gardner (Date 2/3/2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The CBA has been on a successful learning-outcomes trajectory since 2006-07. The CBA faculty, through its governance process, developed and approved a CBA Assessment policy on 10/05/07. The passage of this policy was strategically important because it codified assessment as part of the teaching duties for teaching staff. In an environment formally governed by the MOU, this faculty-driven policy exemplifies their commitment to assurance of learning. The policy also assists instructors to hold students accountable for their learning process. The CBA Assessment policy was revised to accommodate minor operational needs by the CBA Faculty Council on 5/9/11.

Our Committee on Student Learning (CSL) helps all of the CBA areas stay focused on their student learning activities as the year and assessment cycle progresses. The CSL helps our areas build their knowledge about the assessment of learning outcomes process and the importance in ensuring that our students achieve the learning goals and objectives we’ve established. We continue to build a culture focused on a continuous improvement framework through our improvement activities and the overall assessment cycle (see below in item 4). In the future, we expect to improve our data collection efforts and refine our assessment of student learning outcomes activities.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.
Two desired MBA learning goals from our five established learning goals (please see appendix 1 for complete set of MBA learning goals and objectives) and the reason that it was designated as desired by the faculty associated with the MBA program include (there is no prioritization regarding the learning goals below):

a) **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 to 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.

   - Reason designated as desired: Leadership skills are critical for MBA graduates. Our graduate students desire to improve their knowledge skills in order to be effective and successful as they continue in their current careers and future career paths. With ever increasing change, globalization, and technological improvements, our graduate students need to be able to not only formulate strategies that are feasible and effective, but they also need to be able to set goals and communicate them throughout the organization, in essence being an effective leader for their organization.

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

   5.1 **Organizational Success:** Develop strategies to improve organizational practices and processes for long-term sustainability and competitive advantage.

   - Reason designated as desired: As our graduate students complete the MBA program, it is desirable for them to continuously strive for continuous improvement for their organization. By achieving this outcome, our MBA students leave graduate school able to enhance their professional growth as they develop strategies to improve the sustainability and competitive advantage of their organization. These critical skills enable our graduate students to be effective in being able to seize opportunities and plan for themselves and their organizations—two very important skills in the dynamic business setting.

3. *For undergraduate programs only,* in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

   N/A

4. For each desired outcome indicated in item 2 above, please:

   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
We collect data for each learning objective using instruments and rubrics created by the faculty administered in MBA core courses. The outcomes are monitored and measured on a three-year cycle (see table 2 below).

Table 2: CBA Phases of Assessment Cycle

<table>
<thead>
<tr>
<th>Phase</th>
<th>Assessment Activities</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>2</td>
<td>▪ Implement direct and indirect measures to collect data.</td>
</tr>
</tbody>
</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 including class level and/or curriculum level improvement based on direct and indirect measure results. |
| 4     | ▪ Implement improvement practices. |

Table 3 indicates example methods of each of the two MBA learning goals described above.

Table 3: Methods and Schedules for Assessing BSBA Learning Goals

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Goal and objective</th>
<th>When administered</th>
<th>Who administers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis</td>
<td>1.2 Goal Setting</td>
<td>Every cycle</td>
<td>Faculty teaching MBA230</td>
</tr>
<tr>
<td>Written assignment</td>
<td>5.2 Organizational Success</td>
<td>Every cycle</td>
<td>Faculty teaching MBA290</td>
</tr>
</tbody>
</table>

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

As noted above, the CBA implements assessment of student learning outcomes activities on a three-year cycle. We last assessed all MBA learning outcomes / objectives, including the two outcomes indicated in item 2, in AY 2008-2009. This AY we are

1) implementing improvement plans for all goals and objectives in which we did not achieve satisfactory results based on our last data collection,
2) examining and revising as necessary the BSBA program learning goals and objectives, and
3) preparing for our next data collection in the fall (we shifted data collection one AY back in order to align all CBA program data collection).
The CBA aims to collect data from all MBA students and thus administers the instruments in core courses during a data collection phase. Each learning objective is assigned to a course in our curriculum alignment matrix (see Table 4 below). During the data collection phase, data is collected from all sections of each course.

Table 4: Students Assessed for each MBA Learning Objectives (Core Courses)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
<th>2.1</th>
<th>2.2</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>4.1</th>
<th>4.2</th>
<th>5.1</th>
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<tbody>
<tr>
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c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

For MBA 1.2 goal setting (one dimension of the leadership skills learning goal), we use a case analysis writing assignment as the instrument to assess the status of the learning outcome. Please see appendix 2 for the instrument.

For MBA 5.1 organizational success, we use a case analysis writing assignment as the instrument to assess the status of the learning outcome. Please see appendix 3 for the instrument.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

The CBA faculty is charged with collecting the data in their respective courses and delivering it to their area assessment coordinator. The area assessment coordinator then compiles all the data and delivers it to the CBA Assessment Director. The CBA Assessment Director takes all data and does basic analysis to determine averages, medians, percentiles, and the like. This data is then examined for levels of performance based on desired scores. The CBA currently has a long-term assessment standard for all programs to have at least 70% of our students achieve greater than 2.5 on a scale of 1 – 4 for all learning outcomes. When data indicates that students have not reached this goal, area assessment coordinators along with faculty from their area, or other areas as needed, work on improvement plans based on research and examination of the breakdown of data (please see table 2 above for cycle phases). 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?

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

As noted above, the CBA collects data every three years on all learning goals and objectives. We last collected data in 2008-2009 and did complete analysis to examine the results. Through our analysis, we determined that students in our MBA program are doing well and achieving the majority of expectations in the many program goals / objectives. Of the goals discussed in items 2 and 4 above, 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.

1.3 Strategy Formulation: Formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.
- Area faculty approved an improvement plan focused on delivery of an additional case exercise in the classroom, incorporating the assessment of this learning objective as part of the final grade (minimum 5%), and clarifying the instructions and aligning them with the rubric expectations.

5.1 Organizational Success: Develop strategies to improve organizational practices and processes for long-term sustainability and competitive advantage.
- Area faculty discussed the data and determined that it was critical to incorporate assessment of this learning objective as part of the final grade (minimum 5%); discussion revealed that lack of incentive may have led to poor performance.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

Currently, the MBA program systematically seeks data from MBA students in a survey, including such items as satisfaction with the program. We do utilize our CBA Advisory Council, made up of business leaders in the Sacramento region, to provide feedback on learning outcomes and employer needs to ensure our program is in line with employer expectations. As part of our assessment cycle, all stakeholders including alumni will be asked for feedback during the learning goals and objectives revision process.
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The CBA does pursue learning outcomes that are aligned with the expectations of our accrediting organization, The Association to Advance Collegiate Schools of Business (AACSB). AACSB does not set our learning outcomes for us, but presents a set of standards to guide our pursuit of assurance of learning. Specifically, AACSB Standard 16 states: “Bachelor’s or undergraduate level degree: Knowledge and skills. Adapting expectations to the school’s mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.” In the last visit by the AACSB, the CBA was commended on its excellent assurance of learning activities.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The MBA program in the CBA has on record 5 concentrations. Currently, the CBA is strategically eliminating the number and type of undergraduate concentrations offered. As a result of a collaborative effort between the administration and faculty members, the affected faculty members have initiated a plan to delete the Human Resource Management, Urban Land Use, and Marketing concentrations. We expect to continue to evaluate the remaining concentrations to ensure effective and efficient delivery for students and the University.
Appendix 1
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 to 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.
Assignment: CASE -- Casual Togs, Inc.

Assume you are an outside consultant making a report to the board of directors who, as a group, are unhappy with sales and profits over the last five years—both have been decreasing (profits more than sales) at an increasing rate. The only board member currently content is Judy Geldmark; she and other members have a hostile, adversarial relationship. She owns 12 percent of outstanding common stock, versus 80 percent owned by Cy Geldmark and eight percent owned by other board members.

Your report should include the following sections:

1. **Organizational issues:** identify and analyze the key issues you determine to be most problematic. You should describe what the causes of these problems are. When appropriate, explain the issues using relevant OB concepts/terms in this section.

2. **Recommendations & Goals:** provide specific, feasible suggestions with specific organizational goals for Casual Togs, Inc. to resolve the issues you identified. You may want to include immediate and long-term organizational goals.

   In addition, you need to identify which issue(s) your suggestion/goals are designed to resolve and to explain how it will resolve the identified issue(s).

3. **Measuring outcomes:** include a detailed plan on how specific outcomes could be measured to determine whether or not your "solution" (if implemented) was successful. You only need to describe a measurement plan for your best recommendation or set of recommendations.

4. **Conclusion:** short discussion of the value added by your recommendations and goals.

   You need to explain how the goals/recommendation satisfy and balance different stakeholders' requirements and interests. The stakeholders in this case include: Board of Directors, Management, Employees, and Customers.
Appendix 3
MBA 5.1 Organizational Success Assessment Instrument

You have been asked to write an organizational analysis and proposal for BAYWATCH OFFICE SERVICES, a company that provides temporary office services. You have done some surveys and needs analysis for this organization in the past and they now want you to develop a program of planned change to address their issues and concerns. You have a good working relationship with the company and feel comfortable laying out a clear plan of action for them. You have no worries that they will take the plan and implement it themselves or hire someone else to enact your plan.

They have asked that your proposal do the following:

1) Clearly define what problems and issues the company faces and what are the underlying causes of the problems
2) Discuss the principles and theories of change which can be used to help them, particularly the theories of organizational behavior, organizational structure, and technological innovation which might apply
3) Define a solution strategy
4) Define an implementation strategy with priorities and a time table.
5) Leave the organization with a way to assess their progress and continue to improve on their own

BAYWATCH TEMPORARY SERVICES, which started out providing mostly secretarial services when it started 30 years ago, now provides professional IT services to organizations on a contract basis. Services range from data entry to sophisticated IT designs and implementations. Personnel may be assigned to a job for a few days or for months and even years in some cases. Each employee is assigned to an area supervisor who has control over clients in a geographic area and decides where each person will work. Employees, once assigned, show up at the client’s business and pretty much function as if they were an employee of the client organization, but have to provide daily reports to their BAYWATCH supervisor. Complaints are often made that supervisors evaluate the work and time commitments of employees while having little knowledge of the position requirements.

There is a wide range of knowledge, skills, and abilities amongst the employees with educational levels ranging from H.S. diploma with some technical training, through master’s degrees. BAYWATCH has several employees (both men and women) who have held high-level jobs but for personal reasons have decided to work for BAYWATCH rather than continue to pursue the normal career track in a firm.

The organization has excessively high turnover, even considering that the turnover in temporary employment is generally high. Most disturbing, is the fact that they are consistently losing their best personnel. While it is expected that some will be hired away or start their own consulting firms, many have gone to work for competitors.

Employee surveys indicate that employees feel that their supervisors have little understanding of the technical aspects of the jobs, since they supervise employees with all types of background and training.
They complain that they are wrongly classified into pay categories when assigned to jobs and that the most skilled employees are likely to be given the most difficult assignments at the same rate of pay as some of the easier assignments. Exit interviews indicate that employees feel that they quickly get labeled as having a certain skill and then they are routinely assigned to that same type of job over and over. One employee said, “never do the impossible, or all you will get is impossible jobs.” Others maintained that they would get stuck doing the same mundane assignments over and over because the supervisor never knew what they were capable of doing. It is not uncommon for one employee to hate their assignment, while another, equally capable employee is upset that they were overlooked for the assignment.

Complaints have been made that the company positions itself as “family friendly” and even has recruiting information aimed for women on the “mommy track”. In fact, 75% of employees are single and under 35 and want a temp setting because they like adventure and variety in their life and deeply resent the labeling.

One of the most surprising things that the company learned, was that their assumption that employees wanted to stay at the same company job contract after job contract, and be a short distance from their home was in error. Many of the employees reported that they liked to come into a company, do the job and move on to something different. Since many of the more skilled employees worked from home, geographic location was less of an issue than they thought.

When BAYWATCH first tried to deal with the high-turnover and dissatisfaction, they did so by holding more meetings and trying to provide greater contact with supervisors. They learned that this is precisely what many of their employees left their permanent jobs to avoid.

The surveys also indicated that employees were appalled that a company that provides high tech IT services has such archaic processes in place. Employees file hard copy of time sheets and are required to account for time on sheets, there is no centralization of job assignments and no data base for skills and interests of the employees.

BAYWATCH knows it is in trouble and is anxiously awaiting your proposal.