

Annual Assessment Report, 2012-2013
College of Business Administration
Sharyn Gardner, Assessment Director

The Sacramento State 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 Sacramento State.

This report follows the Annual Assessment Template for 2012-2013.

1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**
 - a. If so, what are those changes? How did you implement those changes?
 - b. How do you know if these changes have achieved the desired results?
 - c. If no, why not?

2012-2013 was a very busy year for the CBA's assessment effort. We collected data for all of our learning goals and objectives across four of our major programs including the BSBA, MBA, EMBA, and MSA. As a result of our assessment effort, we have data that we will use over the next academic year to help us determine what changes we should make to our learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, key assignments, etc.) and how everything ties into the university baccalaureate learning goals.

At this point in time, the faculty across the CBA have examined the data. Specifically, the Director of Assessment presented the data to the Graduate and External Programs Committee, the Undergraduate Programs Committee, the Student Learning Policy Committee, and the Committee on Student Learning at each of their respective meetings in Spring. Each committee had some preliminary thoughts on the data and expect to analyze the information further next year in order to make specific recommendations. At this point in time, we have not implemented changes but are set up to examine our data and consider possible changes and improvements as we move forward.

2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**
 - a. If so, what are those changes? How did you implement those changes?
 - b. How do you know if these changes have achieved the desired results?
 - c. If no, why not?

As a result of last year's assessment effort, we have not implemented any other changes at the college or university including advising, co-curriculum, budgeting and planning. We are still in the process of examining the assessment process and data and will be using the upcoming

academic year to determine if there are any changes necessary.

3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?

As stated in question 1, the CBA assessed all program learning goals and objectives for the BSBA, MBA, EMBA, and MSA programs in 2012-2013. We are currently in the process of finishing data collection for our EMBA and MSA programs. We normally assess learning goals and objectives on a three-year cycle. Please see Appendix A for the CBA assessment activities in a single assessment cycle and Appendix B, C, D, and E for the learning goals and objectives assessed in the BSBA, MBA, EMBA, and MSA programs respectively.

4. What method(s)/measure(s) have you used to collect the data?

The CBA uses multiple different methods / measures to collect our data in our course-embedded data collection process. The measures range from multiple choice questions embedded in a test or as stand-alone exams to case study response papers to presentations. Each of our learning objectives (see Appendices B – E) has a measure and rubric that all faculty are expected to utilize during assessment data collection. Specifically, our measures include (not an exhaustive list):

- Multiple choice questions
- Case analysis
- Presentations
- Problem set questions
- Scenario questions
- Comparison analysis
- Group activities
- Development plan
- Memo assignment

We also collect an annual senior exit survey, an indirect measure for the College.

5. What are the criteria and/or standards of performance for the program learning outcome?

The criteria and standards of performance for the program learning goals and objectives are twofold. First, as mentioned in question 4, all of our measures are paired with a faculty-developed rubric that all faculty use to score the data collected. Each rubric has clearly defined dimensions with four possible levels scored from 4 (highest) to 1 (lowest). The data is aggregated across students to get an overall score.

Next, we examine the data in regards for standards of performance for the program learning goals overall. We take the aggregated data scores and look at each objectives score. Our goal in the CBA is to have 70% or more of students achieve greater than 2.5 out of 4 on all learning objective dimensions. If we fall short on any learning objective we see that as an area for improvement and change in the program.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?
- b. In what areas do students need improvement

As stated above, the CBA collected data for all learning goals and objectives in the BSBA, MBA, EMBA, and MSA programs. As of the writing of this report, we have almost complete data for both the BSBA and MBA programs and are almost finished with the EMBA and MSA programs.

Based on our data collection it is clear that students are doing quite well overall and achieving expectations in both the BSBA and MBA program. There are, however, some areas in which we hope to see improvement. Specifically, we fell below the 2.50 threshold in BSBA 1.2 written communication, 3.2 analytical process, and 4.3 legal and professional environment, and MBA 2.1 integrative models and 2.2 technology utilization (please see Appendix F for complete data results).

BSBA learning goals and objectives needing improvement:

- B1. **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.

- B3. **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.
 - 3.2 **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.

- B4. **Business Context:** Our BSBA graduates will understand ethical, social, and economic factors leading to 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.

MBA learning goals and objectives needing improvement:

- M2. **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.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?
 - a. If so, what changes do you anticipate? How do you plan to implement those changes?
 - b. How do you know if these changes will achieve the desired results?

As a result of this year's assessment effort, we are also considering possible changes. We have not implemented any changes as of yet as we plan to continue faculty discussions in the coming year. Specifically, some items we are considering include:

- The learning goals and objectives that we have for each program: can we be more concise and focused for each program and examine how we can fit in learning goals and objectives for each concentration?
- The method of data collection: we used direct measures in core courses and pilot tested the ETS Major Field Test and are considering other ways to collect data in the future.
- Revising our assessment policy and our overall assessment plan
- Updating our assessment structure in the CBA: are other options for a more college-level program-focused structure?

We plan to discuss possible options all around assessment in the coming year and focus on improving our assessment plan, policy, process, and structure on top of examining what the data tells us and how we can improve our CBA programs.

8. Which program learning outcome(s) do you plan to assess next year? How?

The CBA does not plan to assess any learning goals and outcomes next year because we collected data on all programs this past academic year. We have a three-year assessment cycle in which we collect complete data every three years (please see appendix A for the CBA assessment cycle).

Appendix A
CBA Assessment Activities in an Assessment Cycle

Phase	Assessment Activities
1	<ul style="list-style-type: none">▪ Define/design/review/revise program mission, learning goals, learning objectives, curriculum alignment matrices, objective alignment with courses, rubrics, direct measures, and indirect measures.
2	<ul style="list-style-type: none">▪ Implement direct and indirect measures to collect data.
3	<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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 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.

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.

6.1a **Legal Responsibilities:** Evaluate and adapt organizational and individual responses to legal systems.

6.1b **Ethical Responsibilities:** Evaluate and adapt organizational and individual responses to ethical environments.

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

Appendix E

MSA 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 and MBA Data Results

BSBA		Fall 2012
Obj	Content	30th %
B11	Oral Comm	3.13
B12	Written Comm	2.50
B21	Teamwork Skills	3.00
B31	Quan Anal - Stat	3.25
B31	Quan Anal - Operation	3.00
B31	Quan Anal - Finance	2.71
B32	Analytical Process	2.25
B33	Tech Application	3.00
B41	Ethical Decision	3.00
B42	Diversity	2.67
B43	Legal/Prof Environment	2.50
B44	Global/Domestic Econ	3.00
B51	Electronic Info	4.00
B52	Oral Info	2.67
B53	Printed Info	2.76
B61	Reflective Thinking	3.00
B62	Innovative Thinking	2.67
B62	Innovative Thinking	2.00
MBA		Fall 2012
Obj	Content	30th %
M11	Communication	2.89
M12	Goal Setting	3.30
M13	Strategy Formulation	3.33
M21	Integrative Models	2.33
M22	Tech Utilization	2.45
M31	Ethical Decision	
M32	Diversity	3.33
M33	Legal/Prof Environment	3.33
M34	Global/Domestic Econ	3.40
M35	Interactive Factors	3.50
M41	Environment Shaping	3.00
M42	Change Planning	3.75
M51	Individual Success	2.68