2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BS Business Administration

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

- ☑ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs**/**GLGs**:

[ ]

Q1.2.1.
Do you have rubrics for your PLOs?
○ 1. Yes, for all PLOs
○ 2. Yes, but for some PLOs
○ 3. No rubrics for PLOs
○ 4. N/A
○ 5. Other, specify:

[   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?
○ 1. Yes
○ 2. No
○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?
○ 1. Yes
○ 2. No (skip to **Q1.5**)
○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?
○ 1. Yes
○ 2. No
○ 3. Don't know

Q1.5.
Did your program use the ***Degree Qualification Profile*** ("DQP", see http://degreeprofile.org) to develop your PLO(s)?
○ 1. Yes
○ 2. No, but I know what the DQP is
○ 3. No, I don't know what the DQP is
○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?
○ 1. Yes
○ 2. No
○ 3. Don't know

(Remember: Save your progress)

Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the* **correct box** for this PLO in Q1.1):

Select PLO

If your PLO is **not listed, please enter it here**:

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q2.3.
Please **1) provide and/or attach the rubric(s) <u>AND</u> 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

🔗 No file attached	🔗 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
			2. In **ALL** course syllabi/assignments in the program that address the PLO

☐	☐	☐	
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☐	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?
- ○ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Don't know

Q3.2.
Was the data **scored/evaluated** for this PLO?
- ○ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

○ 1. Yes
○ 2. No (skip to **Q3.7**)
○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
☐ 2. Key assignments from required classes in the program
☐ 3. Key assignments from elective classes
☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
☐ 5. External performance assessments such as internships or other community-based projects
☐ 6. E-Portfolios
☐ 7. Other Portfolios
☐ 8. Other, specify:

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```

Q3.3.2.
Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN** **2) explain here** how it assesses the PLO:

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| 📎 **No file attached** | 📎 **No file attached** |

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
☐ 4. Other, specify:

```
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(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.
How did you **decide** how many samples of student work to review?

Q3.6.2.
Please enter the number (#) of students that were in the class or program?

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

Q3.6.4.
Was the sample size of student work for the direct measure adequate?
○ 1. Yes
○ 2. No
○ 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?
○ 1. Yes
○ 2. No (skip to **Q3.8**)
○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]
☐ 1. National student surveys (e.g. NSSE)
☐ 2. University conducted student surveys (e.g. OIR)
☐ 3. College/department/program student surveys or focus groups
☐ 4. Alumni surveys, focus groups, or interviews
☐ 5. Employer surveys, focus groups, or interviews
☐ 6. Advisory board surveys, focus groups, or interviews
☐ 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

📎 **No file attached** | 📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, please enter the response rate:

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?
- ○ 1. Yes
- ○ 2. No (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]
- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?
- ○ 1. Yes
- ○ 2. No (skip to **Q4.1**)
- ○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

📎 No file attached	📎 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

📎 No file attached	📎 No file attached

Q4.2.
Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

📎 No file attached	📎 No file attached

Q4.3.
For the selected PLO, the student performance:
- ○ 1. **Exceeded** expectation/standard
- ○ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard

   ○ 4. Did not meet expectation/standard
   ○ 5. No expectation/standard has been specified
   ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
   ○ 1. Yes
   ○ 2. No
   ○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?
   ○ 1. Yes
   ○ 2. No
   ○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?
   ○ 1. Yes
   ○ 2. No (skip to **Q5.2**)
   ○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?
   ○ 1. Yes, describe your plan:

○ 2. No
○ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	○	○	○
2. Modifying curriculum	○	○	○	○	○
3. Improving advising and mentoring	○	○	○	○	○
4. Revising learning outcomes/goals	○	○	○	○	○
5. Revising rubrics and/or expectations	○	○	○	○	○
6. Developing/updating assessment plan	○	○	○	○	○
7. Annual assessment reports	○	○	○	○	○
8. Program review	○	○	○	○	○
9. Prospective student and family information	○	○	○	○	○
10. Alumni communication	○	○	○	○	○
11. WSCUC accreditation (regional accreditation)	○	○	○	○	○
12. Program accreditation	○	○	○	○	○
13. External accountability reporting requirement	○	○	○	○	○
14. Trustee/Governing Board deliberations	○	○	○	○	○
15. Strategic planning	○	○	○	○	○
16. Institutional benchmarking	○	○	○	○	○
17. Academic policy development or modifications	○	○	○	○	○
18. Institutional improvement	○	○	○	○	○
19. Resource allocation and budgeting	○	○	○	○	○
20. New faculty hiring	○	○	○	○	○
21. Professional development for faculty and staff	○	○	○	○	○
22. Recruitment of new students	○	○	○	○	○
23. Other, specify:	○	○	○	○	○

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	○	○	○	○	○
2. Standards of Performance	○	○	○	○	○
3. Measures	○	○	○	○	○
4. Rubrics	○	○	○	○	○
5. Alignment	○	○	○	○	○
6. Data Collection	○	○	○	○	○
7. Data Analysis and Presentation	○	○	○	○	○
8. Use of Assessment Data	○	○	○	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

The faculty established a matrix that tied the PLOs to specific core courses and a capstone course for both the BSBA program. Previously, we had indicated which PLO was tied to a particular course. This year, the faculty identified the level of coverage (introduce, develop, master) for the PLO and the course.

📎 BSBA Goals and Curriculum Map Revised Spring 2018.docx 311.85 KB	📎 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

While Q6 is not a direct assessment activity of the PLOs, it represents the starting point for the College Assessmenet Committee and Assessment Director to ensure that the PLOs are linked to the mission, vision, and strategy for the program and the university. The Associate Dean will direct the committee and director to ensure alignment.

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☑ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

While we did not conduct assessment activities, the curriculum map that was created will assist in meeting the recommendations from the 16-17 feedback report to 1)link PLOs to rubrics and data and 2)provide key assignments to directly measure the PLOs

Q9. Please attach any additional files here:

| 📎 No file attached | 📎 No file attached |
| 📎 No file attached | 📎 No file attached |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]
BS Business Administration

Q11.
Report Author(s):
Martha Wilson

Q11.1.
Department Chair/Program Director:
Martha Wilson

Q11.2.
Assessment Coordinator:
Yang Sun

Q12.
Department/Division/Program of Academic Unit (select):
Business Administration

Q13.
College:
College of Business Administration

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):
3750

Q15.
Program Type:
- ◉ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

Bachelor of Science, Business Administration

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

7

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**…	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	◉	○	○	○	○	○	○	○
Q20.1. Last updated?	○	◉	○	○	○	○	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

> 📎 **Assessment Policy FC approved 23Apr2014.doc**
> **138.5 KB**

Q21.
Has your program developed a **curriculum map?**
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

> 📎 BSBA Goals and Curriculum Map Revised Spring 2018.docx
> 311.85 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know

Q23.
Does your program have a capstone class?
- ◉ 1. Yes, specify:

GM 105

- ○ 2. No
- ○ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

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(**Remember**: **Save your progress**)
Save When Completed!

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ver. 10.**31**.17

BSBA Goals:

Goal 1 **Fundamental Business Knowledge**

Competence based on fundamental business knowledge.

1. Demonstrate understanding of fundamental business theories, concepts, and skills.
2. Ability to analyze business information in performing business related tasks.

Goal 2 **Integrative Business Competence**

Business competence integrated with other business knowledge areas and ethical responsibility.

1. Ability to identify factors contributing to a managerial problem from a variety of business perspectives.
2. Enumerate the costs and benefits that potential solutions will have on the interdependent stakeholders of a firm.

Goal 3 **Effective Business Communication**

Business communication utilizing contemporary and classic communication techniques and methods.

1. Convey information in a variety of business settings.
2. Evaluate the efficacy of business communications.

Goal 4 **Applied Business Capability**

Ability to translate knowledge of business and management into practice.

1. Create effective business solutions that are both ethically sound and socially responsible.
2. Generate innovative and effective solutions for problem solving and decision making.

BSBA Course Alignment Matrix

Course	Learning Goal							
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
OPM 101	X		X	X				X
GM 105			X	X	X		X	X
MIS 101	X	X					X	
FIN 101	X	X	X	X				
ACCY 1	X	X		X	X			
DS 101	X	X	X		X	X		
HROB 101	X	X	X	X	X	X	X	X
MGMT 102	X	X	X	X	X	X	X	X
MKTG 101	X	X	X	X				X

Course	Learning Goal							
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
OPM 101	D	D	D	D	I	I	I	D
MIS 101	D	D	I	I	D	I	D	D
FIN 101	D	D	D	D	I	I	D	D
DS 101	D	D	D	I	D	D	I	D
HROB 101	D	I	D	I	D	D	D	I
MGMT 102	I	I	I	I	D	D	I	I
MKTG 101	D	D	D	D	D	D	I	D
GM 105	M	M	M	M	M	M	M	M

ASSESSMENT POLICY
College of Business Administration
California State University, Sacramento

<u>Table of Contents</u>

Foreword

Foreword

This CBA assessment policy document stipulates the organizational structure, procedure, authority, and responsibilities for assessment activities in the CBA. The AACSB Standards provide in-depth explanation for assessment concepts and issues introduced in this policy document.

SECTION 1. DEFINITION, PURPOSES, SCOPE, AND GOALS OF ASSESSMENT

1.1   Definition of Assessment

Assessment is the systematic collection, review, and use of information about student learning for the purpose of continually improving the learning input, process, and outcomes in educational programs. Assessment is formative, diagnostic, non-judgmental, specific, suggestive, and goal-directed whereas grade assignment is summative, final, evaluative, holistic, rigorous, and content-driven. Assessment shifts our focus from what we teach to what students have learned.

1.2   Purposes of Assessment

Assurance of Learning Standards evaluate how well the College accomplishes the educational aims at the core of its activities. Few characteristics of the College will be as important to stakeholders as knowing the accomplishment levels of the College's students when compared against the College's learning goals. Another important function for measures of learning is to assist the College and faculty members to improve programs and courses.

The ultimate purpose of assessment is continual improvement in student learning.

Assessment results shall neither be used in the RTP (Retention Tenure Promotion) process nor in evaluations for merit-based salary increases.

Individual faculty members may choose to provide assessment related materials and documents (excluding assessment measure results) developed by them in their WPAF files.

1.3   Scope of Assessment

The scope of assessment is divided into programs in the CBA. Each CBA academic program as defined by AACSB Standards is to be assessed according to AACSB Standards.

1.4   Goals of Assessment

Appendix I provides the long-term assessment standard for the BSBA, MBA, EMBA, MS/ACCY program respectively, which are the operational definitions of the long-term assessment goals in the CBA.

CBA Assessment Policy   2 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

SECTION 2. ASSESSMENT ACTIVITIES IN CYCLES AND TIMELINES

2.1   Assessment Activities

Figure 1 shows the assessment steps in the AACSB assessment model. This policy document describes only policy-related issues in the assessment model.

Figure 1. Assessment Steps in AACSB Assessment Model

2.1.1   Program Mission, Learning Goals, and Learning Objectives

CBA faculty and other stakeholders including but not limited to students, alumni, employers, and non-CBA-faculty are invited to provide input to define or revise program mission, learning goals,
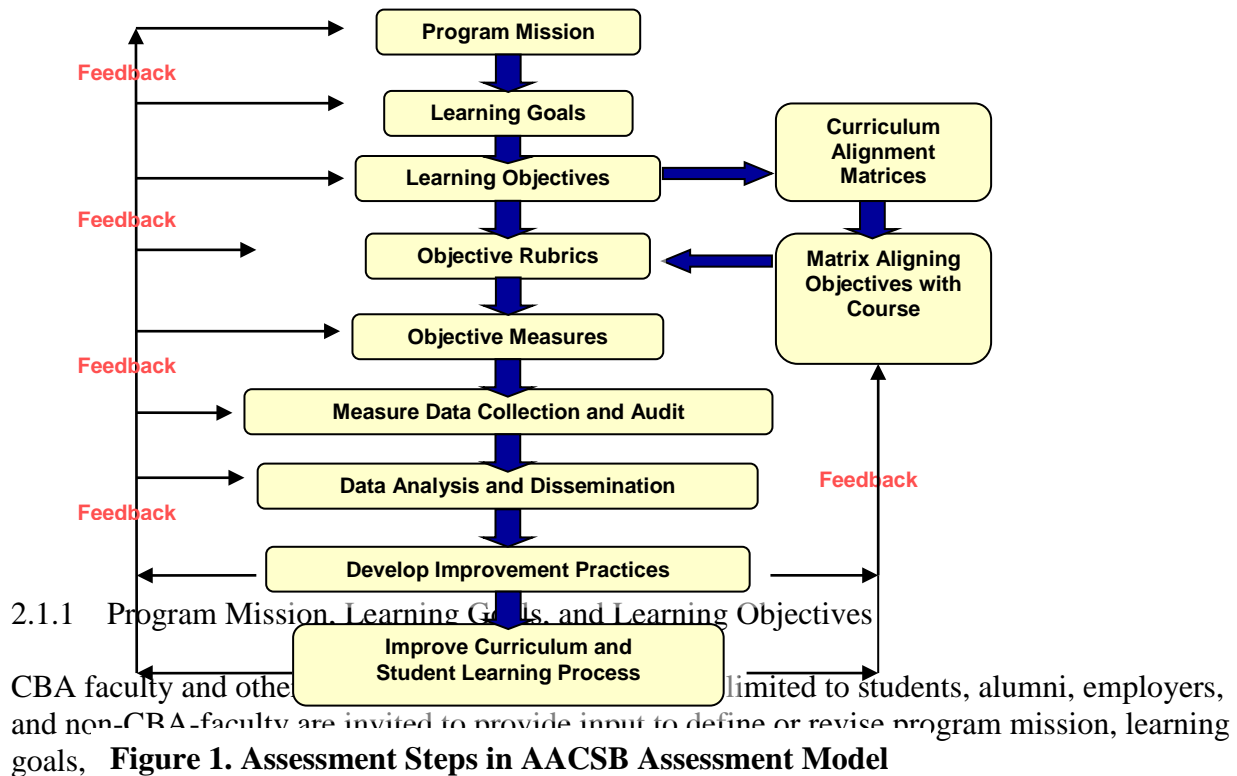
2.1.2   Curriculum Alignment Matrices (CAM)

Curriculum alignment matrices show teaching tools, techniques, and methods (such as lectures, case analysis, assignment, field trip, student presentation) used by courses in the curriculum to deliver learning objectives.

2.1.3   Matrices Aligning Objectives with Courses

Matrices align the contribution of each course to the learning objectives in a program. There shall be no more than three learning objectives assigned to a course.

2.1.4   Rubrics

Each learning objective has one rubric for classifying students' learning outcomes into Below Expectation (1), Approaching Expectation (2), Meets Expectation (3), and Exceeds Expectation (4). A rubric has at least three dimensions describing the various operationalized aspects of a

CBA Assessment Policy   3 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

learning objective. The content of a rubric is the behavioral description for each performance level in each dimension.

2.1.5 Measures

Measures are designed to evaluate student performance on the individual student level. Group products for learning outcomes can be used for assessment only if they yield data on individual student performance by learning objectives. Each learning objective has at least one direct measure which may be supplemented by one indirect measure. A direct measure observes students' actual performance on learning objectives, which can be an examination, exercise, presentation, assignment, or project. An indirect measure collects opinions regarding students' performance levels on learning objectives, which can be a student survey, employer survey, alumni survey, or a focus group discussion. Since direct measures and their answers may be re-adopted, care should be taken to assure that they will not be disclosed in any format that may lead to the invalidation of measures or doubtful results of measures.

2.1.6 Measure Data Collection and Audit

Measure data must be gathered on the individual student level. There must be sufficient incentive for individual students to perform their best in measures. All students enrolled in the course addressing a certain learning objective are to be assessed for that learning objective. In the event that a sample has to be used, the sample must be truly random and of at least 25% of the student population.

A class instructor, when he or she grades a learning objective in his or her class, is called a class grader. For measure results that involve non-mechanical grading (such as case analysis, essay, project, presentation) in a certain class, a random sample of 3% - 10% shall be reviewed by two instructors who do not teach that class, called auditors. Alternatively, if there are fewer than 20 students in the class, then one auditor re-grades the entire class. A minimum of four (4) students' measures in a class must be audited regardless of the size of the class.

<u>Auditors' average Y for a learning objective</u>: For each student's measure for a learning objective, calculate the average of the two auditors' scores as X. Take the average of all Xs from auditors as Y.

<u>Class Graders' average Z for a learning objective</u>: Take the average of all the class grader's equivalent scores as Z.

<u>Comparing auditors' average with class graders' average (Y vs. Z) for a learning objective</u>:
If Y is within the range of Z-0.5 and Z+0.5 inclusively (on a scale of 1 - 4), then all the class grader's scores shall be accepted as the final measure results. If Y is outside the range of Z-0.5 and Z+0.5, a random sample of at least 25% of all the class grader's measure results shall be re-graded by two auditors, and the average score of the two auditors shall be adopted as the final measure results.

CBA Assessment Policy   4 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

If measure results for learning objective A in class B that involve non-mechanical grading are graded by instructors who do not teach learning objective A in class B, no auditing step shall be required.

2.1.7   Data Analysis and Dissemination

Data analysis should:
- Perform statistical analyses on measure data.
- Identify trends and patterns from data.
- Apply CBA long-term assessment standards to determine whether student learning outcomes are acceptable.
- Focus analyses on student learning outcomes which are below the assessment standards.

Summarized assessment measure results aggregated by learning objectives may, as approved by Faculty Council, be distributed to our stakeholders and be published in CBA Website and CBA document repository. There shall be no individual student or faculty names attached to measure results for publication and distribution purposes.

2.1.8   Improvement Practices

Based on data analyses, assurance of learning related improvement practices should be developed to correct the student learning problems for those learning objectives which are below the long-term assessment standards. Improvement practices can be classified into course/area level and CBA level. On the course/area level, there can be the improvement practices such as changing/adding/deleting course coverage, textbooks, pedagogy, assignments, prerequisites, and tutorial sessions. On the program/CBA level, there can be the improvement practices such as re-aligning learning objectives to courses, changing curriculum structure, strengthening admission standards, and creating remedial courses. Appendix II provides a template for developing improvement plan. Appendix III provides a template for reporting improvement implementation.

2.1.9   Continuous Improvement of the Assessment Process

Measure results and analyses are to be used to continually improve all steps in the entire assessment cycle.

CBA Assessment Policy   5 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

2.2   Timelines for Assessment Activities

Each assessment cycle is three years consisting of three Fall semesters and three Spring semesters. Programs are classified into groups for staggered implementation of different phases in an assessment cycle. The groups of programs are as follows:

- Group A: BSBA, MBA
- Group B: MS/ACCY, EMBA

Table 1 presents the phases and activities for an assessment cycle.

Table 1. CBA Assessment Activities in an Assessment Cycle

Phase	Assessment Activities
1	• Define/design/review/revise program mission, learning goals, learning objectives, curriculum alignment matrices, objective alignment with courses, rubrics, direct measures, and indirect measures.
2	• Implement direct and indirect measures to collect data.
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.

SECTION 3. ORGANIZATIONAL STRUCTURE, AUTHORITIES, AND RESPONSIBILITIES FOR ASSESSMENT ACTVITITES

3.1   Overall Organizational Structure, Authorities, and Responsibilities

The CBA organizational structure for carrying out assessment activities includes an Assessment Director appointed by the Dean, Faculty Council, CBA Assessment Committees, and Faculty Members. This section describes their authorities and responsibilities for assessment activities.

3.2   Dean, CBA Assessment Director and Associate Deans

The Dean of the College may appoint a CBA Assessment Director, who has the responsibility to facilitate all assessment activities in the CBA. An Assessment Director is responsible for maintaining all assessment data and documents for analysis, communication, and reporting purposes.

The Dean may assign Assessment Director duties to the Associate Dean for Graduate and External Programs and to the Associate Dean for Undergraduate Programs. The Dean shall provide a list of responsibilities of an Assessment Director and consult the Faculty Council in determining a selection process.

3.3 Faculty Council

The Faculty Council is responsible for initiating, maintaining and/or reviewing assessment policy. Such enactment and revisions to assessment policy will be undertaken based on the recommendations from the CBA Assessment Director and/ or the CBA Assessment Committees.

3.4 CBA Assessment Committees

The CBA may constitute one or more assessment committees for its undergraduate and graduate programs. CBA assessment committees may be constituted as a separate committee by for each program or a single committee for all programs within the College. If by programs, then the Committee should consist of at least three full-time faculty members teaching in the Program. In the case of undergraduate programs, a committee of at least one representative from each concentration serving a staggered term of two years should be constituted. A chairperson is elected for the Committee using a majority rule by members. Associate Dean for the Undergraduate Program, and the Associate Dean for the Graduate and External Programs serve as ex-officio non-voting members in their respective program's committees.

CBA Assessment Committees are responsible for initiating, coordinating, and carrying out assessment activities that require college-wide standards and/or resources. It has the authority and responsibility to direct areas to perform assessment activities. In order to ensure that all areas conform to the CBA assessment policy, the Committee shall review and approve areas' assessment documents. The Committee will also solicit input from all full-time and part-time faculty members for their decision making process.

The Committees' meeting agendas, schedules, and minutes are to be distributed to all CBA full-time and part-time faculty members. Assessment suggestions and documents (e.g., rubric, measures, improvement practices) from a CBA assessment committee are to be voted on by that Committee. Minority suggestions that are not adopted may be appealed to the Faculty Council for a review. An area or a faculty member may appeal the decisions of the CBA Assessment Committees to the Dean. CBA Assessment Committees are responsible for the following assessment activities:

3.4.1   Respond to, coordinate with, and carry out the requests from the Faculty Council for assessment activities.
3.4.2   Develop and revise learning objectives, curriculum alignment matrices, rubrics, measures, data analysis methods, and improvement practices for learning objectives assigned to the Programs.
3.4.3   Initiate and coordinate measure implementation, data collection, data analyses, improvement implementation, and improvement implementation reporting in the Programs generally, and specifically in response to AACSB and WASC.
3.4.5   Communicate with full-time and part-time area faculty members for assessment activities in its area.

CBA Assessment Policy   7 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

3.4.8   Report assessment data and documents (such as rubrics, measures, improvement practices and accreditation reports) generally to the faculty and administration and specifically in compliance with AACSB and WASC.

3.4.9   Review and approve assessment suggestions and documents (such as rubrics, measures, improvement practices).

3.4.10 Request resources to implement area assessment activities.

3.5   Faculty Members

All full-time faculty members are responsible for assessment activities such as defining rubrics, providing input to curriculum alignment matrices, designing measures, implementing measures, collecting measure data, reporting measure data, implementing improvement practices, and reporting improvement progress as directed by their CBA Assessment Committees' representatives. Part-time faculty members are responsible for implementing measures, collecting measure data, reporting measure data, implementing improvement practices, and reporting improvement progress as directed by their CBA Assessment Committees' representatives. Measure results shall not be used to evaluate individual full-time faculty members' teaching performance for the RTP process nor shall measure results be used to evaluate individual part-time instructors' teaching performance.

SECTION 4. OPERATIONAL STANDARDIZATION, OPERATIONAL INTEGRITY, AND RESPONSIBILITIES FOR ASSESSMENT ACTIVITIES

4.1   Operational Standardization and Operational Integrity

In order to ensure that all students receive the same assessment experience, as intended by Area Assessment Committees and the Committee on Student Learning, the following assessment procedure policy shall be observed by all faculty members:

4.1.1   All instructors for a learning objective shall use the same rubric. There should be at least one common direct measure, and may include at least one common indirect measure for that learning objective.

4.1.2   If instructors discover problems or errors in rubrics and measures, they should report the problems or errors immediately to an area assessment committee and/or the Committee on Student Learning. No rubric and/or measure may be changed without the approval of an area assessment committee and/or the Committee on Student Learning.

4.1.3   Measure grading is to be performed strictly according to rubrics.

4.1.4   Measure results from non-compliant rubrics/measure instructions shall not be used to compile the final measure results.

4.2   Responsibilities

4.2.1 CBA Responsibilities

The CBA is responsible and accountable to our stakeholders for assessing students' learning outcomes. The CBA may employ several approaches for assessing students' learning outcomes, such as:

- Selection: The CBA may select students into a program on the basis of knowledge or skills expected in graduates of a degree program.
- Course-embedded measurement: Required courses may expose students to systematic learning experiences designed to produce graduates with the particular knowledge or abilities specified in the school's learning goals.
- Demonstration through stand-alone testing or performance: Students may be required to demonstrate certain knowledge or skills as a requirement for graduation or at some other specific point in their degree programs.

As a precursor to conducting assurance of learning activities, it is assumed that there will be sufficient resources allocated for these activities. The CBA will provide adequate resources for faculty to conduct assurance of learning activities, as determined by the Dean.

The CBA is responsible for ensuring that program mission, learning goals, learning objectives, and assessment requirements are included in student guidebooks or other student advising documents. During a CBA student orientation, students will be formally informed that they are expected to participate in assessment activities in the CBA.

4.2.2 Faculty Responsibilities

The faculty in aggregate (either in total, in representative units, in disciplinary units, or through some other organizational structure) will normally be the persons responsible for listing and defining the College's learning goals. Agreement on learning goals for academic programs is one of the central defining features of higher education, and thus, faculty involvement/ownership is a necessary ingredient. After setting the learning goals, the faculty must decide where the goals will be addressed within degree curricula. Once faculty members have decided which components of the curriculum will contain certain learning goals, they must establish monitoring mechanisms to ensure that the proper learning experiences occur. Beyond choosing and developing the list of learning goals, faculty members must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals.

Though all assessment steps in the assessment model are important, a critical step is the feedback loop for improving students' learning outcomes. In order to document the improvement efforts each faculty member who participates in the activities should submit an Improvement Implementation Report (see Appendix III) at the end of each semester in which improvement implementation has been carried out. The report is to be submitted to an area assessment committee by the end of the semester in which improvements are to be implemented, for it to be forwarded to the Committee on Student Learning. Individual level reporting for improvement implementation is necessary. An individual instructor may submit an anonymous improvement implementation report to his or her area assessment committee provided that the report is

submitted in person or by email to the chairperson of his or her area assessment committee. For anonymous implementation reports, it will be the area assessment committee chairpersons' responsibilities to sign off the reports.

4.2.3   Student Responsibilities

Students are expected to participate in assessment activities in the CBA.

SECTION 5. EXTERNAL STAKEHOLDERS' PARTICIPATION AND SUPPORT

The CBA's external stakeholders shall be informed about how they can participate and support CBA assessment activities. Input shall be solicited using surveys, interviews, meetings, and/or focus groups from areas' external advising groups and/or the CBA's advising board regarding the following assessment issues:

5.1   Program missions, learning goals, and learning objectives
5.2   Long-term assessment standards
5.3   Improvement practices for learning objectives which are below the standard
5.4   Curriculum's relevancy and currency to our program missions.

SECTION 6. ASSESSMENT POLICY REVIEW AND UPDATE

This assessment policy may be reviewed and updated through normal Faculty Council processes for changing CBA policy. The SLPC is charged with this responsibility.

CBA Assessment Policy   10 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

Appendix I: Long-Term Assessment Standard for BSBA, MBA, EMBA and MS/ACCY Program
(Approved by the CBA Faculty in May 2006)

After two improvement cycles (6 years from 5/2006), at least 70% of our BSBA, MBA, EMBA and MS/ACCY students will achieve greater than 2.5 on a scale of 1 – 4 for all learning objectives.

Appendix II: A Template for Improvement Plans

An improvement plan should have the following sections:

1. **Learning objective**

   Which program learning objective (e.g., BSBA 3.1, MBA 3.3) is to be improved?

2. **Course that will be impacted**

3. **Improvement changes to be implemented**

   Please attach the change materials to be used in class, e.g., new case study, new assignments, new lecture slides, new tutorial handouts to the improvement plans. If all materials cannot be developed by deadline, please attach samples.

4. **Course coordinator for learning objective**

   For each learning objective, the area assessment committee shall identify one faculty member to be responsible for coordinating, monitoring, and reporting the change implementation in the area.

5. **Implementation schedule**

   Improvement changes shall be implemented in the semester immediately after the changes have been approved by an area assessment committee and/or the CBA Assessment Committee.

6. **Implementation evidence**

   Implementation evidence can be students' written answers to new case study, to new assignments, PowerPoint slides for new lecture topics, handouts for new tutorials, etc. For improvement changes that have no written evidence, such as changes in pedagogy or lecture techniques, faculty's signature in the change implementation report will be documentation evidence.

7. **Reporting format and procedure for change implementation**

   Appendix III provides a template for change implementation report. Faculty members who implement changes in their classes submit change implementation reports and/or implementation evidence to their area assessment committee. The area assessment committee combines all change implementation reports and implementation evidence, and submits them to the CBA Assessment Committee within <u>two</u> weeks after all changes have been implemented in classes.

CBA Assessment Policy   12 of 13
Approved by Faculty Council 9/26/07 and CBA Faculty 10/05/07
Revised and approved by Faculty Council 5/9/11 and 10/24/12
Revised and approved by Faculty Council 04/23/2014

<p align="center">**Appendix III: Improvement Implementation Report**</p>
<p align="center">(A sample for a filled-in improvement implementation report)</p>

Change Implementation Report for Learning Objective Improvement	
Faculty Name:	*Professor Smart Wise* *(if anonymous, the chairperson of the area assessment committee please sign the field above the date in this report)*
Course:	*MIS 101*
Learning Objective:	*BSBA 6.1*
Change Implementation Semester:	*Fall 2006*

<p align="center">**Improvement Changes**</p>

Change Items:	**Improvement Objectives**	**Implementation Evidence:**
1. In-Class Exercises	*Improve dimension 2*	*Student written submissions*
2. Case Assignment	*Improve dimension 1*	*Student written submissions*
3. Tutorial	*Provide remedial training for students' self study.*	*Tutorial handout*
4. Peer Learning	*Provide peer feedback to students for self improvement.*	*No written evidence*
…	…	…
…	…	…

Faculty Signature: (may be omitted if via email)	*Smart Wise*
Chairperson of Area Assessment Committee Signature: (not required for non-anonymous report)	
Date:	*12-18-2006*