

# 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:

**Select Program or Type in Below**

**OR enter program name:**

Master of Business Administration

## 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**:

Academic Affairs/Office of Graduate Studies had selected "Oral Communication" as the Graduate Learning Goal to be assessed by all graduate programs in this academic year.

**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):

Oral Communication

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.

Academic Affairs/Office of Graduate Studies had selected "Oral Communication" as the Graduate Learning Goal to be assessed by all graduate programs in this academic year. Oral communication (MBA 2.2) is one of the Program Learning Objectives for the MBA program.

**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) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Please see the attached file for measurement instruments and the rubrics.

 MBA\_2.2\_oral\_communication.doc  
99.5 KB

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="AACSB Report"/>

### 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?

**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:

Student presentations for the course project for MBA 240 was recorded and video clips of individual student presentations were distributed to a group of faculty members for rubrics-based grading. Each student presentation was graded twice by two different faculty members.

(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:

**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:

Please see Page 2 of the attached file.



**MBA\_2.2\_oral\_communication.doc**  
99.5 KB



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:

(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?

6

**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.)?

MBA 240 is a core course in the MBA program that are required for all MBA students. Assessing all students enrolled in MBA 240 in Spring 2018 is a representative sample for our current flow of MBA students.

**Q3.6.1.**

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

23

**Q3.6.2.**

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

23 (in class)

**Q3.6.3.**

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

23

**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:

(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](#)):

Please see the attached document. In summary, our MBA students performed very well for this PLO with over 80% of students meeting (3) or exceeding (4) expectations across all rubric items.



MBA 2.2 May 2018 Summary.docx  
17.04 KB



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?

Please see the attached document. In summary, our MBA students performed very well for this PLO with over 80% of students meeting (3) or exceeding (4) expectations across all rubric items.



MBA 2.2 May 2018 Summary.docx  
17.04 KB



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.	2.	3.	4.	5.
Very	Quite	Some	Not at	N/A

	Much	a Bit		All	
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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 and MBA programs. 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
- MBA Curriculum Map\_Assessment.docx  
18.29 KB

**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 Assessment 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?

We improved the curriculum map.

**Q9.** Please attach any additional files here:

**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]

**Q11.**

Report Author(s):

**Q11.1.**

Department Chair/Program Director:

**Q11.2.**

Assessment Coordinator:

**Q12.**

Department/Division/Program of Academic Unit (select):

**Q13.**

College:

**Q14.**

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

**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?

**Q16.1.** List all the names:

Bachelor of Science, Business Administration

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

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

**Q17.1.** List all the names:

MBA

MSA

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

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

**Q18.1.** List all the names:

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

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1.	2.	3.	4.	5.	6.	7.	8.



	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
<b>Q20.</b> Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q20.1.</b> Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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**:

 MBA Curriculum Map\_Assessment.docx  
18.29 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:

MBA 501

- 2. No
- 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**

Save When Completed!

ver. 10.31.17

## **Measures and Grading Guidelines for MBA Assessment 2.2**

### **Goal 2: Communication skills**

Our graduates effectively communicate in a variety of business settings using appropriate techniques.

*MBA students are able to:*

Objective 2: Deliver effective professional quality business presentations.

### **Instrument for MBA 2.2 (MBA 230 Spring 2018):**

#### Teach Back of Assigned Readings

You will again be broken into learning teams to evaluate various authors' perspectives on organizations and people who populate them. The authors have different backgrounds and the organizations studied are from different sectors. Your team will analyze the data provided in the books or articles to prepare a mini seminar of the assigned literature.

You will be asked to present your analysis and recommendation to a peer group. Each team member will be given twenty (20) minutes to present their analysis and answer questions from classmates. The presentation time can be used in any manner but typically 10 minutes for presentation and 10 minutes for Q&A works well.

## **Instrument for MBA 2.2 (MBA 240 Spring 2018):**

### Marketing Plan Project Instructions & Outline

#### **General Instructions**

You and your team members will create a marketing plan for a new company. The plan will be structured according to the 5Cs, STP, and 4Ps framework outlined in class. When drafting the marketing plan, assume you will be addressing a team of top-level investors who will be making a “go” or “no-go” decision to implement the plan based on the information provided.

**A group presentation will be delivered during the week before finals.**

Time allocated for the group presentation will be approximately 25 minutes. It is recommended that groups rehearse their presentations in advance to adhere to the time allotment and to ensure that each group member gets sufficient “air time” (**at least 4 minutes for each member**) during the presentation.

I encourage you to choose a company/product that is as mutually relevant and interesting to your group members as possible.

A comprehensive marketing plan should consist of the following five parts:

#### **Part 1 – Executive Summary**

The executive summary will provide a brief and impactful overview of the entire marketing plan, laying out the most important issues and recommended strategies/plans. It should be no longer than one page and should be written to stand on its own in terms of the content provided (i.e., not just as an opening or introduction to the rest of the material).

#### **Part 2 – Situation Analysis (5Cs)**

Perform background research to develop a situation analysis that addresses each of the 5Cs below:

*Customers.* Present relevant data on the target market(s)/customers, including the composition, size, and growth of the market segments. Previous studies on similar products may help you to present data on consumer needs, perceptions, and buying behavior trends.

*Company.* What will be/are the company’s strengths? What will they become known for? Conduct a SWOT analysis.

*Context.* Describe broader economic, political, legal, societal, and other trends that may impact the company/brand.

*Collaborators.* Present data on the size and importance of each distribution channel. How will the product/service reach the customers? Will there be distributors? Will it be available in stores (which ones), through direct mail, or on the Internet? Will the company sell directly to customers?

*Competitors.* Identify and describe the major competitors that satisfy similar needs, including their size, goals, market share, product quality, marketing strategy, and positioning.

### **Part 3 – Market Analysis and Strategies (STP)**

*Segmentation.* Think about what kinds of information do you need to perform a segmentation analysis. What do you think are the different consumer segments in the market for your product? Be sure to support your segmentation scheme with data or other information from your research. You may want to think about the characteristics of current customers and nonusers of current competitors, as well as who you will identify as your “ideal” customers. You also may wish to collect data from primary or secondary sources.

*Targeting.* What segments of the market do you think are most worthy of pursuing? Provide supporting information to justify your decision. How can these segments be identified in practice and targeted?

*Positioning.* How are company/brand offerings going to be positioned (e.g., higher price, higher quality vs. lower price, lower quality)? Where does it fit in the market compared to other product offerings in the same category? Is there an opportunity that will be exploited?

### **Part 4 – Tactical Plans (4Ps)**

*Product.* What are the primary and distinctive features of the product? Are there features that should be added/dropped in order to better serve the market segment(s)? Where is the product in the product life cycle?

*Price.* How will the product be priced? How will the price compare to that of competitors products. Be specific and justify the answers to these questions.

*Place.* How are the product or other products made by competitors currently made available to consumers? Are there other opportunities available in terms of distributing to the target segment(s)? What distribution strategies should be used?

*Promotion.* What kinds of marketing communications/promotions will be used? What media will be used (e.g., television, magazine, online, social media, etc.)? What messages

will be conveyed in these different promotional efforts? You may wish to design and present some sample materials.

## **Part 5 - Implementation**

It is important that the marketing plan be realistic and feasible. Therefore, it is critical to lay out a detailed roadmap for implementation.

*Budget.* What will be done, when will it be done, and what do you think the costs will be (fixed and variable)? Drawing a timeline may be very useful here.

*Controls.* Outline controls for measuring the plan's progress. What are the key measures or metrics (e.g., sales lift/volume, customer loyalty, etc.) that will be used to measure whether or not the plan is successful? How often should these metrics be measured?

## **Data Resources for the Marketing Plan**

Of course, a primary resource for this project will be the Internet. In addition to information gleaned through open access sources and search engine queries, you may consider some of the paid sources you have access to through the university library. Sac State subscribes to a number of helpful databases, academic journals, and trade publications that can be very useful. See the following website for additional information potential resources: <http://csus.libguides.com/cat.php?cid=24958>. Subject guides of interest may include topics such as: Market Research, Industry Research, etc. You can also contact the business librarian for assistance if you need help locating a particular type of information.

## **Format and Submission**

The format and length of the marketing plan is flexible. Teams are encouraged to be creative and use their own style as they see fit for their proposed product/service. Reports must be uploaded via Canvas before the beginning of class the date of presentations specified in the course schedule.

**MBA 2.2 Rubrics:**

<b>Table 1. Adapted National Communication Association Competent Speaker Rubric (2<sup>nd</sup> Ed., 2007) to assess MBA Program Learning Outcome 3: Deliver effective professional quality business presentations</b>					
<b>Presentational Competencies Ratings</b>	<b>Below expectations = 1</b>	<b>Approaching expectations =2</b>	<b>Meets expectations = 3</b>	<b>Exceeds expectations =4</b>	<b>Points:</b>
1. Chooses and narrows a topic appropriately for the audience and occasion.					
2. Communicates the central message in a manner appropriate for the audience and occasion.					
3. Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.					
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.					
5. Uses language appropriate to the audience and occasion.					
6. Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.					
7. Uses pronunciation, grammar, and articulation appropriate to the audience and occasion.					
8. Uses physical behaviors that support the verbal message.					

## Explanation of the rating categories in the Rubrics

### **Competency 1: Chooses and narrows a topic appropriately for the audience and occasion.**

#### **EXCEEDS EXPECTATIONS (4)**

The speaker's topic choice is clearly consistent with the purpose, is totally amenable to the time limitations of the presentation, and reflects unusually insightful audience analysis.

#### **MEETS EXPECTATIONS (3)**

The speaker's topic choice is generally consistent with the purpose, is a reasonable choice for the time limitations of the presentation, and reflects appropriate analysis of a majority of the audience.

#### **APPROACHING EXPECTATIONS (2)**

The speaker's topic choice is somewhat consistent with the purpose. The speaker covered the topic superficially within the time constraints, and appears to have done some surface-level work to analyze the needs/interests of the audience.

#### **BELOW EXPECTATIONS (1)**

The speaker's topic choice is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the presentation, and there is little or no evidence of successful audience analysis.

### **Competency 2: Communicates the central message in a manner appropriate for the audience and occasion.**

#### **EXCEEDS EXPECTATIONS (4)**

The speaker communicates a central message that is exceptionally clear and identifiable. There is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose of the presentation is.

#### **MEETS EXPECTATIONS (3)**

The speaker communicates a central message that is adequately clear and identifiable. At least a majority of the audience should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose of the presentation is.

#### **APPROACHING EXPECTATIONS (2)**

The speaker communicates a central message that is basically understandable but is not often repeated and is not memorable.

#### **BELOW EXPECTATIONS (1)**

The speaker does not communicate a clear and identifiable central message. A majority of the audience may have difficulty understanding, within the opening few sentences of the speech, precisely what the specific purpose of the presentation is.

### **Competency 3: Provides supporting material (including electronic and non-electronic presentational aids) appropriate to the audience and occasion.**

#### **EXCEEDS EXPECTATIONS (4)**

The speaker uses supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that are exceptional in quality and variety. The supporting materials are unarguably linked to the central message of the presentation, and further are of such quality that they decidedly enhance the credibility of the speaker and the clarity of the topic.

#### **MEETS EXPECTATIONS (3)**

The speaker uses supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that are appropriate in quality and variety. The supporting materials are logically linked to the central message of the presentation, and are of such quality that they add a measurable level of interest to the presentation.

#### APPROACHING EXPECTATIONS (2)

The speaker uses supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.

#### BELOW EXPECTATIONS (1)

The speaker uses supporting materials that are inappropriate in quality and variety. The supporting materials are only vaguely related to the central message of the presentation, and their variety is either too great or too little to do anything but detract from the effectiveness of the presentation.

### **Competency 4: Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.**

#### EXCEEDS EXPECTATIONS (4)

The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas. The introduction clearly engages the audience in an appropriate and creative manner, the body of the presentation reflects superior clarity in organization, and the conclusion clearly reflects the content of the speech and leaves the audience with an undeniable message or call to action.

#### MEETS EXPECTATIONS (3)

The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas. The introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.

#### APPROACHING EXPECTATIONS (2)

The speaker intermittently uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation. The author attempts to demonstrate logical flow within and between sections of the presentation and between ideas, but abruptly shifts between topics and/or inadequately or abruptly ends without restating the main message or call to action.

#### BELOW EXPECTATIONS (1)

The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas. The introduction fails to engage even a majority of the audience in an appropriate manner, the body of the presentation reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the presentation and fails to leave even a majority of the audience with a clear message or call to action.

### **Competency 5: Uses language appropriate to the audience and occasion.**

#### EXCEEDS EXPECTATIONS (4)

The speaker uses language that is exceptionally clear, vivid, and appropriate. The speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while



adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.

MEETS EXPECTATIONS (3)

The speaker uses language that is reasonably clear, vivid, and appropriate. The speaker chooses language that is free of inappropriate jargon, is nonsexist, is nonracist, etc.

APPROACHING EXPECTATIONS (2)

The speaker uses mundane and commonplace language, which partially support the effectiveness of the presentation. Language in presentation is appropriate to audience, although may contain jargon or technical language that is difficult for non-experts to follow.

BELOW EXPECTATIONS (1)

The speaker uses unclear or inappropriate language. The speaker chooses inappropriate jargon or language which is sexist, racist, etc.

**Competency 6: Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.**

EXCEEDS EXPECTATIONS (4)

The speaker makes exceptional use of vocal variety in a conversational mode. Vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.

MEETS EXPECTATIONS (3)

The speaker makes acceptable use of vocal variety in a conversational mode. The speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.

APPROACHING EXPECTATIONS (2)

The speaker shows some vocal variety and attempts to speak in a conversational mode, but presentation sounds memorized, monotonous, or choppy. The speaker demonstrates noticeable weaknesses in adapting pace, volume, and pitch, although the presentation is understandable.

BELOW EXPECTATIONS (1)

The speaker fails to use vocal variety and fails to speak in a conversational mode due to memorization, monotony, or choppy delivery. The speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detracting from the quality or impact of the speech.

**Competency 7: Uses pronunciation, grammar, and articulation appropriate to the audience and occasion.**

EXCEEDS EXPECTATIONS (4)

The speaker has exceptional articulation, pronunciation, and grammar. The speaker exhibits exceptional fluency (no verbal clutter, e.g., uhs, ums, like, you know), properly formed sounds which enhance the message, and no pronunciation or grammatical errors.

MEETS EXPECTATIONS (3)

The speaker has acceptable articulation, with few pronunciation or grammatical errors. Most sounds are properly formed, there are only a few instances of verbal clutter (uhs, ums, you know, like), and a few (1-2) minor errors in pronunciation and grammar.

APPROACHING EXPECTATIONS (2)

The message is mostly understandable, but the speaker has some articulation, pronunciation, and grammar mistakes that influence message comprehension. The speaker also has some verbal

clutter (for example: um, uhs, you know, like) that influence the audience's comprehension of the message.

**BELOW EXPECTATIONS (1)**

The speaker fails to use acceptable articulation, pronunciation, and grammar. Verbal clutter (um, uhs, you know, like) interfere with the message, and frequent errors in pronunciation and grammar make it difficult for the audience to understand the message.

**Competency 8: Uses physical behaviors that support the verbal message.**

**EXCEEDS EXPECTATIONS (4)**

The speaker demonstrates exceptional executive presence through posture, gestures, bodily movement, facial expressions, eye contact, and use of dress. Nonverbal behaviors and dress support the verbal message and thereby enhance the speaker's executive presence and credibility throughout the audience.

**MEETS EXPECTATIONS (3)**

The speaker demonstrates acceptable executive presence through posture, gestures, facial expressions, eye contact, and use of dress. Nonverbal behaviors and dress generally support the message, with minor inconsistencies that neither significantly distract from the speaker's credibility with the audience nor interfere with the message.

**APPROACHING EXPECTATIONS (2)**

The speaker demonstrates some mixed executive presence through some good posture, gestures, facial expressions, eye contact, and/or dress while also illustrating nonverbal behaviors that are inconsistent with the verbal message.

**BELOW EXPECTATIONS (1)**

The speaker fails to use acceptable posture, gestures, facial expressions, eye contact, and dress. Nonverbal behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.

## MBA 2.2 Data Collected May 9, 2018 in MBA 240 - Summary

<b>Table 1. Adapted National Communication Association Competent Speaker Rubric (2<sup>nd</sup> Ed., 2007) to assess MBA Program Learning Outcome 3: Deliver effective professional quality business presentations</b>							
Presentational Competencies Ratings	Below expectations = 1	Approaching expectations =2	Meets expectations = 3	Exceeds expectations =4	Grading Average Round One	Grading Average Round Two	<b>Grand Mean</b>
1. Chooses and narrows a topic appropriately for the audience and occasion.	0	3	8	12	3.3913	3.3043	<b>3.3478</b>
2. Communicates the central message in a manner appropriate for the audience and occasion.	0	3	8	12	3.3913	3.4347	<b>3.4130</b>
3. Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.	1	3	12	7	3.0869	3.2173	<b>3.1521</b>
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	1	2	8	12	3.3478	3.3913	<b>3.3695</b>
5. Uses language appropriate to the audience and occasion.	1	2	9	11	3.3043	3.3043	<b>3.3043</b>
6. Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.	2	1	7	13	3.3478	3.2173	<b>3.2826</b>
7. Uses pronunciation, grammar, and articulation appropriate to the audience and occasion.	1	3	8	11	3.2608	3.0869	<b>3.1739</b>
8. Uses physical behaviors that support the verbal message.	1	2	9	11	3.3043	2.9130	<b>3.1086</b>

## Explanation of the rating categories in the Rubrics

### **Competency 1: Chooses and narrows a topic appropriately for the audience and occasion.**

#### EXCEEDS EXPECTATIONS (4)

The speaker's topic choice is clearly consistent with the purpose, is totally amenable to the time limitations of the presentation, and reflects unusually insightful audience analysis.

#### MEETS EXPECTATIONS (3)

The speaker's topic choice is generally consistent with the purpose, is a reasonable choice for the time limitations of the presentation, and reflects appropriate analysis of a majority of the audience.

#### APPROACHING EXPECTATIONS (2)

The speaker's topic choice is somewhat consistent with the purpose. The speaker covered the topic superficially within the time constraints, and appears to have done some surface-level work to analyze the needs/interests of the audience.

#### BELOW EXPECTATIONS (1)

The speaker's topic choice is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the presentation, and there is little or no evidence of successful audience analysis.

### **Competency 2: Communicates the central message in a manner appropriate for the audience and occasion.**

#### EXCEEDS EXPECTATIONS (4)

The speaker communicates a central message that is exceptionally clear and identifiable. There is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose of the presentation is.

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**Competency 4: Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.**

**EXCEEDS EXPECTATIONS (4)**

The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas. The introduction clearly engages the audience in an appropriate and creative manner, the body of the presentation reflects superior clarity in organization, and the conclusion clearly reflects the content of the speech and leaves the audience with an undeniable message or call to action.

**MEETS EXPECTATIONS (3)**

The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas. The introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.

**APPROACHING EXPECTATIONS (2)**

The speaker intermittently uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation. The author attempts to demonstrate logical flow within and between sections of the presentation and between ideas, but abruptly shifts between topics and/or inadequately or abruptly ends without restating the main message or call to action.

**BELOW EXPECTATIONS (1)**

The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas. The introduction fails to engage even a majority of the audience in an appropriate manner, the body of the presentation reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the presentation and fails to leave even a majority of the audience with a clear message or call to action.

**Competency 5: Uses language appropriate to the audience and occasion.**

**EXCEEDS EXPECTATIONS (4)**

The speaker uses language that is exceptionally clear, vivid, and appropriate. The speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.

**MEETS EXPECTATIONS (3)**

The speaker uses language that is reasonably clear, vivid, and appropriate. The speaker chooses language that is free of inappropriate jargon, is nonsexist, is nonracist, etc.

**APPROACHING EXPECTATIONS (2)**

The speaker uses mundane and commonplace language, which partially support the effectiveness of the presentation. Language in presentation is appropriate to audience, although may contain jargon or technical language that is difficult for non-experts to follow.

**BELOW EXPECTATIONS (1)**

The speaker uses unclear or inappropriate language. The speaker chooses inappropriate jargon or language which is sexist, racist, etc.

**Competency 6: Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.**

**EXCEEDS EXPECTATIONS (4)**

The speaker makes exceptional use of vocal variety in a conversational mode. Vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.

**MEETS EXPECTATIONS (3)**

The speaker makes acceptable use of vocal variety in a conversational mode. The speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.

#### APPROACHING EXPECTATIONS (2)

The speaker shows some vocal variety and attempts to speak in a conversational mode, but presentation sounds memorized, monotonous, or choppy. The speaker demonstrates noticeable weaknesses in adapting pace, volume, and pitch, although the presentation is understandable.

#### BELOW EXPECTATIONS (1)

The speaker fails to use vocal variety and fails to speak in a conversational mode due to memorization, monotony, or choppy delivery. The speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detracting from the quality or impact of the speech.

### **Competency 7: Uses pronunciation, grammar, and articulation appropriate to the audience and occasion.**

#### EXCEEDS EXPECTATIONS (4)

The speaker has exceptional articulation, pronunciation, and grammar. The speaker exhibits exceptional fluency (no verbal clutter, e.g., uhs, ums, like, you know), properly formed sounds which enhance the message, and no pronunciation or grammatical errors.

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The speaker has acceptable articulation, with few pronunciation or grammatical errors. Most sounds are properly formed, there are only a few instances of verbal clutter (uhs, ums, you know, like), and a few (1-2) minor errors in pronunciation and grammar.

#### APPROACHING EXPECTATIONS (2)

The message is mostly understandable, but the speaker has some articulation, pronunciation, and grammar mistakes that influence message comprehension. The speaker also has some verbal clutter (for example: um, uhs, you know, like) that influence the audience's comprehension of the message.

#### BELOW EXPECTATIONS (1)

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### **Competency 8: Uses physical behaviors that support the verbal message.**

#### EXCEEDS EXPECTATIONS (4)

The speaker demonstrates exceptional executive presence through posture, gestures, bodily movement, facial expressions, eye contact, and use of dress. Nonverbal behaviors and dress support the verbal message and thereby enhance the speaker's executive presence and credibility throughout the audience.

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#### BELOW EXPECTATIONS (1)

The speaker fails to use acceptable posture, gestures, facial expressions, eye contact, and dress. Nonverbal behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.

## **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.





## I. Curriculum Map

The MBA program learning outcomes, listed below, are mapped to each course taught in the MBA program in Table 2. The table indicates whether an outcome is introduced, developed and/or mastered. (I, D, M).

MBA Program Learning Outcomes:

### Leadership skills:

PLO 1: Demonstrate effective leadership skills in a team environment.

PLO 2: Develop business actions that improve organizational effectiveness.

### Communication skills:

PLO 3: Prepare effective professional quality business documents.

PLO 4: Deliver effective professional quality business presentations.

### Integrative analysis competency:

PLO 5: Identify, analyze, and synthesize pertinent business information utilizing business knowledge from multiple functional areas.

### Strategic Problem-solving competency

PLO 6: Identify relevant contextual factors including ethical, legal, social, diversity, global, environmental, and organizational concerns to pursue business opportunities.

PLO 7: Develop strategies and implement plans to improve organizational practices and processes for long-term sustainability and competitive advantage.

I = Introduced

D = Developed

M = Mastery

Table 2. Curriculum Map

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
<b>REQUIRED CORE COURSES</b>							
MBA 210. Management Accounting (C)	I	I/D	D	I	<b>D/M</b>	<b>I/D</b>	M
MBA 220. Financial Management (C)		<b>I/D</b>	<b>I/D</b>	I	D/M	I	I/D
MBA 230. Behavior Science Applications in Management (C)	<b>I/D/M</b>	I/D/M	I/D/M	<b>I/D/M</b>	I/D/M	I/D/M	I/D/M
MBA 240. Marketing Management (C)	I/D	I/D	D	<b>D</b>	I/D	<b>M</b>	<b>D</b>
MBA 280. Value Chain Integration (C)	I/D	<b>I/D</b>	D	D	<b>D/M</b>	I	D
MBA 501. <i>Culminating Experience</i>	M	M	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>ELECTIVES</b>							
MBA 260. Management		I			M		D

of Technology Intensive Enterprises (E)							
<b>Course Work</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
<b>REQUIRED CORE COURSES</b>							
MBA 270. Global Business Management (E)		I	D	D	D	D	D
MBA 221. Financial Markets (E)			D	I	M	D	I
MBA 222. Security Analysis and Portfolio Management (E)					M		I
MBA 223. Asset Valuation (E)					M		I
MBA 224. Advanced Investment Strategies (E)		I	D	D	D	I	I/D
MBA 251. Real Estate Finance and Investment (E)	I	I	D	I	M	I	I
MBA 235. Management of Innovation (E)	D	M	I	D	I/D	I	D/M
MBA 243. Global Marketing Environment (E)	Not offered						
MBA 271. Integrative Entrepreneurship Management (E)	M	D		D	D	D	D
MBA 272. Entrepreneurial Resource Management (E)	D	M	I	I		D	I
MBA 282. Global Supply Chain Management (E)	I	D		D	I	M	D
MBA 282. Global Supply Chain Management (E)	I	D		D	D	M	D
MBA 232. Negotiation and Relationship Management (E)	D	D	D	M			D
MBA 225. Financial Aspects of Health Care Administration (E) -	D	I	I	I	M	D	D
MBA 262. Integrated IT in Healthcare (E)	I	D			M		D
MBA 281. Quality and process Improvement in Healthcare (E)	I	D	D		M	D	D
MBA 261. Integrated Business Process Management (E)	Not offered						
MBA 263. Project and Outsourcing Management (E)	Not offered						
MBA 264. Business			I	I	M		

Intelligence (E)							
MBA 263	M	D	D	D	M	D	M
MBA 231 Managing High Performing Work Organizations		I			D	D	D



**ASSESSMENT POLICY**  
**College of Business Administration**  
**California State University, Sacramento**

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## **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.

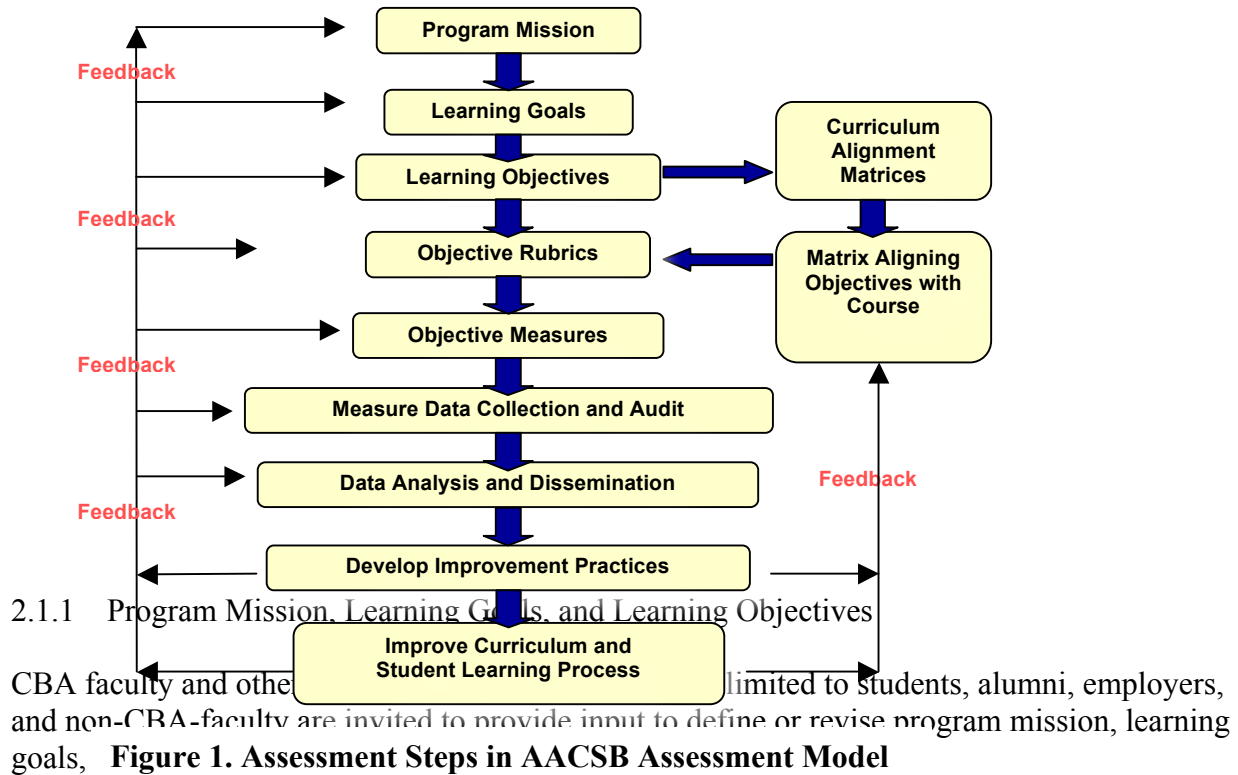
### **1.4 Goals of Assessment**

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.

## 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.



#### 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

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.

**Auditors' average Y for a learning objective:** 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.

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

**Comparing auditors' average with class graders' average (Y vs. Z) for a learning objective:** 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.

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.



## 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	<ul style="list-style-type: none"><li>▪ Define/design/review/revise program mission, learning goals, learning objectives, curriculum alignment matrices, objective alignment with courses, rubrics, direct measures, and indirect measures.</li></ul>
2	<ul style="list-style-type: none"><li>▪ Implement direct and indirect measures to collect data.</li></ul>
3	<ul style="list-style-type: none"><li>▪ Audit measure results.</li><li>▪ Analyze and interpret data collected from direct and indirect measures.</li><li>▪ Determine whether long-term assessment standards have been met.</li><li>▪ Develop improvement practices including class level and/or curriculum level improvement based on direct and indirect measure results.</li></ul>
4	<ul style="list-style-type: none"><li>▪ Implement improvement practices.</li></ul>

## SECTION 3. ORGANIZATIONAL STRUCTURE, AUTHORITIES, AND RESPONSIBILITIES FOR ASSESSMENT ACTIVITIES

### 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.

- 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.

**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 two weeks after all changes have been implemented in classes.

**Appendix III: Improvement Implementation Report**  
 (A sample for a filled-in improvement implementation report)

<b>Change Implementation Report for Learning Objective Improvement</b>		
Faculty Name:	<i>Professor Smart Wise</i> (if anonymous, the chairperson of the area assessment committee please sign the field above the date in this report)	
Course:	<i>MIS 101</i>	
Learning Objective:	<i>BSBA 6.1</i>	
Change Implementation Semester:	<i>Fall 2006</i>	
<b>Improvement Changes</b>		
<b>Change Items:</b>	<b>Improvement Objectives</b>	<b>Implementation Evidence:</b>
<i>1. In-Class Exercises</i>	<i>Improve dimension 2</i>	<i>Student written submissions</i>
<i>2. Case Assignment</i>	<i>Improve dimension 1</i>	<i>Student written submissions</i>
<i>3. Tutorial</i>	<i>Provide remedial training for students' self study.</i>	<i>Tutorial handout</i>
<i>4. Peer Learning</i>	<i>Provide peer feedback to students for self improvement.</i>	<i>No written evidence</i>
...	...	...
...	...	...
Faculty Signature: (may be omitted if via email)	<i>Smart Wise</i>	
Chairperson of Area Assessment Committee Signature: (not required for non-anonymous report)		
Date:	<i>12-18-2006</i>	



## I. Curriculum Map

The MBA program learning outcomes, listed below, are mapped to each course taught in the MBA program in Table 2. The table indicates whether an outcome is introduced, developed and/or mastered. (I, D, M).

MBA Program Learning Outcomes:

### Leadership skills:

PLO 1: Demonstrate effective leadership skills in a team environment.

PLO 2: Develop business actions that improve organizational effectiveness.

### Communication skills:

PLO 3: Prepare effective professional quality business documents.

PLO 4: Deliver effective professional quality business presentations.

### Integrative analysis competency:

PLO 5: Identify, analyze, and synthesize pertinent business information utilizing business knowledge from multiple functional areas.

### Strategic Problem-solving competency

PLO 6: Identify relevant contextual factors including ethical, legal, social, diversity, global, environmental, and organizational concerns to pursue business opportunities.

PLO 7: Develop strategies and implement plans to improve organizational practices and processes for long-term sustainability and competitive advantage.

I = Introduced

D = Developed

M = Mastery

Table 2. Curriculum Map

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
<b>REQUIRED CORE COURSES</b>							
MBA 210. Management Accounting (C)	I	I/D	D	I	<b>D/M</b>	<b>I/D</b>	M
MBA 220. Financial Management (C)		<b>I/D</b>	<b>I/D</b>	I	D/M	I	I/D
MBA 230. Behavior Science Applications in Management (C)	<b>I/D/M</b>	I/D/M	I/D/M	<b>I/D/M</b>	I/D/M	I/D/M	I/D/M
MBA 240. Marketing Management (C)	I/D	I/D	D	<b>D</b>	I/D	<b>M</b>	<b>D</b>
MBA 280. Value Chain Integration (C)	I/D	<b>I/D</b>	D	D	<b>D/M</b>	I	D
MBA 501. <i>Culminating Experience</i>	M	M	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>ELECTIVES</b>							
MBA 260. Management		I			M		D

of Technology Intensive Enterprises (E)							
<b>Course Work</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
<b>REQUIRED CORE COURSES</b>							
MBA 270. Global Business Management (E)		I	D	D	D	D	D
MBA 221. Financial Markets (E)			D	I	M	D	I
MBA 222. Security Analysis and Portfolio Management (E)					M		I
MBA 223. Asset Valuation (E)					M		I
MBA 224. Advanced Investment Strategies (E)		I	D	D	D	I	I/D
MBA 251. Real Estate Finance and Investment (E)	I	I	D	I	M	I	I
MBA 235. Management of Innovation (E)	D	M	I	D	I/D	I	D/M
MBA 243. Global Marketing Environment (E)	Not offered						
MBA 271. Integrative Entrepreneurship Management (E)	M	D		D	D	D	D
MBA 272. Entrepreneurial Resource Management (E)	D	M	I	I		D	I
MBA 282. Global Supply Chain Management (E)	I	D		D	I	M	D
MBA 282. Global Supply Chain Management (E)	I	D		D	D	M	D
MBA 232. Negotiation and Relationship Management (E)	D	D	D	M			D
MBA 225. Financial Aspects of Health Care Administration (E) -	D	I	I	I	M	D	D
MBA 262. Integrated IT in Healthcare (E)	I	D			M		D
MBA 281. Quality and process Improvement in Healthcare (E)	I	D	D		M	D	D
MBA 261. Integrated Business Process Management (E)	Not offered						
MBA 263. Project and Outsourcing Management (E)	Not offered						
MBA 264. Business			I	I	M		

Intelligence (E)							
MBA 263	M	D	D	D	M	D	M
MBA 231 Managing High Performing Work Organizations		I			D	D	D