

# 2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

## IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

**Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**

**DEADLINE TO SUBMIT: JULY 1, 2019.**

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: All the Program Learning Outcomes Assessed

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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**
- 20. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

**Q1.3.a.**

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

## Section 2: Report One Learning Outcome in Detail

### Question 2: Detailed Information 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):

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

**Q2.1.1.**

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo


**Q2.2.a.**


Please provide the standards of performance/expectations for this PLO:

**Q2.3.**

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(

[See Appendix 15 Sample Answer to Q2.3](#)):

 Click here to attach a file

 Click here to attach a file

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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

### 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**)

Undo

**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**)

Undo

**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. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**

### 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**)

Undo

**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 **attach the assignment instructions that the students received to complete the assignment** ( [See Appendix 1 Sample Answer to Q3.3.2](#)):

 [Click here to attach a file](#)

 [Click here to attach a file](#)

### 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.**)

Undo

### 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

Undo

### 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

Undo

### 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

Undo

**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

Undo

**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?

**Q3.6.2a.**

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

**Q3.6.3a.**

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

**Q3.6.4.**

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

Undo

**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**

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**)

Undo

**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:



Click here to attach a file



Click here to attach a file

**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**)

Undo

**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**)


Undo

**Q3.8.3.**

If other measures were used, please specify:



 Click here to attach a file


 Click here to attach a file


**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**

## 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 do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:


 Click here to attach a file

 Click here to attach a file

### 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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

 Click here to attach a file

 Click here to attach a file

### 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

Undo

### 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

Undo

#### 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

Undo

### 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**)

Undo

#### 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

Undo

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12    Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated 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 style="width: 450px; height: 20px;" 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?

Undo 1-9

	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. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**

### 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:

This year we focused primarily on aligning our undergraduate program learning goals to the institutional undergraduate learning goals, conducting a self-study of practices in the undergraduate business core curriculum, collecting data to revise the curriculum map, and planning data collection for Fall 2019. An overview of those activities is provided the attached file "Assessment Year in Review 2018-19 MBA.docx".



1. Assessment Year in Review MBA 2018-19.docx  
20.5 KB



Click here to attach a file

#### 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:

All of the above activities were directly related to our program learning goals and outcomes. The purposes of these activities was to aid in planning for the future and align our practices with those of the university.

#### 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. **Research**
- 21. 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?


Our last program review occurred during our re-accreditation process with AACSB (2017) and a request for a modified self-study was completed in March 2019. Our 2017 report to AACSB addressed a specific critique to shift from course-embedded assessment to assessing program-level learning goals. Additionally, the peer review team asked us to apply the program-level assessment approach to all graduate programs on a cycle that results in assessing each learning objective twice in each 5-year cycle. Overall, this year's activities have been focused primarily on developing the assessment system through aligning program goals with the institution's goals, conducting an internal self-study, and planning to collect data to meet the objective of assessing learning goals twice every 5 years.

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

 2. Approved Aligned Learning Goals and Outcomes for One MBA.docx  
22.7 KB

 3. Questionnaire for Revising Curriculum Map MBA.docx  
37.08 KB

 Click here to attach a file

 Click here to attach a file

**Q9.1.**

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

2. Approved Aligned Learning Goals and Outcomes for One MBA.docx

3. Questionnaire for Revising Curriculum Map MBA.docx

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

Master of Business Administration

(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]

Select Program

**Q11.**

Report Author(s):

Ryan Fuller, Martha Wilson

**Q11.1.**

Department Chair/Program Director:

NA

**Q11.2.**

Assessment Coordinator:

Ryan Fuller

**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:**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:**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?

N/A

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

When was your <b>Assessment Plan...</b>	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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**  
139 KB


**Q21.**

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:

 4. 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

Undo

**Q24.**

**BEFORE YOU SUBMIT:** Please **check** that you have included all of the following key evidences:

- 1. PLO Assessed (**Q1.1, Q2.1**)
- 2. Definition of the PLO(s) (**Q2.1.1**)
- 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
- 4. Direct Measures (**Q3.3.2**)
- 5. Data Table(s) (**Q4.1**)
- 6. Curriculum Map (**Q21.1**)
- 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

**Save When Completed!**

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

**DEADLINE:** July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

## Approved Aligned Learning Goals and Outcomes for One MBA (MBA, IMBA, EMBA)

### Document History:

12/3/18 (Assessment Director and MBA Directors)

12/10/18 (Assessment Committee)

2/6/19 (Areas)

2/11/19 (Assessment Committee) - Approved

### Statement on Learning

The California State University, Sacramento, Master of Business Administration degree prepares ethical leaders capable of collaborating with a diverse and multifaceted workforce in the Capital region and beyond. Throughout a rigorous program that includes experiential, case-, and team-based learning methods, our graduates demonstrate applied business knowledge, leadership and strategic abilities, communication skills, integrative thinking, professional ethics, and adaptability to a global business context.

MBA Goal 1: Applied Business Knowledge (aligns with CSUS IGLG 1-Disciplinary Knowledge)

Our graduates master, integrate, and apply business knowledge and skills to current, practical, and important contexts and situations.

MBA students are able to:

1.1: Apply concepts, skills, and tools to impact practical, real-world business situations.

MBA Goal 2: Leadership and Strategy (aligns with CSUS IGLG 3-Critical Thinking/Analysis)

Our graduates effectively accomplish organizational goals in collaborative dynamic environments.

MBA students are able to:

2.1: Formulate strategies and engage organizations to improve organizational effectiveness for long-term sustainability and competitive advantage.

MBA Goal 3: Communication Skills (aligns with CSUS IGLG 2-Communication)

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

MBA students are able to:

3.1: Communicate in an organizational setting effectively using appropriate oral and written formats for various purposes.

MBA Goal 4: Integrative Analysis and Problem Solving (aligns with CSUS IGLG 4 Information Literacy)

Our graduates effectively address business situations in novel ways through reason and holistic analytical thinking.

MBA students are able to:

4.1: Synthesize relevant information from multiple business functional areas to perform quantitative and qualitative analyses for effective decision making and innovative problem solving.

MBA Goal 5: Global Business Context (aligns with CSUS IGLG 5-Professionalism/ IGLG 6 Intercultural/Global Perspectives)

Our graduates identify the significance of ethics, legal regulation, economics, social responsibility, cultural diversity, and global issues for planning and decision making.

MBA graduates are able to:

5.1: Evaluate and adapt organizational and individual responses to diverse regulatory systems and ethical environments. (IGLG-5)

5.2: Assess and change organizational responses to international economic systems and intercultural environments. (IGLG 6)

**Instructions:** Enter your name, and circle the appropriate “flavor” of MBA you teach in along with the course #. Then indicate the level at which the learning outcome is addressed in your course and whether you formally assess it and how. Repeat for each graduate course you teach.

Your Name: \_\_\_\_\_ MBA/IMBA/EMBA Course #: \_\_\_\_\_

<b>MBA Program Goal</b>	<b>Program Outcome</b> Introduce, Develop, Master	<b>(In)Direct Measures Related to Outcome</b> What assignments are tied to this outcome?
<p><i>Goal 1: Applied Business Knowledge</i></p> <p>Master, integrate, and apply business knowledge and skills to current, practical, and important contexts and situations.</p>	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>1.1: Apply concepts, skills, and tools to impact practical, real-world business situations.</p>	<p><b>Assessed:</b> <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
<p><i>Goal 2: Leadership and Strategy</i></p> <p>Effectively accomplish organizational goals in collaborative dynamic environments.</p>	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>2.1: Formulate strategies and engage organizations to improve organizational effectiveness for long-term sustainability and competitive advantage.</p>	<p><b>Assessed:</b> : <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
<p><i>Goal 3: Effective Business Communication</i></p> <p>Effectively communicate in a variety of business settings using appropriate techniques.</p>	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>3.1: Communicate in an organizational setting using appropriate oral and written formats for various purposes.</p>	<p><b>Assessed:</b> : <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
<p><i>Goal 4: Integrative Analysis and Problem Solving</i></p> <p>Address business situations in novel ways through reason and holistic analytical thinking.</p>	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>4.1: Address business situations from multiple business functional areas to perform quantitative and qualitative analyses for effective decision making and innovative problem solving.</p>	<p><b>Assessed:</b> : <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
<p><i>Goal 5: Global Business Context</i></p> <p>Identify the significance of ethics, legal regulation, economics, social responsibility, cultural diversity, and global issues for planning and decision making.</p>	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>5.1: Evaluate and adapt organizational and individual responses to diverse regulatory systems and ethical environments.</p>	<p><b>Assessed:</b> : <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>
	<p><input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/> M</p> <p>5.2: Assess and change organizational responses to international economic systems and intercultural environments.</p>	<p><b>Assessed:</b> : <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>



**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.

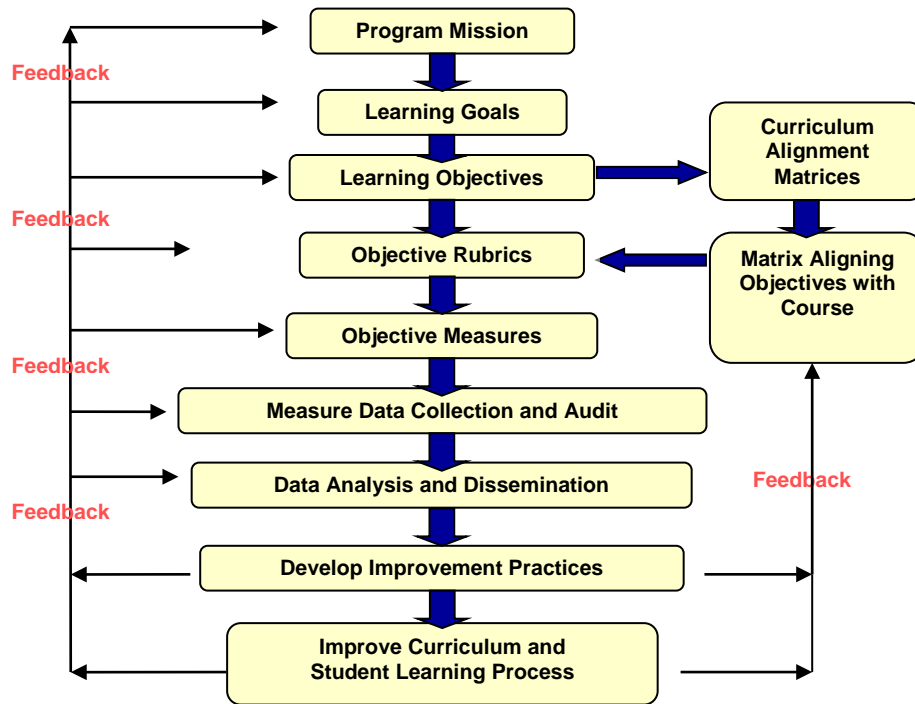
### **1.4 Goals of Assessment**

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.



**Figure 1. Assessment Steps in AACSB Assessment Model**

#### 2.1.1 Program Mission, Learning Goals, and Learning Objectives

CBA faculty and other constituencies 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, and learning objectives.

#### 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	D/M	I/D	M
MBA 220. Financial Management (C)		I/D	I/D	I	D/M	I	I/D
MBA 230. Behavior Science Applications in Management (C)	I/D/M	I/D/M	I/D/M	I/D/M	I/D/M	I/D/M	I/D/M
MBA 240. Marketing Management (C)	I/D	I/D	D	D	I/D	M	D
MBA 280. Value Chain Integration (C)	I/D	I/D	D	D	D/M	I	D
MBA 501. <i>Culminating Experience</i>	M	M	M	M	M	M	M
<b>ELECTIVES</b>							

MBA 260. Management of Technology Intensive Enterprises (E)		I			M		D
<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 Intelligence (E)			I	I	M		
MBA 263	M	D	D	D	M	D	M
MBA 231 Managing High Performing Work Organizations		I			D	D	D