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Introduction and Executive Summary

The 2017-2018 academic year included a significant review of our AOL process, system, and results of the previous 5 years. It was also the first year in our five-year “closing the loop” cycle where each program’s learning goals are measured, changes are made to improve student learning, learning goals are measured again, and, finally, the effectiveness of the changes are judged in the fifth year. With the reaccreditation visit taking place in the Fall of 2017, assessments were primarily completed in Spring 2018. Those assessment 2017-2018 results, the accompanying assessment and closing the loop reports, and AoL plans for 2018-2019 are attached to this report.

AACSB Accreditation Visit and Improvements Needed
The 5-year AACSB accreditation visit took place in October of 2017 and reviewed the academic years (AY) from 2012-2013 through 2016-2017. The team made helpful suggestions for improvement in the future but ultimately recommended the College of Business & Economics (CBE) be accredited for another five years. This indicated that CBE was headed in the right direction regarding Assurance of Learning (AOL).

For the past two accreditation cycles, AOL was identified by review teams as a major area of concern and a cause for both sixth year reviews. The re-accreditation letter, however, did say that the following needed to be addressed prior to our next continuous improvement review.

“With regard to assurance of learning, the CBE should develop a more robust process for “closing the loop,” including an assessment of the impact of continuous improvement actions taken as a results of AOL findings. (Standard 8: Curriculum Management and Assurance of Learning).”

Also, it was commented verbally that not enough faculty spoke up about AoL during the curriculum committee and AoL subcommittee meetings with the review team.

Improvements Needed
Taken together, these comments point us toward the needed improvements that we need to complete by AY 2021-2022 in preparation of our Fall 2022 reaccreditation visit.

- Increase curriculum committee and faculty participation in AoL process with particular attention to the closing the loop process.
- Ensure that every learning objective from every program is assessed by 2019 with improvement actions recommended and implemented by faculty in 2019-21. Then another round of assessments will take place in 2020 through early 2022 followed by review of this second round of assessments by early 2022. This review of the second round of assessments and judging the effectiveness of the improvement action taken closes the loop.
- General timeline of closing the loop process below. Currently not all assessments are scheduled simultaneously. They are staggered to accommodate available faculty schedules.
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**Future Plans**

The goal for AY 2018-2019 will be to focus on systematic improvements that make closing the loop more efficient and include more faculty.

The remainder of this report will look at AOL activities conducted and planned activities that were not conducted in year 1 of our 5-year cycle, AY 2017-2018.
Summary of Planned Actions Taken During 2017-2018

System Development
- Created detailed multi-year plans for each program
- Curriculum Management Handbook

University Level
- ILO development
- Development of multi-year plans
- Development of new rubrics for written communication and quantitative analysis
- Pilot assessments using new rubrics

Assessments & Improvement Actions by Program

BSBA
- Assessments:
  - Direct Assessment: LO1A & LO1B:
    - Fall, Winter and Spring assessments using Capsim simulation software.
  - Indirect Assessment
    - Surveyed graduating BSBA students
    - Consisted of exit survey asking for student feedback
    - Report produced for on-ground and online BSBA students evaluated in Spring 2018.
    - See separate report for more details.
- Improvement Actions (System & Curriculum):
  - LO1A & LO1B:
    - Developed training videos to be used in capstone course MGMT 4650 to facilitate implementation of Capsim simulation
  - LO2A & LO2B:
    - BSBA Quantitative Skills Improvement Team
      - Eric and Sandy spoke with quantitative faculty to complete two objectives: 1. Review assessment past and current data on learning objectives 2A & 2B: Quantitative Analysis and Use of Technology 2. Discuss improvement ideas
      - Attendance involved faculty teaching in quantitative courses across departments. Each member was recommended by the Chair based on their expertise in the area. Members included: Balaraman Rajan, Alan Goldberg, Robert Loveland, Surendra Sarnikar, Sandy Luong, Eric Fricke
      - Guests consisted of Julie Glass from Mathematics and Jennifer Nguyen from SCAA.
      - See Appendix III for more details.
    - Quantitative Pilot: Lay Intervention
• Project involves showing a video of past students sharing their opinions and advice to future students. This originated from research that came out of Stanford and another university on the impact of lay intervention theory. When students see other students who are like them able to succeed, this has a positive impact on how well they do.
• MGMT 3100 faculty Balaraman Rajan selected students to be shown in the video
• Sandy Luong filmed the students and edited the video
• MGMT 3100 faculty Rick Choy will pilot in Fall 2018 with a control section.

- Quantitative Pilot: Quiz/Curated Videos
  - Faculty will give students a pretest (developed by faculty), depending on score, students will watch set of curated videos.
  - This will be piloted in Fall 2018, MGMT 3100, by faculty Rick Choy.

- Collaborated with SCAA to integrate supplemental instruction in ECON 3551.
  - The first attempt at implementing SI was in Winter 2017. Challenges: Low interest from faculty. Lacked available/interested students who were willing to be supplemental instructors.
  - In a second attempt, SI is being implemented Winter 2018 quarter with plans to continue into Spring 2018 with instructor Michael Dorman in ECON 3551 again.

  o LO3B:
    - Worked with SCAA to develop syllabi inserts for written communication tutoring services
      - Sent inserts to all courses in all 6 programs aligned to written communication learning objective on curriculum map;
      - See Appendix II for more details.

  o LO3C:
    - Increased use of software: Voicethread and Zoom to improve students teamwork skills for online students.
    - Coordinated lab dates to implement and develop teamwork skills in capstone course MGMT 4650.
      - Resulted in increase use of computer labs among Capsim faculty
      - Impact: Faculty reported benefits from increased use when it comes to teaching and group work.
      - Obstacles: Coordination among faculty and use of limited computer labs on campus.

  o LO3A-C:
• New communication course: Communication in Teamwork will be using Dale Carnegie Teaching and Training - impacts, oral, written and teamwork skills

BSE
• Assessments: N/A
• Improvement Actions (System & Curriculum):
  o LO1A & LO2A:
    ▪ 3001 (soon to be 301) will be used for assessment rather than 3000
      • Course has been restructured so that the last 20 minutes of each lecture is devoted to working through a (math-y) problem, and then having a different student present the solution to the rest of the class.
    ▪ 3005 (soon to be 305)
      • Added an Excel project that takes country-level data and asks students to predict GDP growth. Also asks students to collect data on interest rates and inflation rates, and use a mathematical model of short- and long-run exchange rates to conduct a sensitivity analysis of exchanges to these macroeconomic variables. For the future, might have students predict earnings from an overseas investment, based on a demand function that depends on the GDP forecast, as well as the current exchange rate.
  o LO3A & LO4A:
    ▪ 4400: Empirical paper has been restructured so students spend more time interpreting regression results rather than choosing between various specifications to estimate.

MBA
• Assessments:
  o Direct Assessments:
    ▪ 2B: Written Communication in Oakland and San Ramon
    ▪ 1A: Globalization in Hayward
      • Awaiting remaining material from teaching faculty.
• Improvement Actions (System & Curriculum):
  o Implementation of Global DNA pilot for 1) use as a teaching tool in replacement of Capsim’s original simulation and 2) use as a new tool to be linked with a course embedded assignment for assessment of the learning objective: Globalization.

MSE
• Assessments: N/A
• Improvement Actions (System & Curriculum):
  o LO1A:
For 6101 (soon to be 600), Program Director began changing the material to match the future version of the class under semester system. That is, there is more emphasis on mathematics and optimization (the "foundations" of economic analysis), and less on producer theory (which will be integrated in 601) after semesters.

- LO2A:
  - No changes to 6102
- LO3A & LO4A:
  - Instead of one large research paper, students in 6896 are now assessed by the correct application of modern empirical research methods to data in four homework assignments and one individual project.
    - Each of the four homework assignments focuses on one dataset and one empirical method and is graded according to how well the student followed correct research procedures for that specific method.
    - The research project, which determines up to 40% of a student's grade in the course, is based on how well a student applies one of the empirical research methods to a topic and dataset of the students choosing in the process of writing a research paper.

**MSA**
- Assessments: N/A
- Improvement Actions (System & Curriculum):
  - No action to date. Unable to reach Program Director in Summer 2018. Will follow-up in Fall 2018.

**MSBA**
- Assessments:
  - Indirect Assessments:
    - Surveyed graduating MSBA students
    - Consisted of exit survey asking for student feedback
    - Report produced for MSBA students evaluated in Spring 2018.
    - See separate report for more details.
- Improvement Actions (System & Curriculum):
  - No action.
Summary of Planned Actions Not Yet Completed

MBA
- Faculty development of new rubric for Learning Objective 2D: Cross-Cultural Awareness
- MBA program directors meeting to discuss following:
  - Review of Written Communication Assessment Report, followed by program committee discussion and completion of Closing the Loop form by Program Committee Directors.
  - Review of Globalization Assessment Report (in progress, awaiting rest of assessment material from teaching faculty)
  - Use of Global DNA in capstone course, replacing use of Capsim simulation as a teaching tool
  - Use of Global DNA in capstone course, replacing Comp-XM as an assessment tool
  - Use of Global DNA, in conjunction with a written assignment, for assessment of Globalization learning objective
  - Program Committee development (?)
Summary of Actions Not Originally Planned

1. AOL Website development
2. Reintegration of Digital Measures and training
3. Reviewed external software for adoption:
   a. Grammarly
   b. Pearson Writing Lab
   c. Watermark/Taskstream
   d. Sedona
4. Cascade - new website software
5. Indirect assessments
   a. Graduating BSBA students
   b. Graduating MSBA students
Conclusion

Although the reaccreditation decision by the review team in Fall 2017 was a great indicator that CBE is headed in the right direction regarding AOL, there is still a lot to do to prove that we have an effective, sustainable AOL system with an accepting and participatory culture of assessment throughout the college.

This report looked at AOL activities conducted (and not conducted) in year 1 of our 5-year cycle, 2017-2018. The goal of this year was to focus on systematic improvements such as reviewing and modifying AOL processes and protocols and addressing closing the loop on specific learning objectives. A couple of direct and indirect assessments were conducted off-schedule and upon request.

The upcoming academic year, 2018-2019, will be an active and busy assessment year with assessments scheduled for all learning objectives in each of the six degree programs, online and across campuses. The assessments will be split between Fall and Spring semesters. An expected challenge will be identifying more faculty to participate in assessment and working with administrators on appropriate involvement in the AOL process.
Appendix I: Updated Closing the Loop/Corrective Actions Tables by Program

The following pages consist of updated closing the loop tables by program. No changes have been made to the MSA table. Academic Years 2013-2014 through 2015-2016 have been removed from the updated tables.

For information on those years and on the MSA program, see original tables documents here: http://www.csueastbay.edu/cbe/about/assurance-of-learning/close-the-loop/Closing%20the%20Loop%20at%20CBE/index.html
## Program: BSBA

<table>
<thead>
<tr>
<th>Measure</th>
<th>Benchmarks</th>
<th>2016/2017*</th>
<th>2017/2018* (Year 1)</th>
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<tbody>
<tr>
<td>Learning Objective 1A: Students who graduate will recognize and integrate foundation knowledge across functional areas.</td>
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<tr>
<td>Mgmt 4650: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 1A (50%).</td>
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<tr>
<td>60% of students will score above 60% benchmark</td>
<td><strong>Assessments:</strong> [n = 471] (Fall 2016, Spring 2017) 59.5% of students met benchmark; <strong>Closing the Loop:</strong> Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA’s to help with hands-on instruction.</td>
<td><strong>Improvements:</strong> -Developed training videos to be used in capstone course MGMT 4650 to facilitate faculty implementation of Capsim simulation</td>
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| Learning Objective 1B: Students who graduate will apply critical thinking skills to solve business problems. | | |
| Mgmt 4650: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple-choice questions tailored to assess 1B (50%). | | |
| 60% of students will score above 60% benchmark | **Assessments:** [n = 471] (Fall 2016, Spring 2017) 55.8% of students met benchmark; **Closing the Loop:** Results have generally met benchmark with initial year and this year just missing. Continue to monitor and consider hiring student TA’s to help with hands-on instruction. | **Improvements:** -Developed training videos to be used in capstone course MGMT 4650 to facilitate faculty implementation of Capsim simulation |
| | -Adjustments made to Capsim/Comp-XM modules following feedback from faculty in Winter 2017 assessment meetings. Adjustments include removing HR module to better represent program curriculum. -Computer lab scheduling to be provided to all faculty to implement in-lab classes based on pilot program. | -In-person presentations conducted upon faculty request |
## Learning Objective 2A: Students who graduate will understand and apply quantitative methods and tools in evaluating business problems and making effective business decisions.

| Course: Mgmt 3100 | Current Benchmark: 70% of students will meet expectations. Past Benchmark(s): 2014-2015: 80% of students will meet or exceed expectations. | Closing the Loop: -Results have not improved and have not met benchmark. Improvements needed. | Closing the Loop: BSBA Quantitative Improvement Team Meeting Conducted. -Assessment data results reviewed -Discussion resulted in list of faculty improvement ideas

### Improvements:
- Implemented 2 pilots involving MGMT 3100 from list of faculty improvement ideas
- See Closing the Loop Form: BSBA LO2A & LO2B for more details. |

## Learning Objective 2B: Students who graduate will apply technology to analyze data and provide solutions to business problems.

| Course: Itm 3060 | Current Benchmark: 70% of students will meet expectations. Past Benchmark(s): 2014-2015: 80% of students will meet or exceed expectations. | Closing the Loop: -Results have met revised benchmark and stayed fairly consistent depending on the assessment - perhaps a slight improvement. May consider raising the benchmark. | Closing the Loop: BSBA Quantitative Improvement Team Meeting Conducted. -Assessment data results reviewed -Discussion resulted in list of faculty improvement ideas

### Improvements:
- Explored MS Access for all student suggestion from list of faculty improvement ideas
- Explored SCAA services and excel tutoring potential
- Expectations for proficiencies in various software
- See Closing the Loop Form: BSBA LO2A & LO2B for more details. |
# Learning Objective 3A: Students who graduate will apply effective oral communication skills in a diverse and global environment.

| Mgmt 4650: Faculty selected rubric used to assess student presentations. | **Current Benchmark:** 70% of students will meet expectations. | **Assessments:**  
Spring 2017 - On-ground [n=62] + Online [n=12]  
Assessed Rubric Traits  
Trait 1: Organization, 76%; Trait 2: Language, 62%; Trait 3: Delivery, 59%; Trait 4: Supporting Material, 73%; Trait 5: Central Message, 70%; Total: 68%  
**Closing the Loop:**  
Overall score has not improved much since beginning despite higher score in previous year. Need to monitor and see if new Q2S course helps.  
**Improvement Actions:**  
- New communication course, BUS 335, being developed for Q2S. | **Closing the Loop:**  
- Past scores led to development of new course for semester conversion.  
**Improvements:**  
- Development of new communication course: Communication in Teamwork will be using Dale Carnegie Teaching and Training (impacts oral, written and teamwork skills). |

## Learning Objective 3B: Students who graduate will apply effective written communication skills in a diverse and global environment.

| Mgmt 4500/4650 Faculty selected rubric used to assess student case study write-ups. | **Current Benchmark:** 70% of students will meet expectations. | **Assessments:**  
Spring 2017 - On-ground [n=62] + Online [n=12]  
Overall Rubric Score: 68% met expectations  
Individual Rubric Traits:  
Trait 1: Organization, 76%; Trait 2: Language, 62%; Trait 3: Delivery, 59%; Trait 4: Supporting Material, 73%; Trait 5: Central Message, 70%  
**Closing the Loop:**  
Latest scores not meeting benchmark. Opportunities for improvement include delivery and language.  
**Improvement Actions:**  
- New communication course, BUS 335, being developed for Q2S. | **Closing the Loop:**  
- Discussion resulted in suggestion to publicize SCAA Tutoring resources in course syllabi.  
- Past scores led to development of new course for semester conversion.  
**Improvements:**  
- Sent inserts to all courses in all 6 programs aligned to written communication learning objective on curriculum map  
- See Action Tracking Form: LO3B for more details.  
- Development of new communication course: Communication in Teamwork will be using Dale Carnegie Teaching and Training - impacts, oral, written and teamwork skills. |
Learning Objective 3C: Students who graduate will apply effective team skills to work in a diverse and global environment.

| Mgmt 4650: Faculty selected rubric used to assess student group work. | Current Benchmark: 70% of students will meet expectations. | Assessments: Spring 2017 - On-ground [n=37] + Online [n=20] Overall Rubric Score: 57% met expectations Individual Rubric Traits: Trait 1: Contributes, 70%; Trait 2: Facilitates, 46%; Trait 3: Individual Contributions, 68%; Trait 4: Fosters Constructive Climate, 44% Closing the Loop: Latest scores not meeting benchmark. Opportunities for improvement include facilitating and fostering constructive climate. Improvement Actions: -New communication and teambuilding course, BUS 335, being developed for Q2S. | Closing the Loop: -Past scores led to development of new course for semester conversion and additional action items. Improvement Actions: -Development of new communication course: Communication in Teamwork will be using Dale Carnegie Teaching and Training - impacts, oral, written and teamwork skills -Increased use of software: Voicethread and Zoom to improve students teamwork skills for online students. -Staff coordinated lab dates to implement and develop teamwork skills in capstone course MGMT 4650. |

Learning Objective 4A: Students who graduate will identify and assess ethical issues and properly articulate ethical decisions.

| Mgmt 4500: Faculty selected rubric used to assess individual written assignment. | Current Benchmark: 70% of students will meet expectations. | Closing the Loop: -Addition of new required ethics course appears to have helped assessment scores. | |

Footnotes:
*Totals may not add up to 100 due to rounding.
**Performance targets were simplified to focus on individual traits only rather than an overall score for the learning objective. This allowed for better faculty improvement discussions, by looking at assessment scores for specific areas of interest, instead of one score for the overall learning objective. As a result, benchmarks were reconsidered based on proficiency for each rubric trait rather than the overall learning objective. This was done while keeping open the possibility that the performance target may be raised in the future if it was found to be too low for the program.
### Program: BS Economics

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<tr>
<th>Measure</th>
<th>Benchmarks</th>
<th>2016/2017*</th>
<th>2017/2018* (Year 1)</th>
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<tr>
<td><strong>Learning Objective 1A:</strong> Students who graduate will formulate mathematical models to solve microeconomic problems.</td>
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**ECON 3000:** Faculty will use course final exam as assessment artifact. Scores of the individual student exams will be compared to department determined and faculty specific benchmarks for proficiency levels.  
- 60% of students will score $\geq$ to 70%

**Assessments:**  
Winter 2017: [n = 27] 22% of students met benchmark; 78% of students did not meet benchmark.  

**Improvements:**  
1. Starting in Fall 2016 ECON 3000 added six quizzes worth 30% (as opposed to midterm/final only). Also hired a TA from the economics masters program to give weekly help sessions in Winter 2017.  
2. Starting in Fall 2018, students taking ECON 3000 (to be renumbered ECON 300) will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes, in particular ECON 300. Problem-solving skills relevant to this objective require algebra, basic graphing, and calculus. These skills will be emphasized in ECON 210.  
3. Added 300-level classes as prerequisites to several upper division electives in the Q2S redesign. Upper division classes with a 300-level pre-requisite will have a 400-level prefix. This will allow faculty to teach more advanced problem-solving skills.

**Improvements:**  
- Collaborated with SCAA to integrate supplemental instruction in ECON 3551.  
- 3001 (soon to be 301) will be used for assessment rather than 3000  
- SI implemented Winter 2018 quarter with plans to continue into Spring 2018 with instructor Michael Dorman in ECON 3551.  
- 301 has been restructured so that the last 20 minutes of each lecture is devoted to working through a (math-y) problem, and then having a different student present the solution to the rest of the class.
Learning Objective 2A: Students who graduate will formulate mathematical models to solve macroeconomic problems.

| ECON 3005: Faculty will use course final exam as assessment artifact. Scores of the individual student exams will be compared to department determined and faculty specific benchmarks for proficiency. | 60% of students will score >/= to 70% | **Assessments:**
Winter 2017: \( n = 26 \) 54% of students met benchmark; 46% of students did not meet benchmark.

**Improvements:**
1. ECON 3005 changed the textbook in January (Winter Quarter) of 2016. Original textbook was unclear, with several errors and not very systematic. Also provided supplemental materials (for deeper understanding of certain core concepts, such as prices indices, growth calculus, etc., as well as more practice problems, and more expanded questions for quizzes) starting in same quarter (Winter quarter 2016) and continuing in Fall of 2016 and Winter of 2017.
2. Starting in Fall 2018, students taking ECON 3005 (to be renumbered ECON 305) will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes, in particular ECON 305. Problem-solving skills relevant to this objective require algebra, basic graphing, and calculus. These skills will be emphasized in ECON 210.
3. We have also added 300-level classes as prerequisites to several upper division electives in the Q2S redesign. Upper division classes with a 300-level pre-requisite will have a 400-level prefix. This will allow faculty to teach more advanced problem-solving skills. | **Improvements:**
- Added an Excel project that takes country-level data and asks students to predict GDP growth. Also asks students to collect data on interest rates and inflation rates, and use a mathematical model of short- and long-run exchange rates to conduct a sensitivity analysis of exchanges to these macroeconomic variables. For the future, might have students predict earnings from an overseas investment, based on a demand function that depends on the GDP forecast, as well as the current exchange rate. |
Learning Objective 3A: Students who graduate will analyze research data using modern statistical software packages.

| ECON 4400: Faculty will use embedded assignment as assessment artifact. Scores of the individual student assignments will be compared to department determined and faculty specific benchmarks for proficiency. | 70% of students will meet expectations. | **Assessments:**
Winter 2017: [n = 34] Overall Rubric Score: 69% met expectations
Individual Traits: 1: Statistical Methodology, 50%; 2: Interpretation of Results, 83%; 3: Software Skills, 74%

**Improvements:**
1. Beginning Winter 2016, ECON 4400 added an empirical exercise with a write-up.
2. Starting in 2018, we will be creating a second required course in econometrics: ECON 499: Empirical Analysis. It will be the new course in which we assess Objectives 3 and 4. The class will provide an additional opportunity to teach software skills.
3. Starting in 2018, students will be required to take a class in programming fundamentals that is taught by the economics faculty: ECON 211: Programming for Data Analysts. Students can substitute this class with another programming fundamentals class offered by the computer science department. This class will be a pre-requisite for ECON 499: Empirical Analysis.
4. Starting in Fall 2018, economics students will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes. The class will feature a large component using Microsoft Excel to illustrate mathematics and statistics problems.
5. Several courses, including ECON 305: Macroeconomic Theory and ECON 431: Economics of Innovation and Intellectual Property, will feature Microsoft Excel-based assignments, e.g. to estimate the various contributors to economic growth under a Solow growth model.

**Improvements:**
- Empirical paper has been restructured so students spend more time interpreting regression results rather than choosing between various specifications to estimate.
Learning Objective 4A: Students who graduate will construct coherent economic policy arguments, grounded in economic theory.

| ECON 4400: Faculty will use embedded assignment as assessment artifact. Scores of the individual student assignments will be compared to department determined and faculty specific benchmarks for proficiency. | 70% of students will meet expectations. | **Assessments:** Winter 2017: [n = 34] Overall Rubric Score: 72% met expectations  
*Individual Traits*: 1: Context/Purpose, 89%; 2: Economic Theory, 59%, 3: Written Exposition, 68%  
**Improvements:** 1. Beginning Winter 2016, ECON 4400 added an empirical exercise with a write-up.  
2. Starting in 2018, we will be creating a second required course in econometrics: ECON 499: Empirical Analysis. It will be the new course in which we assess Objectives 3 and 4. This class will feature several (e.g. 3-4) large assignments giving students practice in conducting and communicating economic research. It will also give faculty several opportunities to give meaningful feedback on students’ communication skills (in this case written communication skills).  
**Improvements:** -Empirical paper has been restructured so students spend more time interpreting regression results rather than choosing between various specifications to estimate. | **Footnotes:** *Totals may not add up to 100 due to rounding.*
Learning Objective 1A: Students who graduate will identify global business opportunities, analyze global business challenges, and develop business strategies.

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<tr>
<th>Measure</th>
<th>Current Benchmark</th>
<th>2016/2017*</th>
<th>2017/2018* (Year 1)</th>
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<tbody>
<tr>
<td>MGMT 6120/6800*: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate globalization rubric used as assessment tool. *Faculty discussed assessment was conducted in an course too early in the program. As a result, assessments moving forward were no longer conducted in MGMT 6120</td>
<td>75% of students will meet expectations overall.</td>
<td>75% of students will meet expectations overall.</td>
<td>75% of students will meet expectations overall.</td>
</tr>
<tr>
<td>Closing the Loop: While last assessment met benchmark, previous results did not. Next assessment will be important to gage impact of improvements. <strong>Improvement Actions:</strong> 1. Pilot Capsim GlobalDNA in 2017/2018. 2. MGMT 6225 introduced a multi-cultural leadership and diversity article. Students learn how traditional, American male-centric leadership theories can be applied across multi-cultural/gender organizations. 3. MGMT 6800 business plan altered to emphasize emerging market firms dealing with global issues. 4. MGMT 6800 business consulting project modified so students analyze the innovativeness of business models (e.g., through lean canvas methodology) in a global context with strategic alternatives and an implementation plan.</td>
<td>Improvement Actions: To provide consistent path of learning and development, use sequential integration of introducing, developing, and mastering this learning outcome: The new MBA Core Course BUS603 Managing Critical Strategic Issues in a Global Context introduces global perspective. The new MBA Core Courses, including BUS604 Financial Accounting, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management develop global perspective, reinforcing the attainment of the ‘global’ learning outcome. BUS 609 Seminar in Strategic Management will master and assess global perspective</td>
<td>Q2S Conversion Improvement: To provide consistent path of learning and development, use sequential integration of introducing, developing, and mastering this learning outcome: The new MBA Core Course BUS603 Managing Critical Strategic Issues in a Global Context introduces global perspective. The new MBA Core Courses, including BUS604 Financial Accounting, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management develop global perspective, reinforcing the attainment of the ‘global’ learning outcome. BUS 609 Seminar in Strategic Management will master and assess global perspective</td>
<td>Assessments: Spring 2018 - Hayward - MGMT 6800 [n = 30] 62% of students met benchmark</td>
</tr>
</tbody>
</table>

**Q2S Conversion Improvement:** To provide consistent path of learning and development, use sequential integration of introducing, developing, and mastering this learning outcome: The new MBA Core Course BUS603 Managing Critical Strategic Issues in a Global Context introduces global perspective. The new MBA Core Courses, including BUS604 Financial Accounting, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management develop global perspective, reinforcing the attainment of the ‘global’ learning outcome. BUS 609 Seminar in Strategic Management will master and assess global perspective.
<table>
<thead>
<tr>
<th>Learning Objective 2A: Students who graduate will demonstrate leadership and teamwork skills.</th>
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</thead>
<tbody>
<tr>
<td>MGMT 6800: Students participate in CAPSIM simulation embedded in the capstone course. Student teams of 3 to 5 run a company throughout duration of course. Graduate leadership &amp; teamwork rubric used as assessment tool.</td>
</tr>
<tr>
<td><strong>Current Benchmark:</strong> 75% of students will meet expectations overall.</td>
</tr>
</tbody>
</table>
| **Assessments:**  Spring 2017 - Hayward - MGMT 6800 [n = 26]  
Overall Rubric Score: 77%  
**Individual Rubric Trait, % students met benchmark**  
1: Preparation, 73%; 2: Contribution, 81%; 3: Accountability, 81%; 4: Motivation, 73%; 5: Delegation, 73%; 6: Conflict Resolution, 81%  |
| **Closing the Loop:**  
Current results show weaknesses in Preparation, Motivation, and Delegation.  
**Improvement Actions:**  
1. MKTG 6120 included lectures on influence, trust building, and passion speech exercises requiring a call to action; provided leadership opportunity to lead a "Jump Start" meeting; added 'Each One-Teach One' exercise; added written assignment to identify who they are helping to improve; reinforced importance of connecting with others and finding the good in others; added exercises on empathetic listening and identifying common objectives; and midterm changed to require delegation and full participation.  
2. MGMT 6225 introduced article that focuses on multicultural leadership and diversity; used group presentation and discussion; utilized team teaching topic that includes multicultural/global leadership.  |
| **Q2S Conversion Improvement:**  
1. Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course.  
2. Offer repeated practice "across courses." See the MBA curriculum map.  
3. Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution.  |
<table>
<thead>
<tr>
<th>Learning Objective 2B: Students who graduate will apply advanced written communication skills.</th>
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</thead>
<tbody>
<tr>
<td>MGMT 6215/6800: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate written communication rubric used as assessment tool.</td>
</tr>
</tbody>
</table>
| **Current Benchmark:** 75% of students will meet expectations overall.  
**Past Benchmark(s):** 2015-2016: 70% of students will meet expectations overall. |
| **Closing the Loop:**  
Given inconsistent assessments, ensure assessments in 2017/2018 are across all campuses with larger n-values. |
| **Q2S Conversion Improvement:**  
1. Reinforce writing across curriculum - The new MBA Core course BUS601 Leadership and Communication in Organizations introduces advanced written communication skills, while other new MBA Core Courses, including BUS603 Managing Critical Strategic Issues in a Global Context, BUS604 Financial Accounting, BUS605 Corporate Financial Management, BUS607 Marketing Management, and BUS608 Operations and Supply Chain Management, help students to develop advanced written communication skills. BUS 610 Seminar in Strategic Management will master and assess advanced written communication skills.  
2. Enforcement of writing skills proficiency: The new MBA Core course, such as BUS606 Managerial Economics, will enforce the passage of the University Writing Skills Test as a pre-requisite. |
| **Assessments:**  
Fall 2017 - Oakland/San Ramon - MGMT 6120  
[OAK n = 23 /SR n = 25]  
95% of students met benchmark (San Ramon only)  
78% of students met benchmark (Oakland only)  
87% of students met benchmark (San Ramon & Oakland) |
Learning Objective 2C: Students who graduate will apply advanced oral communication skills.

| MGMT 6800: Students prepared a group presentation in the form of a ‘Stockholder Debriefing’ of their company from the Capsim simulation integrated into their course. Graduate oral communication rubric used as assessment tool. | Current Benchmark: 75% of students will meet expectations overall. | **Assessments:** Spring 2017 - Hayward - MGMT 6800 [n = 25] Overall Rubric Score: 98% **Assessed Trait, % Students met benchmark** 1: Content & Structure, 100%; 2: Voice Quality & Pace, 100%; 3: Gestures & Rapport, 100%; 4: Professionalism & Appearance, 90%; 5: Aids & Media Use, 95% | **Q2S Conversion Improvement:** 1. Introduce a new core course BUS 601, Leadership Communication in Organizations, to introduce and develop leadership and teamwork skills, written communication skills, oral communication skills as the first core course. 2. Utilize the interactive workshop style pedagogy to develop behavioral skills. 3. Provide further development opportunity through the new core course, BUS 609, Negotiation and Conflict Resolution. |
| Winter 2015 piloted a new method for assessing oral communications. To prevent conflation of assessment with grading, and to accurately retrieve reliable and consistent data, external assessors were used in the assessment of both learning objectives (1) Oral Communications and (2) Teamwork. | Past Benchmark(s): 2015-2016: 70% of students will meet expectations overall. | **Closing the Loop:** Results have met benchmark, but 100% is surprising. Need to confirm rubric with next assessments. At the rubric trait level, traits 4 and 5 are the weakest. **Improvement Actions:** 1. Introduced Advanced Leadership Communication Boot Camp. 2. MKTG 6120 provided repetitive practice opportunities; students are required to make (6) presentations in front of groups ranging from 8 people growing to 25; presentations are coached in a workshop format where the students have the opportunity to improve on selected skill; require the student to deliver the same presentation multiple times applying the recommendations of the coach; reinforced use of actor skills and theater skills; reinforced dynamics of the physical presentation space; coached in "owning" the presentation space and exercising range of voice, tone and body language; coached in creating high-impact PowerPoint presentations: additional coaching sessions offered during non-class hours. |
Learning Objective 3A: Students who graduate will perform quantitative analyses and apply advanced technological tools to solve complex business problems.

<table>
<thead>
<tr>
<th>Mgmt 6800 Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple-choice questions tailored to assess 3A (50%).</th>
<th>60% of students will score above 60% benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments:</strong> All campuses - MGMT 6800 [n = 96] (Fall 2016, Spring 2017): 64.1% of students met benchmark. <strong>Closing the Loop:</strong> Results have met benchmark but based on detailed reports there were some specific areas for potential improvement. Consider Excel and Statistics Bootcamp. <strong>Improvement Actions:</strong> 1. ACCT 6015 added more financial ratio analysis, accounting equation, book versus market equity, and transaction analysis discussions, videos, readings, exercises, and project work to address weaknesses in assessment results. 2. FIN 6215 reinforced financial ratio calculations and use with In-class review exercise, homework, case study, and equity research report. Also focused more coverage on stock repurchases. 3. ACCT 6215 reinforced differences between fixed and variable costs.</td>
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<tr>
<td><strong>Q2S Improvement:</strong> The new goal, &quot;Cross-Cultural Communication&quot; skills, is added to the MBA program. Two new core courses, BUS 601 and BUS 609, will be introduced to achieve this SLO. Development of new rubric for new learning objective postponed to 2018-2019 academic year [postponed].</td>
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</table>

**Q2S Conversion Improvement:** 1. Enforce proficiency attainment early in the program through workshops. 2. Introduce a new core BUS 602, Business Analytics, giving instruction on the core analytical concepts and technological tools. The new program provides multiple opportunities to develop/reinforce analytical and technological skills across core courses. See the MBA Curriculum Map for further information.

**Improvements:** -Piloted Implementation of Global DNA for 1) use as a teaching tool in replacement of Capsim’s original simulation and 2) use as a new tool to be linked with a course embedded assignment for assessment of the learning objective: Globalization.
Learning Objective 4A: Students who graduate will be able analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.

<table>
<thead>
<tr>
<th>Mgmt 6800</th>
<th>60% of students will score above 60% benchmark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple-choice questions tailored to assess 4A (50%).</td>
<td></td>
</tr>
</tbody>
</table>

**Assessments:**
All campuses - MGMT 6800 [n = 96] (Fall 2016, Spring 2017): 64% met benchmark.

**Closing the Loop:**
Results have met benchmark but details of assessment showed opportunities for improvement.

**Improvement Actions:**
1. ACCT 6215 added more material on budgeting.
2. MKTG 6215 added new case study, "Cyberdyne: A Leap to the Future," where students analyze data to forecast market demand to select target markets, distribution, and other marketing-mix elements.
3. FIN 6215 added case studies that involve analysis using annual report and an equity research project of a real company that uses different pieces of information that need to be synthesized into one recommendation.
4. MGMT 6220 added in-class exercises to answer questions about sizing and rightsizing plant. 5. MKTG 6215 introduced marketing metrics and "Mechanism: Engineering Viral Marketing" case study for students to develop conventional and new methods to measure marketing efficiency in viral marketing.

**Q2S Conversion Improvement:**
1. The new MBA Core course, such as BUS606 Managerial Economics, will integrate knowledge across disciplines. The course is developed to incorporate and teach the economic techniques and principles used in all functional areas of business – accounting, finance, marketing, and production. The course topics are structured around practical business problems that managers encounter in a global economy, with a focus on how to apply analytical tools from economics to make better managerial decisions.
2. The revised capstone course approaches the strategic business plan development with a higher-level perspective in focus (i.e., top management perspective) with the emphasis on real world organizational strategies (instead of opportunities). The transformed course syllabus communicates the scope and the elements of integration in the list of the Student Learning Outcomes.

**Improvements:**
- Piloted Implementation of Global DNA for 1) use as a teaching tool in replacement of Capsim's original simulation and 2) use as a new tool to be linked with a course embedded assignment for assessment of the learning objective: Globalization.
Learning Objective 5A: Students who graduate will recognize and analyze ethical issues in decision-making.

<table>
<thead>
<tr>
<th>MGMT 6215/6800: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate ethics rubric used as assessment tool.</th>
<th>Current Benchmark: 75% of students will meet expectations overall.</th>
<th>Past Benchmark(s): 2015-2016: 70% of students will meet expectations overall.</th>
<th>Assessed Traits (Hay/Oak): % met benchmark 1: Identifies Dilemma, 100%/100%; 2: Considers Stakeholders, 100%/81%; 3: Alternatives &amp; Consequences, 100%/38%; 4: Ethical Frameworks, 91%/95%; 5: Chooses an Action, 91%/95%.</th>
<th>Q2S Improvement: Strengthened curriculum sequencing to offer repeated practice “across the curriculum” in the area of ethical decision-making. See MBA Curriculum Map for further information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments:</td>
<td>Winter 2017 - Oakland - MGMT 6800 [n = 21]; Spring 2017 - Hayward - Mgmt 6215 [n = 33]</td>
<td>Overall Rubric Score (Hay/Oak): 96%/82%</td>
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<td>Overall Benchmark: 75% of students will meet expectations overall.</td>
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Closing the Loop:
Overall results have improved from beginning, but there are opportunities for improvement. Watch Oakland results for Alternatives & Consequences.

Improvement Actions:
1. MGMT 6800 assigned cases with ethical dilemmas; reinforced guidelines; students apply a stakeholder-mapping exercise to understand influence of different stakeholders in decision process. Students provide at least two alternatives and a roadmap with operational/ financial requirements and outcomes for alternatives. Students utilize the social value-chain analysis to use appropriate ethical frameworks to evaluate alternatives.2. MKTG 6120 included a lecture on values and key role identification; added discussion on a personal mission statement; reinforced importance to choose an action based on alignment with key roles and mission.3. MGMT 6225 included a class module on "Using Power Ethically and Effectively." 4. MGMT 6215 added "Why we need better ethics for Emerging Technologies" by James H. Moor and readings and discussion on Ethical Dilemmas.

Footnotes: *Totals may not add up to 100 due to rounding.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Benchmarks</th>
<th>2016/2017*</th>
<th>2017/2018* (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 1A: Students who graduate will generate solutions to economic optimization problems under constraints. <strong>Learning objective statements underwent revision during 2015-2016 quarter-to-semester conversion and the statement here reflects the most up to date version.</strong></td>
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(Winter 2015) ECON 6896: Faculty selected individual student project. Department developed graduate rubric used as assessment tool.

(Winter 2017) ECON 6102: Faculty identified sections of individual student exam. Department developed graduate rubric used as assessment tool.

70% of students will meet expectations. | **Assessments:** Winter 2017 [n = 11]  
*Overall Rubric Score: 63% met expectations*  
*Individual Rubric Traits:  
Trait 1: Knowledge & Skill, 64%  
Trait 2: Economic Concepts, 64%  
Trait 3: Analytics, 64%*  
**Improvements:**  
1. Continue working on specifics of 2015/16 changes for implementation: examples of implemented changes beginning 2016/17 include changing textbook for Econ 6101, developed new lecture material, provided students summer work to prepare for course  
**Improvements:**  
- For 6101 (soon to be 600), Program Director began changing the material to match the future version of the class under semester (600). That is, there is more emphasis on mathematics and optimization (the "foundations" of economic analysis), and less on producer theory (which will be integrated in 601) after semesters.  
- Director and faculty discussion on how to improve course 6101 |
Learning Objective 2A: Students who graduate will construct equilibria in models of strategic behavior. *Learning objective statements underwent revision during 2015-2016 quarter-to-semester conversion and the statement here reflects the most up to date version.*

(Winter 2015) ECON 6896: Faculty selected individual student project. Department developed graduate rubric used as assessment tool.

(Winter 2017) ECON 6102: Faculty identified sections of individual student exam. Department developed graduate rubric used as assessment tool.

| Assessments: Winter 2017  \[n = 11\] Overall Rubric Score: 52% met expectations Individual Rubric Traits: Trait 1: Clear Statement, 18% Trait 2: Economic Theory, 64% Trait 3: Alternative Courses, 64% Trait 4: Use of Results, 64% | Improvements:  
- No changes were made to course 6102.  
- Director and faculty discussion on how to improve course 6102 |
|---|---|
| 70% of students will meet expectations. | }
Learning Objective 3A: Students who graduate will identify and apply appropriate empirical techniques for estimation problems. Learning objective statements underwent revision during 2015-2016 quarter-to-semester conversion and the statement here reflects the most up to date version.

| (Winter 2015) ECON 6896: Faculty selected individual student project. Department developed graduate rubric used as assessment tool. | Assessments: Spring 2017 [n = 13] Overall Rubric Score: 95% met expectations Individual Rubric Traits: Trait 1: Econometric Models, 92% Trait 2: Econometric Analysis, 100% Trait 3: Quantitative Techniques, 92% | Improvements: -Instead of one large research paper, students in 6896 are now assessed by the correct application of modern empirical research methods to data in four homework assignments and one individual project. -Each of the four homework assignments focuses on one dataset and one empirical method and is graded according to how well the student followed correct research procedures for that specific method. -The research project, which determines up to 40% of a student’s grade in the course, is based on how well a student applies one of the empirical research methods to a topic and dataset of the students choosing in the process of writing a research paper. -Director and faculty discussion on how to improve course 6896 |
| (Winter 2017) ECON 6896: Individual student project. The piece of assessment (artifact) is the empirical research paper at the center of 6896 (i.e. the class is designed to force students to conduct an original piece of empirical research). | 70% of students will meet expectations. | |
Learning Objective 4A: Students who graduate will estimate models informed by economic theory using specialized software for data analysis. Learning objective statements underwent revision during 2015-2016 quarter-to-semester conversion and the statement here reflects the most up to date version.

| (Winter 2015) ECON 6896: Faculty selected individual student project. Department developed graduate rubric used as assessment tool. | 70% of students will meet expectations. | **Assessments:** Spring 2017 [n = 13]
*Overall Rubric Score: 98% met expectations*
**Individual Rubric Traits:**
Trait 1: Knowledge & Skills, 100%
Trait 2: Graphs & Figures, 92%
Trait 3: Methods & Software, 100%
Trait 4: Technical Competence, 100%
| **Improvements:**
- Instead of one large research paper, students in 6896 are now assessed by the correct application of modern empirical research methods to data in four homework assignments and one individual project.
- Each of the four homework assignments focuses on one dataset and one empirical method and is graded according to how well the student followed correct research procedures for that specific method.
- The research project, which determines up to 40% of a student’s grade in the course, is based on how well a student applies one of the empirical research methods to a topic and dataset of the student’s choosing in the process of writing a research paper.
- Director and faculty discussion on how to improve course 6896 |

(Winter 2017) ECON 6896: Individual student project. The piece of assessment (artifact) is the empirical research paper at the center of 6896 (i.e. the class is designed to force students to conduct an original piece of empirical research).

**Footnotes:**
*Totals may not add up to 100 due to rounding.*
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<tbody>
<tr>
<td>Learning Objective 1A: Students who graduate will demonstrate an understanding of auditing and attestation standards, business environment and concepts, and regulation for a variety of private and public sectors.</td>
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<tr>
<td>Course: 2014-15 ACCT 6630, selected exam questions. 2015-16 ACCT 6613, selected exam questions</td>
<td>70% of students will score above 75% proficiency benchmark</td>
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<tr>
<td>Developing AOL System</td>
<td><strong>Assessments:</strong> Summer 2015 Overall 69% of students scored above 75% proficiency benchmark.</td>
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<td><strong>Improvements Proposed:</strong> - Provide more practice and homework to students for the knowledge areas they are deficient (ACCT 6630) - Moved assessment to a different course</td>
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<tr>
<td>Developing AOL System</td>
<td><strong>Assessments:</strong> Summer 2016 Overall 75% of students scored above 75% proficiency benchmark.</td>
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<td><strong>Improvements Proposed for 2018/2019:</strong> - Include all financial accounting and auditing courses ACCT611, 612, 613, 622, 623 as foundation knowledge for assessment. - Each faculty teaching these courses will pick questions representative of learning in these courses. The faculty teaching these 5 courses will recommend the number of questions to choose from each course. Each course can choose a different number of questions. - These faculty will determine the proficiency benchmark for their individual courses. Faculty selected a higher benchmark of 75% or 80% as meeting expectation for their individual courses. - Reduced coverage of government accounting to focus more on financial accounting based on faculty input.</td>
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<tr>
<td>Course: ACCT 6899</td>
<td>80% of students will meet expectations on overall rubric score.</td>
<td>Developing AOL System</td>
<td>80% of students will meet expectations on overall rubric score.</td>
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</table>
| Instruments: 4 projects from the Capstone Project Rubrics: revised and expanded for 2015-16 assessment. | **Assessments**: Summer 2015  
*Overall Rubric Score*: 91.8% met expectations  
*Individual Rubric Traits*:  
- Trait #1: Research & Strategy, 89%  
- Trait #2: Profitability Analysis, 78%  
- Trait #3: Risk Analysis, 100%  
- Trait #4: Application of Valuation Model, 100%  
*Improvements Implemented AY2015/2016*:  
- For research and strategy, faculty have students work on several examples on strategies in class.  
- For profitability analysis, faculty provided students with an analysis template to follow, have students work on in-class case as an example using the template. | **Assessments**: Summer 2016  
*Overall Rubric Score*: 93% met expectations  
*Individual Rubric Traits*:  
- Trait #1: Research & Strategy, 97%  
- Trait #2: Profitability Analysis, 94%  
- Trait #3: Risk Analysis, 82%  
- Trait #4: Application of Valuation Model, 100%  
*Closing the Loop*: Students’ performance improved in 2015-16 assessments for these two areas. | **Improvments Proposed 2018/2019**:  
- Faculty has provided more detailed explanations on bankruptcy and earnings manipulation models, analysis template and in class examples for teaching the risk analysis in class. |
Learning Objective 3A: Students who graduate will demonstrate knowledge of up-to-date government laws and regulations and the code of conduct and ethics for professional accountants.

| Course: Acct 6660, Instrument: ACCT 6660 Ethics research paper Externally adopted rubric (2014-15) Rubrics revised (2015-16) | 80% of students will meet expectations on overall rubric score. | Developing AOL System | Assessments: Summer 2015 Overall Rubric Score: 95% met expectations Individual Rubric Traits: Trait #1: Identifies Ethical Violations, 97% Trait #2: Analyses Conseq of Ethical Violations, 97% Trait #3: Impact of Ethical Violations, 92% Improvements Proposed AY 2015/2016: - Revise the rubrics to include specifically accounting ethical violations and their impact. | Assessments: Summer 2016 Overall Rubric Score: 93% met expectations Individual Rubric Traits: Trait #1: Identifies Ethical Violations, 100% Trait #2: Analyses Conseq of Ethical Violations, 100% Trait #3: Impact of Ethical Violations, 80% | Improvements Proposed 2018/2019: Revise project and rubrics: Ethics and Auditing and Faculty will work together to design a project that will capture professional ethics requirements and CPA exam requirements on ethics. They will also revise the SLOs and rubrics on ethics to assess this PLO better. Closing the loop: - Weaknesses in trait 3 addressed in proposed improvements. |
**Learning Objective 4A:** Students who graduate will apply written communication skills to produce professional accounting reports and documents.

| Course: Acct 6660, Instrument: Individual Paper on ethics in ACCT 6660 Externally adopted rubric (2014-15) Rubrics revised for 2015-16 assessment. | Developing AOL System | Assessments: Summer 2015 Overall Rubric Score: 93% met expectations Individual Rubric Traits: 1: Thesis/Opening, 92%; 2: Org & Logic, 89%; 3: Spelling, Grammar, Writing Errors, 94%; 4: Sentence Structure, 95%; 5: Purpose, 97% | Improvements Proposed 2018/2019: - Revised MSA curriculum and will offer a half semester course focusing on writing starting Fall 2018. - Will change instrument that reflects writing skills better - may use Auditing II individual project or capstone project. - Will conduct 2 assessments on writing skills, one at the first writing course, 2nd at the end of the program using Auditing II or capstone project. - Will admit students with higher writing scores on GMAT/GRE. | 80% of students will meet expectations on overall rubric score. | Assessments: Summer 2016 Overall Rubric Score: 92% met expectations Individual Rubric Traits: Trait #1: Thesis/Opening, 86% Trait #2: Org & Logic, 92% Trait #3: Spelling, Grammar, Writing Errors, 94% Trait #4: Sentence Structure, 91% Trait #5: Purpose, 95% | Improvements Implemented AY 2015/16 & 2017/18: - CSUEB allows students to satisfy the University Writing Skills Requirements (UWSR) using GMAT/GRE writing scores. We raised admission requirements to admit students with higher analytical writing scores on GMAT/GRE, so the admitted students will have good writing skills. - 2015-16 57% admitted students satisfied the UWSR. - 2017-18 72% admitted students satisfied the UWSR. |
Learning Objective 4B: Students who graduate will apply oral communication skills to deliver a well-organized, informative and persuasive oral presentation within a professional context.

| Course: ACCT 6899, Oral Presentations on Capstone Project | Developing AOL System | Assessments: Summer 2015  
Overall Rubric Score: 98% met expectations  
Individual Rubric Traits: 1: Organization, 100%; 2: Graphics/Slides, 100%; 3: Subject Knowledge/Content, 89%; 4: Style, n/a; 5: Delivery, 100%; 6: Time Mgmt, 100%  
Improvements Implemented 2014 through 2016:  
- conducted a 2 day leadership communications boot camp for MSA students in summer 2014 and summer 2016. Students felt more comfortable speaking in front of others with their own style and with a genuine message.  
- Identify areas of weakness in oral presentation (visual aids, eye contacts), provide training and resources for improvement.  
Assessments: Summer 2016  
Overall Rubric Score: 96% met expectations  
Individual Rubric Traits:  
Trait #1: Organization, 100%  
Trait #2: Graphics/Slides, 100%  
Trait #3: Subject Knowledge/Content, 100%  
Trait #4: Style, 88%  
Trait #5: Delivery, 88%  
Trait #6: Time Management, 100%  
Improvements Proposed 2018/2019:  
- Will offer a new course on oral communications to develop communication and presentation skills starting Fall 2018 (Professional Development 1 course). |
Learning Objective 5A: Students who graduate will apply professional collaboration skills in working with individuals and in groups.

<table>
<thead>
<tr>
<th>Course: ACCT 6899 capstone project</th>
<th>80% of students will meet expectations on overall rubric score.</th>
</tr>
</thead>
</table>
| Developing AOL System               | Assessments: Summer 2015  
Overall Rubric Score: 100% met expectations  
Individual Rubric Traits:  
Trait #1: Attendance, 100%  
Trait #2: Preparation, 100%  
Trait #3: Group Technique, 100%  
Trait #4: Accountability, 100% |
| Improvements Proposed 2018/2019:    | - Consider additional training for students on teamwork.  
- Will provide training for students on teamwork skills in our Professional Development course starting Fall 2018. |
| Note: MSA program is a cohort based program. Students have learned to work together for five quarters when we conduct this assessment. There are several individual students who fall short on teamwork in each cohort. We plan to teach important teamwork skills in our new professional development course starting Fall 2018. |
### Program: MSBA

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<thead>
<tr>
<th>Measure</th>
<th>Benchmarks</th>
<th>2016/2017</th>
<th>2017/2018 (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective 1A:</strong> Students who graduate will develop advanced knowledge and skills in using business analytics technology and applications.</td>
<td>ITM 6273: Faculty chose individual student assignment to assess using the department developed rubric. To assess advanced knowledge and skills, faculty chose an individual programming assignment.</td>
<td>70% of students will meet expectations on overall rubric score.</td>
<td><strong>Improvements:</strong> 1. Modifications to tools used to assess outcome</td>
</tr>
</tbody>
</table>

**Learning Objective 2A:** Students who graduate will build expertise in quantitative methods and tools for business analytics.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Benchmarks</th>
<th>2016/2017</th>
<th>2017/2018 (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6165: Faculty chose individual student assignment to assess using the department developed rubric.</td>
<td>70% of students will meet expectations on overall rubric score.</td>
<td><strong>Improvements:</strong> 1. Modifications to tools used to assess outcome</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objective 3A:</strong> Students who graduate will apply data analytics in making effective business decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ITM 6899: Faculty chose individual student assignment to assess using the department developed rubric. | 70% of students will meet expectations on overall rubric score. | **Assessments:** Spring 2017 [n = 16]  
*Overall Rubric Score:* 96% met expectations  
*Individual Rubric Traits:*  
Trait 1: Conceptual Knowledge, 100%  
Trait 2: App Development Ability, 94%  
Trait 3: Applying Data Analytics, 94%  
**Improvements:**  
1. Reconsidered appropriate terms and courses for assessment of learning objective 3A to increase n-value of students assessed. |

---

<table>
<thead>
<tr>
<th><strong>Learning Objective 4A:</strong> Students who graduate will apply effective written communication skills in conveying project ideas, activities, and findings.</th>
</tr>
</thead>
</table>
| ITM 6899: Faculty chose individual student assignment to assess using the department developed rubric. | 70% of students will meet expectations on overall rubric score. | **Assessments:** Spring 2017 [n = 16]  
*Overall Rubric Score:* 92% met expectations  
*Individual Rubric Traits:*  
Trait 1: Meaning & Develop, 100%  
Trait 2: Organization, 100%  
Trait 3: Language, 81%  
Trait 4: Conventions, 87%  
**Improvements:**  
1. Reconsidered appropriate terms and courses for assessment of learning objective 4A to increase n-value of students assessed. |
Appendix II: Action Tracking Form for LO3B: Written Communication (All Program)

<table>
<thead>
<tr>
<th>Program:</th>
<th>All Programs w/Objective Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective:</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Implemented:</td>
<td>End of Fall 2018</td>
</tr>
<tr>
<td>Tested Quarter:</td>
<td>Winter 2018</td>
</tr>
<tr>
<td>Tracking:</td>
<td>Syllabi Check for Text Box Insert</td>
</tr>
<tr>
<td>Checked:</td>
<td>March 2018 – Action requested beginning Spring 2018</td>
</tr>
</tbody>
</table>

Syllabi Check by Department:

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th># OF SYLLABI CHECKED</th>
<th># OF SYLLABI w/INSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Accounting &amp; Finance</td>
<td>46</td>
<td>5</td>
</tr>
</tbody>
</table>

Courses Including Inserts Winter 2018:

<table>
<thead>
<tr>
<th>MANAGEMENT</th>
<th>ECONOMICS</th>
<th>MARKETING</th>
<th>ACCOUNTING/FINANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6622 (Misra)</td>
<td>n/a</td>
<td>3401 (He)</td>
<td>FIN 6310 (F.S. Pan)</td>
</tr>
<tr>
<td>4500 (Selee)</td>
<td>6215 (He)</td>
<td>FIN 3300 (Mosley)</td>
<td></td>
</tr>
<tr>
<td>4500 (Wat)</td>
<td></td>
<td>ACCT 6630 (John Tan)</td>
<td></td>
</tr>
<tr>
<td>4650 (Wishniewsky)</td>
<td></td>
<td>ACCT 6215 (John Tan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACCT 3280 (John Tan)</td>
</tr>
</tbody>
</table>

Suggested Courses for Inserts Based on Syllabi Checks:
- *Emailed 23 faculty (+Chairs) April 2018 requesting inserting textboxes into Spring 2018 and future syllabi [SL]*

<table>
<thead>
<tr>
<th>CHAIR</th>
<th>FACULTY</th>
<th>COURSE</th>
<th>WRIT. COMPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna (3)</td>
<td>Sweety Law</td>
<td>MKTG 3401</td>
<td>5-point reflection paper/Biz memo</td>
</tr>
<tr>
<td></td>
<td>Michael Aquilina</td>
<td>MKTG 4450</td>
<td>Marketing paper</td>
</tr>
<tr>
<td></td>
<td>Lonnie Barish</td>
<td>MKTG 6215</td>
<td>Group paper</td>
</tr>
<tr>
<td>Jed (5)</td>
<td>Jung you</td>
<td>ECON 1010</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Michael Dorman</td>
<td>ECON 3551</td>
<td>Paper assignment</td>
</tr>
<tr>
<td></td>
<td>Matthew Taylor</td>
<td>ECON 3551</td>
<td>Case study paper (grp/individ?)</td>
</tr>
<tr>
<td></td>
<td>Farhad Sabetan</td>
<td>ECON 3690</td>
<td>Research paper</td>
</tr>
<tr>
<td></td>
<td>Joseph Kuehn</td>
<td>ECON 6215</td>
<td>Written paper (pairs), project</td>
</tr>
<tr>
<td>Vish (9)</td>
<td>Bala Rajan</td>
<td>MGMT 6220</td>
<td>Final project written component</td>
</tr>
<tr>
<td></td>
<td>Doug Selee</td>
<td>MGMT 4500</td>
<td>Group paper</td>
</tr>
<tr>
<td></td>
<td>Seitz</td>
<td>MGMT 3614</td>
<td>Write-ups</td>
</tr>
<tr>
<td>Name</td>
<td>Course(s)</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Patrick Devine</td>
<td>MGMT 3615</td>
<td>Team report</td>
<td></td>
</tr>
<tr>
<td>Izzet Darendeli</td>
<td>MGMT 4670/6800</td>
<td>Team Report</td>
<td></td>
</tr>
<tr>
<td>Glen Taylor</td>
<td>MGMT 6120</td>
<td>Global Business Paper</td>
<td></td>
</tr>
<tr>
<td>Yi/Ekin</td>
<td>MGMT 4650</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alan Goldberg</td>
<td>MGMT 3100</td>
<td>Case write-ups (group/individ?)</td>
<td></td>
</tr>
<tr>
<td>Nancy (6)</td>
<td>Scott Fung</td>
<td>FIN 6215</td>
<td>Individual Research Assignment</td>
</tr>
<tr>
<td>Lawrence Souza</td>
<td>FIN 3410</td>
<td>Written Assignment</td>
<td></td>
</tr>
<tr>
<td>Sinan Goktan</td>
<td>FIN 4305</td>
<td>Written Component in Project</td>
<td></td>
</tr>
<tr>
<td>Brian Du</td>
<td>FIN 4300</td>
<td>Research Paper</td>
<td></td>
</tr>
<tr>
<td>Neil Librock</td>
<td>FIN 3300/2300</td>
<td>Analysis Proj(?)/Mini Case Study(?)</td>
<td></td>
</tr>
<tr>
<td>Jing-Wen Yang</td>
<td>ACCT 3213/3212</td>
<td>Group Project &amp; Hw Assign.</td>
<td></td>
</tr>
</tbody>
</table>

*Unrelated Potential Longitudinal Assessments (may not be core courses)*

- MKTG 3495: Evuleocha; Mock-interviews
Appendix III: CBE AOL Closing the Loop Form

Program: BSBA

Learning Goal: LG2: Data Analysis

Learning Objective: LO2A: Quantitative Reasoning & 2B: Use of Technology

Program Director: Eric Fricke

Faculty Team: Balaraman Rajan, Alan Goldberg, Robert Loveland, Surendra Sarnikar, Jennifer Nguyen (Director of SCAA), Julie Glass (Chair of Mathematics), Sandy Luong (AOL)

Available Data

Recent Assessment Results:
- Spring 2016

Past Assessment Results:

Closing the Loop (Narrative on assessing changes in assessment results from past assessments and effectiveness of past improvements and whether new improvements are needed)

Improvement Proposal (If needed, list idea, name of person to implement, resources needed, and proposed date to complete implementation)

<table>
<thead>
<tr>
<th>Action</th>
<th>Deadlines/Names</th>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create testimonial videos of previous at-risk students who may have started off poorly but able to figure it out &amp; do well.</td>
<td>LO2A (all traits) Bala. Deadline: December 2018</td>
<td>In process. Bala to provide students for interviews. Sandy coordinating recordings. Sandy edit videos. Bala participate in showing videos to students.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>On-demand, online quantitative skills materials (videos, Kahn Academy, Lynda, etc.) focused on key skills that can be used by students to complete a quant assignment. Could also be a online refresher for quant classes that students either pass a pre-quiz or take the refresher on skills needed for this course.</td>
<td>LO2A Traits # 1 &amp; 3</td>
<td>Bala to possibly pilot if interested/ available. Additional faculty may be needed.</td>
<td>Meeting with Bala, Rick Choy and Eric to brainstorm in Spring 2018. Meeting requests sent to Bala and Rick. Check learning outcome rubric traits for video ideas. Consider videos that focus on study skills.</td>
</tr>
<tr>
<td>Simultaneous zero credit/mandatory course (similar to one offered in Math dept)</td>
<td>LO2A &amp; LO2B (all traits)</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Online students need access to MS Access and MS Excel - use Baycloud?</td>
<td>LO2B TRAIT #1</td>
<td>Spring 2018 Follow-up: Students do not have a problem with MS Excel. Students use Office 365 for MS Excel. However, MS Access is only available on Windows platform and some of the students have Mac or Chromebook computers. Faculty have addressed this issue so far by having students use Baycloud. Courses affected are ITM 3060 &amp; 4271. IT and asset management contacted to see if alternative actions can be taken to make accessibility easier for students and faculty. Response from asset management is CBE would need to purchase MS Access separately. Baycloud suggested as only other alternative. [SL]</td>
<td>Final</td>
</tr>
<tr>
<td>Work with SCAA to promote Excel tutoring services.</td>
<td>LO2B TRAIT #1</td>
<td>Spring 2018 Follow-up: SCAA does not promote Excel tutoring outside the context of a specific course. [SL]</td>
<td>Final</td>
</tr>
<tr>
<td>Expectations for proficiencies in various software – outlining what software technologies are expected of our students</td>
<td>LO2B Trait #1</td>
<td>Program committees to more precisely define software technologies students should be familiar with and to what level or certification.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Additional Suggestions:
- Consider Capsim videos for students for 4650 course when discussing closing the loop for 1A and 1B.

End of Report