

CRAIG SCHOOL OF BUSINESS
ASSESSMENT REPORT
December, 2008

In our undergraduate curricula, it is clear that careful attention has been given to designing curricula that integrate knowledge of the functional areas of business and develop critical thinking. Across our undergraduate program, nearly 60% of our faculty indicated that course content experiences are explicitly designed to develop student comprehension and commitment to integrating the functional areas of business as well as developing critical thinking. In our business core, nearly 80% of our faculty and, in our business capstone courses, 100% of our faculty indicated commitments to these two important learning outcomes. At the graduate level, our faculty show similar commitment to developing integrated knowledge and critical thinking in both the MBA and MSA programs. Student placements at business work sites through both our internship and service learning opportunities give students hands-on experiences that are rich in the practical integration of multiple areas of business, although students have consistently given the lowest scores to their experiences in verbally communicating at the worksite. Verbal communication and computer skills were both rated as more important to the success of the internship by interns than by employers, although employers consistently rated interns' business writing skills lower than other performance areas.

Work to develop student written communication and oral presentations skills are integrated throughout our programs at the undergraduate and graduate levels. Nearly two-thirds of the faculty teaching undergraduate courses and 100% of the faculty teaching undergraduate business capstone courses shared commitment to develop these two important outcomes. In our graduate programs, nearly all faculty expressed strong commitment to develop students' abilities to think critically and communicate solutions, ideas, and logic effectively.

Strong results are shown on the assessments of student outcomes on our CSB Writing Rubric in the evaluation of content and organization, on our CSB Projects Rubric on the importance of the problem and quality of information brought to bear, and on the CSB Oral Presentation Rubric on the content and the organization of the presentation evaluated. These results are true for our undergraduate as well as our graduate students. At the graduate level, when the evaluation of EMBA student projects was separated from that of MBA student projects, we found that the evaluation of writing style/format of EMBA student reports was significantly poorer than the evaluation of writing style and format evident in student MBA projects. Faculty mentors are paying special attention to this outcome. Graduating students surveyed in Fall 2007 and Spring 2008 rated their own written communications and oral presentation skills with modal evaluations of '3 = Good' on a 4-point scale. The skills included on the survey were taken from the list identified by the National Association of Colleges and Employers (NACE) as top skills employers seek in today's college graduates (*Job Outlook 2007*). Because of the fluctuation in student answers across the skill areas posed, student evaluations of their own written communications and oral presentation skills did not show statistical significance in comparison to all other skills evaluated. The fact that these skills continue

to be rated near the bottom of the skill set by our graduating students raised concern in faculty discussion. Faculty discussion at the Fall 2008 Retreat requested revisions to the CSB Writing Rubric to achieve greater precision in the categories on which student work is evaluated. A task force of interested faculty has begun work to accomplish the request.

While faculty rated the vast majority of our students' quantitative skills as a 2 or higher on the 4-point scale, a significant pattern emerged in the analysis of the results of our CSB Quantitative Rubric data. The average undergraduate student score for the students' verbal ability to explain quantitative results and the underlying logic was statistically poorer than their ability to manipulate or develop algebraic, geometric, or numeric characterizations of a quantitative answer. Graduating students surveyed in Fall 2007 and Spring 2008 rated their own analytic/quantitative skills with modal evaluations of '3 = Good' on a 4-point scale. Because of the fluctuation in student answers across the skill areas posed, their evaluations did not show statistical significance in comparison to all other skills evaluated. Discussion at the Fall Faculty Retreat suggested revisions to the CSB Quantitative Rubric to accomplish greater clarity in the achievement of students' verbal ability at the same time faculty undertake expanded classroom attention to modeling expectations for students' verbal ability. The revised rubric was posted for use a few weeks later.

Across our undergraduate program, over 50% of our faculty indicated that course content experiences are explicitly designed to develop student ability to use technology to gather information and to apply technology to business problems. In our business core, approximately 70% of our faculty and, in our business capstone courses, 100% of our faculty indicated commitments to these two important learning outcomes. Faculty discussion at the Fall Retreat noted the absence of any real assessment data on student use of technology and recommended the development of a new rubric. The CSB Information Technology Rubric is now drafted, reviewed and posted for faculty use.

A faculty survey probed the degree of course-embedded development and measurement of key learning experiences students acquire in the areas of business and cultural values in general. The results showed wide-spread support across our curricula for the objectives. Faculty commitment in specific to understanding theories of ethical behavior and commitment to behave ethically were introduced and reinforced by better than one-fourth of our undergraduate classes. Graduating students surveyed in Fall 2007 and Spring 2008 evaluated their own level of honesty and integrity as the strongest of the skill set on which they were queried, with between 60% and 85% of the students rating their own skill as '4 = Excellent.'

Global knowledge was a specific area on which graduating students were surveyed in Spring 2008. The Mission of the California State University, Fresno is, first and foremost, to prepare students "for productive careers as responsible citizens of the world," and of the Craig School of Business to "improve and develop interdisciplinary options, international programs, and graduate programs that maximize internal and external opportunities." Spring respondents evaluated their own global knowledge lower than all other areas, 12th out of 12 areas surveyed, with modal evaluations of '3 = Good'

on a 4-point scale. Because of the fluctuation in student answers across the skill areas posed, their evaluations did not show statistical significance in comparison to all other skills evaluated. Although statistical significance is not present, we believe there is practical significance to the results and propose some follow-up strategies in response to the findings. An analysis of CSU Fresno's 51-unit General Education Program, unique in the CSU system, shows that all students (native and transfer) are required to take and pass 9 upper-division units, 3 of which must be in the multi-cultural/international area. A summary of the GE MI course descriptions highlights one of the essential educational challenges we face: collectively, the GE MI course descriptions offer no clear vision of what constitutes global knowledge, of what it takes to be prepared to succeed in the global economy, of what it means to be a responsible citizen of the world. Work is being planned to develop specific learning outcomes for global knowledge, and, once formally approved, to identify a department offering a GE MI course to work with our school's desired learning outcomes and make request of the University to allow us to specify a single course with which all CSB students will satisfy the GE MI requirement.

The evaluations of both our internship program and our service learning component document important goals and achievements of both programs and stand as exemplary programs within CSB.

MANAGEMENT OF CURRICULA

The university has a set procedure for significant curricular changes. Proposed changes are recommended by the relevant department with forms signed by the department chair. These are then reviewed by appropriate school committee (undergraduate or graduate), the Dean, and a university curriculum subcommittee before final approval in Academic Affairs.

The following are the more significant curricular changes made by the Craig School since the last accreditation visit.

- Established the EMBA program in 2003.
- Reinstated the MSA program in 2004.
- The Marketing Department added a Logistics and Supply Chain Strategies option in Fall 2007 and a Sports Marketing option in Fall 2008.
- The Finance and Business Law Department discontinued the Legal Environment of Business option and Financial Planning track in 2006-07 due to budget restraints and low enrollments.
- Due to pressure from the Chancellor's Office to have all undergraduate degree requirements near 120 total units, changes were made beginning with the 2004-05 year to reduce units required for several options. The most significant was the Accountancy option which reduced the total required units from 132-134 to 121-22 units. This reduction was coupled with the reinstatement of the MSA program to provide students an outlet at the graduate level for additional education.

- As part of the reduction effort in 2004, the Information Systems option (which was changed to Computer Information Systems in 2008) replaced the previously required capstone course for all majors (MGT 187) to one designed specifically for its option (IS 187). Similarly, the Marketing Department replaced MGT 187 with its own capstone course for its majors (MKTG 188).
- The Management Department made significant revisions to curriculum for the Entrepreneurship option in 2007-08.
- A service learning component is now a required element in the core Marketing class for all majors (MKTG 100S).
- Based upon data that a significant number of students in the Accountancy option were graduating with “D” grades in at least one option class, the department began in 2002 requiring at least a “C” grade in all accountancy option classes. This was followed in 2003 with requirements of “C” or better in all option classes throughout the school, and since 2004, the school now requires a “C” or better in all business classes. Effective with the 2009-2010 catalog, students will be required to have a 2.25 cumulative GPA or better to declare their option in their junior year.

UNDERGRADUATE LEARNING GOALS

The learning goals and outcomes for the undergraduate degree program were developed through a consultative process. They are:

Undergraduate Student Learning Outcomes:

Our students will have:

- I. An integrated knowledge of the functional areas of business
 - A. Students, either as individuals or a member of a group, are able to analyze a business scenario using their knowledge of multiple areas of business.
 - B. Students are able to read and process information and write and express complex ideas so that they are able to
 1. Think critically,
 2. Reason quantitatively,
 3. Use technology to gather information, and
 4. Apply technical information to a business problem.
- II. Effective oral and written communication abilities
 - A. Students are able to write an effective, concise report.
 - B. Students are able to make an effective oral presentation that is enhanced by presentation software.
- III. An understanding of business and cultural values
 - A. Students understand various and often conflicting theories of ethical behavior, have examined their own commitments and behaviors in light of those theories, and are able to apply those theories to ethical issues in the real world.
 - B. Students develop
 1. A respect for others,

2. An appreciation of global business environments and cultural diversity, and
 3. An appreciation of diversity of opinion and personal style.
- IV. Applied experiences in business
- A. Students participate in
 1. A service learning project,
 2. An internship, or
 3. Other long-term experiential project.
 - B. Students participate in a large-scale project involving an actual company or a “real world” case, where contributions are evaluated by others.

The next section describes each activity and follow-up actions which have resulted based upon findings from the activities.

Assessment Activities - Undergraduate Program

1. **Grant, Capstone Assessment** - During 2006-2007, the school received a grant from the Center for the Enhancement of Teaching and Learning (CETL) to examine the projects in the school’s three capstone courses: MGT 187, IS 187, and MKTG 188.

Summary Findings: While the projects from these courses were considered valuable learning experiences, the evaluators found a different set of experiences and requirements and therefore recommended some standardization in the elements included in requirements for the courses.

Follow-up Action(s): As a result of the findings from this grant, efforts to include a common set of elements in student projects across the three Capstone courses are underway.

Discussions begun in this grant led to the development of the CSB Project Rubric. Even though discussions started at the undergraduate level, considerations of ways to assess integrated student projects were taken up by the CSB Graduate Committee, which over a number of weeks, discussed the characteristics of a student project that should be assessed. Members of the Graduate Committee recommended categories used in the CSB Writing Rubric be folded in as important assessments of student projects. In addition to the quality of writing represented, student projects should be evaluated on the quality of the information brought to as well as the methodology used in to the development of the project. Members of the Graduate Committee recommended explicit consideration of project conclusions, implications and recommendations be added to the project rubric, in part based on the faculty discussions generated by the use of the CSB Oral Presentation Rubric. The CSB Project Rubric is now used in evaluating all undergraduate Capstone student projects as well as by the faculty mentors of all graduate projects and/or theses.

2. **Grant, Writing/Reading Assessment** - During 2006-2007, the school received a CETL grant to give a standardized reading test to students in BA 105W to accompany the standardized writing test given that year to students across the university in upper-division writing courses.

Summary Findings: Results of the reading test and subtests correlated highly with results from the writing test and subtests (p -values $< 10^{-6}$), indicating that improvements in reading skills should accompany efforts to improve writing skills. Transfer students performed no differently on the reading and writing exams and subtests than did native freshmen (p -values ranging from 0.19 to 0.49). Age was a significant intervening variable in explaining differences in student performances – younger students outperformed older students on the reading and writing exams (p -values < 0.01) – but gender was not a significant variable in explaining student performances (p -values ranging from 0.16 to 0.90).

Follow-up Action(s): Since our study reinforced that reading well and writing well are highly correlated, exercising student reading skills and having them write about their reading should improve both reading and writing skills. We supplemented our curricular materials and diversified our instructional strategies to enhance student learning by adding a new kind of assignment to BA 105W. Students identify and read articles of interest to their baccalaureate major/option (e.g., *The Wall Street Journal*, *BusinessWeek*, *Forbes*) and summarize the major concepts in an executive summary, which may also include a graphic overview. Students include a copy of the article with their assignment.

Discussions begun in this grant led to the development of the CSB Writing Rubric. As a result of these and other findings expressing continuing concerns over writing skills, a writing task force was first convened in Fall, 2008 to again focus upon continuous improvement of student writing. Recommendations are expected in Spring 2009 for implementation in 2009-2010.

3. **BAT** - Faculty members from selected CSU Schools of Business convened several years ago and created a multiple choice student examination, the Business Assessment Test (BAT), intended to measure student skills at graduation from undergraduate academic programs of business offered in the CSU system. Test items cover eight topical areas: accounting, business law, finance, management, management information systems, marketing, statistics, and other topics not offered with CSB (e.g. economics). The exam consists of 80 questions, half of which are given in one 35-minute exam period and half in another. Directions on the exam restrict students to conduct all required computations without calculator.

In Spring 2005, the school administered to seniors the BAT. Mean results as shown below for the 212 seniors taking the exam were near, but slightly below, the mean for all students across the 13 campuses administering the exam.

Campus Comparisons (Correct Answers out of 80 Questions)

	Number of test takers	High	Low	Mean	Median	Standard deviation
All Campuses	2425*	64	11	39.54	39.55	8.13
Cal Poly San Luis Obispo	75	61	30	46.39	45.75	6.45
CSU Bakersfield	36	58	21	38.44	39.5	9.77
CSU Chico	162	60	17	37.59	37.06	8.64
CSU Dominguez Hills	141	59	19	38.05	38.31	7.02
CSU Fresno	212	60	17	37.79	37.5	8.5
CSU Long Beach	198	62	18	40.47	40.5	11.54
CSU Northridge	200	57	15	36.61	36.88	7.89
CSU Sacramento	337	64	12	39.95	40	8.23
CSU Stanislaus	53	61	20	37.92	38	8.64
San Diego State University	298	61	21	41.49	41.62	7.73
San Francisco State University	153	60	11	38.86	40.2	8.36
San Jose State University	442	61	14	39.42	39.44	7.49
Sonoma State University	118	58	27	41.75	41.79	6.87

To evaluate the appropriateness of the BAT, subreports of test items by topical area were generated and distributed to the relevant department chairs for evaluation on the attached instrument. Items falling under “other” were not included in the evaluation. In several departments, chairs either requested a single faculty member to evaluate questions in a topical area not specifically their expertise or actually reported an average scale reported by several faculty members of the department.

Summary Findings: Summary of the evaluations of 71 questions show the following results on a 5-part scale from 5 = *High* to 1 = *Low*.

The test item:	Mean	St. Dev.
1. Is of central importance to the subject/topical area	3.732	1.117
2. Is structured, worded fairly and clearly	3.377	1.148
3. Is an accurate gauge of program effectiveness	2.987	1.298
Requires the student to demonstrate skills central to the subject/topical area	3.031	1.633
Tests integrated, in-depth understanding of the subject/topical area	2.838	1.283
6. Measures the student’s ability to think critically	2.641	1.374
	Count “yes”	% “yes”*
7. Is testing a definition.	39	54.9%
8. Is difficult to answer in one minute.	11	15.7%
9. Is difficult to answer without a calculator.	31	52.5%

* where 71, 70, and 59 questions represented the base number of questions evaluated on each of the last three questions.

The results indicate that we do not find the test a particularly good fit to what we think is important to our curricula (item 1, mean 3.73), nor does the test provide what we consider an accurate gauge of program effectiveness (item 3, mean 2.987). Over 50% of the items were deemed to test definitions (item 7, 54.9%). We do not find the items probe a student’s integrated, in-depth understanding of the subject (item 5,

mean 2.83) or measure a student's ability to think critically (item 6, mean 2.64). Additionally, of the 59 items evaluated for calculator sensitivity, we believe 52.5% of them are difficult for students to handle without a calculator (item 9).

Follow-up Action(s): Scrutiny of the exam by faculty and respective department chairs called into question whether the items on the exam truly measured our learning goals and outcomes, and concerns arose as to the logistics of administering the exam and motivating students to take the exam seriously. Further, the school decided to focus on imbedded measurements within classes rather than an exit exam. Thus, the BAT is no longer administered.

4. **Internship Program Assessment** - The CSB Internship Program has been assessed annually since its inception in 1997 through a variety of assessment tools including:
- Mid-semester checks (at 75 hours) with interns face-to-face
 - Worksite employer mid-semester check (at 75 hours) by phone or email
 - Exit interviews with student interns, originally held individually and then in groups starting in fall 2006
 - Student intern paper evaluation at completion of internship
 - Worksite employer paper evaluation at completion of internship
 - Blackboard team discussions starting in 2007
 - Annual report summary of the program distributed to all CSB faculty, staff, administration and Business Associates.

Summary Findings: The success of the program overall can be demonstrated by growth in the program over time as well as satisfaction scores captured on both student and employer evaluations. The number of students placed in the program has grown by 45% from 172 placements in 1997 to 312 in 2007. Currently one out of three CSB graduates has completed an internship for academic credit as part of their undergraduate program. The number of paid internships has grown from 55% to 67% and the job placement rate as a result of internship placement has grown from 33% to 47%. On average, across all interns, interns were paid \$7 per hour in 1997 compared to \$11.40 per hour in 2008. Overall satisfaction reported by both employers and students has been very positive. From 2000 to 2007 evaluations indicated that, when students were asked if they would choose to do an internship again, 95-99% reported they would repeat the experience. Employers reported over the last ten years that 88% to 97% of the time the intern placed with them was a good match for their field and 91% to 96% of employers felt the student intern was suited to pursue a career in their option. Also 89% to 98% of internship employers over 10 years have reported they plan to use Craig School interns again in the future.

Student Assessment: Common issues/concerns have been raised by student interns over the history of the program through paper evaluations as well as face-to-face conversations. Students have consistently requested more internship opportunities in all options as well as paid positions. Most are very satisfied with the CSB Internship Program and staff and appreciate the organization and communication with the Internship Office. Areas of greatest concern continue to be improvement in the

quality of internships as measured by the amount of repetitious work completed in the internship as well as communication at the worksite. While over half of the students felt they did 41% or more repetitious work as part of their internship, 90% or more each year felt that the activities they engaged in were meaningful and provided value to the organization. When evaluating the internship, students over time have consistently given the lowest scores to their experiences in communicating at the worksite, especially when not receiving an orientation to the worksite or participating in an exit interview with the site supervisor to discuss the intern's experience and performance. When rating the skills gained through the internship (2001-2007 evaluation), 27% or less of interns reported having the opportunity to deliver an oral report or presentation using multi-media.

In academic year 2007-2008, a new internship evaluation tool was created to assess and measure skills gained from the internship from the student's perspective as well as the worksite supervisor's perspective. The findings of this assessment indicated the following:

- Interns and employers had a high level of agreement about which skill areas are more important to the success of the internship experience.
- Verbal communication and computer skills were rated as more important to the success of the internship by interns than by employers.
- Motivation, work ethic, teamwork, and analytic/quantitative skills were rated as more important by employers than by interns.
- On average, intern evaluations of their skills improved in all skill areas and improved significantly in the areas of motivation, work ethic, and computer skills.
- On average, employer evaluations of intern skills improved in all skill areas over the duration of the internship.

Employer Assessment: Overall employers over the last 10 years have been very satisfied with the quality of student interns from the Craig School of Business. Employers have consistently (2002-2007) rated highest the interns' professional values including honesty and integrity, ethical behavior, work ethic, and respect for cultural and individual differences. An area consistently rated lowest is in the area of professional skills especially business writing skills. Of special concern were issues found through mid-semester checks and end of semester paper evaluations regarding student behavior at the worksite including dependability, dress, and work place behavior.

Follow-up Action(s): A number of actions occurred over the last 10 years to make continuous improvement to the program as well as take corrective actions for issues/areas of concern raised by both students and employers. Results demonstrate improvements were made on a variety of issues, including most notably (1) increased numbers of internships as a result of partnerships formed with a variety of organizations, (2) increased internship pay, (3) improved quality of internships achieved through ongoing communication with worksites and other marketing materials as well as increased student communication through an electronic

newsletter and creation of the Internship Program on Blackboard. Student behavior at worksites was improved through a Student Code of Conduct signed prior to starting an internship as well as ongoing communication with the interns throughout the semester.

5. **Service Learning Assessment-** Students receive applied experiences and an appreciation for community service as part of the fifteen-hour service learning requirement in MKTG 100S, our core marketing course. Other select courses also have service requirements, and student organizations frequently have service projects as an integral part of their planned activities.

Service learning is assessed by each student through an evaluation tool rating academic and personal development and civic responsibility. It is also assessed by a worksite supervisor at each CBO (Community-Based Organization) assessing student efforts and worksite behavior during the service-learning experience.

Summary Findings: While the program has been successful, it was determined that having 10-13 sections of Mktg. 100S each semester taught by 8 to 10 different faculty created inconsistencies in terms of a) understanding what service learning really is vs. volunteerism or community-service, and b) executing the curriculum as structured and modified over time. The steps taken to overcome these inconsistencies (see following) have been instrumental not only in alleviating these inconsistencies, but, based on initial evaluations, seem to have positively altered the degree of commitment by both faculty and students to the whole concept.

Based on evaluation of the program over several years, areas selected for improvement have included:

- Uniform execution of the service learning requirement with all MKTG 100S instructors;
- Educating students and worksite professionals at the CBOs on the difference between service learning and volunteerism;
- Information on opportunities at different CBOs;
- Increasing feedback provided to participating students;
- Increasing communication with the worksite CBOs participating in the program.

Follow-up Action(s):

Based upon the areas of improvement identified the following actions were taken and completed by Spring 2008:

- Increased the number of participating CBOs from 35 to 150;
- Designation of a Service Learning Coordinator with classroom release time (Fall 2007);
- Instructor orientations for all instructors teaching MKTG 100S starting in Fall 2007;
- Creation of a student evaluation form in Spring 2008;

- Creation of a service learning Web site (www.craig.csufresno.edu/servicelearning) as a single source of information for students and instructors. The Web site includes a brief description of the participating organizations, readings, forms, evaluations and assignments for students.

6. **DS 71 Project** – DS 71 is a 3-unit course that satisfies the General Education Quantitative Reasoning requirement. The course has a common course syllabus with common student learning outcomes, a pretest to determine entering student skills, and a common final exit exam. Capabilities to query campus student records provide additional student information such as units completed to date, campus grade point average, final grade in DS 71, admission status as transfer versus first-time freshman, age, gender, and ethnicity. A Curricular Innovation Grant was funded in 2007 to improve student learning and the rate of student success in DS 71.

Summary Findings: Analysis of the database integrating the pretest results, common final exam performance, and campus student records has shown that the student pretest score is significantly correlated with their score on the common final exit exam and their final course grade.

Average student scores of (% correct) on the common final exam showed:

- ◆ 59.8% across the two forms of the final exam,
- ◆ 37.3% across all questions relating to mathematics of finance,
- ◆ 25.2% across all students for an individual question on the present value of a lump sum,
- ◆ 23.8% across all students for an individual question on the present value of an annuity, and
- ◆ 18.8% across all students for an individual question on the future value of an annuity.

Of the topical areas included on the final exam, mathematics of finance produced the lowest rate of student success.

Follow-up Action(s): We have augmented our curricular materials as well as diversified our instructional strategies to enhance student learning in DS 71. For all six topical areas covered in DS 71, we have developed graphic overviews that provide students a content map of the structure of the area as well as detailed check lists of expected student learning outcomes, all of which are located on BlackBoard. (Copies are available and/or BlackBoard access can be arranged.) In mathematics of finance, we have developed practice problems with expansive solutions and pools of quiz questions in future and present value of simple, compound lump-sum and compound annuity/sinking fund applications, also housed on BlackBoard. In addition to continuing our course coordination with all DS 71 instructors, we will begin Fall 2008 contacting all students enrolled in DS 71 with a direct email to notify them of the availability of the BlackBoard materials. We are poised to begin analysis to compare measures of student success and student learning before and in the presence of the supporting materials in Blackboard. We hope to identify and measure

intervening variables such as a student's general educational success and mathematical skills levels prior to DS 71 instruction.

In Spring 2008, staff from our campus Learning Resource Center met with the DS 71 coordinator and ISDS Department Chair to plan implementation of their SupportNet program in connection with DS 71. Program staff will initiate direct email contact over the Summer 2008 to all students who earned a grade of *D*, *F*, or *WU* in DS 71 during the Spring 2008 term. SupportNet staff will work with students who respond to their inquiry in areas of time management, learning styles, and content tutoring.

Discussions begun among the DS 71 instructors led to the development and use of the CSB Quantitative Rubric. The CSB Quantitative Rubric was reviewed and approved by the CSB Undergraduate Programs Committee Spring 2007 and implemented for its first use Fall 2007. Faculty discussions occurring in the Faculty Retreat Fall 2008 led to two developments: (1) improvements to the descriptions of student performances contained on the CSB Quantitative Rubric were made and (2) the need for a separate rubric to evaluate student abilities to use technology to gather information (CSB Undergraduate Student Learning Goals and Outcomes IB3) and to apply technical information to a business problem (CSB Undergraduate Student Learning Goals and Outcomes IB4) was noted. Revision of the CSB Quantitative Rubric has been accomplished to emphasize the verbal the component of quantitative analysis to better respond to the question: what does the quantitative result mean. A task force was convened Fall 2008 that drafted, reviewed, and recommended a new rubric, the CSB Information Technology Rubric, which has since been added to our library of assessment tools.

7. **MGT 110 Oral Presentation Assessment** — The assessment of oral presentations was formalized in fall of 2004 with the creation of the CSB Oral Presentation Rubric. The rubric has been revised to reflect the desire of instructors to make more refined distinctions in student performance than the original scoring guide allowed. Based upon instructor feedback, we modified the assessment and began using the revised rubric in the Spring 2005 semester for MGT 110 students.

Summary Findings: Although this scoring guide has been used consistently since Spring 2005, the assignment that it assessed has been modified. In Fall 2006, the oral presentation was switched from a group presentation (for which all group members were required to present) to an individual presentation.

The benchmarks for points are as follows:

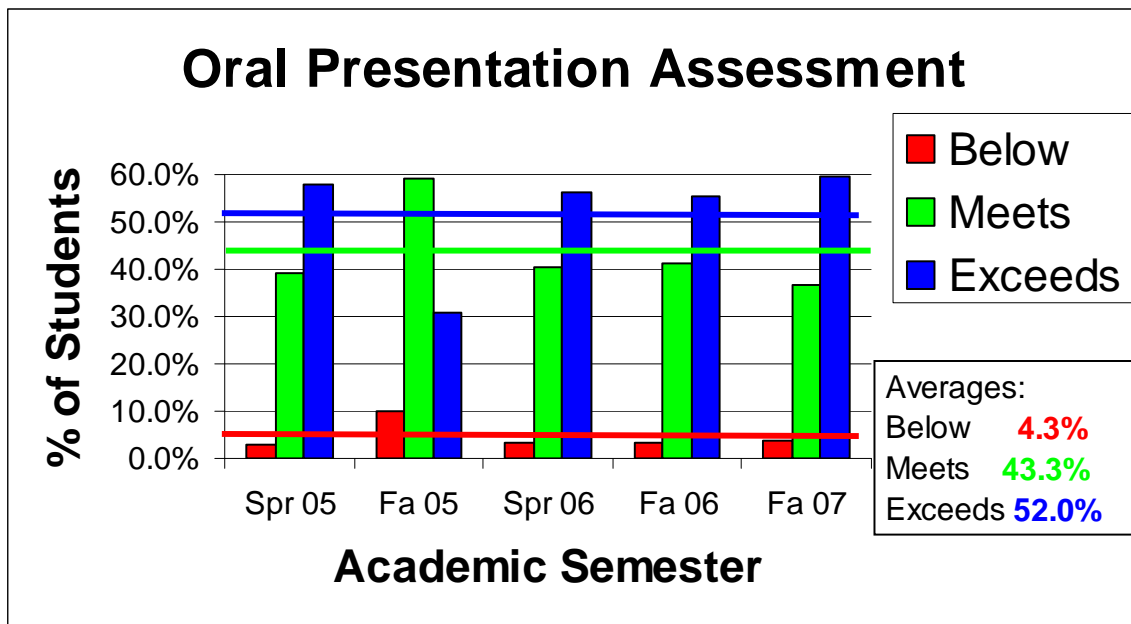
0-12	Does not meet expectations
13-19	Meets expectations
20-24	Exceeds expectations

The distributions for Spring 2005 through Fall 2007 are shown below. As can be observed from the distributions below in relation to the criteria, approximately 95%

of students met the minimum expectations for making a professional presentation, while more than 50 % exceeded expectations.

MGT 110 Oral Presentation Assessment

	Below	Meets	Exceeds	Meets or Exceeds
Spr 05	3.1%	39.0%	57.9%	96.9%
Fa 05	9.8%	59.2%	31.0%	90.2%
Spr 06	3.4%	40.3%	56.3%	96.6%
Fa 06	3.4%	41.2%	55.4%	96.6%
Fa 07	3.6%	36.8%	59.6%	96.4%
Average	4.7%	43.3%	52.0%	95.3%



Follow-up Action(s): The rubric itself has undergone revisions several times since its inception in Fall 2004. One concern that has been expressed by the instructors is that because each of the 6 criteria is weighted equally, a student's poor performance in the content or organization of their presentation could be offset by their professionalism or voice quality. Some instructors have suggested that even though students meet expectations in terms of the benchmark scores listed above, they are not certain whether students' presentations are of an acceptable level. To address this issue we are in the process of collecting a pass/fail distinction along with the scoring guide to determine whether category weightings need to be created. We look to conduct this analysis in Fall 2008/Spring 2009 and make any necessary adjustments to the scoring guide beginning Fall 2009.

- MGT 110 Career Leader Assessment Tool** — The Craig School of Business has made a strong commitment to its students in helping them to discover career opportunities within their option through internships, class projects and other student

experiences. Approximately 500 students in all MGT 110 labs completed the *Career Leader Assessment* in Fall 2007 and Spring 2008. *Career Leader Assessment* (www.careerleader.com) is a comprehensive web-based business career self-assessment inventory used by over 400 leading business schools and corporations worldwide. The tool assesses a student's interest, abilities, motivators and potential organizational culture matches. The assessment was completed outside of class and the results were used in a career development/goal setting exercise during one MGT 110 lab session. The lab was conducted in collaboration with campus wide Career Services Department utilizing career counselors in the lab exercise and career planning discussion. As an outside assignment, students completed a "Career Gap Analysis" comparing a future job description based on their option with their current skill levels and current resume. Through the "Career Gap Analysis" students identified areas of concern relating to skills they feel they need to continue to acquire or improve prior to graduation and pursuing their first full-time career position.

Summary findings: The skill areas identified by students as current areas of concern to work on prior to graduating were in rank order: (1) oral communication skills, (2) written communication skills, (3) decisiveness, (4) influence through language, (5) numbers/quantitative analysis, and (6) managing relationships/sociability.

Follow-up Action(s):

1. Students who completed the assessment will bring results with them to academic and career counseling appointments with CSB Undergraduate Student Services, Career Services, and the CSB Internship Program to assist in career development discussions with counselors.
2. The Office of Internships & Applied Experiences will offer career development workshops and seminars utilizing local business persons and Craig alumni to expose students to more opportunities to continue to build the skills of (a) influence through language (networking) and (b) managing relationships/sociability as well as expose them to career opportunities and choices in the field of business. To date the following workshops/seminars have been completed:
 - *Professional Development Day* (Sept. 2007)—all day workshop on resumes, interviews, dining etiquette, dress, networking, and salary negotiation
 - *Meet the Professionals* (Fall 2005, Fall 2006, Fall 2007)—networking opportunity with local businesses for all options
 - *Learn @ Lunch Series* in Spring 2007 (Dining Etiquette, Dress for Success)
 - *Learn @ Lunch Series* in Fall 2008 (Hot Careers in Sports Marketing, Pharmaceutical Sales, Fortune 500 Companies and Financial Planning)
 - *Wine Etiquette* in Fall 2008—networking event for students and recent alums and employers

Final note: The cost to administer Career Leader Assessment was approximately \$20 per student. Financially it was not feasible to continue to administer the assessment to

every CSB student and therefore the administration of the assessment was discontinued after Spring 2007. The assessment will continue to be available at Career Services for a small fee to students who are interested in taking the assessment. Other less expensive assessments are now being evaluated for future use in the Craig School.

9. **Senior/Alumni Surveys** – A newly revised survey of graduating students was collected from 206 students in Fall 2007 and from 289 students in Spring 2008. Current skills assessed were taken from the list identified by the National Association of Colleges and Employers (NACE) as top skills employers seek in today's college graduates (*Job Outlook 2007*).

Summary Findings: Most students are seeking employment and doing so in areas related to their CSB option. Most students are planning to go on to graduate school at some point in their future. Almost 40% of our students indicated they had completed an internship. And most of those rated their internship experience as very valuable. The vast majority of students evaluated their core/foundation courses and CSB options courses as valuable to very valuable.

Of interest are the results to questions that asked students to evaluate their own current level of skill in each of the areas listed. We note with concern that students evaluated their own global knowledge lower than all other areas, 12th out of 12 areas, and intercultural skills 11th out of 12th of the areas probed. Because of the fluctuation in student answers across the 12 areas, student evaluations of their own global knowledge did not show statistical significance. Although statistical significance is not present, we believe there is practical significance to the results and are pursuing some follow-up strategies in response to the findings.

Follow-up Action(s): CSU Fresno maintains a 51-unit General Education Program unique in the CSU system, a program which requires all students (native and transfer) to take and pass 9 upper-division units, 3 of which must be in a course offered in the multi-cultural/ international area. We are examining the frequency with which CSB students take any one of the 33 possible courses that meet the requirement and the grades they earned over the last two years. Further, we are examining a summarization of the GE MI course descriptions and CSB student frequency and organizing them by topical treatment: global, topic specific, and region specific. We intend to develop specific learning outcomes for global knowledge, validate them through our school curriculum committee, make arrangements with a department offering a GE MI course to work with our school's desired learning outcomes, and make request of the University to allow us to specify a single course with which all CSB students will satisfy the GE MI requirement. We are currently investigating assessment instruments available to develop a baseline of CSB student skills in global knowledge and against which we can measure the effectiveness of future curricular developments.

The school continues to enhance international opportunities for students. The summer abroad program increased to 122 students in Summer, 2008. Student surveys from those studying abroad indicate a very positive experience for the students. This spring, we plan to improve the survey to more directly assess the impact on our learning objectives, especially that of global knowledge.

10. **Faculty Survey** – A faculty survey on course-embedded development of business and cultural values was conducted Fall 2006. We had an 82% response rate to the survey.

Summary Findings: The results show wide-spread support across our curricula for the learning outcomes related to business and cultural values. Median response categories indicate that our faculty introduce and reinforce commitment to ethical behavior, respect for others, appreciation of global cultural diversity, and diversity of opinion.

Follow-up Action(s): As a follow-up to the determination of this widespread support, and in response both to findings from a course content review (see item 11) and a response to feedback from the Fall, 2008 faculty retreat, a second survey of faculty was conducted in Fall, 2008 to collect observations of the type of activity faculty were conducting in the areas of ethical behavior, respect for others, appreciation of global cultural diversity, and diversity of opinion, as well as specific examples in the use of technology and projects.

Faculty Survey II – In Fall, 2008, faculty were asked to identify specific examples of activities within their classes that addressed (a) ethical behavior, (b) a respect for others, an appreciation of global cultural diversity, and an appreciation of diversity of opinion and personal style, (c) use of technology both by themselves and by their students, and (d) applied experiences for students. They were further asked to identify means by which they assess these activities and any changes made based upon the assessment.

Summary Findings: Faculty responses supported the prior survey indicating widespread support for the learning outcomes surveyed. There were 30 examples of undergraduate classes addressing business and cultural values with 16 reporting assessment measures and 5 reporting modifications based upon assessment. For example, the core information systems class (IS 130) reported a module related to ethical and social issues in information systems, assessed by a quiz and questions on the final exam, and all faculty teaching the course collaboratively working to improve the presentation and assessment methods.

For a respect for others, an appreciation of global cultural diversity, and an appreciation of diversity of opinion and personal style, 28 undergraduate examples were cited with 14 reporting assessment measures and 7 modifications based upon assessment. As an example, a human resources class (HRM 150) reported use of a famous video on the “blue-eyed” versus “brown-eyed” students. Three other faculty reported assessments of students diversity attitude changes as a result of participation

in the Summer, 2008 study abroad program. A manuscript based upon this assessment has already been accepted for publication.

Regarding the use of technology, most faculty reported their own extensive usage, frequently incorporating Powerpoint, Excel, BlackBoard, and Internet searches. Most use student evaluations to assess their effectiveness and modify over time. As for student usage, there were 44 undergraduate examples with 28 reporting assessment measures and 14 modifications based upon assessment. One faculty teaching quantitative analysis (DS 71) and statistics (DS 73) reported optional use of clickers this semester with astounding improvement in resultant test scores by students using the clickers in class versus those that didn't. Granted, these results could be skewed by better students electing the use of the clickers and a control measure such as GPA should probably be used, but the initial examination of grades is encouraging, and the faculty member plans to require their usage in the future.

For applied experiences, there were 40 undergraduate examples with 36 reporting assessment measurement and 14 modifications based upon assessment. All of the capstone classes have some type of culminating project is assessed using a project rubric.

Follow-Up Action(s): The school will continue to search for good examples to illustrate key learning outcome and share with faculty. For example, the faculty member using the clickers will demonstrate the usage in a faculty colloquium in the spring semester.

11. **Course Content Review** – During Academic Year 2007-08, CSB faculty completed a course content review form for all courses offered in the school, at both graduate and undergraduate levels. The review form directed faculty to characterize the relationship of their course content and planned student experiences in terms of each of the CSB learning objectives.

Summary Findings: CSB learning objectives differ for the three degree programs. Statistics indicate excellent curricular coverage of the learning outcomes across the undergraduate program with the exception of two areas: applied experiences in business, which are handled in our capstone courses and our internship program, and business/cultural values, which are also handled in our capstone courses as well as specific topical courses in MIS, management, and marketing. Statistics indicate excellent curricular coverage of the learning outcomes across the MBA program, with 25% or better of the graduate courses reported as reinforcing and/or polishing to advanced understanding all learning outcomes. The MSA program is small; summary statistics were not developed.

Follow-Up Action(s): A second faculty survey was conducted in Fall 2008 to get specific examples of applied experiences and business/cultural values. Further, a rubric to assess projects for applied experiences was developed and incorporated as an integral part of the school's assessment activities.

Introduction, CSB Rubrics (Items 12-20 below): CSB is accruing measures of student performance through coordinated use of four grading rubrics. A fifth rubric for information technology was developed for use in Fall 2008. In using common rubrics across the school the faculty are providing important feedback to students at the same time they are sharing ongoing evaluation of programmatic goals. Because the rubrics are applied to student work done in their classes, motivating student achievement is as natural an element of program review as it is of the classroom. In addition, the rubrics provide students with common grading criteria and performance expectations across CSB courses.

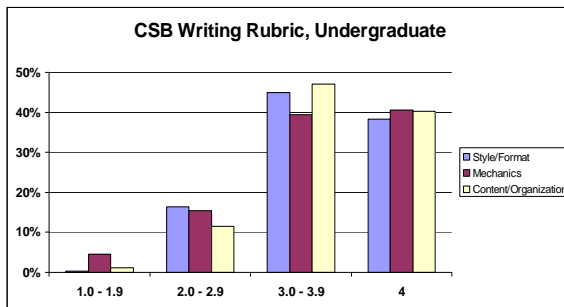
Use of the rubrics is increasing. Two to three times as many students were evaluated in Spring 2008 as were the prior semester. As use of the rubrics has increased, the pattern of student performance documented has changed as well. In all cases, however, the average student performance is tracking in the upper half of the performance scale.

12. CSB Writing Rubric

Summary Findings: On a 4-point scale, undergraduate student writing subscores all averaged 3.19 or better Fall 2007. In Spring 2008, student writing subscores averaged 3.04 or better.

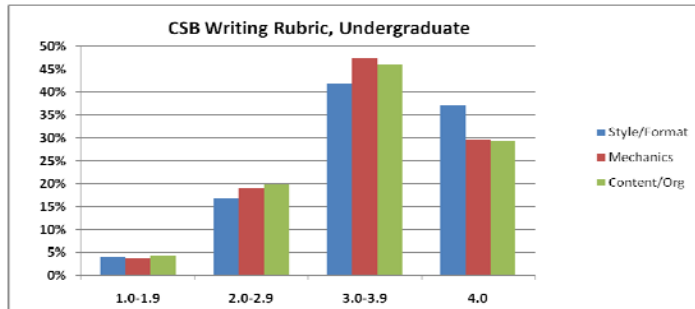
Fall 2007

<i>F07: CSB Writing Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Style & Format	371	3.26	0.70
Mechanics	626	3.19	0.83
Content/Organization	553	3.31	0.69



Spring 2008

<i>S08: CSB Writing Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Style & Format	1025	3.169	0.82
Mechanics	1115	3.075	0.82
Content/Organization	1115	3.040	0.82



Average student performances across the academic year show 3.19 in Style & Format, 3.12 in Mechanics, and 3.13 in Content/Organization.

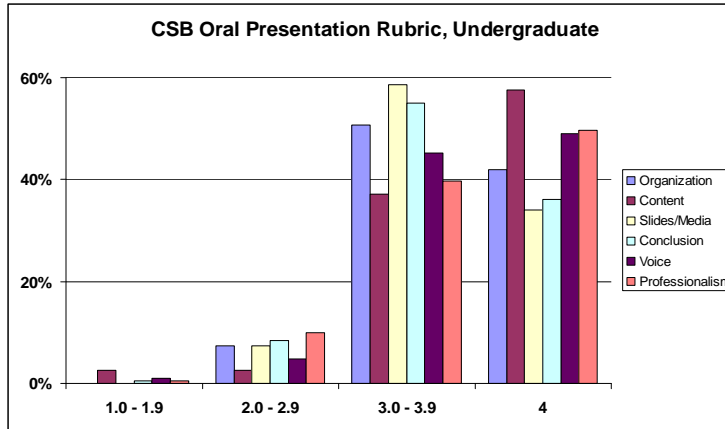
Follow-up Action(s): Results were discussed at the Fall 2008 Faculty Retreat. Based upon feedback, there were excellent suggestions for improving the rubric, and a team in Fall 2008, developed a draft of a revised version. Results from the writing rubric and other assessments indicating concerns over writing skills of our students led to the formation in Fall, 2008 of a Writing Task Force charged with improvement of writing skills. The task force is considering pre-test/post-test instruments, tutorials, and the potential for an in-house writing lab. Recommendations are expected in Spring 2009 with some possible implementation in Fall 2009.

- CSB Oral Presentation Rubric** – The CSB Oral Presentation Rubric was originally forged and modified over time by instructors in MGT 110 to coordinate student attention to presentation fundamentals and to unify feedback.

Summary Findings: Shown in the Fall 2007 data are trends that appear in other assessment data, that the quality of student conclusions lag behind other subskills evaluated in CSB undergraduate students.

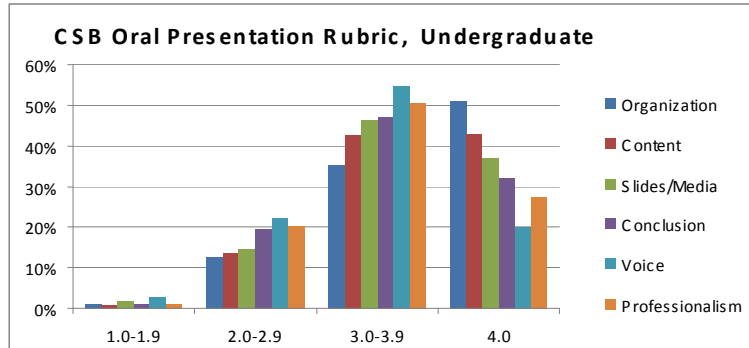
Fall 2007

<i>F07: CSB Oral Presentation Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Organization	191	3.35	0.61
Content	191	3.50	0.68
Slides/Media	191	3.28	0.59
Conclusion	191	3.27	0.63
Voice	190	3.44	0.62
Professionalism	191	3.40	0.68



Spring 2008

<i>S08: CSB Oral Presentation Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Organization	394	3.417	0.737
Content	394	3.331	0.722
Slides/Media	392	3.243	0.755
Conclusion	394	3.157	0.755
Voice	394	2.982	0.762
Professionalism	358	3.050	0.724



Average student performances across the academic year show 3.40 in Organization, 3.39 in Content, 3.26 in Slides/Media, 3.19 in Conclusion, 3.13 in Voice, and 3.17 in Professionalism.

Follow-up Action(s): Results were discussed at the Fall 2008 Faculty Retreat.

- CSB Quantitative Rubric** – The CSB Quantitative Rubric is formed around the four ways to think quantitatively: algebraic, geometric, numeric, and verbal. As with the other rubrics, student performances for exemplary, competent, developing and beginning achievements are detailed.

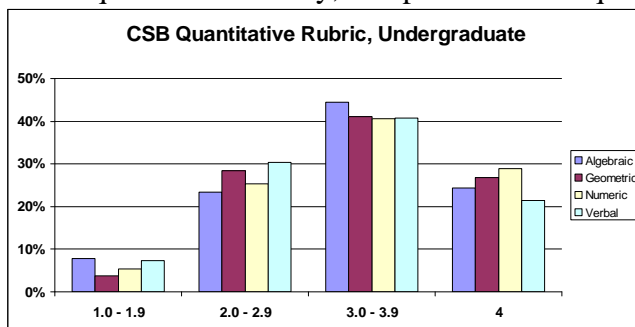
Summary Findings: Of particular significance are the results shown on the summary table of the CSB Quantitative Rubric. The average student score for verbal quantitative ability statistically differs from the average student score for all other quantitative factors. Particular *p*-values for the comparisons of mean scores are shown in the column entitled “Significance” in the table below.

Fall 2007

<i>F07: CSB Quantitative Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation	Significance
Algebraic	243	2.94	0.88	0.046
Geometric	243	2.97	0.84	0.014
Numeric	451	2.96	0.87	0.006
Verbal	451	2.80	0.88	*

*This item was used as the comparative base.

This implies that our students are not providing succinct explanations or explaining the underlying logic of an answer to the same degree that they can manipulate or develop algebraic, geometric, or numeric characterizations of an answer. The pattern is replicated graphically in the figure below showing the increased percent of students earning scores below 3.0 and the decreased percent of students earning a score of 4 on verbal quantitative ability, compared to other quantitative subskills.



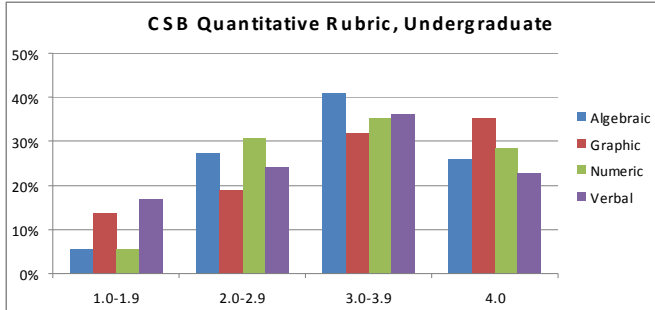
Spring 2008

The trend identified in Fall 2007 continues in Spring 2008 with the average student score for verbal quantitative ability statistically different from the average student score for all other quantitative factors. Particular *p*-values for the comparisons of mean scores are shown in the column entitled “Significance” in the table below.

<i>S08: CSB Quantitative Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation	Significance
Algebraic	569	2.99	0.82	$< 10^{-8}$
Geometric	551	2.96	1.01	$< 10^{-5}$
Numeric	796	2.95	0.88	$< 10^{-6}$
Verbal	792	2.71	1.01	*

*This item was used as the comparative base.

The pattern is replicated graphically in the figure below showing the increased percent of students earning scores below 3.0 and the decreased percent of students earning a score of 4 on verbal quantitative ability, compared to other quantitative subskills.



Average student performances across the academic year show 2.98 in Algebraic, 2.96 in Geometric, 2.95 in Numeric, and 2.74 in Verbal.

Follow-up Action(s): Results were discussed at the Fall 2008 Faculty Retreat, leading to two developments: (1) revisions to the CSB Quantitative Rubric were made and (2) creation of the CSB Information Technology Rubric, which has now been added to our library of assessment tools.

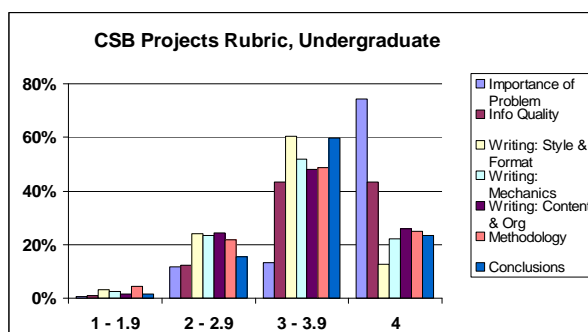
- Project Rubric** – The initial discussion about forming a project rubric arose at the undergraduate level in the Capstone Assessment Grant. In a series of meetings during the Fall 2007 with the CSB Graduate Committee, the CSB Project Rubric was finalized and is now used at the graduate and undergraduate levels. Members of the Graduate Committee then used the rubric to evaluate a set of 22 MBA and EMBA culminating projects and theses as a basis for the MBA program review.

Summary Findings: The summary and analysis of graduate projects/theses evaluations are included in the MBA component of this report. For the undergraduate program, results are shown in the table and figure below. The importance of the problem and quality of information brought to bear are, on average, evaluated higher than the other skills measured. A comparison of results on the CSB Oral Presentation and CSB Projects Rubrics show a pattern found on a review of MBA and EMBA projects/theses that student scores on drawing conclusions, implications, and recommendations tend to lag behind the evaluations of their performances on many other factors. On the CSB Oral Presentation Rubric, the skill was evaluated lowest of six factors. On the CSB Projects Rubric, the skill was evaluated 3rd highest, not statistically different from scores on writing skills and project methodology, but well below importance of the problem and quality of information brought to the project.

Fall 2007

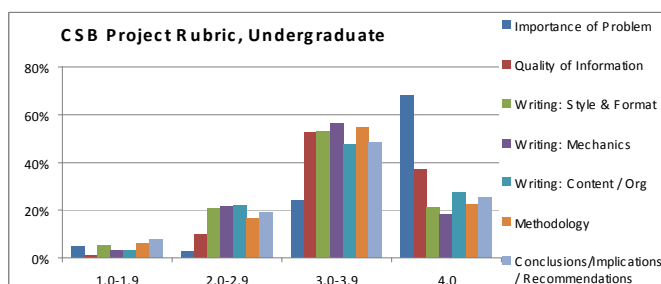
<i>F07: CSB Project Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Importance of Problem	164	3.73	0.52

Quality of Information	201	3.38	0.62
Writing: Style & Format	166	2.94	0.64
Writing: Mechanics	166	3.05	0.69
Writing: Content & Org.	200	3.08	0.70
Methodology	201	3.03	0.76
Conclusions, Implications & Recommendations	201	3.14	0.60



Spring 2008

<i>S08: CSB Project Rubric, Undergraduate</i>	# Evaluated	Average Score	Standard Deviation
Importance of Problem	307	3.595	0.770
Quality of Information	322	3.29	0.675
Writing: Style & Format	246	2.954	0.813
Writing: Mechanics	246	2.954	0.750
Writing: Content & Org.	322	3.040	0.802
Methodology	322	2.990	0.803
Conclusions, Implications & Recommendations	322	2.965	0.872



Average student performances across the academic year show 3.64 in Importance of the Problem, 3.32 in Quality of Information, 2.95 in Writing: Style & format, 2.99 in Writing: Mechanics, 3.06 in Writing: Content/Organization, 3.01 in Methodology, and 3.03 in Conclusions, Implications & Recommendations.

Follow-up Action(s): Results were discussed at the Fall 2008 Faculty Retreat. Faculty teaching the undergraduate capstone classes that require an integrated experience are committed to continued usage of the rubric.

MBA LEARNING GOALS

The learning goals and outcomes for the MBA programs (both the traditional MBA and the Executive MBA) were developed through a consultative process follow. They are:

MBA Student Learning Outcomes

Our students will be able to:

- I. Think critically and communicate solutions, ideas, and logic effectively**
 - A. Develop, explain, and defend hypotheses that are consistent with the data and information
 - B. Clearly and concisely explain the problem, present evidence, explain analyses and draw conclusions in a logical and cohesive manner

- II. Integrate diverse types of information**
 - A. Identify, interpret, and integrate appropriate quantitative and qualitative information from
 1. Different disciplines
 2. Different sources
 - B. Compile and apply new information relevant to an argument or application, where appropriate

- III. Develop effective solutions to real world problems**
 - A. Integrate knowledge in evaluating and making recommendations for a business
 - B. Develop a plan of action and determine the critical resources to implement recommendations

- IV. Perceive and understand the ethical consequences of actions and acquit themselves ethically as students, employees, business owners, and community leaders**
 - A. Participate in group activities and work effectively with others
 - B. Develop and affirm a pervasive and consistent set of values that demonstrates
 1. A respect for others
 2. An appreciation of global cultural diversity
 3. An appreciation of diversity of opinion and personal style

- V. Recognize and appreciate the need for life-long learning through continuing professional education and other efforts**

The next section describes assessment activities and follow-up actions which have resulted based upon findings from the activities.

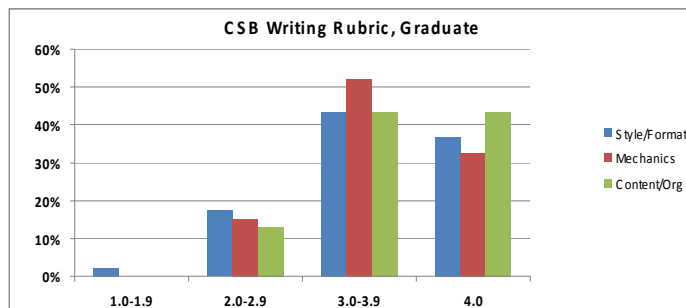
Assessment Activities – Graduate Programs

16. **Writing Rubric** – The CSB Writing Rubric was applied in three graduate level courses in Spring 2008: MBA 211, MSA 222, and MSA 226.

Summary Findings: On a 4-point scale, graduate student writing subscores all averaged 3.23 or better in Spring 2008.

Spring 2008

<i>S08: CSB Writing Rubric, Graduate</i>	# Evaluated	Average Score	Standard Deviation
Style & Format	46	3.233	0.688
Mechanics	46	3.283	0.627
Content/Organization	46	3.376	0.615



Summary Findings: The evaluations of graduate student writing skills are higher than the evaluation of undergraduate writing skills. This is consistent with their self-evaluation reported in Item 21 below.

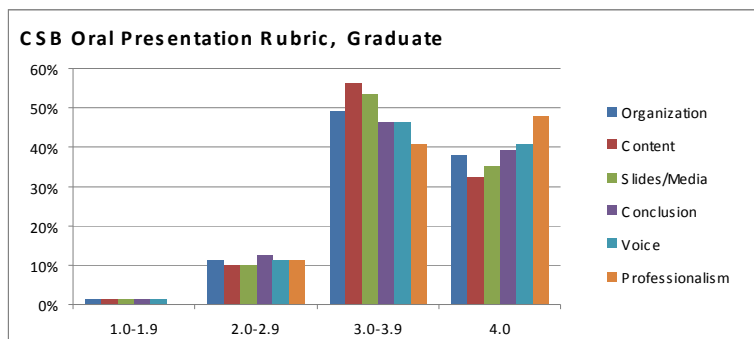
Follow-up Action(s): Recommendations from the Writing Task Force for improvements to the evaluation of undergraduate writing skills will be forwarded to the Graduate Committee for consideration at the graduate level.

17. **Oral Presentation Rubric** – The CSB Oral Presentation Rubric was used in three graduate courses in Spring 2008: MBA 211, MBA 213, and MBA 214.

Spring 2008

<i>S08: CSB Oral Presentation Rubric, Graduate</i>	# Evaluated	Average Score	Standard Deviation
Organization	71	3.239	0.706
Content	71	3.197	0.668
Slides/Media	71	3.225	0.680
Conclusion	71	3.239	0.726

Voice	71	3.268	0.716
Professionalism	71	3.366	0.681



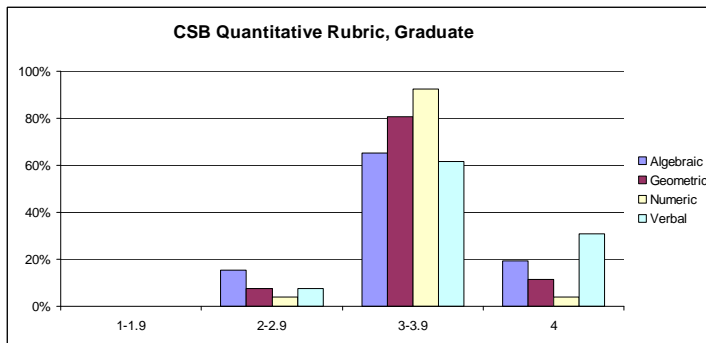
Summary Findings: The evaluations of graduate student oral presentation skills are higher than undergraduate skills in areas of the quality of conclusion, voice, and professionalism, but lower than undergraduate student skills in organization, content, and slides/media. Organization and content were not problematic on graduate student performances evaluated on the CSB Project Rubric (Items 19 and 20 below), so observation of graduate student performance will continue before judgment is rendered. Graduate student self-evaluation of computer skills was lower than undergraduate student skills on the Graduating Student Survey (Item 21 below), which is consistent with their performance on use of slides and media in oral presentations shown here.

Follow-up Action(s): Discussions of these results will be taken up by the Graduate Committee.

18. **Quantitative Rubric**– The CSB Quantitative Rubric was used in one graduate class in Fall 2007, MBA 203.

Fall 2007

<i>F07: CSB Quantitative Rubric, Graduate</i>	# Evaluated	Average Score	Standard Deviation
Algebraic	26	3.43	0.53
Geometric	26	3.50	0.37
Numeric	26	3.61	0.35
Verbal	26	3.65	0.37



Summary Findings: The evaluations of graduate student quantitative skills are higher than the evaluation of evaluation of undergraduate student quantitative skills. These results are consistent with the self-evaluations graduate students made of their analytical/quantitative skills on the Graduating Student Survey (Item 21 below).

Follow-up Actions(s): The results will be reviewed by the Graduate Committee.

19. Project Rubric – MBA/EMBA Culminating Projects & Theses

In the Spring 2008, we conducted a review of 22 MBA/EMBA culminating student projects and theses completed from 2005 – 2007. The review was conducted by five faculty members of the CSB Graduate Committee. Faculty reviewers used the CSB Projects Rubric to score randomly assigned sets of four culminating student reports; one faculty member submitted two additional reviews on which he was also the faculty advisor.

Summary Findings: The nature of the student projects/theses did not raise reviewer concern. Since most student projects are dependent on the mix of corporate projects available at the time students are assigned in teams to a project, the Graduate Programs Management Team was commended for their work in developing the opportunities for student project work.

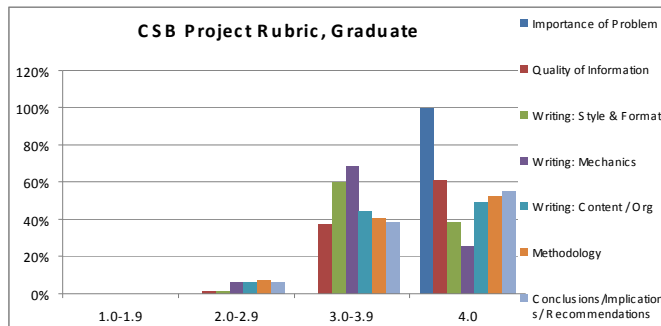
Across all 22 student reports, writing style/format, writing mechanics, and writing content/organization were evaluated as largely unproblematic. However, when MBA and EMBA student reports were separated and compared, the evaluation of the writing style/format of EMBA student reports (mean = 2.75) was significantly poorer than the evaluation of writing style/format evident in MBA student reports (mean = 3.46), for a comparative p-value of 0.036. Another significant difference in the evaluation of MBA and EMBA student reports was the category: Importance and Appropriateness of Conclusions, Recommendations and Implications. MBA student reports earned an average score of 3.36 compared to an average score of 2.44 on EMBA student reports (p-value = 0.043). Of the seven categories on the CSB Projects Rubric, the lowest average scores were assigned to the Quality of Information and the Quality of Methodology and Argument displayed in the student reports; both areas scored an average evaluation of less than 3 on a 4-point scale. Comparisons of MBA and EMBA student reports showed no significant differences in these two categories, meaning both groups were evaluated equally poorly on the two areas.

Follow-up Action(s): Faculty mentors are now turning in project rubric evaluations for all student projects and these they are working with and are themselves sharing the project rubric with students at the beginning of their work on the project. Faculty mentors of EMBA student projects are giving special attention to the quality of conclusions, recommendations and implications of student projects as well as the writing style and format being used.

20. Project Rubric –

Spring 2008

<i>S08: CSB Project Rubric, Graduate</i>	# Evaluated	Average Score	Standard Deviation
Importance of Problem	67	4.00	0.00
Quality of Information	67	3.60	0.52
Writing: Style & Format	67	3.37	0.52
Writing: Mechanics	67	3.19	0.53
Writing: Content & Org.	67	3.43	0.61
Methodology	67	3.45	0.63
Conclusions, Implications & Recommendations	67	3.49	0.61



Summary Findings: The evaluations of graduate student skills are higher in all categories of the CSB Project Rubric than the evaluation of undergraduate student skills made in both the Fall 2007 and Spring 2008 terms.

Follow-up Actions(s): These results will be reviewed by the Graduate Committee.

21. **Graduating Student Surveys** – The Graduating Student Survey (referenced in item 9 above) was completed by graduate students as well as undergraduate students. In separating the graduate and undergraduate student responses, some interesting comparisons emerge.

Summary Findings: Most graduate students work full-time (75%) and expect to continue working in the same company after they graduate (59%). Whereas approximately 40% of the undergraduate students completed an internship, only

slightly fewer graduate students indicated they completed an internship (32%), most of whom rated their experience as very valuable. Like the undergraduate students, graduate students evaluated their foundation and option courses as valuable to very valuable.

Of interest are the results to questions that asked students to evaluate their own current level of skill in each of the areas listed. We note with concern that both undergraduate and graduate students evaluated their own global knowledge lower than all other areas, 12th out of 12 areas, and intercultural skills 11th out of 12th of the areas probed. Graduate students rated their written communication skills and their analytical/quantitative skills more positively than did undergraduate students, but rated both their interpersonal skills and their computer skills lower than did undergraduate students.

Follow-up Action(s): These new results will be discussed at the Graduate Committee. Results may shift when the EMBA cohort is specifically sampled, particularly in light of the international experience that is a planned curricular component.

22. **Faculty Surveys** – The faculty surveys referenced in item 10 above were also completed for graduate classes.

Summary Findings: Like the undergraduate classes, there is widespread usage throughout the curriculum devoted to the learning outcomes surveyed. In the Fall 2008 survey, examples for business and cultural values were cited for 5 graduate courses with 4 reporting assessment measures and 3 noting modifications based upon assessment. For a respect for others, an appreciation of global cultural diversity, and an appreciation of diversity of opinion and personal style, 6 graduate examples were cited with 3 reporting assessment measures and 1 modification based upon assessment. Regarding student technology usage, 13 examples of graduate classes were reported with 7 citing assessment measures and 5 noting modifications. With respect to applied experiences, 8 examples were noted with 7 reporting assessment measures and 6 citing modifications.

MASTERS OF SCIENCE IN ACCOUNTANCY (MSA) LEARNING GOALS

The learning goals and outcomes for the MSA degree program were developed through a consultative process. They are:

MSA Student Learning Outcomes

Our students will be able to:

- I. Think critically and communicate solutions, ideas, and logic effectively**
 - A. Clearly and concisely identify the problem and, using professional accounting pronouncements and current laws, present evidence, provide thorough analysis, and draw conclusions in a logical and cohesive manner

- II. Integrate diverse types of information**
 - A. Identify, interpret, and integrate appropriate quantitative and qualitative information from
 - 1. Different disciplines
 - 2. Different sources
 - B. Compile and apply new information relevant to an argument or application, where appropriate

- III. Perceive and understand the ethical consequences of actions and acquit themselves ethically as students, professionals, and community leaders**
 - A. Participate in group activities and work effectively with others
 - B. Develop and affirm a pervasive and consistent set of values that demonstrates
 - 1. A respect for others
 - 2. An appreciation of global cultural diversity
 - 3. An appreciation of diversity of opinion and personal style

- IV. Recognize and appreciate the need for life-long learning through continuing professional education and other efforts**

The next section describes assessment activities and follow-up actions which have resulted based upon findings from the activities.

Assessment Activities – MSA Program

23. **GMAT Score** – Since the beginning of the program, in Fall of 2004 the GMAT score has served as a basic screening tool for MSA applicants. The minimum score was set at 500 points with specific minimums in each of the quantitative and verbal sections.

The eighteen graduates of the MSA program have had GMAT scores that range from a high of 710 to a low of 420. Three students were accepted into the program with GMAT scores below the 500 minimum because of stronger than required GPAs in their undergraduate work or other strong indications of their ability to succeed in the program.

Summary Findings: The average GMAT score of the 18 graduates (Spring 2005 through Summer 2008) is 576. Average GMAT scores for those students admitted and registered for classes over the last 3 semesters are as follows:

Fall 2007	591
Spring 2008	574

The average GMAT score for all students who are currently enrolled as of Fall 2008 is 576 points.

Follow-up Action(s): The MSA Graduate faculty met in Fall 2008 and voted to raise the minimum GMAT admissions standard to 550. This decision was made to increase the quality of the students admitted to the program and to match the GMAT requirement in the MBA program.

24. **Graduate Writing Requirement** – California State University, Fresno requires that students demonstrate graduate level writing abilities before they can be advanced to candidacy in the MSA program. The Graduate Writing Skills requirement for the MSA program is met by passing a designated writing component from one of the four core MSA courses. Each semester, one MSA core class is designated to test the writing requirement. In the Fall semester it is the MSA 220 – Advanced Cost/Managerial Accounting class. In the Spring semester it is the MSA 226 – Professional Research & Accounting Theory class. The professors of these two classes assign a case/project that will be assessed using the CSB Writing Rubric.

Each student is required to score a minimum of 3 on a 4-point scale in each of three sections: Style and Format, Mechanics, and Content and Organization.

Summary Findings: All of the 18 graduates passed their required writing assignment with at least the minimum score of 3 in each area with average scores of 3.4 for Style and Format, 3.2 for Mechanics, and 3.3 for Organization. This result is not surprising since all of the students had to score at a minimum verbal level on the GMAT exam to be admitted into the program.

25. **MSA Comprehensive Examination** – The MSA Comprehensive Examination is offered each semester. To sit for the exam each student must have completed all four of the MSA Core classes as well as most, if not all, of the other courses required for the exam. The Exam is given in November for the Fall semester and April for the Spring semester.

Each student must pass each of the 4 parts of the exam (which correspond to the 4 MSA Core classes) with a score of B or better. If a candidate receives one or two C grades, a make-up exam is given for the parts that received a C before the end of the current semester. If a candidate receives more than 2 C grades or at least one D, the make-up exam will be taken in the following semester. For any make-up exam, appropriate remedial work will be assigned by the professor responsible for that class. No further make-up exams will be given.

Summary Findings: Every semester that the MSA Comprehensive Examination has been given at least one student has had to take a make-up exam. Spring 2008 was the

first time a student scored low enough that they had to take the make-up exam in the following semester.

Follow-up Action(s): Several refinements to the Comprehensive Exam have occurred based upon experiences from giving the exam. First, the focus of the exam changed to concentrate the core MSA classes. Second, the time was expanded from two hours to three. Finally, in Fall 2008, the third change was made to clarify the penalty for not answering all four parts of the exam. Although the prior versions of the instructions indicated that a student needed to answer all questions, there were no consequences stated. On two occasions we had students choose not to answer one question and take a make-up exam to pass that part. We felt that this gave the student an advantage over the other students who were attempting to answer all the sections at one sitting. So, now if a candidate receives more than 2 C grades or at least one D, the make-up exam will be taken in the following semester.

26. **Faculty Surveys** – Both MSA classes taught in Fall, 2008 reported examples addressing surveyed learning outcomes for the faculty surveys referenced in item 10 above with assessment measures and modifications based upon assessment an integral part of continuing course design.

27. **Use of CSB Rubrics in Core MSA Classes**

MSA 220 – Advanced Cost/Managerial Accounting

Assignment 1: The students are provided with a case situation and a series of questions to answer. The company discussed in the case is in an industry that the students have not been exposed to before. Some of the questions relate to theoretical discussions and some to quantitative calculations. The students were expected to analyze the case on the basis of what has previously been covered in the class as well as including references to outside sources.

Assessment Instrument: The CSB Quantitative Rubric was used to assess the students ability: to identify a problem/issue; present evidence/rule; provide analysis, draw conclusions and to demonstrate a student's ability to use different sources of information within a discipline to analyze and solve the problem. (See Attachment 10 for a copy of the rubric.)

Findings: Scores were in the 3 – competent and 4 – exemplary categories in the Algebraic, Numeric and Verbal categories with respective averages of 3.0, 3.4, and 3.4. No graphical presentations were required in this assignment. The students showed their competence in this type of exercise.

Assignment 2: Students were placed into groups consisting of 3 students per group. Each group selected an industry to investigate. They were to identify the unique cost/managerial methods that are used in that industry. The product of this assignment was a group paper and a group presentation.

Assessment Instrument: A peer review assessment instrument was used to assess the students' ability to work effectively in a group.

Findings: There were two groups in this class of 5 students. In the group containing two students, both of them felt that the other had given 100% to the project and that working together was successful. In the group containing three students, the average group percentage was 100% for student #1, 98.3% for student #2, and 100% for student #3. Overall, the students felt that working together had been successful.

Follow-up Action(s): Continue to gather data on both assignments in subsequent semesters.

MSA 222 – Advanced Financial Accounting

Assignment: Students were provided a research case concerning a certain Financial Accounting Standard. They were to use the Financial Accounting Standards website or database to resolve the identified problem.

Assessment Instrument: The CSB writing rubric was used to assess the case analysis and measure the student's ability: to identify a problem, present the rule or relevant source authority, analyze and relate the specific facts to the rule, and draw conclusions, and to demonstrate a student's ability to use different sources of information within a discipline to analyze and solve the problem.

Findings: In the Style/Format element, the high score from the 10 students was a 3.5 and the low score was 1.7 with an average of 2.57. In the Mechanics element, the high score was 3.75 and the low score was 2.5 with an average score of 3.20. In Content & Organization the high was 3.50 and the low was 2.00 with an average of 2.83. Overall, the students appear to need improvement in the Style & Format area as the average score is halfway between the Developing and Accomplished levels. The average Mechanics score is above the Accomplished level and the average Content & Organization average score is just slightly below the Accomplished level.

Follow-up Action(s): Continue to gather data in subsequent semesters.

MSA 224 – Professional & Legal Responsibilities

Assignment: The students were given a chapter case problem. They were required to use various legal sources or authority to determine the legal issue and solution. They exercised critical thinking skills, analysis and the skill of drawing conclusions.

Assessment Instrument: The CSB writing rubric was used to assess the case analysis and measure the student's ability: to identify a problem, present the rule or relevant source authority, analyze and relate the specific facts to the rule, and draw conclusions; and to demonstrate a student's ability to use different sources or information within a discipline.

Findings: All of the students received an 4 Exemplary score in the Mechanics element. The Content & Organization average score was 3.33 Accomplished with all scores 3 or better. Overall, the students are performing well in this type of writing.

Follow-up Action(s): Continue to gather data in subsequent semesters.

MSA 226 – Professional Research and Accounting Theory

Assignment: A financial research case was given describing a complex set of accounting transactions. The students were assigned the task of researching the Generally Accepted Accounting Principles to determine a recommended accounting treatment for the transactions. The case is structured in a way that there is no one correct answer, so the students have to identify appropriate GAAP, identify alternative solutions, and justify a recommended solution.

Assessment Instrument: The CSB Writing rubric was used to assess the case analysis and measure the student's ability: to identify a problem, present the rule or relevant source authority, analyze and relate the specific facts to the rule, and draw conclusions, to demonstrate a student's ability to use different sources of information within a discipline and to demonstrate a student's ability to expand existing authority by analogy to solve problems of first impression.

Findings: The average score in each element was at least 3.5 or higher. In fact, all the students scored no lower than in the Accomplished range. Overall, the students are performing well in this type of writing.

Follow-up Action(s): Continue to gather data in subsequent semesters.

28. **Alumni Survey** - A sample of 6 of the 18 graduates of the MSA program were contacted and asked if they would be willing to make a statement about: 1) how the program helped them in their current jobs, 2) any specific activities/projects/classes that helped them with their job or passing the CPA exam, and 3) any other comments they wanted to make concerning the program. Of those contacted, 5 replied.

Findings: Their statements follow. All were all extremely positive and supportive of the program.

Spring 2005 Graduate - Katherine Crane, KPMG LLP

The MSA Program at California State University Fresno helped me get where I am today, a senior associate at a "Big 4 Accounting Firm". The program helped me to develop the problem-solving and research skills needed to work and succeed in public accounting as well as to pass the CPA exam. This was a great program with teachers who really cared about their students and helped them to learn and succeed in the classroom.

Fall 2006 Graduate - Leon Daniels, PricewaterhouseCoopers

Without the CSU-Fresno MSA Program, I would not have the job I have today. The program gave me the necessary education, foundation, exposure to employers, and extra credentials to set me apart from other applicants for the same position.

While all of the MSA classes have helped in my career, Advanced Accounting has been the most beneficial in my position as an Audit Associate at PricewaterhouseCoopers. With regards to the CPA exams, I found the Business Law class to be the most beneficial, and I do not believe I would have passed the REG exam without the knowledge gained from that class.

The CSU-Fresno program is definitely an advantage for anyone considering a future in the Accounting field, and especially for those considering acquiring a CPA license. The additional academic hours are practical and allow the potential CPA candidate the ability to take their knowledge and background to any state and still remain eligible for licensing. I am currently in the field of Public Accounting and have found that the knowledge of all the classes have helped me in the audit practice while the insight of the instructors has helped me to see the work I perform from various perspectives, allowing me the ability to add value to our firm's client engagements.

Spring 2007 Graduate - John D. Wiens, Pricewaterhouse Coopers

I feel that the program was critical in my successful employment with the public accounting firm PricewaterhouseCoopers in the San Jose office. I did not have an accounting or business background as an undergraduate and came to accounting through on-the-job experience. When I decided to pursue a career in public accounting, I researched several options of acquiring the necessary educational course-work in order to sit for the CPA exam and acquire the skills that I would need. The CSU Fresno MSA program offered the fastest, most cost-effective route to fulfill my educational goals. In addition, I feel that earning my MSA degree gave me a competitive advantage in the hiring process for PwC, as well as a higher starting compensation as opposed to my undergraduate peers.

The program also was instrumental in passing the CPA exam. I passed all four sections on the first attempt with grades in the mid-80 percent range. I consistently found the material learned in the classes applied directly to correctly answering CPA questions. The knowledge gained in the program also benefitted me at work in helping me understand the conceptual framework and practical application of accounting and auditing. Because of the advantage of this education, I was rated as performing above expectation in my most recent annual performance evaluation, placing me ahead of 75% of my peers.

I experienced consistently high quality instruction in the program and feel that the professors are all top-notch. I had a fantastic experience in the program and would not hesitate to recommend it to any prospective student.

Spring 2007 Graduate - Susan Scott, Deloitte and Touche, LLP

I completed the MSA program at Fresno State in May 2007 and have been working for Deloitte and Touche, LLP. for over a year now. While in the program, I had no idea how much the knowledge I gained would help me in my career. As an auditor, I deal primarily with the financial statements and focus on maintaining an understanding of how businesses are run. I find that I am routinely required to research appropriate guidance for GAAP treatment through various outlets including several of the resources I was taught to use in my research class. This has set me apart from colleagues as many members of management view this knowledge to be very helpful and promotes efficiency (which we strive for).

A big part of my job is to understand how my clients run their businesses and the financial impact certain decisions could potentially make. This requires an in-depth understanding of cost accounting and how it applies to different industries. As I am based out of our Fresno office, I deal with many clients that are in the agriculture industry (which for audit purposes is primarily manufacturing). I have received many positive evaluations based on my ability to understand how these companies account for their costs (as there are various methods). I have found myself utilizing the skills from the Masters program and, on occasion, even pulling out my text book to re-understand what I was taught. It has been such a great resource tool for me.

As any other MSA grad would tell you, the program is clearly designed to help you pass the CPA exam as well as give you a higher level of understanding accounting. I am currently sitting for the exam and using the Becker software to help me pass. There are several topics that I have come across while studying that were covered in my MSA classes (especially from the Advanced financial accounting class). I have found that I do not even use the Becker lectures for these sections; instead I pull out my notes from my classes to study that way. As I obtained such an in depth understanding of these topics in the MSA program, reviewing them for the CPA exam have actually been quite effective.

Clearly, I have found the program to be highly beneficial and worthwhile. The interactive format and open forum discussions make it clear that the program has been designed to set you apart in the professional world and prepare you to succeed in any accounting career that you choose.

Spring 2008 Graduate - Joel Mclemore, PricewaterhouseCoopers

The MSA program at California State University, Fresno provided me with a valuable opportunity. I am currently employed as a tax associate at a "Big 4" accounting firm, and use the knowledge gained through my coursework on a regular basis. One of my first job assignments involved writing a brief summary of FAS 141R, which will have a major impact on many of our clients. I felt very well prepared due to having extensively covered FAS 141R in my Advanced Financial Accounting course, and was able to write a satisfactory summary of the new changes. The same course also gave me a good foundation during many of our trainings.

I have found all of my MSA coursework indispensable in my sitting for the CPA exam. I have passed 3 sections of the exam in the past 6 months and would not have had this level of success without my coursework in Advanced Cost Accounting, Business Law, and Advanced Financial Accounting. All of my MBA coursework and my elective tax courses also helped tremendously. Some of my strongest performance areas on the Regulation exam involved corporate and individual taxation. Without the strong foundational material covered in my tax courses, I don't think I would have done nearly as well. In addition, the material in my MBA coursework was highly relevant to the BEC section of the exam, as was my Advanced Cost Accounting course and my Business Law course.

In addition, the material covered in my corporate taxation coursework is essential to the work I am doing now in my firm's venture capital practice, where I am dealing primarily with partnerships and other pass-through entities.

My undergraduate background is in the humanities, and I had no business/accounting experience when beginning the MSA program in fall of 2005. I give all credit to the success I have achieved so far, both in my work and on the CPA exam, to the Master's of Accountancy program at California State University, Fresno. I would recommend the program to anyone who is serious about pursuing a career in accounting.