

## ASSESSMENT ACTIVITIES IN BA601

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### ASSESSMENT ACTIVITY

In an effort to assess our PMBA students' learning in BA601 (Case Studies in Management), Dr. James J. Taylor has utilized feedback mechanisms as a way to modify and hopefully improve educational outcomes in his course. Dr. Taylor has conducted these kinds of surveys starting the Spring Semester 2007.

### SURVEY INSTRUMENT

Dr. Taylor provides the following instructions on his survey instrument:

*"The following are the primary subject areas / content covered during this course.*

*Use a Likert Scale. Circle the appropriate number. 1 = not useful. 7 = very useful and should be kept as part of this course.*

*Please feel free to add any comments or suggestions about any particular item or approach used in the class."*

### SURVEY RESULTS

The survey results are summarized in Table 1.

TABLE 1: SUMMARY OF STUDENTS' RESPONSES TO SURVEY

Type of Class Activity	Likert scale of possible responses: 1=not useful, 7=very useful Students' verbatim comments follow		
	2007	2008	2009
<b>Handout: <i>Web Resources</i></b> Focus: URL's for excellent business sites.	1 2 3 4 5=1 response 6=3 responses 7=3 responses  Good reference material Yes, these were excellent resources. Thank you Sir, I bookmarked most of these urls.	1 2 3 4 5=2 responses 6=3 responses 7=2 responses  Maybe too much emphasis on Harvard Business School but this is a personal opinion. Maybe not relevant	1 2 3 4=2 responses 5=3 responses 6=1 response 7=2 responses
<b>Presentation:</b> The use of case studies in business learning. <b>Focus:</b> A review of ways to successfully approach a case study.			1 2 3 4 5=4 responses 6=4 responses 7  Presentations helped but there were no set guidelines for what you were judging or wanted – seemed liked the quality varied.
<b>Media:</b> The Death of a Salesman by Arthur Miller Focus: Understanding the relationship between a dream and what comes to be. Do I have a good dream to support my future?	1 2 3 4=1 response 5=1 response 6=1 response 7=4 response  Enjoyed this the most!	1 2 3 4=1 response 5=2 responses 6=3 responses 7=1 response  OK, but too much of a fantasy, not a reality Movie not very realistic nor plausible. I learned that dreams are good only if it feels	1 2 3=2 responses 4=2 responses 5 6=2 responses 7=2 responses  Decent movie but seemed outdated, maybe main point about dreams needs to be stressed more.

		right to carry through and if it will result in my being happy and financially sound. Very interesting "give a good insight."	
<b>Case Study:</b> Lisa Benton Parts A & B Focus: Issues related to hiring a new, talented employee. Dealing with office politics. Discussion of challenges faced by new MBA's.	1 2 3 4 5=2 responses 6=3 responses 7=2 responses  Learned a lot about MBO's which have never covered before.	1 2 3 4 5 6=2 responses 7=5 responses  An excellent case. A must for this class. Good discussion but also lacked a bit of realism. Hiring the right employee for the job is a risk that each manager must face and deal with. A very important element of a business. Should be used, but always keep everyone guessing.	1 2 3=1 response 4=1 response 5=1 response 6=3 responses 7=2 responses
<b>Media:</b> Glengarry Glenn Ross by David Mamet Focus: Sales / Marketing and business ethics	1 2 3 4 5=1 response 6=4 responses 7=2 responses	1 2 3 4 5=2 responses 6=1 response 7=4 responses  At times it seemed far too harsh; mean; unproductive. I've learned that good business ethics results in respect and credibility. Another very important element of a business. Good	1 2 3 4=1 response 5=2 responses 6=1 response 7=4 responses
<b>Case Study:</b> Starbucks: Delivering Customer Service (Includes DVD) Focus: Marketing and the centrality of customer relationships	1 2 3 4 5 6=3 responses 7=4 responses	1 2 3 4 5=1 response 6=2 responses 7=3 responses	1 2 3 4 5=1 response 6=4 responses 7=3 responses

		NA=1 Very good case. Good, but need to be updated.	
<b>Media:</b> Startup.com: The Rise and Fall of govWorks <b>Focus:</b> Starting a business; technological businesses; personal relationships and business.	1 2 3 4 5=1 response 6=2 responses 7=4 responses  Excellent film with financing, LBO's, and human emotions during hard times really.	1 2 3 4=1 response 5=1 response 6=4 responses 7=2 responses  Good case. Good insight. Experienced this during my undergrad years.	1 2 3 4 5 6 7 Note: case not viewed at time of survey.
<b>Guest Lecture:</b> Kuentos: Starting an Internet Business on Guam <b>Focus:</b> The challenges in starting a technological business on Guam		1 2 3 4=1 response 5 6=1 response 7=4 response Very important. A must for this course. Somewhat dated.	1 2=1 response 3 4 5=1 response 6=3 responses 7=2 responses
<b>Case Study:</b> Accounting Fraud at WorldCom <b>Focus:</b> Accounting and business ethics. The pressures to let something slide.	1 2 3 4 5 6=4 responses 7=3 responses  Great reference.	1 2 3 4 5 6=2 responses 7=5 responses  Very good case! I've learned that people don't often think of the consequences to their actions until its too late.	Case not used this year.
<b>Media:</b> Managing women in business. (Two films from the 1950's) <b>Focus:</b> The challenge of dealing with systemic problems.	1 2 3 4=1 response 5	1 2 3 4 5=4 responses	1 2 3=1 response 4=2 responses 5=1 response

<p>Women in business: The history that affects the present.</p>	<p>6=2 responses 7=4 responses</p> <p>Interesting how role of women has evolved, yet still need to visit the equality in hiring matter. ??? but still learned a lot about opportunity cost and how firms deal with women.</p>	<p>6=2 responses 7=1 response</p> <p>Dated, but good. Very informative and eye-opening.</p>	<p>6=3 responses 7=1 response</p> <p>Interesting but no real conclusions drawn except "wow" – need to relate to something regarding women in business today – maybe show how it still happens on how far we've come.</p>
<p><b>Reading:</b> Off-Ramps and On-ramps <b>Focus:</b> Business Flexibility. Women in business.</p>	<p>1 2 3 4=1 response 5=1 response 6=4 responses 7=1 response</p>		
<p><b>Reading:</b> Are my Role Models Unsettling? In the End It's a question of Character. <b>Focus:</b> the place of mentors and role models in business.</p>	<p>1 2 3 4 5 6=1 response 7=6 responses</p> <p>Enjoyed how this presented insight on a different approach of role models. Reminder of where I came from and what I want to be.</p>		
<p><b>Reading:</b> The Bonfire of the Vanities <b>Focus:</b> Personal ethics and business.</p>		<p>1 2 3 4=1 response 5 6=1 response 7=5 responses</p> <p>Very important on questions of ethics. Same situation with Death of a Salesman.</p>	
<p><b>Reading and sharing seven different books about business</b></p>		<p>1 2 3</p>	

<p><b>Focus:</b> The need to continue learning.</p>		<p>4=1 response 5 6 7=6 responses</p> <p>A must for this course. It focuses students to think and reason. Very helpful. Not every takes responsibility to finish the reading. Quality is hard to control. This was a good idea as it gave us a chance to share 7 different books and the topics covered in each. Great learning experience for analyzing real world situations.</p>	
<p><b>Case Study:</b> Jolibee Foods: International Expansion <b>Focus:</b> This is a case that looks to the Far East and not just the US. This successful Philippine company had started expanding internationally. There were problems in the initial international expansion. Now it is going to start a new expansion. Underlying questions remain about what customer base should be the focus of the new efforts.</p>	<p>1 2 3 4 5 6=3 responses 7=4 responses</p> <p>Excellent case in expansion with Guam individual.</p>	<p>1 2 3 4 5 6=3 responses 7=4 responses</p> <p>Good case but predictable. I generally like to read case studies. How to research the market before moving in. Must also consider the consumers' needs and wants.</p>	<p>1 2 3 4=1 response 5=2 responses 6=1 response 7=4 responses</p> <p>Good article on how important place and time in the economy is essential to survive.</p>
<p><b>Other Comments</b></p>	<p>Overall – Excellent course Evident that a lot of thought, planning, and preparation goes into class content. Good presentation style. Almost a subtle, poetic ability to provide historical perspective and contemporary issues. Never loses the “human” side of business.</p>		
<p><b>Instructor’s Analysis of Overall Course</b></p>	<p>I was surprised by the highly positive reaction to the Accounting Fraud at WorldCom case.  I was also surprised by the highly positive</p>		

	<p>reaction to the Role Models Material. That reinforces the idea it may be better to use the Death of a Salesman case later in the course. This would be because of the reflective nature of the material. It may be that the students are better able to reflect after having been together for a while.</p> <p>Also it appears that I would get more reaction material by providing open ended comments for the students to complete.</p>		

## HOW ACTIVITY IS LINKED TO THE COURSE-LEVEL STUDENT LEARNING OBJECTIVES

The course syllabus stated the following student learning outcomes:

### Learning Objectives for Students

This course is expected to help business students develop the ability to think about and deal with comprehensive and complex business issues. To help students grow in this way, this course presents a set of real world business case studies, providing students with the opportunity and necessity of thinking about business situations as an integrated whole. Students are expected to demonstrate holistic thinking by showing they can reflect upon, analyze, and present to others their thinking related to a complex business situation. Upon successful completion of this course, students should be able to:

- Briefly summarize in both oral and written formats the case being presented.
- Analyze the case and draw up a set of recommendations related to the case.
- Support the recommendations by persuasively building an argument in support of the conclusions.
- Present the overall case analysis to others orally or in grammatically correct written format.

This survey shows that students in this course were given opportunities to participate in activities that support all 11 Learning Goals of the PMBA Program:

PMBA 1: Understanding of all Functional Concepts: Develop an in-depth understanding of all facets of business management and the operational/functional areas.

PMBA 2: Awareness of Environmental Forces: Recognize new environmental forces, i.e., Economic, Demographic, Political/Legal, Social/Cultural, Technological, and Natural, and integrate such trends and appraise regulatory and ethical considerations in opportunities domestic and global issues as they affect business decision-making.

PMBA 3: Ethics and Social Responsibility: Demonstrate ability to apply values and ethical considerations to organizational challenges and opportunities.

PMBA 4: Diversity: Demonstrate awareness and comprehension of the forces of globalization and the impact of diversity on organizations.

PMBA 5: Communication: Demonstrate the capacity in written, oral, and non-verbal communications to express clear thinking and encourage dialogue and listening.

PMBA 6: Critical and Analytical Thinking: Exercise critical and analytical thinking skills in addressing challenges and opportunities:

PMBA 7: Problem Solving: Effectively handle decision-making dilemma based on real-world scenarios: apply analytical, creative, evaluative skills and technology in dealing with problems; and recognize current paradigms and beliefs to ensure that these do not impair problem solving.

PMBA 8: Identify Opportunities and Threats: Develop policy that promotes the ongoing concern of a business and identify alternative solutions to problems and articulate opportunities.

PMBA 9: Teamwork and Leadership: Demonstrate ability to function in emergent teams that value and respect clear purpose, roles, diversity, shared leadership, dialogue and open communication, consensus decision, and active participation.

PMBA 10: Initiatives and Creativity: Demonstrate ability to articulate insightful visions, engage in human ingenuity, and cultivate fresh possibilities.

PMBA 11: Research Skills: Demonstrate ability to undertake research project, gather data and synthesize them into information for business managerial problems.

## CLOSING THE LOOP

Since conducting this survey in Spring Semester 2007, Dr. Taylor has learned quite a bit from them and has used them to make a number of classroom adjustments. Dr. Taylor has provided his initial findings to the WASC Educational Effectiveness committee in April 2008 and has given an overview of these assessment activities in the Assurance of Learning committee in Fall 2007. He will present this report to the Assurance of Learning Committee in April 2009 for further discussion.