The background of the page features a large, faint watermark of the University of Wainwright logo. The logo is circular with a green border containing the text "UNIVERSITY OF WAINWRIGHT" at the top and "EXCELSIOR" at the bottom. In the center of the logo is a shield with a yellow sun at the top, a green tree in the middle, and a white figure at the bottom.

**SCHOOL OF BUSINESS AND
PUBLIC ADMINISTRATION**

**OUTCOMES ASSESSMENT
PLAN**

**PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION
PMBA
PROGRAM**

JUNE 2010

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OUTCOMES ASSESSMENT PLAN

INTRODUCTION

The University of Guam is committed to assessment of its programs to ensure student learning is effectively taking place, as part of its overall academic planning initiatives. This coincides with its commitment towards institutional effectiveness and academic quality through its accrediting body, the Western Association of Schools and Colleges (WASC). In line with this commitment, the School of Business and Public Administration, under the auspices of the College of Professional Studies, will strive to ensure continuous improvement of student learning outcomes are achieved and maintained.

Since 1998, the School of Business and Public Administration (then, the College of Business and Public Administration) at the University of Guam achieved specialized accreditation for its business degree programs through the International Assembly for Collegiate Business Education (IACBE). The administration, faculty, and the SBPA Advisory Council are committed to maintaining this status with this valuable accreditation body.

The School of Business and Public Administration has devised this plan to ensure ongoing assessment of student learning outcomes. The administration, faculty, and staff of the School are committed to providing the necessary support to ensure continuing excellence in our business education through the establishment of an assessment process, implementation of this process, and making the necessary improvements to achieve this. The senior administration of the University of Guam is committed to providing the additional resources required to align school-level assessment goals with university-wide assessment goals, in concert with its institutional accreditation initiatives.

MISSION AND BROAD-BASED GOALS

University of Guam Mission

The following institutional mission was approved by the Board of Regents on August 20, 1998: Requested from Cathleen Moore Lin 6/8/10

"Ina, Diskubre, Setbision--To Enlighten, To Discover, To Serve."

The University of Guam is a US accredited, regional, Land Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth.

The University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia.

The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach.

At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge.

SBPA Mission

The mission of the School of Business and Public Administration (SBPA), a teaching institution, reviewed as of 2006 and revisited in November 2009 is:

We are the regional center for education, development, and research in business and government. Our core values promote ethical and socially responsible leadership throughout the Western Pacific.

The SBPA mission relates to and supports the University of Guam mission. As a Land Grant institution, the University provides programs and outreach opportunities that integrate SBPA and its students into the fabric of the community and the development of regional economies. The liberal arts setting and General Education requirements of the University are integral to SBPA professional degree programs and curricula. In November 2008, the University reestablished its Assessment Committee (UAC) whose first task was to develop the university wide student learning goals (also referred to as “Institutional Student Learning Objectives (ILOs)”). See Appendix A for a review of how SBPA’s BBA Program Learning Goals are aligned with the University’s goals.

In its commitment to teaching, service and research, SBPA is foremost a teaching School dedicated to the success of its students by providing quality undergraduate degree programs in business administration (with concentrations appropriate to the region), accounting, criminal justice and public administration, and graduate degree programs in business administration and public administration. Faculty members are evaluated primarily on classroom performance, and secondarily on service and research (including consulting).

The School is a repository of knowledge for economic and business issues, where scholarship and service support and enhance its educational programs. The School encourages its faculty to undertake applied research and provide community and university services for the benefit of business and public administration in the region. Faculty make intellectual contributions primarily through applied research associated with professional consulting, articles on applied subjects, pedagogical innovation and research, curriculum/instructional materials, and other scholarship. The School plays an important role in providing needed services to the community and university through small business development, conferences, seminars, professional consulting and technical assistance to business and government.

In looking forward the School espouses ten core values that relate to its mission, students and vision of the future:

- Academic quality
- Graduates who can compete globally, think strategically, and are responsive to change
- Critical thinking supported by strong fundamental skills
- Cultural diversity
- Social responsibility
- Development of Guam and the Western Pacific region
- Currency and excellence in thought and action
- Lifelong learning and growth
- Teamwork
- Hard work, dedication and continuous improvement.

In order to achieve this mission, the following goals have been generated by the faculty of the School for its degree programs:

PROGRAM GOALS

Professional Master of Business Administration (PMBA) Program

The PMBA program is designed to achieve the following goals:

- 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 inhuman 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.

The program is designed to advance business and management competencies in order to allow its graduates to compete effectively in the dynamic and changing, international business arena. Graduates of the PMBA Program should be able to demonstrate the following:

- Leadership capabilities and ability to manage group dynamics in team settings;
- Competency in developing sound strategies for planning;
- Knowledge of domestic and global economic environments of organizations;
- Analyze statistical data to support decision-making processes throughout an organization;
- Develop knowledge and competencies in a business administration;

- Recognize how legal, regulatory and political environments affect business decisions;
- Appreciate multiculturalism, diversity, regional, and global issues; and
- Recognize ethical issues and develop social responsibility.

In February 2010, the PMBA Program Learning Goals were revised in order to

- simplify (reduce the numbers of learning goals and to shorten the statement of each goal)
- improve alignment of goals with those suggested in the IACBE Accreditation Process Manual (October 2009) , and
- make learning goals more amenable to assessment measurement

The former and new PMBA Program Learning Goals are presented below:.

Former Learning Goals	Newly Approved Learning Goals
<ul style="list-style-type: none"> ▪ 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: 	<p><i>PMBA 1: Problem recognition;</i></p> <p><i>PMBA 2: Strategic analysis and integration;</i></p> <p><i>PMBA 3: Application of quantitative methods to real-world business situations;</i></p> <p><i>PMBA 4: Communication to relevant publics:</i></p> <ul style="list-style-type: none"> <i>a. Ability to communicate effectively in written materials;</i> <i>b. Ability to communicate effectively orally in one-on-one or business presentation situations;</i> <p><i>PMBA 5: Teamwork skills: ability to work with a team of colleagues on projects;</i></p> <p><i>PMBA 6: Project management skills;</i></p> <p><i>PMBA 7: Professional ethics.</i></p> <p><i>(Adopted Spring 2010 from IACBE Key Learning Outcomes for Business Programs)</i></p>

<ul style="list-style-type: none"> ▪ 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. 	
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STUDENT LEARNING OUTCOMES

Direct and Indirect Measures

Below are the direct and indirect measures that are used at the School of Business and Public Administration to assess student learning outcomes.

Direct Measures:

- Successful completion of the business capstone course
- MBA-ETS Exam
- Pre-test and Post-test course assessment surveys (various courses)
- Written reports evaluated using rubrics
- Case Study Development
- Peer Reviewed Publications

Indirect Measures:

- Survey of audience at student presentations/guest speakers
- Pre and Post-Course Student Learning Surveys
- Business student annual surveys
- Student surveys (including survey of course content)

- Alumni (Graduate Follow-up) Survey
- Recognition of students/student organizations by local businesses

PMBA Program Learning Goals	Direct Assessment		Indirect Assessment	
	Course-level	Program-level	Course-level	Program-level
PMBA 1: Understanding of all Functional Concepts: Develop an in-depth understanding of all facets of business management and the operational/functional areas.	Case Study Analysis and Presentation (BA 601, 613, 620, 710) Written Reports (BA 613)	Capstone Comprehensive Assessment MBA-ETS Exam Peer-Reviewed Publication	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
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.	Written Reports (BA 613) Case Study Analysis and Presentation (BA 601, 611, 613, 620, 710)	Capstone Comprehensive Assessment MBA-ETS Exam Peer-Reviewed Publication	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
PMBA 3: Ethics and Social Responsibility: Demonstrate ability to apply values and ethical considerations to organizational challenges and opportunities.	Case Study Analysis and Presentation (BA 601, 611, 613, 620, 710)	Capstone Comprehensive Assessment MBA-ETS Exam Peer-Reviewed Publication	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
PMBA 4: Diversity: Demonstrate awareness and comprehension of	Case Study Analysis and Presentation (BA 601, 611, 613, 620,	Capstone Comprehensive Assessment	Survey of Course Content (BA 601, 620)	PMBA Alumni Survey

the forces of globalization and the impact of diversity on organizations.	710)	MBA-ETS Exam		
PMBA 5: Communication: Demonstrate the capacity in written, oral, and non-verbal communications to express clear thinking and encourage dialogue and listening.	Case Study Analysis and Presentation (BA 601, 611, 613, 620, 710) Written Reports (BA 613, 611) Problem-Solving Assignments (BA 610, 622, 620)	Peer-Reviewed Publication Student Capstone Presentations (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations
PMBA 6: Critical and Analytical Thinking: Exercise critical and analytical thinking skills in addressing challenges and opportunities:	Case Study Analysis and Presentation (BA 601, 611, 613, 620, 710) Problem-Solving Assignments (BA 610, 622, 620) Written Reports (BA 613)	Capstone Comprehensive Assessment MBA-ETS Exam Peer-Reviewed Publication Capstone Experience Presentations (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
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.	Case Study Analysis and Presentation (BA 613, 611, 601, 620, 710) Written Reports (BA 613)	Capstone Experience Presentations (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
PMBA 8: Identify Opportunities and Threats: Develop policy that promotes the ongoing concern of a business and	Guest speakers invited to various courses Case Study Analysis and	Peer-Reviewed Publication Capstone Experience Presentations (BA	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations

identify alternative solutions to problems and articulate opportunities.	Presentation (BA 613, 611, 601, 620, 710) Written Reports (BA 613)	711)		
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.	Case Study Analysis and Presentation (BA 613, 620, 710)	Peer-Reviewed Publication Team Capstone Experience (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
PMBA 10: Initiatives and Creativity: Demonstrate ability to articulate insightful visions, engage inhuman ingenuity, and cultivate fresh possibilities.	Written Reports: (BA 613, 611) Case Study Analysis and Presentation (BA 613, 620, 710) PowerPoint Presentations (BA 711)	Peer-Reviewed Publication Capstone Experience Project (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey
PMBA 11: Research Skills: Demonstrate ability to undertake research project, gather data and synthesize them into information for business managerial problems.	Case Study Analysis and Presentation (BA 613, 601, 611, 620, 710) Written Reports (BA 613)	Peer-Reviewed Publication Capstone Experience Project (BA 711)	Survey of Course Content (BA 601, 620)	Survey of faculty at student capstone presentations PMBA Alumni Survey

Evidence of Assessment Activities can be found in Appendix D.

Intended Outcomes

Below in tables 1 and 2 are the measures, assessment tools, and intended outcomes that will help to assess that certain student learning outcomes have been achieved, based on the learning goals discussed above.

Students will demonstrate achievement of program learning goals through any combination of the following measures:

Table 1 – PMBA Assessment Tools

Direct Measures:	Assessment Tool:
1. 90% of the members of the Cohort will successfully complete (with a grade of 80% or better) the PMBA capstone course.	Capstone Comprehensive Assessment, MBA-ETS Exam & Capstone Experience Project
2. 50% improvement of faculty scholarship output.	Individual Faculty's Annual Self-Evaluation
3. 50% improvement of student participation in research publication activity	Peer-Reviewed Publication
4. 80% of students will score comparable to peer group's performance	Capstone Comprehensive Assessment, MBA-ETS Exam
5. 80% of students will score "satisfactory" performance based on rubric.	Written reports/assignments, in-class presentations
6. 80% of students will score 80% or better based on rubric.	Case Analysis Rubric
Indirect Measures:	Assessment Tool:
1. 80% of audience will be satisfied with student presentations.	Survey of faculty at student capstone presentations
2. 80% of business students will be satisfied with their PMBA educational experience at SBPA.	PMBA Alumni Survey (alternating years)
3. 80% of PMBA students will note a positive learning experience.	PMBA Alumni Survey (alternating years)
4. 80% of PMBA graduates will be satisfied with their business educational experience and find employment in their related business field.	PMBA Alumni Survey (alternating years)
5. Employers within the business community and the general population (80%) will be satisfied with business programs and our PMBA graduates.	Stakeholder Satisfaction Survey (alternating years)
6. 80% of students will be confident in their ability to think about and deal with comprehensive and complex business issues.	Survey of course content

Table 2 – Intended Outcomes

Type of Measure	Intended Outcomes
Direct Measures:	
1. Successful completion of business capstone course	Achievement of all PMBA learning goals.
2. Individual Faculty's Annual Self-Evaluation	Improvement of faculty scholarship.
3. Peer-Reviewed Publication	Achievement of all PMBA learning goals except PMBA 4.
4. Customized Capstone Comprehensive Exam	Achievement of the following learning goals PMBA 1, PMBA 2, PMBA 3, PMBA 4 and PMBA 6. Assessment results are gathered over several years to find a trend/pattern.
5. Standardized Pre/Post Tests (MBA-ETS)	Achievement of PMBA learning goals PMBA 1, PMBA 2, PMBA 3, PMBA 4 and PMBA 6.

	Measures existing knowledge at the start of the program, and measures what new knowledge was learned (learning outcomes) by the end of the program. Students' progress over the program year is compared to a national benchmark.
6. Written reports (case study analysis, article analysis, problem solving, etc.)	Achievement of all PMBA learning goals
7. In-class presentations (case study presentations, etc.)	Achievement of all PMBA learning goals
Indirect Measures:	
1. Survey of faculty at student capstone presentations	Achievement of all PMBA learning goals.
2. Annual Stakeholder Satisfaction Survey	Business student satisfaction
3. Student Surveys (including course content survey)	Business student satisfaction on specific course content
4. PMBA Alumni Survey (alternating years)	Administered to students who have completed their PMBA academic program with demographic information, employment status, quality of education, current employment satisfaction, and other factors.

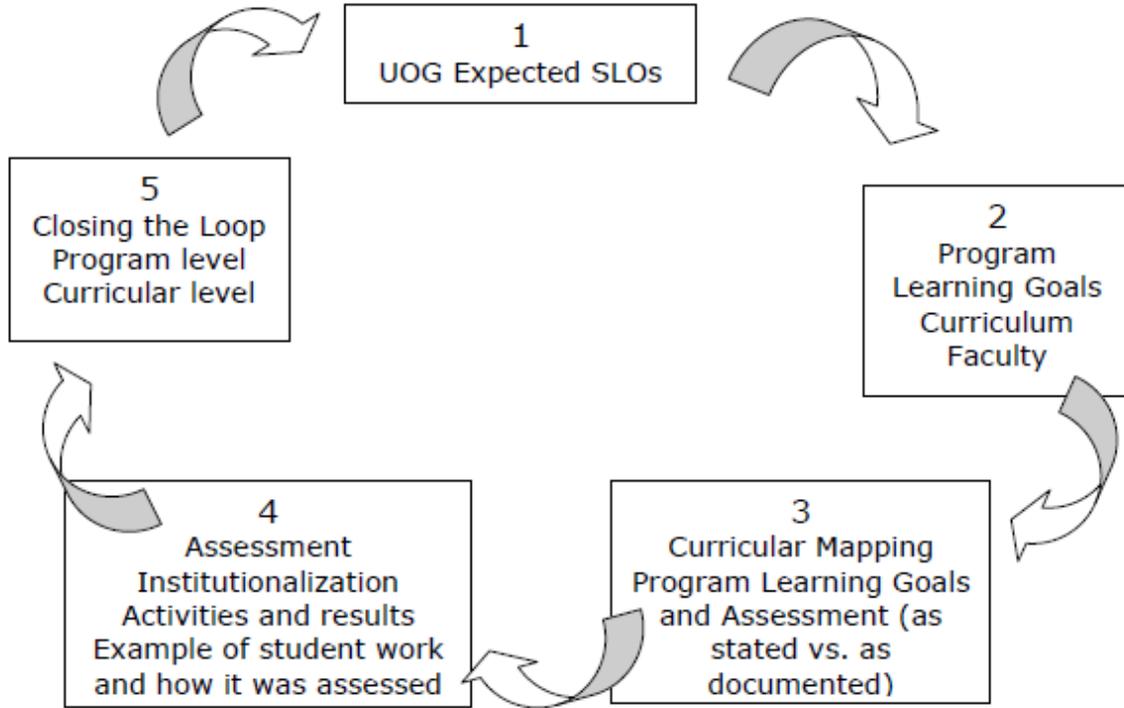
Copies of surveys used to help assess student satisfaction and learning are included in Appendix C.

Intended outcomes are also measured through the use of outcomes assessment goal tables used to determine how each course within the business program meets the stated student learning goals. These are included in Appendix B.

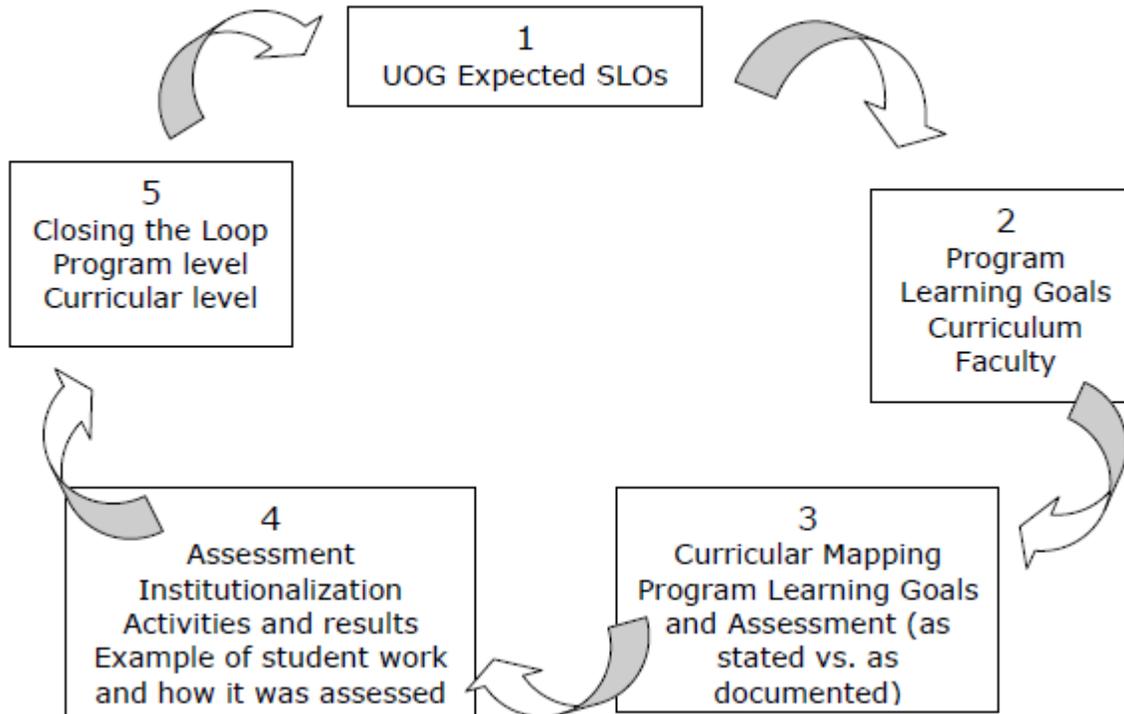
Assessment Rubrics

Program Level. Assessment at the program are done by the PMBA faculty (curriculum committee) as a whole using the Assessment Cycle/Loop below:

Assessment Process/Loop



Assessment Process/Loop



University Expected SLOs are presented in Appendix A.

Program Learning Goals are presented in the Report as well as in Appendix A.

Curricular Mappings are presented in Appendix B.

Assessment Institutionalization are presented in the Report as well as in Appendix A.

Assessment activities and results are presented in Appendix D.

Table 3 provides the matrix that will be followed to plan and track assessment activities.

Table 3. Tracking of Program Assessment Activities

Assessment Activity	Process/ Instrument Used	Date	Outcomes/Products	Next Steps	Person(s) in Charge
Revisited Old Mission and revised Program Learning Goals under Old Mission	A series of strategic retreats including administration, faculty, students, alumni, and business community representatives	Full day in November 2009 Half-day in December 2009 Full day in March 2010	New set of program learning goals for "Knowledge," and goals and objectives for "Management Capabilities"; updates and discussion on assessment activities and closing the loop; SWOT analysis of the current program	Continue efforts in assessment	Administrative Chair, Assessment Coordinator, in conjunction with Curriculum Committee (PMBA faculty) and Accreditation Coordinator
Review of program curricula by course and for the entire program	Meeting sessions with PMBA curriculum (faculty) committee	On-going	On-going	On-going	Administrative Chair, Assessment Coordinator, in conjunction with Curriculum Committee (BA faculty) and Accreditation Coordinator
Closing the loop activities/taking corrective actions at course and program level based on assessment evidence	Course and program review by faculty	Program review submits in Spring 2009; follow up comments submits in Spring 2010	Changes in courses and proposed program changes	Will forward program and course recommendations to College AAC and then UOG Faculty Senate	Administrative Chair, program faculty

Course Level. Some custom-designed rubrics were developed to assess student learning in the classroom. This is especially useful to determine if student learning outcomes have been achieved, as aligned with program learning goals. See Appendix C for samples.

Assessment Instruments

Sample of assessment tools currently used to assess students' learning outcomes can be found in Appendix C of this Plan. Two faculty members are allocated a .25 load to assist in the collecting, documenting, and reporting of outcomes from assessment instruments, and make a report to the faculty within the business administration programs.

PERSONAL DEVELOPMENT PROGRAM

(Prepare a statement on the "Personal Development" program for your students and how this is administered within your academic business unit.)

Students in the Professional Master of Business Administration degree program are required to attend the PMBA Orientation Session to learn about the program requirements and the details of their study. Student advisement is provided primarily by the Program Chair. PMBA students are encouraged to seek additional advisement from appropriate PMBA graduate faculty related to particular areas of their capstone project. The PMBA Program Chair updates students during each Inter-term and is readily accessible and keeps in regular contact through email, phone, and face-to-face meetings.

EFFECTIVENESS MEASURES

Program Review. The School uses the University of Guam approved program review process to evaluate its respective programs. A thorough review of program faculty, course curricula, and student learning outcomes, stakeholder assessment, and situation analysis (SWOT) is conducted, to help faculty determine the programs' currency, relevancy to stakeholder needs, quality, and effectiveness in achieving program learning goals. This will be upcoming within the next couple of years.

University wide Annual Assessment Reports. As part of further institutionalizing across university units, the University Assessment Committee recommended and the Senior Vice President mandated in April 2009 that each academic program submit an annual assessment report to the committee around April 1st of every year. The first cycle of reports were submitted in April 2010.

SBPA Assurance of Learning Committee Established in 2006, the SBPA Assurance of Learning committee holds regular meetings (usually monthly) to discuss assessment. Discussions have evolved in the following manner:

- 2006-2007: Preliminaries/basic information about assessment, the assessment cycle, examples of assessment activities as well as creating the right mindset and a "culture of evidence"
- 2007-2008: Discussion regarding examples of assessment activities, looking for appropriate standardized tests, some early attempts toward course-level assessment activities
- 2008-2009: Importance of documenting assessment activities, presenting results to the Assurance of Learning committee for review, discussion and action, if any
- 2009-2010: Continuation of assessment documentation; some attempts at "closing the assessment loop"

Faculty Evaluations

Faculty evaluations are used as a basis to evaluate faculty's effectiveness in the classroom. Faculty may use multiple assessment instruments to help determine the achievement of program learning goals and objectives, according to students' perspectives.

Pre-Program and Post-Program Test (e.g., MBA-ETS)

Students are provided an opportunity to assess the knowledge and skills pertinent to the program, during the first week of the program and again during the last week of the program. This assessment process enables faculty to evaluate program-level learning by individual students and the class as a group.

Stakeholder Surveys and Feedback

The School conducts surveys among the general community, employers, and alumni every other academic year to assess its position, image, and effectiveness of the School and its programs. Additionally, the School has an Advisory Council that includes representatives from the local business community that provide input about our alumni and programs. The results of this feedback are incorporated into our program and course reviews to ensure alignment and relevance.

Peer-Reviewed Publication

Case studies about local businesses or entrepreneurs are developed and prepared for peer review and publication in the *Journal of the International Academy for Case Studies*. To-date, two issues have been published. Some of the published cases have been presented in a number of classes and have been effective in illustrating important business concepts and experience, particularly because the case subject is local and thus familiar to our students.

Capstone Experience Project

Graduating students are given the opportunity to synthesize all areas of business skills and knowledge they learned in the academic program and use them to generate a capstone project. This project requires students to work in groups and analyze as well as forecast a particular industry. At the end of the program, students submit a final report and also make presentations in a student conference that is open to all PMBA graduate faculty. Audiences at the conference have an opportunity to evaluate the students' presentations.

Preparation and Presentation of Business Plans

Students will work in teams to develop a business plan for a fictitious e-Business or as part of a business simulation game. The plan is then submitted in a written report and also presented in class. Both activities are assessed using grading rubrics.

Written reports

In several courses, students are required to submit a written report on a particular topic relevant to the course. Depending on the course, these written reports might be written individually or as a student team. Course-specific rubrics are used to evaluate the learning that students display through these written reports.

In-class presentations

In several courses, students are required to make presentations to the class. Some presentations are solo while others require student teams. Course-specific rubrics are used to evaluate the learning that students display through these written reports.

Student Surveys (including Course Content Survey)

In several courses, students are surveyed periodically to obtain their feedback and use it to improve certain aspects of the course (e.g., course content, instructional delivery, etc.) in order to enhance students' learning experience. This process allows the instructor to get regular feedback throughout the

term/program and be able to address any apparent weakness/difficulty in students' learning promptly and make corrective adjustments throughout the term/program.

PLANNING AND BUDGETING INTEGRATION PROCESSES

(Explain how the outcomes assessment activities will be integrated into the institution's planning process.)

Outcomes assessment activities are included in the University's overall assessment initiatives, and in the School's strategic plan for accreditation. During the budget development phase for the University, the School submits a budget for the respective fiscal year that includes required expenditures for assessment and accreditation initiatives. The annual (fiscal year) budget items related to assessment needs are drawn from the School's accreditation plan.

Senior-level support for the School's assessment initiatives is evident at the level of the Senior Vice President of Academic and Student Affairs (SVPASA). The SVPASA reestablished the universitywide assessment committee (UAC) in November 2008. She has also funded purchase of an assessment software (TracDat) for use by all academic units, with SBPA and the College of Natural and Applied Sciences (CNAS) serving as pilot. These efforts are in support of its overall accreditation and assessment pursuit.

DEVELOPMENTS IN ASSESSMENT SINCE SPRING 2009

Institutionalizing Assessment

- July 2, 2009: WASC reaffirms UOG for the next 8 years
- Fall 2009
 - UOG purchased assessment software, TracDat
 - University Assessment Committee reinstated the monthly "Faculty Assessment Mini-workshops", where three out of four workshops were provided by SBPA faculty.
- November 2009
 - SBPA held Strategic Assessment Retreat (full day), revisited SBPA Mission Statement and revised PMBA Program Learning Goals; Link new PMBA Program Learning Goals to University wide student learning objectives
 - Knowledge of and experience in assessment was included in the faculty job announcement and will be used as a criterion in evaluating prospective faculty
- December 2009: SBPA held Strategic Planning Retreat (1/2 day)
- March 2010
 - SBPA held Strategic Planning Retreat (full day); breakout meetings with other stakeholders (students, advisory council)
 - SBPA representatives attended TracDat overview workshop
 - SBPA Dean's Quality Initiatives was established; goal is for Dean to discuss with faculty by discipline regarding current and future assessment activities and implications for closing the assessment loop
- April 1, 2010: first sets of program-level annual assessment reports due
- April 9-10, 2010: SBPA representatives attended TracDat on-site training

Assessment Activities

- In 2009-2010, all existing assessment documents were presented, reviewed, discussed and acted on by the AOLC. For many of them, the action was to continue to gather longitudinal evidence in order to derive a trend/pattern prior to using the evidence to make major curricular changes and thus "close the assessment loop".

- Standardized MBA-ETS test was administered as a Post-test in Spring 2009, along with the Customized comprehensive capstone exam. In April 2010, the latter was discontinued and replaced by the MBA-ETS. In May 2010, the MBA-ETS exam was administered as a Post-test in Spring 2010, and as a Pre-test to the incoming cohort (2010-2011).
- Second issue of faculty-student peer-reviewed journal publication of local case studies was completed and sent to publisher in May 2010.

Overall Experience: What We Learned Regarding Assessment?

- Using Customized vs. Standardized Tests (decision: diversify assessment activities to include both types of tests)
- Assessing all vs. select courses
- Using Direct vs. Indirect Measures (consensus: direct measures are preferred but decision was to diversify assessment activities to include both types)
- Assessment by all or some faculty (generalized pattern: newer, tenure-track faculty have been more active than more senior, tenured faculty)
- Assessment by adjunct faculty is low as expected (adjunct faculty hold full-time jobs; monetary compensation for teaching is low to begin with; some exceptions exist)
- SBPA-AOLC's role and function, especially that by AOLC chair vis-à-vis Division chair, need to be clarified
- Understanding the different stages in the assessment cycle: 2007-2009 was spent generating, tracking and documenting assessment activities and developing trends; some discussion of evidence but consensus was that more evidence would be required to make major curricular changes

Future Plans for Assessment?

- SPBA, along with CNAS, volunteered to participate in the pilot of the university wide assessment software, TracDat
- The use of TracDat provides an opportunity to improve the method for gathering information on assessment activities that SBPA faculty engage in, especially those activities that take place at the course-level. Since individual faculty members are required to report these activities in their annual self-evaluation reports that are submitted to the Dean, there is an opportunity to use these reports to gather information of faculty members' assessment activities. The Dean will then forward these information to the SBPA-AOLC for discussion, tracking and, where relevant, "close assessment loop(s)".
- There is a need to increase efforts in documenting and tracking assessment activities in different PMBA courses as well as at the program level and reporting them regularly to the SBPA Assurance of Learning Committee for review, discussion and recommendation on action plan(s), if any. Once evidence is sufficient to detect some trends/patterns, PMBA faculty will be in a position to make some substantive curricular/program changes where relevant in order to "close assessment loop(s)".

APPENDICES

Appendix A – Alignment with UOG Goals (Claret will send)

Appendix B – Outcomes Assessment Goal Tables

Appendix C – Assessment Rubrics

Appendix D – Assessment Activities

APPENDIX A

ALIGNMENT OF SBPA OUTCOMES ASSESSMENT WITH UNIVERSITY-WIDE ASSESSMENT

2005: Examining and Refining Assessment Designs

	PLANNING/ OPERATIONAL ACTIVITIES	Assessment/Eval uation Activities	Outcomes/Produ cts	Persons/ Committees in Charge
LEVEL 1: COURSE OR PROJECTS AND ACTIVITIES	1. Establish expected student learning outcomes for each course (pertaining to knowledge, skills, and values/attitudes)		Revised course outlines with clearly stated expected student learning outcomes	Program Faculty/A. Santos
		Select assessment tools for student learning outcomes	Matrix of student learning outcomes and assessment tools	Program Faculty, A. Santos
	2. Identify mentors/ advisors for faculty		Assessment mentorship program	Admin. Chair, Assessment Coordinator
LEVEL 2: ACADEMIC OR SUPPORT PROGRAM, OR ADMINISTRATI VE UNIT	1. Establish program objectives		Table of program goals and objectives	Program Faculty/ Coordinators
	2. Optimize fit between expected student learning outcomes in courses and		Matrix of expected student learning outcomes and program objectives	Program Faculty

	program objectives			
		Select assessment tools for program goals and objectives	Matrix of assessment tools and program goals and objectives	Program Faculty, A. Santos
		Review and improve "Annual Program Status Report"	Second Annual Program Status Report	Computing Center, Registrar, Institutional Researcher

In 2005, SBPA created its Outcomes Assessment Plan, with the final version completed October 2006
Faculty

2006: COMPREHENSIVE ASSESSMENT PILOT

	PLANNING/ OPERATIONAL ACTIVITIES	Assessment/Evaluation Activities	Outcomes/Products	Persons/Committees in Charge
LEVEL 1: COURSE OR PROJECTS AND ACTIVITIES		Implement and record outcomes of assessment activities pertaining to courses	Initial assessment summary/report	Program Faculty/ Assessment Coordinator
LEVEL 2: ACADEMIC PROGRAM, SUPPORT PROGRAM, OR ADMINISTRATIVE UNIT		Implement and record outcomes of assessment activities pertaining to program goals and objectives	Initial assessment reports and feedback to program faculty	Admin. Chair, Assessment Coordinator (A. Enriquez)
		Maintain data collection and distribution pertaining to program status	Third Annual Program Status Report	Program Faculty, A. Santos
General Education	Consult with UOG GE Coordinator			UOG Faculty Senate – GE Committee

LEVEL 3: UNIVERSITIES AND COLLEGES		Maintain data collection and distribution pertaining to UOG/colleges	UOG Fact Book	Computing Center, Registrar, Institutional Researcher
		Assess and revise "Learning through Service"	Pilot projects in all three colleges	Deans/Directors, Admin. Chairs

Spring 2006: SBPA Assurance of Learning Committee (AOLC) established; AOLC aimed at monthly meetings during the academic year

February 17, 2006: SBPA faculty assessment training with Doug Eater

Highlights of assessment activities during 2007-2008

- April 2007: Assessment activities required in each faculty's CFES annual self-evaluation report
- Fall 2007: All SBPA course syllabi state student learning objectives.
- Spring 2008: Some SBPA course syllabi link student learning objectives to program learning goals.

Highlights of assessment activities during 2008-2009

- November 2008: University Assessment Committee reestablished. Two representatives from SBPA include SBPA representative in the UOG General Education Review Committee and the Chair of the SBPA AOLC; first goal was to develop universitywide/institutional-level student learning outcomes (ILOs)
- January 2009: ILOs approved by UAC (see below):

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion to *any* degree are:

UOG1: Mastery of critical thinking and problem solving

UOG2: Mastery of quantitative analysis

UOG3: Effective oral and written communication

UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

UOG5: Responsible use of knowledge, natural resources, and technology

UOG6: An appreciation of the arts and sciences of various frameworks

UOG7: An interest in personal development and lifelong learning

- In the SBPA faculty full-day retreat in November 2009, the PMBA faculty began discussing revising its program learning goals. The revised program learning goals were adopted in February 2010 and were later linked to the above UOG goals:

PMBA Learning Goals (adopted February 2010) and their link to UOG goals:

PMBA Program Learning Goals	Related UOG Goals
-----------------------------	-------------------

Adopted February 2010	Adopted January 2009
PMBA1: Problem recognition.	UOG1: Mastery of critical thinking and problem solving
PMBA2: Strategic analysis and integration	UOG1: Mastery of critical thinking and problem solving UOG2: Mastery of quantitative analysis, and UOG5: Responsible use of knowledge, natural resources, and technology
PMBA3: Application of quantitative methods to real-world business situations	UOG2: Mastery of quantitative analysis, and UOG6: An appreciation of the arts and sciences of various frameworks
PMBA4: Communication to relevant publics: o Ability to communicate effectively in written materials o Ability to communicate effectively orally in one-on-one or business presentation situations	UOG3: Effective oral and written communication UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
PMBA5: Teamwork skills: ability to work with a team of colleagues on projects	UOG3: Effective oral and written communication UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
PMBA6: Project management skills.	UOG1: Mastery of critical thinking and problem solving UOG2: Mastery of quantitative analysis, and UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context UOG5: Responsible use of knowledge, natural resources, and technology UOG6: An appreciation of the arts and sciences of

	various frameworks
PMBA7: Professional ethics.	UOG3: Effective oral and written communication, UOG4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context UOG5: Responsible use of knowledge, natural resources, and technology UOG7: An interest in personal development and lifelong learning
BBA8: Demonstrate the ability to interact with the business community	UOG7: An interest in personal development and lifelong learning
BBA9: Demonstrate effective collaboration, teamwork and leadership	UOG7: An interest in personal development and lifelong learning

- March-April 2009: WASC site visit; Poster session (one poster for each program)
- April 2009: Introduced program-level annual assessment reports, first one due April 1, 2010 (see form below)
- Spring 2009: UAC discussed acquisition of assessment software; ad hoc committee formed to evaluate several alternative software, decided on TracDat

DEVELOPMENT SINCE SPRING 2009

July 2, 2009: WASC reaffirms UOG for next 8 years Requested date from Lillian

- Fall 2009
 - UOG purchased assessment software, TracDat
 - University Assessment Committee reinstated the monthly “Faculty Assessment Mini-workshops”, where three out of four workshops were provided by SBPA faculty.
- November 2009
 - SBPA held Strategic Assessment Retreat (full day), revisited SBPA Mission Statement
 - Knowledge of and experience in assessment was included in the faculty job announcement and will be used as a criterion in evaluating prospective faculty

- December 2009: SBPA held Strategic Planning Retreat (1/2 day)
- March 2010
 - SBPA held Strategic Planning Retreat (full day); breakout meetings with other stakeholders (students, advisory council)
 - SBPA representatives attended TracDat overview workshop
 - SBPA Dean's Quality Initiatives was established; goal is for Dean to discuss with faculty by discipline regarding current and future assessment activities and implications for closing the assessment loop
- April 1, 2010: first sets of program-level annual assessment reports due
- April 9-10, 2010: SBPA representatives attended TracDat on-site training

APPENDIX B1:

PMBA Courses Where Program Learning Goals Are Assessed and Documented as of Spring 2009

PMBA Program Courses	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience	Program-level activity
Program Learning Goals												
MBA 1: Understanding of all functional Concepts: Develop an in-depth understanding of all facets of business management and the operational/functional areas.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 2: Awareness Environmental forces: Recognize how environmental forces, i.e., economic, demographic, political/Legal, social/Cultural, technological, and natural, and integrate such trends and appraise regulatory and technical considerations in opportunities domestic and global issues as they affect business decision-making.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 3: Ethics and Social Responsibility: Demonstrate ability to apply values and technical considerations to organizational challenges and opportunities.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases

PMBA Program Courses	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience	Program-level activity
Learning Goals												
MBA 4: Diversity: Demonstrate awareness and comprehension of the forces of globalization and the impact of diversity on organizations.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	
MBA 5: Communication: Demonstrate the capacity in written, oral, and non-verbal communications to express clear thinking and encourage dialogue and listening.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 6: Critical and Analytical Thinking: Exercise critical and analytical thinking skills in addressing challenges and opportunities:			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 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.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 8: Identify opportunities and			Survey of Course				Survey of Course				Standardized	Peer-reviewed

PMBA Program Courses	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience	Program-level activity
Learning Goals												
Issues: Develop a policy that promotes an ongoing concern for a business and identify alternative solutions to problems and articulate opportunities.			Content				Content				Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	publication of local business cases
MBA 9: Teamwork and Leadership: Demonstrate ability to function in emergent teams that value and respect team purpose, roles, diversity, shared leadership, dialogue and open communication, consensus decision, and active participation.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 10: Initiatives and Creativity: Demonstrate ability to articulate insightful solutions, engage human ingenuity, and cultivate fresh possibilities.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases
MBA 11: Research Skills: Demonstrate ability to undertake a research project, gather data and synthesize them into information for business managerial problems.			Survey of Course Content				Survey of Course Content				Standardized Comprehensive Exam (ETS-MBA) Custom-Designed Comprehensive Exam	Peer-reviewed publication of local business cases

PMBA Program Courses	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience
New Program Learning Goals											
<i>ethics</i>											

APPENDIX B2

**BBA Courses Where Program Learning Goals Are Stated in the Course Syllabi to be Taking Place
But Not All are Documented**

	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience
PMBA Program Courses											
Old Program Learning Goals											
PMBA 1: Understanding of all Functional Concepts: Develop an in-depth understanding of all facets of business management and the operational/functiona l areas.	X		X				X				X
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.	X		X	X			X	X	X		X
PMBA 3: Ethics and Social Responsibility: Demonstrate ability	X		X				X				X

	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience
PMBA Program Courses											
Old Program Learning Goals											
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.	X		X	X			X		X		X
PMBA 5: Communication: Demonstrate the capacity in written, oral, and non-verbal communications to express clear thinking and encourage dialogue and listening.	X		X	X		X	X	X	X		X
PMBA 6: Critical and Analytical Thinking: Exercise critical and analytical thinking skills in addressing challenges and opportunities:	X		X	X		X	X				X
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	X		X			X	X				X

	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience
PMBA Program Courses											
Old Program Learning Goals											
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.	X		X				X				X
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.	X		X				X		X		X
PMBA 10: Initiatives and Creativity: Demonstrate ability to articulate insightful visions, engage in human ingenuity, and cultivate fresh possibilities.	X		X				X		X		X
PMBA 11: Research Skills: Demonstrate ability to undertake	X		X	X			X		X		X

	BA 613 Strategic Leadership & Ethics	BA 630 Human Resources Mgmt	BA601 Case Studies in Management	BA 611 Strategic Marketing Management	BA 621 Managerial Accounting	BA 622 Statistical Analysis and Econometric Techniques	BA 620 Financial Management	BA 610 Managerial Economics	BA 710 Advanced Topics in International Business	BA 632 Operations Management	BA 711 Business Capstone Experience
PMBA Program Courses											
Old Program Learning Goals											
research project, gather data and synthesize them into information for business managerial problems.											

APPENDIX C: ASSESSMENT RUBRICS

NEED COPIES OF THE FOLLOWING:

**SURVEY OF COURSE CONTENT FOR BA 601 AND BA 620, IF DIFFERENT (TAYLOR)
ETS-MBA STANDARDIZED EXAM
CUSTOM-DESIGNED COMPREHENSIVE EXAM**

CAPSTONE EXPERIENCE RUBRIC?

APPENDIX D: ASSESSMENT ACTIVITIES

OUTCOMES ASSESSMENT – PMBA PROGRAM (2004-2009)

A. Assessing the Program and Student Learning

As presented in an earlier section, assessment of student learning is among the accreditation requirements of our school, Pre- and Post-Course Surveys were conducted by individual faculty but results were not aggregated for the self-study.

B. Examples of Assessment in the PMBA Program

B.1. BA 711 Capstone Experience

In BA 711, there is a comprehensive program pre-assessment for students to answer the following questions:

- a. *Name and briefly explain two concepts, theories or applications that you learned/discussed as a group.*
- b. *Name three things of value that you gained from your PMBA program experience.*
- c. *What preparatory tools (academic and practical experience) would have enabled you to perform better, in your opinion?*
- d. *What is your assessment of the GMAT as a predictor of success in graduate level course work?*

The responses to the above pre-assessment questions helped the program administrators in developing approaches in enhancing the learning process. Since answers to Item a) were discussed in a group, there is no record of the discussions.

Responses for item b, included: leadership tools and strategies, personal experiences working with cohorts and professors, refreshed on some forgotten topics, how to make marketing plans, networking with professionals from different companies, strategic management and marketing, networking effect, ability to analyze the business environment including marketing analysis and financial analysis, and teamwork.

For item c, preparatory tools that would have benefited the students included: more management experience, basic knowledge of math and statistics, undergraduate course work, greater emphasis on statistical tools, and an earlier exposure to case studies.

For item d, responses regarding assessment of GMAT as a predictor of success: most responses were critical of the GMAT as a barrier, it is not an actual measure of academic knowledge, not a predictor of success in graduate level work, may be a good gauge but should not be the only requirement for access to the program, but many believed that with preparation, one can pass the GMAT hurdle.

B.2. A Learning Outcomes survey

A learning outcomes survey was conducted with Cohort 4. The instrument is found in Appendix D. On a scale of 4 points (4 = Excellent), the following knowledge areas were scored by the graduating students from the cohort. The results were:

General Knowledge Areas:

Business Management and Operational functional areas- Ability to demonstrate theoretical and practical understanding of business concepts, models and techniques	3.428571
Environmental forces- Ability to appraise the significant impacts of the broad environment on the firm’s industry and business strategy...	3.285713
Diversity- Ability to demonstrate awareness of different beliefs, values and perspectives...	3.000000
Ethics and social responsibility- Ability to effectively identify goals and principles of ethical practice, adhere to principles of professional conduct...	3.428571

Management capabilities

Communication skills-ability to effectively communicate ideas, observations, conclusions...	3.428571
Theory/Concepts Application/problem solving skills-Ability to accurately use theoretical frameworks of problem-solving, critical thinking and brainstorming...	3.000000
Teamwork skills-Ability to interact effectively with others in group situations...	3.000000
Leadership skills-Ability to influence others in a variety of organizational settings...	2.857143
Initiative and Creative skills-Ability to take initiative in introducing new practices and Procedures to improve organizational performance...	3.285714
Research skills-Ability to collect and analyze information and data in order to formulate sound decisions...	3.428571

Discussion:

On a scale of 4 for Excellent, this cohort rated the program “above average.” The lowest mark is on Leadership skills.

B.3. Other Survey Instruments

Also included, as Appendix D is a survey instrument of graduates.

B.4. Advanced Graduate Work by PMBA Graduates

From Cohort 1 to Cohort 2, two graduates are known to be in a doctoral program, and another from a subsequent cohort was reported as currently pursuing a doctoral degree. This low number is understandable as a master’s degree is the appropriate degree for practitioners. Any advanced degrees above the Master’s degree in business are for those who plan or choose to join academia.

B.5. PMBA Assessment Efforts

B.5.1 MBA-ETS Standardize Exam Replaced Custom-Designed Comprehensive Exam

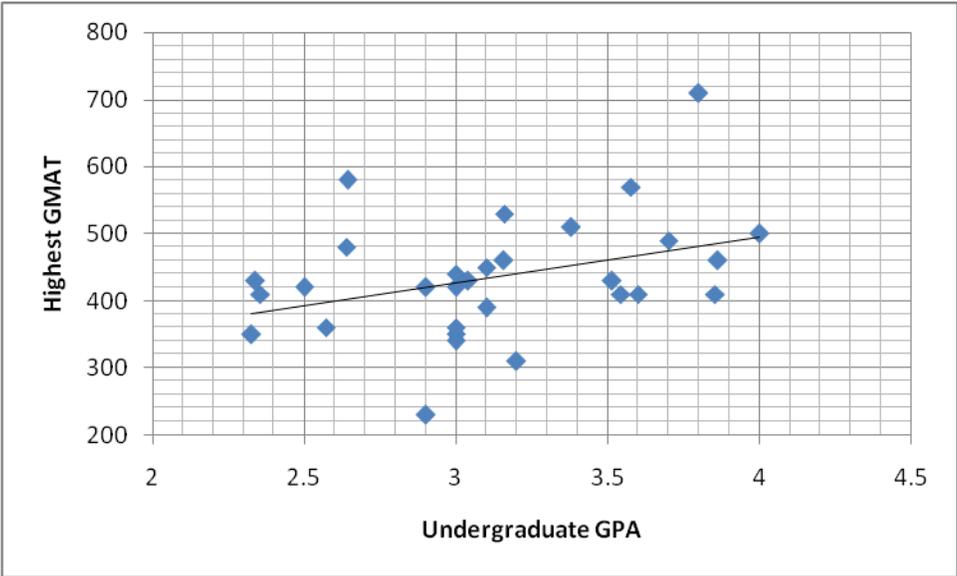
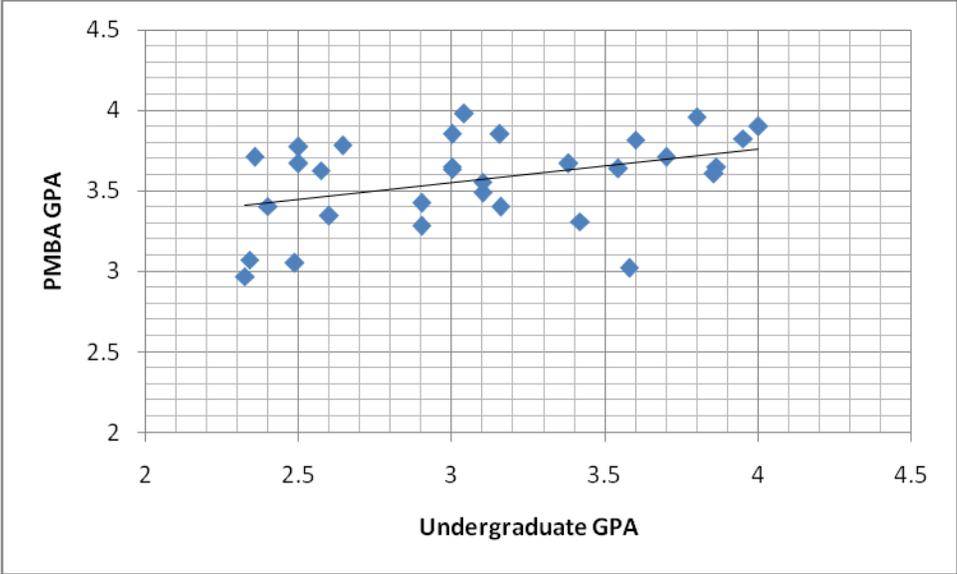
In Spring 2009, the MBA-ETS Standardized test was approved by the PMBA Program Faculty to replace the custom-designed comprehensive exams.

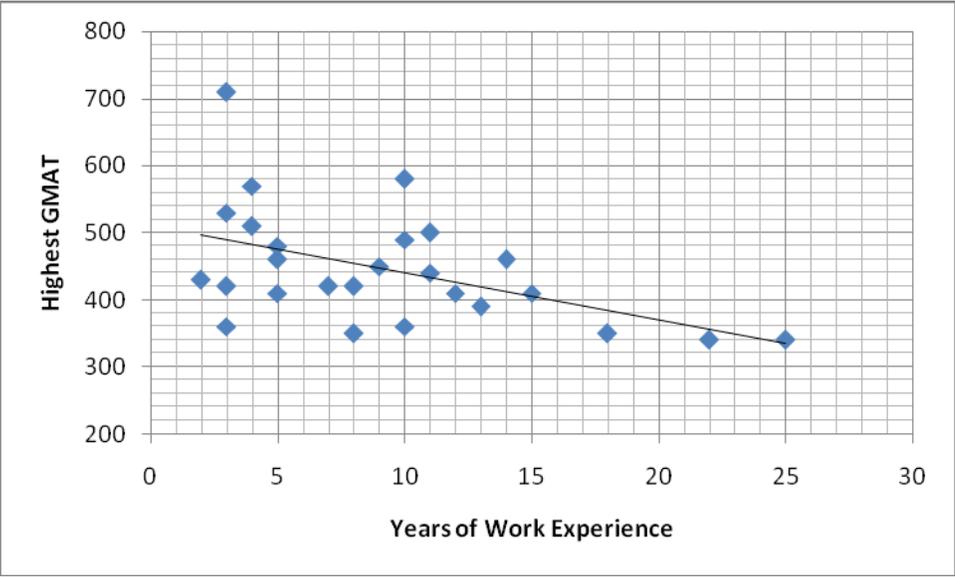
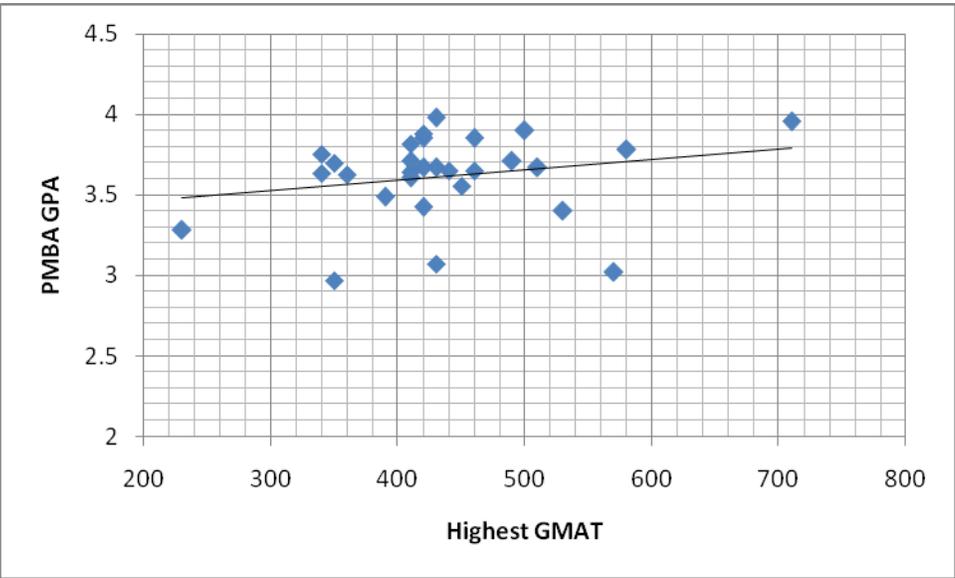
- Funding was supported by Dean Enriquez to pay for order of test instrument
- Attempts to order the test instrument were not successful due to location issues
- The use of the sample ETS-MBA, found in the ETS website was piloted as a post-test in May 2009; the results of the test are found in the table below

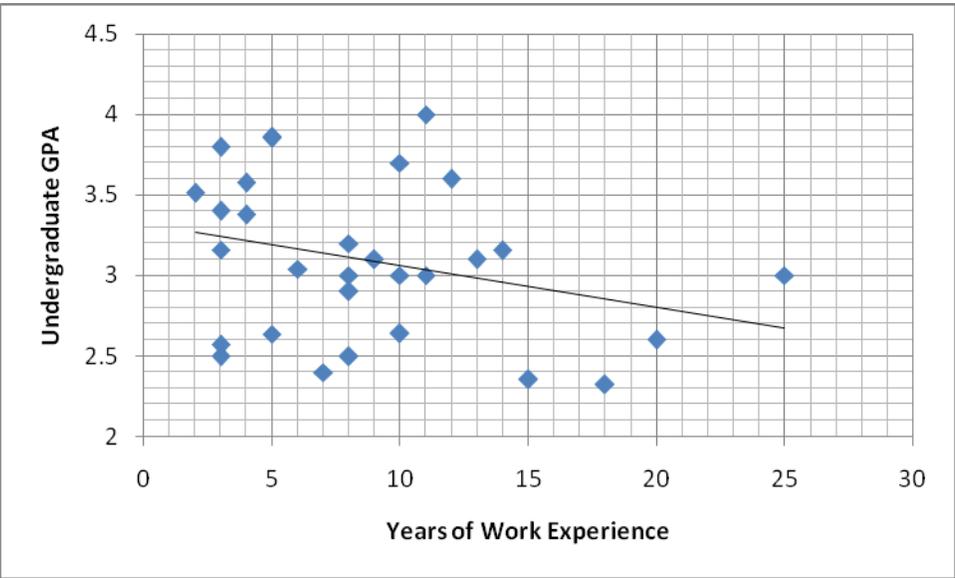
Student's names →	Daniel	Ashley	Chris	James	Gina	Joe	Lucia	Patrick		
Scores →	7	17	16	15	13	12	10	11	12.6250	← Average (out of 25)
									3.3354	← Std dev
Correct Answers ↓										
D	1) c	1) D	1) D	1) A	1) D	1) D	1) D	1) D		
A	2) d	2) A	2) A	2) A	2) D	2) D	2) A	2) D		
C	3) c	3) C	3) C	3) C	3) D	3) C	3) C	3) C		
A	4) c	4) A	4) B	4) A						
B	5) b	5) B	5) B	5) B	5) C	5) B	5) B	5) B		
A	6) a	6) A	6) B	6) C	6) A	6) B	6) A	6) B		
D	7) d	7) D	7) D	7) D	7) A	7) B	7) D	7) A		
C	8) c	8) C	8) C	8) C	8) C	8) C	8) A	8) C		
A	9) b	9) A	9) A	9) A	9) C	9) D	9) B	9) D		
B	10) b	10) B	10) B	10) A	10) B	10) B	10) C	10) B		
D	11) a	11) D	11) D	11) B	11) B	11) C	11) B	11) C		
C	12) d	12) C	12) C	12) C	12) C	12) C	12) B	12) B		
B	13) c	13) A	13) A	13) B	13) B	13) C	13) B	13) D		
B	14) c	14) B	14) B	14) B	14) B	14) B	14) C	14) B		
C	15) b	15) C	15) C	15) C	15) C	15) C	15) D	15) C		
C	16) a	16) A	16) A	16) A	16) A	16) C	16) A	16) C		
B	17) a	17) D	17) B	17) A	17) B	17) A	17) C	17) A		
C	18) a	18) D	18) C	18) D	18) C	18) C	18) D	18) D		
D	19) b	19) D	19) D	19) A	19) B	19) C	19) D	19) C		
B	20) c	20) C	20) C	20) B	20) B	20) A	20) C	20) A		
B	21) d	21) A	21) A	21) A	21) A	21) A	21) C	21) C		
B	22) a	22) B	22) B	22) B	22) B	22) D	22) C	22) D		
C	23) c	23) D	23) D	23) C	23) D	23) C	23) A	23) C		
B	24) c	24) B	24) A	24) B	24) A	24) A	24) B	24) B		
D	25) b	25) B	25) B	25) B	25) B	25) B	25) C	25) B		
	Incorrect answer highlighted									

- will administer again in May 2010 as a post-test and will be able to compare two cohorts
- will recommend to new PMBA director to administer as pre/post-tests beginning 2010-11 cohort

This might reflect the substitution between work experience and undergraduate GPA at admission, i.e., students with higher undergraduate GPA are evaluated more leniently on their work experience while those with more work experience are given consideration even if their undergraduate GPA might not have been as high.







B.5.3. PMBA Student Publications in Collaboration with PMBA Faculty

Beginning Spring 2009, efforts toward PMBA faculty-PMBA student collaboration in developing and publishing teaching cases in the double-blind, peer-reviewed *Journal of the International Academy for Case Studies* (ISSN 1078-4950) were accomplished through the leadership of Dr. Ruane who served as the editor of this publication. The cases are as follows:

- Published in *JACS*, volume 15, 2009:
 - ISLA TRAINING CENTER: PRODUCT DIFFERENTIATION IN A PRICE-COMPETITIVE MARKET by Claret Ruane and Sandra Paulino (PMBA Graduate, May 2008)
- Forthcoming in *JACS* (2010):
 - RELIABLE BUILDERS, INC.: AN ENTREPRENEUR SEIZES OPPORTUNITIES FOR SUCCESS IN THE CONSTRUCTION INDUSTRY by Philsan Kim, Karri Perez, and Jackie Tenorio (PMBA Graduate, May 2010)
 - A BRAND IS BORN: TAKING A CREATIVE CONCEPT TO REALITY IN THE RESTAURANT INDUSTRY by Karri Perez and Juliet Damian (PMBA Graduate, May 2010)
 - DIANA'S FLORAL STUDIO: A NEW MARKETING ARRANGEMENT by Fred R. Schumann and JayChrist Obusan (PMBA Graduate, May 2010)

B.5.4. Revised PMBA Program Learning Goals

The PMBA Program Learning Goals were revised in February 2010 (proposed and approved during the PMBA faculty meeting) in order to

- simplify (reduce the numbers of learning goals and to shorten the statement of each goal)
- to increase link with IACBE suggestions (p. 47 of 68 of the IACBE Accreditation Process Manual (October 2009)¹, and
- make learning goals more amenable to assessment measurement

The new PMBA Program Learning Goals are:

Our PMBA Graduates are expected to be able to demonstrate competency in the following skills:

1. *Problem recognition*
2. *Strategic analysis and integration*
3. *Application of quantitative methods to real-world business situations*
4. *Communication to relevant publics:*
 - a. *Ability to communicate effectively in written materials*
 - b. *Ability to communicate effectively orally in one-on-one or business presentation situations*
5. *Teamwork skills: ability to work with a team of colleagues on projects*

¹ In master's-level programs, the focus is on what students can do, rather than on what they know. In other words, knowledge of the key content areas of business is assumed. It is also assumed that graduates of master's-level programs will attain a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate.

6. *Project management skills*
7. *Professional ethics*

An updated curricular mapping of the program learning goals and course-level student learning objectives and the corresponding assessment instruments used to measure each objective, as well as available data/results must be developed as a result of this change.

B.6. Assessment Activities in BA 620 Financial Management

B.6.1. Assessment Activities in BA 620 Financial Management, Fall 2007

In an effort to assess PMBA students' learning in BA 620 Financial Management, Dr. Taylor utilized feedback mechanisms as a way to modify and hopefully improve educational outcomes in his course. Dr. Taylor had conducted these kinds of surveys starting Fall Semester 2007.

SURVEY INSTRUMENT

The survey instrument used in Fall 2007 consists of four parts:

Part I. This course consisted of a number of learning experiences and case studies focused on major issues in the financial management of the firm. The following were learning objectives identified in the syllabus. On a Likert scale of 5 (very useful / helpful to learning / accomplished) to 1 (not useful / helpful to learning / not accomplished) rate the attainment of these objectives. Make additional comments by any objective as you think appropriate.

- Appreciate the affect of the economic environment in understanding the firm.
- Be able to analyze the financial health of a firm using a variety of financial tools.
- Develop an understanding of finance as an integral part of a business operation.
- Be able to apply risk analysis and financial analysis to support sound business decision-making in both for profit and nonprofit firms.
- Understand why different kinds of business utilize different capital structures.
- Understand the financial components of a business firm.

Part II. A number of case studies were used during the course. Rate the value of each case study for learning about finance on a Likert scale of 5 (very helpful) to 1 (not helpful). Make any additional comments about the case as appropriate.

- The Gillette Company (Ratio Analysis)
- Tire City, Inc.
- Japanese Banking Crisis and Reform (Guest instructor)
 - The 2001 Crisis in Argentina: An IMF – Sponsored Default
- Ginny's Restaurant: An Introduction to Capital Investment
- Butler Lumber Company

Part III. A number of learning experiences were used during the course. Rate the value of each learning experience for learning about finance on a Likert scale of 5 (very helpful) to 1. Make any additional comments about the experiences as appropriate.

- The relationship between Accounting and Finance / The Great “T” accounts.
- Purchase of stock through a Dividend Reinvestment Program.
- Ratio Analysis / Dupont Analysis / BizEd and ratio analysis.
- External Economic Forces and The Firm (Guam / Zambia experience).
- Risk Analysis
- Present Value / Future Value
- Cash Flow Analysis and Budgeting

Part IV. Other student comments may be made here.

The survey instrument used in Fall 2008 did not include Part I, included only 2 cases from Part II, provided different sets of learning experiences in Part III, and provided opportunities for general comments in Part IV.

SURVEY RESULTS

The survey results are summarized in **Table 1.**

TABLE 1: SUMMARY OF STUDENTS’ RESPONSES TO SURVEY

Type of Class Activity	Fall 2007	Fall 2008	2009
	Part I: This course consisted of a number of learning experiences and case studies focused on major issues in the financial management of the firm. The following were learning objectives identified in the syllabus. On a Likert scale of 5 (very useful / helpful to learning / accomplished) to 1 (not useful / helpful to learning / not accomplished) rate the attainment of these objectives. Make additional comments by any objective as you think appropriate.		
Appreciate the affect of the economic environment in understanding the firm.	1 2 3=1 response 4=3 responses 5=3 responses		
Be able to analyze the financial health of a firm using a variety of financial tools.	1 2 3=2 responses 4=2 responses 5=3 responses		
Develop an understanding of finance as an integral part of a business operation.	1 2 3 4=6 responses 5=1 response		
Be able to apply risk analysis and financial analysis to support sound business decision-making in both for profit and nonprofit firms.	1 2 3=1 response 4=4 responses 5=2 responses		
Understand why different kinds of business utilize different capital structures.	1 2 3=2 responses 4=3 responses 5=2 responses		
Understand the financial components of a business	1 2		

firm.	3=2 responses 4=2 responses 5=3 responses		
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Part II: A number of case studies were used during the course. Rate the value of each case study for learning about finance on a Likert scale of 5 in 2007 or 7 in 2008 (very helpful) to 1 (not helpful). Make any additional comments about the case as appropriate.			
The Gillette Company (Ratio Analysis)	1 2 3=1 response 4=5 responses 5=1 response	1 2=1 response 3=1 response 4=1 response 5=1 response 6=1 response 7=3 responses	
Tire City, Inc.	1 2 3=2 responses 4=4 responses 5=1 response	1 2 3 4=1 response 5=4 responses 6=2 responses 7=1 response Useful but became confusing as more and more was added into it.	
Japanese Banking Crisis and Reform (Guest instructor)	1 2 3 4=4 responses 5=3 responses		
The 2001 Crisis in Argentina: An IMF – Sponsored Default	1 2 3=1 response 4=5 responses 5=1 response		
Ginny's Restaurant: An Introduction to Capital Investment	1 2 3=3 responses 4=4 responses 5		
Butler Lumber Company	1 2 3=2 responses 4=5 responses 5		
Part III: A number of learning experiences were used during the course. Rate the value of each learning experience for learning about finance on a Likert scale of 5 in 2007 or 7 in 2008 (very helpful) to 1. Make any additional comments about the experiences as appropriate.			
The relationship between Accounting and Finance / The Great "T" accounts.	1=1 response 2 3=2 responses 4=3 responses 5=1 response		
Purchase of stock through a Dividend Reinvestment Program.	1=1 response 2 3=3 responses 4=3 responses		

	5		
Ratio Analysis / Dupont Analysis / BizEd and ratio analysis.	1 2 3=2 responses 4=3 responses 5=2 responses		
External Economic Forces and The Firm (Guam / Zambia experience).	1 2=1 response 3=1 response 4=3 responses 5 N/A=1		
Risk Analysis	1=1 response 2=3 responses 3=3 responses 4 5		
Present Value / Future Value	1 2 3=2 responses 4=4 responses 5=1 response		
Cash Flow Analysis and Budgeting	1 2 3=1 response 4=3 responses 5=3 responses	Biz/Ed: Cash Flow Simulations: PotArts and the Learning Train. The use of simulations to help understand the need for cash flow. 1 2 3=3 responses 4=1 response 5=1 response 6=2 responses 7=1 response	
Handout: Web Resources Focus: Suggested URLs for excellent business sites and business information.		1 2 3=1 response 4=2 responses 5=3 responses 6=1 response 7=1 response	
Excel Worksheet on Starting a Business. Focus: Provision of an Excel worksheet to provide guidelines for developing a plan for the financial components of a business.		1 2 3=3 responses 4=1 response 5=1 response 6=2 responses 7=1 response	
Individual Summary Presentations on Starting a Business Focus: Summarizing the work you have done to this point in planning to start a business. Identification of the challenges in starting a business on Guam.		1 2 3 4 5=1 response 6=4 responses 7=3 responses	

Respond to this question in terms of how much you were able to learn from putting together a presentation on your plans to start a business.			
Seminar of Risk and Business Operations such as Banking		1 2 3=1 response 4 5 6=4 responses 7=3 responses Liked both-broke up the flow & made class interesting and applicable Presentation was broken down to simple terms and left opportunity to go back to presenter for follow-up questions. Great!	
Visit to a Federal Credit Union		1 2 3=2 responses 4 5 6=3 responses 7=4 responses Provided a real time presentation of the industry. Awesome!	
Part IV: Other student comments may be made here.			
	I love finance. The areas I found most interesting were the TireCity and Butler Lumber Company cases because I enjoyed developing ProForma Statements and determining the firm's ability to borrow and pay back. It required a lot of thinking and analyzing. At times, somewhat hard to follow material. Very much information to absorb in a short period of time.	Considering I made a full presentation of my project while others didn't, I was shocked to learn that we received the same grade in the end. I'd like to know how I earned just a B. Gerard Cruz is definitely an amazing speaker, presenter and example of a positive businessman.	
Instructor's Analysis of Overall Course	This group seemed less pleased overall. I was not able to get a good understanding of why this group was less pleased when the previous two classes were pleased with the same material. For one thing I am going to utilize a seven step likert scale in the future. It's also hard also understand the negative reaction to the T account presentation. I've used it for the last three years in almost every finance		

	class and I've consistently gotten good feedback on the approach. Overall I'm going to take a hard look at this course for Fall 2008.		
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B.6.2. Survey on the Usefulness of the Early Start to the Capstone Project, Fall 2008

In addition to the above survey questions, Dr. Taylor in Fall 2008 began asking students to begin early preparation for each individual student's final, capstone component of the course. In response to this request, initially each of the students decided that for their capstone experience, they wanted to plan for starting a new business. Subsequently, several students changed their plans, either changing the kind of business which they would plan to start, or changing their plans to the analysis of an existing business organization. In this regard, Dr. Taylor provided the following instructions in the survey instrument in Fall 2008:

“Please comment on the following to provide some ideas about the usefulness of the early start to the capstone project.”

To what extent have you been able to prepare for your capstone project in subsequent courses.

- I have not been able to touch the project in any other courses.
- I was able to logically plan out my project and take it from concept to numbers.
- I've completed:
 - HR - Employees handbook
 - Marketing plan
 - Financial Analysis
 - Investment portfolio
- It is complete restart, have to get a new project.
- Not much. All the course work has been specific to the courses and no work has been assigned for capstone.
- In 710 we have relied heavily on a business plan something definitely useful for the capstone.
- Completed the narrative part of the capstone. The financial statement, proforma, and other financial documents will be address.
- We haven't really prepared for the capstone in other classes as we had in finance.

How prepared do you think you are for the capstone project?

- I am about 75% prepared. You gave me some good suggestions during the presentation and I now need to work on getting that data together.
- I still have a lot to do but I am comfortable on my progress so far.
- I am now well prepared to complete my capstone project.
- 50%, have two new areas, will submit to program chair for final approval.
- Pretty well prepared. This class got me thinking about the project.
- About halfway, I feel that a lot more needs to be done.
- I'm quite confident. The information (data gathering) are accessible.
- Very prepared "I hope"

Has the early initiation of the capstone project been a useful learning experience?

- Yes. This is the only course that got into the details of starting a business.

- Yes & no – Yes for financials, because I think if I was not faced to work it out it would not have been as strong in my capstone. No – because we had a lot of free time that seemed wasted, why meet for class if it is independent work?
- Yes
- Yes
- Yes for the most part. It was a bit unclear as I originally thought the focus would be on the financial aspect of the capstone project.
- Yes. Extremely useful, presentations and bringing together a financial of the company has taken most of the technical aspects.
- Yes. It is useful and a great learning experience.
- Yes

What would increase the usefulness of the preparation for the capstone project?

- The financial portion of my project was somewhat overwhelming. Breaking it down to smaller parts or lessons would help. For example, start with just the human resource costs, then go into the operational costs, etc...
- It almost felt as if the financial project was expected to be done suddenly at the end. Maybe if a proforma was due a few weeks before the final it would help. Also, having two large finals felt like a busy week. We already took what we needed from the class so why did we need to be repeatedly tested?
- I understand it might have been because certain people (probably including myself) did not show everything you had taught us or wanted us to learn, but grades should just reflect that instead of assigning extra work. The oral presentation and I take home final would have been more than enough work and also a way to utilize and show what we had learned.
- Another suggestion for the class might also be set grading criteria. It seemed as if grades were assigned at the end based on random things and not in a way that could be predicted beforehand. It would be nice if set grading criteria was defined and communicated regularly so students could gauge new progress.
- True
- Getting the syllabus for capstone on Day 1. Simply telling students “you need to know this” is not fair if the visuals or demonstration is not provided.
- Perhaps better clarification on what you as an instructor expect from our presentations as far as the class is concerned. My presentation focused on the financial aspects, as it was a finance course yet was criticized for not having a better marketing plan. I think your expectations and guidelines need to be clarified from the starting in terms of what is expected from the project for the class.
- Probably examples of past capstone from previous co-hosts or advice from them.
- How to start-up a business and the numerous data require to form the business.
- More attention on the financial portion.

The manner in which the activities are linked to the program learning goals can now be identified. The course syllabus contained the expected student learning outcomes.

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 inhuman 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 indicated that he learned quite a bit from them and have used them to make a number of classroom adjustments. Dr. Taylor provided his initial findings to the WASC Educational Effectiveness committee in April 2008 and gave 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.

B.6.3. Assessment Activities in BA 601 Case Studies in Management, Spring 2009

In an effort to assess PMBA students' learning in BA601 Case Studies in Management, Dr. Taylor 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
Handout: Web Resources 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
Presentation: The use of case studies in business learning. Focus: 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.
Media: 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 right to carry through and if it will result in my being happy and financially sound. Very interesting "give a good insight."	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.
Case Study: Lisa Benton Parts A & B Focus: Issues related to hiring a new, talented employee. Dealing with office politics. Discussion of challenges faced by	1 2 3 4 5=2 responses 6=3 responses 7=2 responses	1 2 3 4 5 6=2 responses 7=5 responses	1 2 3=1 response 4=1 response 5=1 response 6=3 responses 7=2 responses

new MBA's.	Learned a lot about MBO's which have never covered before.	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.	
Media: 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
Case Study: 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 NA=1 Very good case. Good, but need to be updated.	1 2 3 4 5=1 response 6=4 responses 7=3 responses
Media: Startup.com: The Rise and Fall of govWorks Focus: 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.
Guest Lecture: Kuentos: Starting an Internet Business on Guam Focus: The challenges in starting a technological business on Guam		1 2 3 4=1 response 5 6=1 response 7=4 response	1 2=1 response 3 4 5=1 response 6=3 responses 7=2 responses

		Very important. A must for this course. Somewhat dated.	
Case Study: Accounting Fraud at WorldCom Focus: 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.
Media: Managing women in business. (Two films from the 1950's) Focus: The challenge of dealing with systemic problems. Women in business: The history that affects the present.	1 2 3 4=1 response 5 6=2 responses 7=4 responses 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.	1 2 3 4 5=4 responses 6=2 responses 7=1 response Dated, but good. Very informative and eye-opening.	1 2 3=1 response 4=2 responses 5=1 response 6=3 responses 7=1 response 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.
Reading: Off-Ramps and On-ramps Focus: Business Flexibility. Women in business.	1 2 3 4=1 response 5=1 response 6=4 responses 7=1 response		
Reading: Are my Role Models Unsettling? In the End It's a question of Character. Focus: the place of mentors and role models in business.	1 2 3 4 5 6=1 response 7=6 responses Enjoyed how this presented insight on a different approach of role models. Reminder of where I came from and what I want to be.		
Reading: The Bonfire of the Vanities Focus: Personal ethics and business.		1 2 3 4=1 response 5 6=1 response	

		7=5 responses Very important on questions of ethics. Same situation with Death of a Salesman.	
Reading and sharing seven different books about business Focus: The need to continue learning.		1 2 3 4=1 response 5 6 7=6 responses 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.	
Case Study: Jolibee Foods: International Expansion Focus: 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.	1 2 3 4 5 6=3 responses 7=4 responses Excellent case in expansion with Guam individual.	1 2 3 4 5 6=3 responses 7=4 responses 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.	1 2 3 4=1 response 5=2 responses 6=1 response 7=4 responses Good article on how important place and time in the economy is essential to survive.
Other Comments	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.		
Instructor's Analysis of Overall Course	I was surprised by the highly positive reaction to the Accounting Fraud at WorldCom case.		

	<p>I was also surprised by the highly positive 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>		
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HOW ACTIVITY IS LINKED TO THE COURSE-LEVEL STUDENT LEARNING OBJECTIVES

The course syllabus stated the following student learning outcomes:

“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 is scheduled to present this report to the Assurance of Learning Committee in April 2009 for further discussion.

C. Revised PMBA Program Learning Goals

The PMBA program was designed to achieve the following goals since its inception in 2004:

- 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.

In February 2010, the PMBA Program Learning Goals were revised in order to

- simplify (reduce the numbers of learning goals and to shorten the statement of each goal)

- improve alignment of goals with those suggested in the IACBE Accreditation Process Manual (October 2009) , and
- make learning goals more amenable to assessment measurement

The new PMBA Program Learning Goals in contrast to the former PMBA Program Learning Goals are found below:

Former Learning Goals	Newly Approved Learning Goals
<ul style="list-style-type: none"> ▪ 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. 	<p><i>PMBA 1: Problem recognition;</i></p> <p><i>PMBA 2: Strategic analysis and integration;</i></p> <p><i>PMBA 3: Application of quantitative methods to real-world business situations;</i></p> <p><i>PMBA 4: Communication to relevant publics:</i></p> <ul style="list-style-type: none"> <i>a. Ability to communicate effectively in written materials;</i> <i>b. Ability to communicate effectively orally in one-on-one or business presentation situations;</i> <p><i>PMBA 5: Teamwork skills: ability to work with a team of colleagues on projects;</i></p> <p><i>PMBA 6: Project management skills;</i></p> <p><i>PMBA 7: Professional ethics.</i></p> <p><i>(Adopted Spring 2010 from IACBE Key Learning Outcomes for Business Programs)</i></p>

<ul style="list-style-type: none"> ▪ 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. 	
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ASSESSMENT ACTIVITIES AS OF SPRING 2009

- BA 601 (Dr. Taylor): Case Studies in Management – Survey of Course Content (2007-2009)
- BA 620 (Dr. Taylor): Managerial Finance – Survey of Course Content (2007-2009)
- BA 711 (Dr. Colfax and Dr. Cantoria): Business Capstone Experience – Custom-Designed Comprehensive Exam (2004 – 2009)
- BA 711 (Dr. Ruane and Dr. Colfax): Standardized ETS-MBA Field Exam (Cohort 5 and 6; 2008 - Present)
- Case Studies of Businesses in Western Pacific: A Faculty-Student Journal Publication, edited by Dr. Ruane (Cohort 5 and 6; 2008 - Present)
- Stakeholder Satisfaction Survey (every other year)

ASSESSMENT ACTIVITIES AFTER SPRING 2009

- In 2009-2010, all existing assessment documents were presented, reviewed, discussed and acted on by the AOLC. For many of them, the action was to continue to gather more longitudinal evidence in order to derive a trend/pattern prior to using the evidence to make major curricular changes and thus “close the assessment loop”.

- Additional collection of results of ETS-MBA Standardized exam, evidence available now up to three Cohorts (up through Spring 2010) and some trends/patterns are beginning to emerge
- Second issue of faculty-student peer-reviewed journal publication of local case studies was completed and sent to publisher in May 2010
- PMBA Alumni Survey, Spring 2010