

**Student Learning Outcomes Committee 2009
Department/Program Assessment Results Report**

Department/Program Business Administration
Date Submitted 03/23/09

Degree/Program MBA

The purpose of this report is to communicate the assessment activities that have taken place during the 2008 academic year and convey how the results are being used to improve student learning in the MBA program at the College of Business Administration.

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

Based on an analysis of programs at aspirational schools, market research and assessment results the MBA curriculum was revised and that revision was implemented in Fall 2008. The primary changes include (1) converting four MBA core courses from 2-unit to 3-unit courses, (2) reducing the number of theme areas from four to two, (3) narrowing the courses that satisfy the theme area requirements, and (3) expanding the number of elective units. While some of these changes were the direct result of assessment of learning findings, all are expected to improve students' achievements of learning outcomes.

Converting four MBA core courses from 2-unit to 3-unit classes should improve learning in two ways. First, we anticipate that this will address an earlier assessment finding noted in the Spring 2008 report that a small number of students struggled with the application of theory and the correct application of analytical tools in the capstone consulting project. The additional credit unit of these four classes will allow for greater development and practice of theory. In a meeting between the Graduate Committee and instructors of the MBA core courses in March 2008, there was general agreement that performance on learning outcomes 4.1 and 4.2 toward the end of the program could be improved by integrating activities associated with these outcomes into the core courses. The instructors agreed to consider adding examples in their courses that involve analyzing a business problem in new and unfamiliar circumstances and formulating strategies to solve business problems. By explicitly incorporating these goals at multiple points and in multiple contexts, the program will also become more integrated.

In the 2006/2007 assessment cycle, we reported that only moderate evidence existed that students were able to identify and critically analyze salient legal and moral business issues. This finding led to the change in the number of theme course degree requirements and a narrowing of the options to satisfy theme requirements. Starting in Fall 2008, MBA students are required to satisfy a corporate responsibilities theme requirement by completing one of the following courses which contain substantial material on legal and moral business issues: ACCTG 681 – Seminar in Regulatory and Management Controls, FIN 604 – Legal Environment for Executives, IDS 755 – Information Systems Security Management, MGT 722 – Seminar in Business Ethics and Social Institutions, or MGT 746 – Seminar in Corporate Governance.

The program revisions necessitated a revision in the assessment plan. This plan is presented in Appendix 1 and is described in section IV.

In last year's MBA report, we stated our intention to merge the assessment of the Sports Business Management MBA program (SMBA) with the state-supported MBA program. In response, the University SLO Committee raised several questions regarding the adoption of common learning outcomes for the two programs. These questions call for a more complete explanation of MBA and SMBA. Students in the state-supported MBA degree program may select from twelve specializations. These are not separate degree programs within the College of Business Administration. The SMBA program was created as simply another (13th) MBA specialization. No separate program proposal was submitted to the Chancellor's Office for the SMBA program. Viewing SMBA as one of many MBA specializations is consistent with the recent academic review (Spring 2009) in which the MBA and SMBA programs were covered in a common review. The SMBA specialization does stand out more than the other MBA specializations because it is offered as a self-support program however the SMBA is not a unique program of the MBA but rather a specialization

within the MBA. The MBA specializations are unlike the MSA and MSBA programs offered by the College. Concentrations are available within the MSBA program. These concentrations, along with the MSA program, were approved by the Chancellor's Office as distinct degrees.

Although we view SMBA as part of the MBA program, the SLO Committee's questions last year did spark significant discussion regarding whether we see different student learning outcomes for the Sports MBA specialization. We concluded that the goals and SLOs are highly consistent with the only difference being an emphasis on a particular industry for the SMBA. It is true, however, that assessment of learning of students in the SMBA program does require its own process because of its cohort-based structure. While we intend to use common assessment instruments across the MBA and SMBA programs wherever possible, some differences are necessary. Thus, we include a separate assessment plan in Appendix 1. It will be noted upon consideration of the plan that its similarities to the MBA assessment plan are significant as would be expected.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

An entire cycle of assessment was completed last year. As planned, the Committee used this academic year to revise the overall MBA assessment plan. The revision sought to address issues relating to assessing learning outcomes using group as opposed to individual work. The revision also updated the plan to appropriately match the newly implement MBA curriculum.

III. What information was collected, how much, and by whom?

The Graduate Committee met with faculty teaching core courses in the MBA program as well as the College Assessment Committee to strategize on appropriate changes to the assessment plan.

IV. What conclusions were drawn on the basis of the information collected?

A new assessment plan for the campus MBA program was generated and is included in Appendix 1. The changes include the following:

1. Faculty felt that the separation between SLO 1.1 and 1.2 in the old plan was arbitrary and unnecessary. Thus, the two learning outcomes were compressed into one learning outcome. In the past, we used a complex process of asking each faculty member teaching a core MBA course to evaluate student learning in their respective field. The results were then discussed in a general meeting of all core-course faculty. However, the variation in types of evidence across instructors and over time created challenges in analyzing the evidence and drawing conclusions. The new assessment plan calls for an exam to be administered in the capstone course (BA 795). Faculty teaching the core courses will provide questions and will be asked to react to the exam results. This approach also avoids confusion between evaluating program-level and course-level learning outcomes.

2. Learning outcomes 2.1 through 3.2 were re-written to align with the new theme area requirements. In the past, a portfolio approach was employed. The time commitments of students and faculty to construct and evaluate the portfolios limited the number of students we could assess. We concluded that the quality of evidence gathered through an exam would be higher that collected through the portfolio approach. Thus, exams will be administered in the capstone course (BA 795) to assess these learning outcomes.

3. In the past, learning outcomes 4.1 and 4.2 were evaluated using the group projects for BA 795. However, AACSB now makes clear that assessment cannot be conducted using group projects. It is not feasible to convert these to individual projects so an alternative will be used in the future. We will select a sample of individual projects from a range of elective strategy courses. A number of such courses exist, including MGT 626 (Competitive Analysis of Industries), MGT 723 (Seminar in International Strategic Management), MGT 743 (Seminar in Business Plan Development), Fin 653

(Case Studies in Financial Management), Fin 641 (Financing the Emerging Firm), IDS 754 (Seminar in Operations Strategy), and MKTG 779 (Advanced Marketing Strategy). We are also exploring the use of a computer simulation in strategic management as an assessment tool for these learning outcomes. One such tool, CapSim, is being tested in MGT 626 this semester. Outcomes 4.1 and 4.2 will be assessed using the individual BA 795 projects in the SMBA program.

4. Learning outcomes involving making professional oral presentations and writing clear and effective formal reports have been added to the assessment plan (SLO 4.3 and 4.4). These will be evaluated in BA 795.

V. How will the information be used to inform decision-making, planning, and improvement?

The new assessment plan will guide the next three year assessment cycle.

Report completed by: Heather Honea for the CBA Graduate Committee

Date: 3/23/09

Appendix 1

**San Diego State University
College of Business Administration**

MBA ASSESSMENT PLAN

Mission Statement

The mission of the MBA degree program at SDSU is to provide innovative programs for graduate business students that offer opportunities to develop managerial skills through applied learning, research, and collaboration with alumni and the local business community. The MBA program reflects the international and entrepreneurial character of our region, offers a high level of customization, and provides opportunities for students and faculty to integrate their academic work with experience in the San Diego community.

Goals & Student Learning Outcomes

I. Develop the solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

Student Learning Outcomes:

SLO #1.1: Apply concepts and decision models in financial accounting, statistics, organizational behavior, finance, economics, marketing, and production to make business decisions.

• **Content Delivered in:**

BA 650 – Financial Reporting and Analysis I

BA 651 – Organizational Behavior

BA 652 – Statistical Analysis

BA 653 – Managerial Economics

BA 655 – Marketing

BA 662 – Operations Management

BA 665 – Financial Management I

Electives

- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

II. Develop an awareness of the legal, ethical, and technological environment in which managers make and implement decisions.

Student Learning Outcomes:

SLO #2.1: Identify and critically analyze salient legal and ethical responsibilities of business issues.

- **Content Delivered in:**
ACCTG 681 – Sem in Regulatory and Mgt Controls
FIN 604 – Legal Environment for Executives
IDS 755 – Information Systems Security Management
MGT 722 – Sem in Business Ethics & Social Institutions
MGT 746 – Sem in Corporate Governance
Electives
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

SLO #2.2: Analyze the impact that information technologies have on the functional areas of organizations.

- **Content Delivered in:**
IDS 688 – Information Systems in Organizations
IDS 691 – Decision Support Systems
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

III. Develop an awareness of economic and cultural environments in which managers make and implement decisions.

SLO #3.1: Evaluate the impact that changes in the domestic and global economic environment have on the business climate.

- **Content Delivered in:**
Core and Elective courses
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

SLO #3.2: Identify similarities and differences among cultural environments that impact organizational activities.

- **Content Delivered in:**
Core and Elective courses

- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

IV. Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

Student Learning Outcomes:

SLO #4.1: Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.

- **Content Delivered in:**
Elective courses
- **Assessment Method:**
Evaluation of cases completed in a sample of strategy courses.

SLO #4.2: Formulate strategies to solve business problems and pursue opportunities.

- **Content Delivered in:**
Core and elective courses
- **Assessment Method:**
Evaluation of cases completed in a sample of strategy courses

SLO #4.3: Make professional oral presentations.

- **Content Delivered in:**
Core and elective courses
- **Assessment Method:**
Evaluation of student presentations in BA 795

SLO #4.4: Write clear and effective formal reports.

- **Content Delivered in:**
Undergraduate degree program, Core, theme, and elective courses
- **Assessment Method:**
Writing component of GMAT, Evaluation of project in BA 795

Responsibility

The Graduate Committee, a standing committee in the College of Business Administration, is directly responsible for the curriculum and assessment of learning for this program. This committee, in consultation with the College of Business Administration Assessment Committee, will prepare the annual assessment report required by university policy. Since the Graduate Committee is also responsible for curriculum, conclusions reached in the assessment of learning can to be incorporated into the curriculum or operations of the program by this committee.

Assessment Timeline

Timeline represents a three year cycle.

GOAL	SLO	1st Cycle	2nd Cycle
I	1.1	2005- 2006	2009-2010
II	2.1, 2.2	2007-2008	2010-2011
III	3.1, 3.2	2007-2008 (3.1 only; 3.2 added)	2011-2012
IV	4.1, 4.2, 4.3, 4.4	2006-2007 (4.1 & 4.2 only; 4.3 & 4.4 added)	4.3: 2009-2010 4.4: 2010-2011 4.1 & 4.2: 2011-2012

MBA Curriculum Map

SLO: ————— Course	1.1 Apply concepts and decision models	2.1 Legal and ethical responsibilities of business	2.2 Information technologies	3.1 Domestic and global economic environment	3.2 Cultural environments	4.1 Analyze a business problem	4.2 Formulate strategies	4.3 Oral presentations	4.4 Formal reports
BA 650	D	I							I
BA 651	D			I			I	I	I
BA 652	D	I				I	I		
BA653	D	I		I			I		I
BA 655	D	I		I	I	I		I	
BA 662	D		I	I		I	I		
BA 665	D	I		I		I			
Corporate Responsibilities theme	D	D, M							D
Mgmt of Technology theme	D		D, M						D
Electives	M			D	D, M	D	D	D	D
BA 795	M			M		M	M	M	M

I = Introduce, D = Develop, M = Master

Sports Business Management MBA (SMBA) ASSESSMENT PLAN

Mission Statement

The mission of the MBA degree program at SDSU is to provide innovative programs for graduate business students that offer opportunities to develop managerial skills through applied learning, research, and collaboration with alumni and the local business community. The Sports Business Management MBA program reflects the international and entrepreneurial character of our region and provides opportunities for students and faculty to integrate their academic work with experience in the San Diego community.

Goals & Student Learning Outcomes

V. Develop the solid foundation in theoretical concepts and managerial skills needed to lead business organizations.

Student Learning Outcomes:

SLO #1.1: Apply concepts and decision models in financial accounting, statistics, organizational behavior, finance, economics, marketing, and production to make business decisions.

- **Content Delivered in:**

- BA 650 – Financial Reporting and Analysis I

- BA 651 – Organizational Behavior

- BA 652 – Statistical Analysis

- BA 653 – Managerial Economics

- BA 655 – Marketing

- BA 662 – Operations Management

- BA 665 – Financial Management I

- Electives

- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

VI. Develop an awareness of the legal, ethical, and technological environment in which managers make and implement decisions.

Student Learning Outcomes:

SLO #2.1: Identify and critically analyze salient legal and ethical responsibilities of sports business issues.

- **Content Delivered in:**
FIN 604 – Legal Environment for Executives
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys.

SLO #2.2: Analyze the impact that information technologies have on the competitiveness of firms.

- **Content Delivered in:**
MKTG 729
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

VII. Develop an awareness of economic and cultural environments in which managers make and implement decisions.

SLO #3.1: Evaluate the impact that changes in the domestic and global economic environment have on the business climate.

- **Content Delivered in:**
MGT 710, FIN 617
- **Assessment Method:** Comprehensive exam administered in BA 795, Student Surveys

SLO #3.2: Identify similarities and differences between the national and international environment and cultures and analyze the need to modify business strategies to pursue opportunities in new markets.

- **Content Delivered in:**
MGT 710, MKTG 762, MGT 729
- **Assessment Method:** Comprehensive exam administered in BA 795, Student surveys

VIII. Acquire the capacity to formulate and communicate strategies to solve business problems and pursue opportunities.

Student Learning Outcomes:

SLO #4.1: Analyze a business problem in new and unfamiliar circumstances through the integration of relevant disciplines.

- **Content Delivered in:**

- Elective courses
- **Assessment Method:**
Evaluation of project completed in BA 795

SLO #4.2: Formulate strategies to solve business problems and pursue opportunities.

- **Content Delivered in:**
Core, theme, and elective courses
- **Assessment Method:**
Evaluation of project completed in BA 795

SLO #4.3: Make professional oral presentations.

- **Content Delivered in:**
Core, theme, and elective courses
- **Assessment Method:**
Evaluation of student presentations in BA 795

SLO #4.4: Write clear and effective statements, papers, and analyses.

- **Content Delivered in:**
Undergraduate degree program, Core, theme, and elective courses
- **Assessment Method:**
Writing component of GMAT, Evaluation of project completed in BA 795

Responsibility

The Executive and Specialized (ESP) Committee, a standing committee in the College of Business Administration, is directly responsible for the curriculum and assessment of learning for this program. This committee, in consultation with the College of Business Administration Assessment Committee, will prepare the annual assessment report required by university policy. Since the ESP Committee is also responsible for curriculum, conclusions reached in the assessment of learning can to be incorporated into the curriculum or operations of the program by this committee.

Assessment Timeline

Timeline represents a three year cycle.

GOAL	SLO	Cycle
I	1.1	2009-2010
II	2.1, 2.2	2010-2011
III	3.1, 3.2	2011-2012
IV	4.1, 4.2, 4.3, 4.4	4.3: 2009-2010 4.4: 2010-2011 4.1 & 4.2: 2011-2012

SLO: _____	1.1 Apply concepts and decision models	2.1 Legal and ethical responsibilities of business	2.2 Information technologies	3.1 Domestic and global economic environment	3.2 Cultural environments	4.1 Analyze a business problem	4.2 Formulate strategies	4.3 Oral presentations	4.4 Formal reports
BA 650	D	I							I
BA 651	D			I			I	I	I
BA 652	D	I				I	I		
BA653	D	I		I			I		I
BA 655	D	I		I	I	I			
BA 662	D		I	I		I	I		
BA 665	D	I		I		I			
MTG 729	D				D			D	D
FIN 604	D	D							D
MGT 710	D			D	D		D	D	D
MKTG 729	D		D, M						D
FIN 617	D			D			D		
MKTG 762	D	D		D	D		D		D
BA 703	D	D			M		D	D	D
BA 780	D	D				D	D	D	D
BA 795	M	M		M		M	M	M	M