

Student Learning Outcomes Committee 2008
Department/Program Assessment Results Report

Department/Program Management Degree/Program: MSBA in Entrepreneurship
Date Submitted 3/21/08

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

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

In response to last year's feedback, we have reworded some of our goals and objectives to make them more measurable. Similarly, we have thought about additional ways to measure the goals such that they are not from a single item in a single course. For example, in assessing certain goals (e.g., goal #3 in the plan), we aspire to collect information from multiple items and multiple courses. Last, we have made the assessment plan more comprehensive to include timelines, data collection strategy and continuous improvement sections. Please see the revised assessment plan which is attached as Appendix A to this report.

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?

A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).

This past year (Sp 07 & F07), we targeted Goal #1: "Demonstrate knowledge of the key elements of the entrepreneurial process including opportunity recognition, evaluation, resource mobilization, etc." In both Spring 2007 and Fall 2007, we assessed Objective 1 (Describe the link between the entrepreneurial process and entrepreneurial success).

B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

Next year, (S08 & F08), we plan to collect data for Goal #3: "Develop competence in competitive analysis, strategy formulation, and implementation" (Objectives 1 and 2, see below).

Objective 1: Show knowledge of the significance of a feasibility study and its link to business plans

Objective 2: Show knowledge of the principles and techniques to develop a business plan

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

A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.

B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

We collected data from MG724 in both Spring 2007 and Fall 2007 in the form of a case analysis. An example of the rubric for this case analysis can be found in Appendix B. The results are listed under Item IV below.

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

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

S07: MGT724: We collected data on a case analysis to assess Objective 1. Only one section of this course was assessed since only one section of this course was offered. Results show that 100% (n=10) of the total students passed this assignment with a C- or better.

F07: MGT724 - We collected data on a case analysis to assess Objective 1. Only one section of this course was assessed since only one section of this course was offered. Results show that 100% (n=3) of the total students passed this assignment with a C- or better.

Semester	Course	# of sections	# of students passed	# of students assessed	Percentage of students that passed
S07	MGT724	1	10	10	100%
F07	MGT724	1	3	3	100%

Overall Conclusions: The assessment committee examined these results and discussed them as a group. Our general target is to have a pass rate of approximately 70% for all goals and the results listed above are well within our target range. Since this course is required of entrepreneurship majors, we expected a high level of proficiency in achieving the student learning outcome.

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

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

At this time, we do not see a need to make any substantial changes as a result of the assessment results. However, as a result of possible changes in the MBA program (units allowed to be waived), it is likely that we will be changing our graduate entrepreneurship program and rewriting our assessment plans in the near future.

Report completed by: Beth Chung-Herrera

Date: March 14, 2008

Appendix A
ASSESSMENT PLAN
MANAGEMENT DEPT – MSBA DEGREE IN ENTREPRENEURSHIP
(REV. 3/11/08)

GOALS AND STUDENT LEARNING OUTCOMES:

- 1. Demonstrate knowledge of the key elements of the entrepreneurial process including opportunity recognition, evaluation, resource mobilization etc.**

Relevant courses: MGT724 and FIN641

- Objective 1: Describe the link between the entrepreneurial process and entrepreneurial success
Assessment: case analysis & class exercises in MGT724
- Objective 2: Identify the link between the financial aspects of entrepreneurial startup experience and entrepreneurial success
Assessment: exam questions in FIN641

- 2. Demonstrate knowledge of the ethical issues in business and entrepreneurial situations.**

Relevant courses: MGT722, FIN641 and MGT724

- Objective 1: Analyze the importance of value, purpose, goals and visions in the entrepreneurial process
Assessment: test questions
Linked to: MGT724 and FIN641
- Objective 2: Describe the ethical and social aspects of current issues in business and society and their application in entrepreneurship
Assessment: test questions or discussion exercise.
Linked to: MGT722

- 3. Demonstrate the ability to develop business plans.**

Relevant courses: MGT724 and MGT743

- Objective 1: Show knowledge of the significance of a feasibility study and its link to business plans
Assessment: student projects in MGT724
- Objective 2: Show knowledge of the principles and techniques to develop a business plan
Assessment: case analysis or student projects in MGT743

DATA COLLECTION STRATEGY:

Data will be collected by instructors teaching in the courses linked to each objective. All possible sections of those courses will be contacted. Unfortunately, due to unforeseen circumstances, not all sections are always able to provide assessment information for all semesters. Therefore, we have a goal of assessing 50% or more of the relevant sections.

Data will be summarized by department assessment committee members. We currently have functionally diverse committee members who organize the instructors in their respective area. For example, we have a strategy committee member who organizes and coordinates data collection from the strategy instructors regarding relevant student learning outcomes.

TIMELINE:

Assessment of each objective/goal is rotated by year. In any single year (2 semesters – Spring and Fall), we try to assess at least one objective. Since we have three goals overall but six objectives that tap different courses, it is our hope that over the course of approximately 6 years, all goals will be assessed.

CONTINUOUS IMPROVEMENT:

The assessment committee will convene after every semester to review assessment results and to make recommendations for changes prior to the next assessment period. We aim to achieve a passing rate of 70% or better for each goal. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs. Currently, we are in the process of revising this plan to ensure consistency between our internal and external programs.

Appendix B

Safaricom Grading Guide (Case Analysis)

_____ PROPER FORMAT (10 POINTS)

The case analysis should include an introduction, analysis and recommendation section. The identification of the problem in the introduction section should be short; the analysis section should be comprehensive and the recommendation should link to the analysis section. Generally, the introduction section raises the question to be answer in the case discussion, the analysis section discusses various options/issues and the recommendation section answers the question.

The case analysis should try to tackle the case discussion questions that I raised to the class beforehand. I encourage that you weave the answers to the case discussion questions in your case analysis rather than answer the case questions one by one.

I encourage you to search for new additional information outside of the case itself to compliment your analysis of the case.

_____ PROFESSIONALISM (25 POINTS)

The case paper should include clear writing with no typos or grammatical mistakes. The case paper should clearly identify the author(s), the class and the title of the case.

_____ CONTENT (65 POINTS)

1. Correctly understand the company background and decision issues in the case (15 points)

Students should clearly identify the questions at hand: Michael Joseph is trying to expand Safaricom's operation in Kenya while facing the competitive pressure from KenCell. The students should be aware that the key decisions facing Michael are five folded: the target market, payment option, customer service, phones and pricing issues. The five options relate to the business models of Safaricom, influencing their revenue generation, cost structure, investment as well as cash flows.

2. Use the models and frameworks from the class and readings to analyze the case. Demonstrate understanding of the frameworks and models and the ability to use them in different situations. (15 points)

Students should try to evaluate how the options that Michael is facing will influence the business model and cash flow of Safaricom.

The students should identify that the target market is a key critical success factor (C.S.F.) for Safaricom since it influences the revenue generating potential. The students should try to get a sense of whether the upper class could afford the service that Safaricom is providing. The conclusion after

calculating the household income of the top 10, 20% of the household in Kenya (use Exhibit 4) and the current revenue generated by the old KPTC is that even the 20% upper class could not afford the service. So it is critical for Safaricom to change its business model.

3. Carry on a thorough analysis and propose a variety of solutions. (25 points)

Discuss the alternatives and talk about their implication for Safaricom's growth. Mass-market and pre-paid option would work. Mass market and post-paid option would not. Upper-market with post-paid option would work but Upper market with pre-paid option would not work as well.

The students need to distinguish relevant and irrelevant data (GNP per capita and the telephone line per 1000 people statistics are irrelevant) and need to organize the data in such a way that aids them to solve the problem at hand.

4. Propose and justify the solution properly. (10 points)

As long as the students can justify their options well with good reasoning, any suggestion of solutions or a combination of them would be fine. However, I encourage the students to make clear problem solutions without hedging.