

San Diego State University

Detailed Assessment Report

2016-2017 CBA MBA

As of: 6/26/2017 06:24 AM PST

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Program Mission

The mission of the College of Business Administration at SDSU is to maintain a challenging learning environment that fosters excellence in business education and develops business professionals through innovative programs, applied learning, research, and collaboration with alumni and the local business community. Our programs reflect the international, entrepreneurial, hi-tech, and tourism character of our region and provide opportunities for students and faculty to integrate their academic work with experience in the San Diego community. The mission of the MBA program is to provide outstanding graduate education to educate, inspire, and motivate students to become successful professionals in a global economy.

Strategic Vision:

The College of Business Administration at SDSU aspires to be the educational backbone of the San Diego business community. To credibly serve one of the most dynamic regions in the nation and the world, we must achieve high national rankings in both undergraduate and graduate education and earn a national and international reputation for excellence in research. These objectives require us to understand and proactively adapt to the global and technological forces and the environmental, ethical and resource imperatives that are shaping the 21st century.

Program Learning Goals

PLG 1: Foundation in theoretical concepts and managerial skills

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

PLG 3: Formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

Formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

Connected Documents

[MBA Collaboration Assessment Rubric](#)

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

[Rubric-MBA Goal 3 Oral Communications Assessment Rubric](#)

[Rubric-MBA Goal 3 SLO 3.2 Risk Case Assessment Rubric](#)

Degree Learning Outcomes / Objectives, with Any Associations and Related Measures, Benchmarks, Findings, and Closes the Loop

DLO 1: Apply concepts and decision models

Apply concepts and decision models in financial accounting, statistics, organizational behavior, finance, economics, marketing, information management and operations management to make business decisions.

Connected Document

[MBA Curriculum Map](#)

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

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[MBA - 2007 Annual Report](#)

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[MBA - 2011 Annual Report](#)

M 4: Foundations in Theoretical Concepts Exam

Administer three versions of a 49-item exam covering topics in Financial Reporting and Analysis, Organizational Behavior, Statistical Analysis, Managerial Economics, Marketing, Financial Management, and Operations Management. Each exam included seven different questions from each topic area; a total of 21 questions per topic.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

85% exceed or meet expectations

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

MBA Core Reform and Strategy Course

Established in Cycle: 2011-2012

The Graduate Committee determined it would be valuable to provide a new student orientation workshop, before students began co...

M 10: Embedded Assessment-Statistical Analysis Exam

Embedded assessment to explore whether students are able to apply and analyze concepts and decision models in Statistical Analysis. Key learning learning outcomes were assessed based on questions administered on two midterms and one final exam.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:

80% of students meet or exceed

Finding (2016-2017) - Benchmarks: Met

Fall 2016 DLO #1.1a Statistical Analysis/BA 623 92% met expectations in their ability to apply to concepts and decision models in statistical analysis. Students were good at making statistical inferences and improve managerial decision making but not as good at formulating hypotheses. N=80 Benchmark of 80% met.

Finding (2015-2016) - Benchmarks: Not Reported This Cycle

M 11: Embedded Assessment-Organizational Behavior and Leadership Exam

Items taken from exams Organizational Behavior and Leadership (BA 624).

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:

80% of students meet or exceed

Finding (2015-2016) - Benchmarks: Met

Spring 2016 DLO #1.1b Organizational Behavior & Leadership/BA 624 81% met expectations and were able to apply concepts and decision models related to Organizational Behavior and Leadership. Students were able to describe the complexity associated with organizational change but were a little more challenged to 1) use tools designed to effectively analyze, understand, and lead individuals, groups and organizations, 2) explain the theory and application issues regarding the nature and process of group development and dynamics, and 3) apply the principles, values, and standards that guide ethical behaviors in the world of business. N=7 (very small sample) Benchmark of 80% met.

M 12: Embedded Assessment-Financial and Managerial Accounting Exam

Embedded assessment to explore whether students are able to apply and analyze concepts and decision models in Financial Management and Accounting. Key learning learning outcomes were assessed based on questions administered on an exam.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

80% of students meet or exceed

Finding (2015-2016) - Benchmarks: Partially Met

Spring 2016 DLO #1.1c Financial Management and Accounting/BA 625 80% met expectations in their ability to apply to concepts and decision models in Financial Accounting. 70% of students met expectations in their ability to apply to concepts and decision models in Managerial Accounting. Benchmark of 80% was partially met. N=43 Benchmark of 80% partially met.

M 13: Embedded Assessment-Marketing Exam

Embedded assessment to explore whether students are able to apply and analyze concepts and decision models in Marketing. Key learning learning outcomes were assessed based on questions administered on an exam.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

80% meet or exceed

Finding (2015-2016) - Benchmarks: Not Met

Fall 2015 DLO #1.1e Marketing/BA 627 78% of students met expectations in their ability to apply to concepts and decision models in Marketing. Students seem to grasp ideas related to consumer behavior and market segmentation. Students had more difficulty measuring and evaluating performance and determining how marketing contributes to the financial value of the firm in terms of calculating target volume and demand forecast. N=52 Benchmark of 80% almost met, quantitative questions diminished performance.

M 14: Embedded Assessment-Financial Management Exam

Multiple choice question on exam.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

75% meet or exceed

Finding (2015-2016) - Benchmarks: Not Met

65% of students met expectations in their ability to apply concepts and decision models related to financial management. From the performance evaluation, students seem to grasp the time value of money (TVM) concept better than the financial statement analysis (FSA) and measurement of risk. Part of the difference depends on how structured are the concepts. TVM concept is more structured and less complicated than FSA. In FSA, many elements depend on each other and increase the concept complexity. For example, change in depreciation, affects net fixed assets on the balance sheet and affects the net income on the income statement, while at the same time it is a non-cash cash flow. N=39 Benchmark of 70% not met

M 15: Embedded Assessment-Operations and Supply Chain Exam

Embedded assessment to explore whether students are able to apply and analyze concepts and decision models in Operations and Supply Chain Management. Key learning learning outcomes were assessed based on questions administered on an exam.

Source of Evidence: Academic direct measure of learning - other

Benchmarks:

80% meet or exceed

Finding (2016-2017) - Benchmarks: Met

Fall 2016 DLO #1.1f Operations & Supply Chain/BA 628 87% of students are able to apply descriptive and optimization analytics to improve business decision making, describe the basic issues and models of inventory and materials management, and apply the basic scheduling techniques for project planning and management. N=39 students Benchmark of 80% met

M 17: Embedded Assessment-Business Economics

Ability to apply and analyze concepts and decision models in business economics was assessed through a student project question in Business Economics (BA 626) course.

Source of Evidence: Academic direct measure of learning - other

Benchmarks:

75% Meet or Exceed

Finding (2016-2017) - Benchmarks: Not Met

DLO #1.1d Business Economics/BA 626 Fall 2016 21% of students meet or exceed expectations in their ability to apply concepts and decision models in Business Economics. The results show that the topic involving the computation of determining the price within major market structure types is not a well-received topic by the class in its entirety. N=54 Benchmark of 75% not met Spring 2017 53% of students meet or exceed expectations in their ability to apply concepts and decision models in Business Economics. The results show that the topic involving the computation of determining the price within major market structure types is not a well-received topic by the class in its entirety. N=53 With the loop closing efforts the overall performance of the class was judged to have improved significantly over the prior Fall 2016 semester with average (median) score of 50.52% (66.67%). The twenty-fifth percentile was 16.67% and the 75th percentile was 83.33%. These statistics were based upon 53 students, a sample size that is nearly the same size as was the one from the Fall 2016 semester. As the basis of comparison, for the Fall 2016 semester were average (median) score is 35.59% (35%). The twenty-fifth percentile was 16% and the 75th percentile was 54%. These statistics were based upon a total number of 54 students. However, these results show that the topic involving the computation of determining the price within major market structure types was not a well-received topic by the class in its entirety in the Fall 2016 semester. The implementation of the loop-closing activities that we mentioned below led to a significant improvement in the performance of the students. This loop closing involved redesigning the quizzes to consist of quantitative problems similar to those covered on the final exam. Interestingly those students who came to office hours to review the quizzes benefited the most and this is reflective of the 75th percentile being above 80%. The percentage of students meeting or exceeding expectations improved from 20.37% (11/54) in the Fall 2016 semester to 52.83% (28/53) in the Spring 2017 semester. Benchmark of 75% not met

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Problem Based Learning Exercise Workshop in Fall 2017

Established in Cycle: 2016-2017

The importance of practice was discussed as the most critical need, via homework problems and/or practice problems. The use of t...

Quiz re-design

Established in Cycle: 2016-2017

Based upon the outcomes of Fall 2016 semester, quizzes will be redesigned to give the students more practice in quantitative ...

DLO 2: Analyze a business problem

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

Connected Documents

[MBA Curriculum Map](#)

[Rubric-MBA Goal 3 SLO 3.2 Risk Case Assessment Rubric](#)

Related Measures**M 1: Archived Annual Assessment Reports, 2007 - 2011**

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[MBA - 2011 Annual Report](#)

M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Benchmarks:

85% meet or exceed

Finding (2014-2015) - Benchmarks: Met

90% of students meet or exceed expectations in their ability to analyze business problems. However, it was

most difficult for students to identify the exact data they might find valuable to address and analyze the business problem. N=20

M 9: Business Ethics Module Written Case

A case assignment in the course Organizational Behavior and Leadership. Students must provide ethical theory and analyze ethical issues related to the case.

Source of Evidence: Written assignment(s), usually scored by a rubric

M 16: Embedded Assessment-Strategy Case

Embedded assessment to explore whether students are able to analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. Key learning outcomes were assessed based on a rubric to evaluate description of strategic decision, alignment of the strategic decision with the environment, analysis of the strategic decision and integration relevant disciplines and information to create valuable recommendations.

Source of Evidence: Academic direct measure of learning - other

Benchmarks:

85% meet or exceed

Finding (2016-2017) - Benchmarks: Met

Fall 2016 DLO #2.1: Analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. 88% of students were able to analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. Although 17% of students ranked on the low end of meeting expectations largely due to their assessment of pros and cons, discussion of financial, operational, and strategic implications--also there is room to improve relative to their discussion of potential success and failures and analysis of factors that would affect those successes and failures. N=36 There seems to be an opportunity to have students be more clear on how to determine the financial health of the company. Basic balance sheet information understanding would be valuable. Being able to determine financial viability of the company, how you might benchmark and what would be reputable sources for financial information. Students also need practice applying frameworks, so that a framework informs their decisions as opposed to being used as by rote. Benchmark of 85% met.

DLO 3: Recommend strategies to pursue opportunities.

Recommend strategies to pursue opportunities.

Connected Documents

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M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

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Benchmarks:

85% meet or exceed

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

MBA Core Reform and Strategy Course

Established in Cycle: 2011-2012

The Graduate Committee determined it would be valuable to provide a new student orientation workshop, before students began co...

M 5: Assurance of Learning Case Exam

Evaluated students' ability to analyze the business environment and implications of environmental factors to determine salient responsibilities of a business presented in a case study.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Rubric-MBA Goal 3 SLO 3.2 Risk_Case Assessment Rubric](#)

Benchmarks:

85% Exceed or Meet expectations

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

MBA Core Reform and Strategy Course

Established in Cycle: 2011-2012

The Graduate Committee determined it would be valuable to provide a new student orientation workshop, before students began co...

M 16: Embedded Assessment-Strategy Case

Embedded assessment to explore whether students are able to analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. Key learning outcomes were assessed based on a rubric to evaluate description of strategic decision, alignment of the strategic decision with the environment, analysis of the strategic decision and integration relevant disciplines and information to create valuable recommendations.

Source of Evidence: Academic direct measure of learning - other

DLO 4: Evaluate the impact that changes in the environment have on the business climate.

Evaluate the impact that changes in the domestic and global environment have on the business climate.

Connected Documents

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[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

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M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

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Benchmarks:

Goal #2 85% Exceed or Meet Expectations

M 5: Assurance of Learning Case Exam

Evaluated students' ability to analyze the business environment and implications of environmental factors to determine salient responsibilities of a business presented in a case study.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Rubric-MBA Goal 3 SLO 3.2 Risk Case Assessment Rubric](#)

Benchmarks:

85% exceed or meet expectations

DLO 5: Analyze the impact of environmental factors

Analyze the implications that environmental factors have for the functional areas of organizations and organizational activities.

Connected Documents

[MBA Curriculum Map](#)

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Related Measures

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M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

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[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Benchmarks:

85% meet or exceed

M 5: Assurance of Learning Case Exam

Evaluated students' ability to analyze the business environment and implications of environmental factors to determine salient responsibilities of a business presented in a case study.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Rubric-MBA Goal 3 SLO 3.2 Risk Case Assessment Rubric](#)

Benchmarks:

85% Exceed or Meet Expectations

DLO 6: Determine salient responsibilities of organizations to all stakeholders.

Determine salient responsibilities (e.g., social, legal, ethical, sustainability) of organizations to all stakeholders.

Connected Documents

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Source of Evidence: Capstone course assignments measuring mastery

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[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Benchmarks:

85% meet or exceed

Finding (2012 - 2013) - Benchmarks: Partially Met

Fall 2012: 75% meet or exceed In the Fall 2012 Exam students were asked if they would provide feedback regarding a strategic decision presented in a case where a company planned to adopt a product label that did not require the product meet the most stringent sustainability requirements but the company would promote to their customers that the label certifies that the company has met the most stringent requirements for organic and fairly traded products. An analysis of how many students identified the recommendation as an ethical issue for the company reveals that 76% identified that there was an ethical issue with the recommendation and 24% did not.

M 5: Assurance of Learning Case Exam

Evaluated students' ability to analyze the business environment and implications of environmental factors to determine salient responsibilities of a business presented in a case study.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Rubric-MBA Goal 3 SLO 3.2 Risk Case Assessment Rubric](#)

Benchmarks:

85% Exceed or Meet Expectations

Finding (2013-2014) - Benchmarks: Met

In responding to a question regarding necessary collaboration skills in team work. 100% of students were able to identify key collaboration skills to help lead a team.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Ethics and Business Responsibility Course

Established in Cycle: 2011-2012

2011 (Spring): Performance on the exam indicates that students are generally able to analyze environments in which managers m...

M 16: Embedded Assessment-Strategy Case

Embedded assessment to explore whether students are able to analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. Key learning learning outcomes were assessed based on a rubric to evaluate description of strategic decision, alignment of the strategic decision with the environment, analysis of the strategic decision and integration relevant disciplines and information to create valuable recommendations.

Source of Evidence: Academic direct measure of learning - other

DLO 7: Make professional oral presentations

Make professional oral presentations.

Connected Documents

[MBA Curriculum Map](#)

[Rubric-MBA Goal 3 Oral Communications Assessment Rubric](#)

Related Measures**M 1: Archived Annual Assessment Reports, 2007 - 2011**

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[MBA - 2010 Annual Report](#)

[MBA - 2011 Annual Report](#)

M 6: Oral Presentation Evaluation

Evaluated oral presentations to MBA consulting clients in the culminating experience.

Source of Evidence: Presentation, either individual or group

Connected Documents

[MBA Oral Communication Assessment Rubric](#)

[Rubric-MBA Goal 3 Oral Communications Assessment Rubric](#)

Benchmarks:

85% Exceed or Meet Expectations

Connected Document

[MBA Oral Communication Assessment Rubric](#)

Finding (2013-2014) - Benchmarks: Met

N=34 (Summer 2014) PLO 2.7: 88% Exceed or Meet expectations; 12% Did not meet expectations (These individuals relied heavily on slides and lacked eye contact or connection with audience. Mumbled, mispronounced, and had inappropriate word choice).

Connected Documents

[MBA Oral Communication Assessment Rubric](#)

[Summer 2014 Oral Communication Data](#)

DLO 8: Write clear and effective business communications.

Write clear and effective business communications.

Connected Documents

[MBA Curriculum Map](#)

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Related Measures**M 1: Archived Annual Assessment Reports, 2007 - 2011**

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M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

Benchmarks:

85% meet or exceed

Connected Document

[MBA Written Communication Assessment Rubric](#)

Finding (2016-2017) - Benchmarks: Met

DLO #2.3: Write clear and effective business communications. Fall 2016 91% of students meet or exceed expectations in their ability to write clear and effective business communications. However, students who did not meet expectations seemed to struggle due to second language. N=35

Finding (2014-2015) - Benchmarks: Met

100% of students meet or exceed expectations in their ability to write clear and effective business communications. N=20

Finding (2012 - 2013) - Benchmarks: Met

Fall, Spring, and Summer 2013 91% meet or exceed expectations.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Writing Center Information Inclusion and Recommendation

Established in Cycle: 2016-2017

Writing skills: o Beginning of the program-Currently, students who are admitted with low GRE or GMAT verbal scores are given c...

DLO 9: Identify limits of models and determine associated risk.

Identify limits of models and determine associated risk.

Connected Documents

[MBA Curriculum Map](#)

[Rubric-MBA Goal 3 SLO 3.2 Risk_Case Assessment Rubric](#)

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M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Benchmarks:

85% meet or exceed

M 5: Assurance of Learning Case Exam

Evaluated students' ability to analyze the business environment and implications of environmental factors to determine salient responsibilities of a business presented in a case study.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Rubric-MBA Goal 3 SLO 3.2 Risk_Case Assessment Rubric](#)

Benchmarks:

85% Exceed or Meet Expectations

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

MBA Core Reform and Strategy Course

Established in Cycle: 2011-2012

The Graduate Committee determined it would be valuable to provide a new student orientation workshop, before students began co...

DLO 10: Apply problem-solving techniques to address business objectives.

Apply problem-solving techniques to address business objectives.

Connected Documents

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Source of Evidence: Capstone course assignments measuring mastery

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Benchmarks:

85% meet or exceed

M 16: Embedded Assessment-Strategy Case

Embedded assessment to explore whether students are able to analyze and solve business problems through the integration of relevant disciplines and with consideration of ethical and socially responsibility issues. Key learning learning outcomes were assessed based on a rubric to evaluate description of strategic decision, alignment of the strategic decision with the environment, analysis of the strategic decision and integration relevant disciplines and information to create valuable recommendations.

Source of Evidence: Academic direct measure of learning - other

DLO 11: Identify leadership and collaborative qualities and exhibit key collaborative and leadership skills in team-based tasks.

Exhibit collaborative and leadership skills in diverse teams.

Connected Document

[MBA Curriculum Map](#)

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

[MBA - 2007 Annual Report](#)
[MBA - 2008 Annual Report](#)
[MBA - 2009 Annual Report](#)
[MBA - 2010 Annual Report](#)
[MBA - 2011 Annual Report](#)

M 2: Assurance of Learning MBA Memo

Students analyze a business problem, address limits/risks of models to recommend objectives for a client project and communicate their ideas in a business memo.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Rubric-MBA Goal 2 and 3 Client Memo Assessment Rubric](#)

Benchmarks:

85% meet or exceed

Finding (2012 - 2013) - Benchmarks: Met

Spring 2013: 100% meet or exceed In the Spring 2013 Exam students reviewed a case that indicated there was a recommendation to form a sub-group to research and issue and students were asked what characteristics that thought would make a good leader for this sub-group. All students were able to articulate the necessity of collaborative skills and students discussed leadership through organization and communication, however, no students referenced leadership theory.

M 8: SDSU Leadership and Collaboration Assessment Part 1

Essay question asking students to identify the traits, qualities, skills and actions necessary for collaboration and leadership to accomplish a team-based task. The original essay question was evaluated to determine whether students could identify traits, qualities, skills and actions necessary for collaboration and leadership to accomplish a team-based task. In 2013 a rubric was developed that specifically differentiates the ability for a student to identify knowledge or expertise as an important trait but does not offer any other key traits, qualities, and actions necessary for collaboration or leadership.

Source of Evidence: Academic direct measure of learning - other

Connected Documents

[DUVAL Case](#)
[Duval Exam Questions](#)
[Leadership and Collaboration Rubric Part 1](#)

Benchmarks:

90% of students meet or exceed (students can identify key leadership and collaboration skills).

Finding (2013-2014) - Benchmarks: Partially Met

N=49 (Fall 2013) PLO 3.11: 100% of students were able to identify knowledge, skills, and ability as important to collaboration and leadership on team based tasks. However, 65% Exceed or Meet expectations and 35% Did not meet expectations when evaluating whether students offer any other key qualities or traits that are important to collaboration and leadership beyond knowledge and ability.

Connected Documents

[DUVAL Case](#)
[Duval Exam Questions](#)
[Fall 2013 Collaboration and Leadership Data](#)
[Leadership and Collaboration Rubric Part 1](#)

Finding (2012 - 2013) - Benchmarks: Met

Fall 2012 98% of students can articulate atleast one key leadership/collaboration skill that is valuable to lead groups and organize a team. Note: this was an initial analysis to see if students could identify important leadership skills. Version 2 of this assessment will determine there ability to identify important leadership and collaboration skills as well as implement those in an effective manner.

M 18: Collaboration Assessment

The Graduate Committee developed a collaboration assessment rubric based on available collaboration rubrics in the literature. All members of a student team were asked to rate their team members using the online collaboration rubric.

Source of Evidence: Evaluations

Connected Document

[MBA Collaboration Assessment Rubric](#)

Benchmarks:

90% meet or exceed

Finding (2016-2017) - Benchmarks: Met

DLO #2.2: Exhibit collaborative skills in diverse teams. Spring 2017 91% of students were rated by all their team members as exhibit collaborative skills in their team based tasks. N=46 Benchmark of 90% met

Details of Closes the Loop for This Cycle (by Established cycle, then alpha)

Cost Estimation

Faculty need to spend more time on cost estimation in their lectures.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: Reexamine lecture material to add more cost accounting review.

Projected Completion Date: 12/2011

Responsible Person/Group: Nikhil Varaiya

Additional Resources: none

Budget Amount Requested: \$0.00 (no request)

Ethics and Business Responsibility Course

2011 (Spring): Performance on the exam indicates that students are generally able to analyze environments in which managers make decisions. However, MBA student ability to identify organizational responsibilities needs improvement and their analysis of the business climate and environment is based almost solely on Porter's Five Forces. The Graduate Committee determined a brief review of analysis of environments would be valuable for MBA's toward the end of their MBA experience. (Summer): Developed a review tutorial focused on the analysis of environments and organizational responsibilities to help students perfect their analysis of environments, include additional considerations beyond Porter's Five Forces and most importantly improve their understanding of organizational responsibilities. (Summer): MBA benchmark project examines business environment analysis, globalization, and technology content and delivery structure across top MBA programs. (Fall): Case questions and memo rubric were revised. Assessment results indicate that students are able to analyze environments in which managers make decisions. The introduction of review material related to analyzing business environments and understanding business responsibilities correlates to improved exam performance. 2012 Graduate Committee determined that a 1-unit course in ethics and business responsibility might serve a similar function to the business responsibility content offered in the culminating experience review tutorial. By offering the course early in the program it could provide a more integrative framework for understanding business responsibilities as this topic is addressed throughout the MBA program.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Assurance of Learning Case Exam | **Student Learning Outcomes:** Determine salient responsibilities of organizations to all stakeholders.

Implementation Description: New MBA program implementation

Projected Completion Date: 10/2014

Responsible Person/Group: Graduate Committee

MBA Core Reform and Strategy Course

The Graduate Committee determined it would be valuable to provide a new student orientation workshop, before students began core coursework, to better prepare them to engage with content in finance, economics, and statistics

as well as create more integration of topics in the core courses. 2011: Developed and implemented a program orientation review for finance, statistics, and economics. The Committee also worked with faculty to evaluate options for integrative program experiences such as common cases and topics across core course and the implementation of a strategy course. The Graduate Committee undertook an MBA benchmark project to exam core business theory content and delivery structure across top MBA programs. 2012: Proposed new MBA program. The program will offer multiple exposures to core content to enhance learning and integration of business theory. Program will include: student orientation workshop for finance, economics, and statistics (pre-program), integration of key business theory topics across core courses (first year), and the inclusion of a mid-program integrative experience (strategy). A business theory exam (Foundations in Theoretical Concept Exam) will be administered mid-program as part of the strategy course and exam performance will highlight to students where learning or review of business theory would be valuable. Strategy course will review certain core content and help students integrate theoretical concepts.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Assurance of Learning Case Exam | **Student Learning Outcomes:** Recommend strategies to pursue opportunities.

| Identify limits of models and determine associated risk.

Measure: Assurance of Learning MBA Memo | **Student Learning Outcomes:** Recommend strategies to pursue opportunities.

Measure: Foundations in Theoretical Concepts Exam | **Student Learning Outcomes:** Apply concepts and decision models

Implementation Description: New MBA program implementation.

Projected Completion Date: 10/2014

Responsible Person/Group: Graduate Committee

Oral Presentation Workshops

2010 Determined that some type of expert consultation and presentation coaching may be valuable to hone students' presentation skills. Implemented a workshop that offered a review of presentation strategies and offered individual presentation coaching to students as part of their culminating course experience. 2011 Presentation workshop seemed to improve oral presentation skills. However, it was determined that it might be valuable to offer presentation coaching mid-program as well as during the culminating experience.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Implementation Description: New MBA program implementation.

Projected Completion Date: 08/2010

Responsible Person/Group: Graduate Committee and culminating experience coordinators.

Problem-solving, research and analysis course

MBA's problem-solving skills need improvement. They are able to identify appropriate objectives and data but their methodology, analytical, creative, and innovative thinking relative to solving problems needs improvement. 2012: Delivered best-practices faculty workshop for analytical and critical thinking to examines ways in which to improve problem solving Met with department chairs and departments across the college to present potential core content and delivery models for a new MBA program. Proposed new MBA program. Program will include a 1-unit core course in problem-solving, research, and analysis.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: New MBA program implementation.

Projected Completion Date: 10/2014

Responsible Person/Group: Graduate Committee

Faculty Case Workshop

To help teaching faculty fine-tune their case method teaching, SDSU invited Harvard Business Publishing offers a seminar on the art and craft of discussion leadership. Attendees experienced the seminar from the perspective of both instructor and student. First, as an instructor, by learning new techniques for orchestrating classroom discussion, board management, discussion plan preparation, etc. Second, as a student, by preparing and discussing cases about both teaching and traditional business issues.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Projected Completion Date: 02/2014

Proposal and key implementation plans for the new MBA Program

All course proposals were submitted for the new MBA program. Course details for key curriculum changes in core courses and the content of the integrative Strategy course were developed.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Projected Completion Date: 07/2014

Faculty Workshop on Ethics

To fully engage the integration of ethics across the curriculum a workshop on ethics was provided for all core course MBA faculty.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Problem Based Learning Exercises

A pre-requisite for the class is now being enforced. In order to contribute to comprehending the concept, case studies on financial statement analysis has been added to BA 629 so that students have more hands-on practice on the topic.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Implementation Description: Modification of course activities.
Projected Completion Date: 08/2016
Responsible Person/Group: Faculty in the course.

Problem Based Learning Exercise Workshop in Fall 2017

The importance of practice was discussed as the most critical need, via homework problems and/or practice problems. The use of these problems is most likely to be effective when faculty require students to complete them (rather than not providing practice or making practice optional). The use of these problems is also most likely to be effective when the answers are graded, so that students have feedback on their performance (rather than being checked off as completed with no feedback provided). An analysis of the MBA core suggests that all core courses rely on cases but the integration of problem sets beyond cases is uncommon in the core. The impact of additional problem sets in BA 626 suggests that this practice result in enhanced quantitative skill and numerical literacy. To improve quantitative skills and numerical literacy we will hold a Problem Based Learning Exercise Workshop in Fall 2017 and work to increase the use of problem sets across the MBA core.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Embedded Assessment-Business Economics | **Student Learning Outcomes:** Apply concepts and decision models

Implementation Description: Coordinate with the CIBER lunch panel series and MBA core faculty to hold a workshop to explore how to integrate PBLE across all core curriculum.

Projected Completion Date: 10/2017

Quiz re-design

Based upon the outcomes of Fall 2016 semester, quizzes will be redesigned to give the students more practice in quantitative problem solving. Quizzes will be shorter and focused completely on quantitative problems and to get rid of the multiple choice questions.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Embedded Assessment-Business Economics | **Student Learning Outcomes:** Apply concepts and decision models

Projected Completion Date: 01/2017

Writing Center Information Inclusion and Recommendation

Writing skills: o Beginning of the program-Currently, students who are admitted with low GRE or GMAT verbal scores are given conditional acceptance contingent on taking a writing course. o End of the program-Students are sometimes referred to the Writing Center (<http://writingcenter.sdsu.edu>) if they are identified as scoring low in writing skills on initial memo in BA 795. o Provide faculty with boilerplate language to include on syllabi with regard to the writing center and other academic resources, similar to the language that faculty already include on syllabi with regard to students with disabilities and issues of academic integrity. This would support students in the middle of their program. Also, students scoring below expectations in BA 630 would be provided recommendation to seek out resources of writing center.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Assurance of Learning MBA Memo | **Student Learning Outcomes:** Write clear and effective business communications.