

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

**Department/Program:** Business Administration, Undergraduate Program  
**Degree/Program:** BSBA (Common Goals)  
**Date Submitted:** 3-27-09

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.**

Last year's assessment report discussed the assessment of two goals and their corresponding student learning outcomes:

**Goal 2: Analytical and Critical Thinking Skills - Demonstrate effective analytical and critical thinking skills to make an appropriate decision in a complex situation.**

Learning Outcomes:

- Collect and organize critical data and information to solve a problem.
- Find appropriate models and frameworks to analyze information and follow logical steps to reach an effective decision.

**Goal 4: Essential Business Principles - Demonstrate an understanding of the major functional areas of Business.**

Learning Outcomes:

- Describe basic concepts in each major functional area of business.
- Apply techniques and theories from various areas of Business to business situations.

Last year's report detailed the results of assessment of Goal 2 which suggested that students' critical thinking abilities varied across the critical thinking dimensions of issue identification, use of evidence and data, use of models and frameworks, and conclusions and recommendations. Based on the results of the assessment, it was recommended that:

1. Faculty should encourage students to make clear problem statements without hedging.
2. Students should be asked to show their use of models and tools and to demonstrate a clear connection between those models and their analysis.
3. Faculty should model the use of data in developing solutions to cases and problems.
4. Students should be given opportunities to learn how to support recommendations with evidence by writing and revising these sections of their papers.

These recommendations were communicated to the CBA faculty via a memo urging all faculty members to consider and adopt them. The memo also urged the faculty members to provide students with grading rubrics as rubrics would help students to understand the component parts of strong critical thinking. The memo that was sent to the faculty is found in Appendix I to this report. Sufficient interest across the CBA faculty was generated by the memo to lead the CBA

Assessment Committee to develop a brief primer on grading rubrics and to distribute it to the faculty along with some examples. The primer is found in Appendix II.

Also detailed in last year's report were the results of an annual assessment of Goal 4. These results indicated that, as in the past, students' command of essential business principles continues to be weakest in the area of statistics. The hope that disseminating these results would lead some departments within the college to consider increasing the number of required statistics courses for their students from one to two was quashed in early 2008 as a result of budget cut backs that resulted in reduced course offerings across the college. The validity of the BAT test, which was described in last year's report as "targeted for consideration" was given serious consideration throughout the year and is described later in 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).
- B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

The College of Business Administration (CBA) has a set of common goals for all undergraduate students (since all students are in the B.S.B.A. program). Additionally, each major and specialization within the college has a set of goals specific to that major or specialization. This report focuses on the set of common goals. Assessment of goals specific to the major or specialization is reported separately.

There are four goals (each with corresponding student learning outcomes) that are common to the B.S.B.A program. They are:

**Goal 1: Written and Oral Communication - Communicate effectively with individuals, teams, and large groups, both in writing and orally.**

Learning Outcomes:

- Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.
- Make effective oral presentations that are informative as well as persuasive, as appropriate.

**Goal 2: Analytical and Critical Thinking Skills - Demonstrate effective analytical and critical thinking skills to make an appropriate decision in a complex situation.**

Learning Outcomes:

- Collect and organize critical data and information to solve a problem.
- Find appropriate models and frameworks to analyze information and follow logical steps to reach an effective decision.

**Goal 3: Ethical Reasoning - Distinguish and analyze ethical problems that occur in business and society, and choose and defend ethical solutions.**

Learning Outcomes:

- Explain the various ethical dimensions of business decision making, along with the roles of various affected parties.
- Assess the ethics of decision alternatives using different ethical decision rules.
- Apply ethical decision-making rules to cases drawn from various business sub-disciplines.

**Goal 4: Essential Business Principles - Demonstrate an understanding of the major functional areas of Business.**

Learning Outcomes:

- Describe basic concepts in each major functional area of business.
- Apply techniques and theories from various areas of Business to business situations.

The following table details the timeline for assessment of these goals:

GOAL	ASSESSMENT ACTIVITY
Goal #1 (Oral Communication Component Only)	2004-2005 (Discussed 10-15-05; Discussed again 4-1-10)
Goal #1 (Written Communication Component Only)	2005-2006 (Discussed in Assessment Report dated 4-1-07)
Goal #2 (Analytic and Critical Thinking Skills)	2006-2007 (Discussed in Assessment Report dated 4-1-08)
Goal #3 (Ethical Reasoning)	2007-2008 (Discussed in current report)
Goal #4 (Essential Business Principles)	Assessed Annually (Latest results discussed in current report)

The highlighted items in the table form the focus of B.S.B.A.'s common goal student learning assessment for the past academic year.

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

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

Goal #3: Ethical Reasoning

The Ethical Reasoning goal has three corresponding student learning outcomes. Only the first two of the SLOs were assessed in the current cycle. This is due to the way in which ethical reasoning content is delivered to our students. Starting with the academic year 2006-2007 a new course was required of all CBA students. The course, BA 300 (Ethical Decision Making in Business) is a one unit course designed to provide our students with a theoretical foundation in ethics. BA 300 is a prerequisite to MGT 405, the capstone (required) course in the BSBA program where students will be called upon to apply what they have learned in BA 300. Thus, BA 300 is expected to deliver the content required for students to master the first two SLOs of Goal #3:

- Explain the various ethical dimensions of business decision making, along with the roles of various affected parties.
- Assess the ethics of decision alternatives using different ethical decision rules.

MGT 405 is intended to challenge the students to demonstrate their skills in application, consistent with the third SLO for this goal:

- Apply ethical decision-making rules to cases drawn from various business sub-disciplines.

Since the BA 300 requirement entered the catalog in 06-07, it will be several years before we can expect that sufficient numbers of students will have completed it and moved on in their programs to MGT 405 to assess the final SLO in that capstone course.

The first two SLOs were assessed using embedded questions in a comprehensive final exam given in BA 300. Three questions were written to specifically assess the first student learning outcome and four questions were written to specifically assess the second student learning outcome. The questions and their corresponding SLOs are found in Appendix III. Data was collected from half (3 of 6) of the sections of BA 300 taught in Fall 2007, 45% (4 of 9) of the sections of BA 300 taught in Spring 2008, and half (2 of 4) of the sections taught in Summer 2008. A total of 423 students or 37.1% of students completing BA 300 during the 2007-2008 academic year (including Summer) were part of the assessment. Since this sample included both fully face-to-face sections and hybrid sections it was possible to compare performance between the two pedagogies. Of the 357 students involved in the assessment during the regular school year, 210 of those were in fully face-to-face sections and 147 were in hybrid sections. All summer sections were hybrid and are not included in the pedagogy comparison.

#### Goal #4: Essential Business Principles

The College of Business Administration participated in the CSU Business Assessment Test (BAT) during Spring semester 2008. This is the fifth time the CBA has participated in the exam. The BAT exam consists of 80 multiple choice questions drawn from a pool of questions developed by a consortium of CSU business schools and administered through CSU Long Beach. The exam covers seven content areas deemed to represent the essential business principles that all undergraduate business majors should have mastered. The areas are: Accounting, Economics, Finance, Information Systems, Management, Marketing, and Statistics. The exam was administered during Spring 2008 in a majority of the MGT 405 sections<sup>1</sup>. MGT 405 is the capstone course required of all students in the B.S.B.A. program. A total of 480 seniors took the exam. This represents 72.7% of the students enrolled in the capstone course in the Spring semester and 41.6% of the annual enrollment in the capstone course in 2007-2008. Exams were graded by the BAT Test Administration at CSU Long Beach and results were sent to SDSU.

#### **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.]

#### Goal #3 Ethical Reasoning

Tables 1 & 2 respectively describe student performance for the questions related to each of the two student learning outcomes.

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<sup>1</sup> The BAT is designed for a 75 minute class period hence could not be administered in MGT 405 sections that meet three times per week for 50 minutes per class period.

Table 1  
Student Learning Outcome #1

Question	Correct	Incorrect	Total % Correct
1	192	230	45.50%
2	372	50	88.15%
3	349	73	82.70%

Averaging performance across the three questions related to SLO #1, students performed correctly 72.12% of the time. Using a standard of 70% to indicate an acceptable level of learning for the SLO, these results would suggest that students have adequately mastered the learning outcome. It is worth noting, however, that performance on one of the three questions was significantly lower than the other two and did not meet the 70% standard. This question should be examined for validity. If found to be valid, consideration of the specifics related to the learning outcome that are queried in this item should be addressed. Students are “not getting it.” If found to be invalid, the item should be replaced.

Table 2  
Student Learning Outcome #2

Question	Correct	Incorrect	Total % Correct
1	303	119	71.80%
2	309	113	73.22%
3	391	31	92.65%
4	282	140	66.82%

Averaging performance across the four questions related to SLO #2, students performed correctly 76.12% of the time. Using a standard of 70% to indicate an acceptable level of learning for the SLO, these results would suggest that students have adequately mastered the learning outcome. It is worth noting, however, that performance on one of the four questions did not meet the 70% standard. This question should be examined for validity. If found to be valid, consideration of the specifics related to the learning outcome that are queried in this item should be addressed. Students are “not getting it.” If found to be invalid, the item should be replaced.

### Results and Conclusion regarding Fully Face-to-Face versus Hybrid Approaches

This assessment activity provided the opportunity to compare performance in fully face-to-face sections of BA 300 with that in hybrid sections. During the academic year 2007-2008 hybrid sections of BA 300 were introduced. Development of a hybrid version of the course was the result of significant time, effort, and expense intended to develop a delivery mode that will allow us to meet the demand for this course that is expected in coming semesters. Within a year when almost all students in the business program will be under catalog years requiring BA 300 we need to offer approximately 1,600 – 2,000 seats annually. The college strongly believes that this is only feasible through hybrid or fully online delivery of the course. Table 3 compares overall performance on the seven questions used in the assessment between students who took the course fully face-to-face and those who took it through a hybrid delivery.

Table 3  
Comparison of Fully Face-to-Face and Hybrid Delivery Modes

Question	Fully F-to-F Correct %	Hybrid Correct %	Hybrid Advantage
1	42.3%	50.0%	+7.7
2	84.5%	92.4%	+7.9
3	80.6%	81.9%	+1.3
4	69.0%	79.2%	+10.2
5	79.3%	71.5%	-7.8
6	93.4%	93.1%	-0.3
7	63.4%	72.2%	+8.8

On five of the seven questions, students in hybrid sections answered correctly more frequently than those in fully face-to-face sections. For four of these five questions there was a statistically significant difference between performance in the two delivery modes. For the two questions where the face-to-face students “beat” the hybrid students, one difference was statistically significant.

It was not the intent of this analysis to determine whether a hybrid delivery mode was better or worse than a fully face-to-face delivery mode. Since we plan to go to all hybrid delivery starting in Fall 2008 for reasons unrelated to student learning, however, we were anxious to ensure that hybrid delivery did not produce significantly less learning. These results would suggest that this is not the case.

**Goal #4: Essential Business Principles**

The average score earned by SDSU students on the BAT exam was 50.80% (40.6 of 80 questions)<sup>2</sup>. This represents a slight improvement from average performance when the exam was administered in Spring 2007 (mean: 50.25%)<sup>3</sup>. Average performance placed SDSU students second in campus rankings across the nine CSU schools that administered the test during the 2007-2008 academic year. Appendix IV contains a short Power Point presentation that was used to present the results of the assessment to various constituencies in the College of Business.

Predictably, students majoring in a particular field did better in that sub-test than non-majors. Overall, students performed strongest in the content areas of Marketing and Management and weakest in the content areas of Finance and Statistics. This is fairly consistent with results from previous administrations of the exam. Since students have historically been banned from using a calculator on the exam and since Statistics and Finance questions frequently involve some form of computation, the weak performance in these two subjects has often in the past been attributed to factors other than student mastery of the concepts. This year’s experiment involving the use of calculators and its results (reported in Footnote 3) however, suggests that our students are indeed weaker in these two sub-disciplines.

<sup>2</sup> In 2008, for the first time, the exam was scored both unadjusted and adjusted. The adjusted scoring removed 22 of the 80 items which had been determined to be of questionable validity. The 50.80% score reported is unadjusted so that it can be compared to previous years. The adjusted overall score was 2008 was 54.86%.

<sup>3</sup> Also a first in 2008, SDSU tested the use of calculators on the exam (historically banned). SDSU test takers were split into two groups (calculators allowed and not allowed). There was no significant difference in performance between the two groups hence the unadjusted score reported for 2008 includes all test takers – those allowed to use calculators and those banned from doing so.

The Undergraduate Committee has frequently been stymied in the past in its efforts to engage the College of Business in serious discussions of how to react to the results of the BAT due to a general lack of faith in the validity of the exam across many faculty members in the CBA. It is hoped that the scoring with the 22 identified questions of questionable validity removed and the results of the calculator/no calculator test will improve this situation.

**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.

Goal #3: Ethical Reasoning

The results of the assessment of ethical reasoning skills suggested that our students are adequately prepared in terms of the theoretical foundations of ethics. It appears that BA 300, a course specifically added to the curriculum three years ago to deliver that content is working effectively. No changes are being considered. The ability of students to apply the theoretical foundations of ethical reasoning to business problems will be assessed the next time this goal is targeted.

Goal #4: Essential Business Principles

While the Power Point presentation found in Appendix IV was intended to inform the CBA faculty of the weaknesses found in our students' knowledge of essential business principles it is recognized that ongoing criticism of the BAT instrument provides a convenient excuse for not addressing these issues.

Overall

More broadly, the Undergraduate Committee recognizes that "closing the loop" has remained the biggest challenge in the assessment of the CBA Undergraduate Common Goals. Since this past year's assessment efforts completed a full cycle of goal assessment for the program, a presentation was developed (Appendix V) that briefly presented overall results. In Fall 2008, the Director of Undergraduate Programs made this presentation, individually, to the Undergraduate Committee and individually to each department in the college. The intent of the effort was two-fold: to raise awareness across the college of "what our students know" and to push faculty members, in fairly small groups, to engage in brainstorming regarding program changes that might logically follow from the assessment results.

These efforts produced a variety of interesting discussions and ideas. It is the general consensus of our faculty that students do successfully learn material associated with essential business knowledge (Goal #4) at the time it is delivered (although no direct evidence of this other than course grades exists). The "problem" however, is hypothesized to be the students' abilities to retain the essential business knowledge throughout the program and to its completion. Hence the focal point of the discussions seemed to center on ways in which to help students remember and review the knowledge. To this end, the Undergraduate Committee believes that a series of "tool kits" for our students should be developed. These are envisioned as a series of relatively short, self-paced reviews devoted to each of the sub-

discipline topics that we wish students to know as the result of their BSBA program. Current thinking is that the tool kit reviews would be available online, perhaps through Black Board, and that students could access them as necessary and at will. Access would not be tied to a specific course. Based on our assessment results, the first two topic areas targeted for prototype development of tool kits are Statistics and Business Law. Work on development is expected to continue throughout the calendar year 2009.

**Report completed by:** Kathleen A. Krentler, Director of Undergraduate Programs

**Date:** February 10, 2009

**APPENDIX I**  
**Memo to faculty regarding critical thinking**

October 9, 2007

**Memorandum**

**To:** CBA Faculty  
**From:** Undergraduate Committee  
**Subject:** The Critical Thinking Skills of our Undergraduates

During the 2006-2007 academic year assessment of the critical thinking skills of our college's undergraduate students was undertaken. The purpose of this memo is to share with you a brief description of the results of that effort and to offer some ideas that you may wish to consider incorporating in your classes and assignments as means of improving the critical thinking skills of your undergraduate students.

Our students' abilities to think critically were assessed using a sample of case analyses prepared by individual students in MGT 405, the capstone strategy course, which is required of all undergraduate students in the college. Case analyses were assessed using three criteria: ability to identify key issues/problems, ability to use evidence and data to analyze the identified issues/problems, and ability to draw conclusions and make recommendations based on analysis. Results indicated that our students are better at identifying problems than they are at analyzing them or drawing appropriate conclusions. Specifically:

- 53-58% of students assessed demonstrated an ability to explicitly identify key issues in a case study.
- 22-24% of students assessed demonstrated an ability to interpret and analyze data presented in a case study in a way that improves understanding of the case.
- 26-28% of students assessed demonstrated an ability to draw and defend a conclusion and make recommendations based on their analysis of the case.

The percentages reported here appear to indicate that our students' abilities to demonstrate these various aspects of critical thinking, even as they are drawing to the conclusion of their degree program, are weak.

There are things that each of us can do in our classes that will collectively lead to improved critical thinking skills amongst our students. The Undergraduate Committee strongly urges you to consider the following suggestions.

When assigning case study analyses to your students:

- Encourage students to make clear problem statements without hedging.
- Require students to show their use of procedures, models and tools and to demonstrate a clear connection between those models and their analysis.
- During class, model the use of data in developing solutions to cases and problems.
- Teach students to distinguish between relevant and irrelevant data.
- Give students the opportunity to learn how to support recommendations with evidence by allowing them to revise these sections of their papers.

Further, we encourage you to consider assigning exercises to your students that:

- Require them to collect data from outside sources (case studies typically provide students with all data and students are encouraged not to seek additional information).

- Require students to organize and evaluate data sets in a way that aids them in applying the data to a specific problem.

Finally, as recommended by the Undergraduate Committee last year as a means of improving student writing, we strongly encourage you to grade assignments of all types with a rubric that clearly defines your grading standards and expectations. Such a rubric should identify the criteria on which an assignment will be evaluated and the expectations for the range of possible grades for each criterion. With respect to the enhancement of critical thinking skills these criteria should include the various components of strong critical thinking (issue identification, interpretation and analysis of data, conclusions and recommendations based on analysis). The use of such a rubric will not only enhance students' skills but it makes the job of grading easier! The Undergraduate Committee would be happy to provide examples of complete grading rubrics to anyone interested (contact Kathy Krentler).

**APPENDIX II**  
**Rubric Primer sent to CBA faculty**

**Memorandum**

October 16, 2007

**To:** CBA Faculty  
**From:** CBA Assessment Committee  
**Subject:** Grading Rubrics

**What is a rubric?**

A rubric is a scoring/grading tool that's generally used for subjective assignments. In subjective assignments, rubrics help create a certain level of objectivity. As a result, learners are clearer about the expectations prior to submitting the assignment and are clear about their areas of weakness and strength when the assignment is returned. Rubrics help instructors evaluate levels of performance and communicate with students without the need to write extensive comments on an assignment.

**Benefits of rubrics**

- Communicate expectations to students: A rubric tells students what is expected of them, the grading criteria, what counts and what doesn't, and how their work is graded.
- Bring objectivity to subjective scoring.
- Allow for easy scoring and recording of it.
- Communicate grades to students: A graded rubric helps students understand how they were graded and what their areas of strength and weakness were.

**Creating and Using Rubrics**

Have you ever heard that a little hard work up front saves time in the end? Well this is definitely true in the case of rubrics. Rubrics are basically a simplified way to grade a complicated assignment. For example, when you are grading an essay, how do you decide whether it gets an A or a B? What about if you are assigning number grades to the essay? What's the difference between a 94 and a 96? It seems much easier not to do the extra work to create a rubric. However, once the grading begins, it's clear that the use of a rubric makes things easier. For one thing, rubrics save time because you simply have to look at the rubric and mark off points.

With a rubric that is created beforehand and shown to students, they will produce better quality work. They know what is expected. It saves problems afterwards because the students knew what was required, and they can see where they had points taken off.

Assessment literature supports that better assignments are produced when students are provided (as part of the assignment) with a rubric that clearly defines the grading standards and expectations of the instructor. Such a rubric should identify the criteria on which an assignment will be evaluated and the expectations for the range of possible grades for each criterion.

To build a rubric you need to identify the criteria that are important to the evaluation of the assignment. For each criterion you then need to identify the various levels of mastery associated with that element. This will be done on a multi-point scale. It is a good idea to provide as much description of what a particular point on the scale means as possible. There is no magic number for the scale. Three point scales (Exceeds Expectations, Meets Expectations, Below Expectations) are common but four or five point scales also work fine. An interesting site that will help you build your rubric is found at: <http://www.2learn.ca/construct/rubric/tlcrubric.html>.

When using a rubric for grading, make sufficient copies in order to grade each student's assignment with the rubric (by circling scale points) and then attach the rubric to the student's assignment when it is returned. The student now has detailed feedback on the strengths and weaknesses of his or her assignment without you having to write a lot.

*[Some material from above adapted from:*

<http://712educators.about.com/cs/rubrics/a/rubrics.htm>

<http://www.rcampus.com/wikishowc.cfm?tt=rubric&tm=rubrics&sm=help&>]

## **Examples of Rubrics**

The following site: <http://trc.ucdavis.edu/trc/ta/tatips/rubrics.pdf> provides an example of a generalized rubric that was used for a term paper assignment. It uses a five point scale that describes the points in terms of letter grades (A-F) and is interesting to take a look at but is not specific to a business school assignment.

A public gallery of business rubrics that can be used or adapted can be found at:

<http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub&sid=4&>. These are quite general but may give you some ideas.

Rubric use in the SDSU College of Business is growing as we all discover that the approach really does provide for easier and more objective grading as well as greater feedback to students. The three examples with this memo are rubrics being used this semester by your CBA colleagues. They include one used in a lower division undergraduate course (IDS 290), one used in an upper division course (MKT 370), and one used in a graduate capstone course (BA 795). Clearly the value of grading with a rubric spans all levels.

### APPENDIX III

#### Ethical Reasoning Embedded Questions

**Student Learning Outcome #1:** Explain the various ethical dimensions of business decision making and the role of various stakeholders in this decision making.

Questions:

1. According to a recent article in Business Week, a television commercial for Pepsi featuring the pop group Zveri (Animals) “was yanked for allegedly inciting antisocial behavior. It showed young people playing music and drinking Pepsi in the courtyard of an apartment building at night. After tenants complain, the musicians keep playing – but plug into high-powered amplifiers.” Which of the following values related to advertising *most* probably motivated the decision to pull the ad?
  - a. Justice
  - b. Well being
  - c. Freedom
  - d. Truth
  
2. Which of the following is *not* one of the steps the text recommends that a whistleblower take in the process of reporting corporate misconduct?
  - a. Contact a knowledgeable recruiter to discuss other employment.
  - b. Contact the company’s ethics office.
  - c. Contact someone outside of the whistleblower’s chain of command.
  - d. Contact their supervisor.
  
3. A graduate student who accepted a \$100 gas card from the recruiter of an energy company who promised her the card for persuading one of her brighter undergraduate students to accept an internship with the energy company had:
  - a. No conflict of interest because the graduate student’s interest in the gas card was in sync with the undergraduate student’s interest in a job.
  - b. A potential conflict of interest between her personal interest in the gas card and her student’s interest in unbiased career guidance.
  - c. A potential conflict of interest between the energy company’s interest in unbiased recruitment and the student’s interest in unbiased career guidance.
  - d. No conflict of interest if the graduate assistant gave the card to her parents to repay a loan.

**Student Learning Outcome #2:** Assess the ethics of decision alternatives using different approaches and philosophies.

Questions:

4. Newsweek columnist George Will recently praised a new book by a Danish economist that argues that the high cost of attempting to curtail global warming would waste resources that could be better used “Worldwide, moderate warming will, on balance, save more lives than it will cost – by a 9-to-1 ratio in China and India. So, if substantially cutting carbon dioxide reverses warming, that will mean a large net loss of life globally.” Jane Walton, CEO, of Vandely’s Industrial Energies subsidiary

- uses the ethical reasoning reflected in this commentary to justify her decision to halt the company's efforts to reduce global warming and redirect those efforts into preventing deaths from "unsafe drinking water and other clear and present dangers" to the population, as Mr. Will suggests. Jane's ethical reasoning is guided by:
- a. The Ethic of Care.
  - b. Virtue Ethics.
  - c. Utilitarianism.
  - d. Objectivism.
5. \_\_\_\_\_ is governed by the ethical duty one has to one's own interests; \_\_\_\_\_ are governed by the duty one has to the interests of others:
- a. Objectivism; The ethic of care and Rawls' theory of justice.
  - b. Objectivism; The ethic of care and Nozick's theory of rights.
  - c. The ethic of care; objectivism and Nozick's theory of rights.
  - d. Rawls' theory of justice; the ethic of care and objectivism.
6. Upon learning midday of a severe fire that threatens area homes, Joe Marshall, head of Vandelay Pet Foods, has decided to send his workers home because he wants them to tend to needs of their loved ones. Jane Williams, head of Vandelay Toys five miles away, has decided that if she sent her workers home, particularly if the day's loss of work resulted in lower profits for the company, she would be sacrificing her own rational interests to the interests of the employees so she keeps her workers on the job. Which of the following statements *best* characterizes Joe and Jane's responses to the ethical question of whether to release their workers?
- a. Joe's approach reflects the principles of the Ethic of Care; Jane's approach reflects the principles of Rawls' Theory of Justice.
  - b. Joe's approach reflects the principles of the Ethic of Care; Jane's approach reflects the principles of Objectivism.
  - c. Joe and Jane have reached different conclusions, but both have resolved the question according to the principles of Utilitarianism.
  - d. Joe's approach reflects the principles of Utilitarianism; Jane's approach reflects the principles of the Ethic of Care.
7. Two international scholars recently wrote in the Wall Street Journal: "Managing corruption is a necessity in Russia. To deal with it, companies can try several options . . . [One option is to] pre-empt corruption by proposing a deal that doesn't violate the company's ethical standards. One firm . . . offered complimentary products to officials in return for daily reports on the products' performance, testing from which the company benefited." The unnamed firm's approach to dealing with Russian corruption is *best* characterized as:
- a. Consistent with Integrative Social Contracts Theory by finding a way to do business without offending either a Russian norm or a hypernorm, assuming the prohibition of bribery is a hypernorm.
  - b. Consistent with Integrative Social Contracts Theory because the firm has followed Russian laws and norms. ISCT requires nothing more.
  - c. Consistent with ethical imperialism because the firm insisted that Russian officials allow the firm to do business according to its own ethical standards.

- d. Inconsistent with Integrative Social Contracts Theory because, under that theory, a company may not do business in a country whose norms tolerate bribery.

## APPENDIX IV

### Business Assessment Test Results – 2008

#### General Method

- 80 Multiple Choice Qs covering all business topics
- Administered to 1,654 test takers on 9 CSU campuses during the 2007-2008 AY (up from 6 campuses in 2007)
- Questions come from a pool of questions developed across the CSU system
- Analysis in 2007 allowed for the identification of 22 items of questionable validity.
  - Results this year were reported both “Unadjusted” (including the 22 items thus allowing for comparisons to previous years’ results) and “Adjusted” (omitting the 22 items thus providing for a more valid test.

#### SDSU Method

- Exam administered in almost all sections of MGT 405, during regular class time
- 480 students took the exam (29% of total sample – largest of all campuses).
- All students received some form of incentive though method varied
  - Not true with all other CSU campuses
- SDSU split into “Calculator Use Allowed” and “No Calculators” to test for differences
  - Previous and current administration across CSU bans calculators

#### SDSU Calculator Use Results

Sub-Test	W/ Calculator Mean	W/O Calculator Mean	F Statistic	Significance Level
MGMT	65.63	67.07	0.579	.447
ACC	55.25	52.81	1.432	.232
B-LAW	49.16	44.58	5.79	.017
FIN	44.69	43.88	0.199	.655
STATS	43.36	42.97	0.038	.845
ECON	51.60	49.15	1.513	.219
MKT	68.01	68.90	0.245	.621
MIS	61.56	61.80	0.14	.904
TOTAL	55.47	54.30	1.083	.299

#### Average Performance

	All CSU	SDSU
Mean (Adjusted)	52.96%	54.86%
Mean (Unadjusted)	49.00%	50.80%

#### Comparative Statistics

CAMPUS	MEAN
#1	65.08%
#2 – San Diego	54.86%
#3	54.39%
#4	53.47%
#5	52.74%
#6	52.69%
#7	49.37%
#8	49.23%
#9	49.18%

#### SDSU Subject Area Results

Percent of questions answered correctly within each subject area

	All	Majors	Non-Majors
Marketing	72.46	83.14	72.30
Management	66.78	67.86	66.48
MIS	61.74	81.25	60.66
Accounting	53.90	71.94	49.49
Economics	50.44		
Business Law	46.63		
Finance	44.19	54.66	41.19
Statistics	43.27		

#### A closer look at statistics . . . SDSU Longitudinal Comparisons

- Overall Performance: 43.27%
- 301 Non-Takers 42.44%
  - (FIN, FIN SVC, IB, IS, RE)
- 301 Takers 43.35%
  - (ACC, MGT, MKT)
  - Among 301 Takers:
    - MKT (requires “C”) 47.84%
    - Others 41.32%

Year	Mean
2008*	50.80%
2007	50.25%
2006	50.10%
2005	50.25%
2004	50.63%

\* Unadjusted Scores in order to make meaningful comparisons; all test takers (Calculator Users & Non-Calculator Users)

## APPENDIX V

### Summary of a Full Cycle of Assessment for CBA Undergraduate Common Goals



## What do our students know?

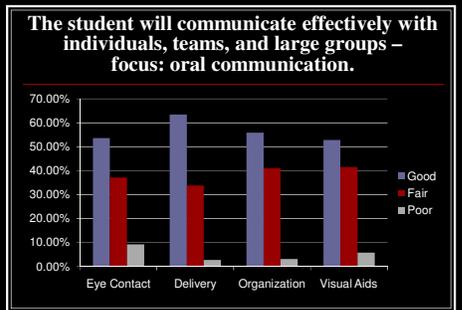
*A complete cycle of assessment: the common learning outcomes we hold for our UG students.*

## What do we want our UG students to know?

Student Learning Outcome	Assessed in . . .
Communication Skills	
Oral	2004-2005
Written	2005-2006
Critical Thinking Skills	2006-2007
Ethical Reasoning Skills	2007-2008
Essential Business Knowledge	Annually

## What do our UG students know?

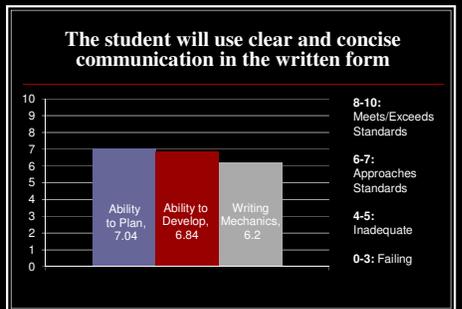
- **ORAL COMMUNICATION SKILLS**
  - Assessed from planned presentations in capstone courses across departments.
  - Assessed using a 3 point rubric (Good, Fair, Poor).
  - Assessed on four criteria:
    - Eye Contact
    - Delivery
    - Organization
    - Visual Aids



FYI: Students Self-Report of their Oral Communication Skills: 5.68 on a 6 point scale

## What do our UG students know?

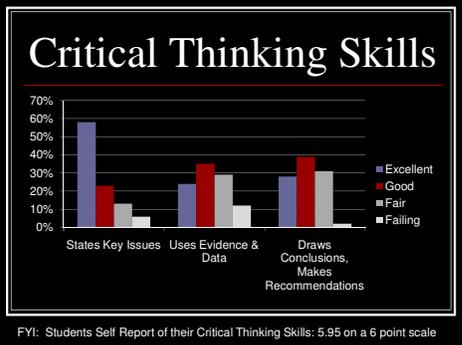
- **WRITTEN COMMUNICATION SKILLS**
  - Assessed using written assignments from capstone courses across departments.
  - Assessed using a 4 point rubric (Meets/Exceeds Standards, Approaches Standards, Inadequate, Failing).
  - Assessed on three criteria:
    - Ability to Plan
    - Ability to Develop
    - Writing Mechanics



FYI: Students Self-Report of their Written Communication Skills: 5.59 on a 6 point scale

## What do our UG students know?

- **CRITICAL THINKING SKILLS**
  - Assessed using individual case assignments from MGT 405, the college-wide capstone course.
  - Assessed using a 4 point rubric (Individually defined but points roughly corresponding to: Excellent, Good, Fair, Poor/Failing).
  - Assessed on three criteria:
    - Ability to Identify Key Issue(s)
    - Use of Evidence & Data in Analysis
    - Conclusions and Recommendations

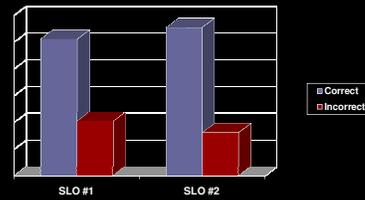


FYI: Students Self Report of their Critical Thinking Skills: 5.95 on a 6 point scale

## What do our UG students know?

- **ETHICAL REASONING SKILLS**
  - Assessed using embedded questions on final in BA 300 – Ethical Decision Making in Business
  - **SLO #1:** Explain the various ethical dimensions of business decision making and the role of various stakeholders in this decision making. (3 Qs)
  - **SLO #2:** Assess the ethics of decision alternatives using different approaches and philosophies. (4 Qs)

## Ethical Reasoning Skills

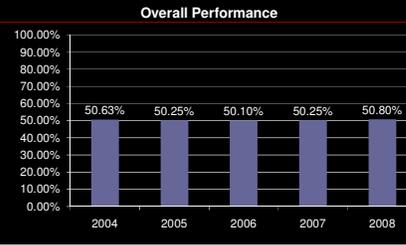


FYI: Students Self Report of their Ethical Reasoning Skills: 5.87 on a 6 point scale

## What do our UG students know?

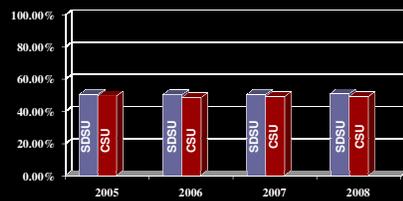
- **ESSENTIAL BUSINESS KNOWLEDGE**
  - Assessed via the Business Assessment Test (BAT) – 80 Multiple Choice Qs
  - Administered across the CSU system
  - Given in MGT 405, the college-wide capstone course
  - BAT has traditionally banned calculators – experiment testing with and without in 2008 indicated no significant difference

## SDSU Longitudinal Comparisons



FYI: Students Self Report of their essential knowledge across all core business disciplines: 5.48 on a 6 point scale

## SDSU & CSU Longitudinal Comparisons



## What do our students know? Summary

- **Communication Skills**
  - Our students are fairly good oral communicators
  - Our students are only fair writers, their weakest link in writing is basic mechanics
- **Critical Thinking Skills**
  - Our students are only fair critical thinkers on any measure other than problem identification
- **Ethical Reasoning Skills**
  - Our students have good ethical reasoning skills
- **Essential Business Knowledge**
  - Our students are generally weak on knowledge of essential business principles

# What can we do to improve our students' skills?

*Ideas Anyone?*