

# San Diego State University

## Detailed Assessment Report 2016-2017 CBA General Business, BS *As of: 5/12/2017 08:44 AM PST*

### Program Mission

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The mission of the General Business program is to educate, inspire, and motivate students to become successful professionals in a global economy by providing an overview and fundamental working knowledge of the various aspects of business.

### Program Learning Goals

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#### PLG 1: Communication

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

#### PLG 2: Critical Thinking

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

#### PLG 3: Ethics

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

#### PLG 4: Global Perspective

Global Perspective – Demonstrate a global perspective and an understanding of the dynamics of the global economy in making decisions.

#### PLG 5: Essential Business Knowledge

Essential Business Knowledge - Demonstrate an understanding of the major functional areas of Business.

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

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#### DLO 1: Written Communication

Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.

##### Connected Document

[General Business Major Curriculum Map](#)

##### Related Measures

#### M 1: WPA Exam

Since 2008, written communication has been assessed using writing samples collected from CBA students on the university mandated Writing Proficiency Assessment (WPA) exam. These exams are graded by a standard rubric that produces scores deemed "Above Average" (scores of 10-12), Average (scores of 8-9), or "Below Average" (scores below 8). The WPA scores map to the CBA Written Communication Skills rubric in the same three categories. The mapping process that was initially undertaken to compare the two can be found in a document titled "WPA vs. CBA Comparison" stored in the Document Repository. The CBA written communications rubric can also be found in the Document Repository. Additional Information on the WPA exam:

Abilities Tested: The Writing Placement Assessment (WPA) is a writing task that asks writers to analyze a short reading selection and write a coherent analysis. The WPA tests not only reading comprehension but also the ability to analyze and think critically about a text, which is demonstrated through clear, precise writing. Basic Skills Necessary: Evaluators score essays on the writer's ability to analyze a written argument; to develop and organize ideas; to support these ideas with evidence or specific examples; to understand your essay's intended audience (i.e., faculty from a variety of disciplines); to employ language skillfully; and to demonstrate appropriate paragraphing, sentence structure, grammar, punctuation, and spelling. Scoring Guide/Rubric for the WPA:

10 – Exceeds Expectations

Writing prompt is proficiently addressed.

Analysis of the reading is reasonable, credibly presented, and well developed indicating an awareness of the author's communicative intent in relation to the audience.

Structure is clear, meeting the needs of the analysis.

Examples and details provide sufficient support for the analysis .

Prose style is good, particularly in terms of syntax and diction.

Grammar and mechanics are solid; few distracting errors are present.

8/9 – Meets Expectations

Writing prompt is adequately addressed.

Analysis of the reading is present, if minimal.

Structure is functional, yet mechanical.

Examples and details support the analysis, but occasionally may be ill chosen.

Prose style demonstrates adequate-if basic-syntax and diction. Grammar and mechanics flaws are noticeable, but few distracting errors are present.

Below 8 – Does not Meet Expectations

Writing prompt is inadequately addressed

Analysis of the reading is confused, repetitive or underdeveloped.

Structure is forced, difficult to follow.

Examples and details are sparse and often ill chosen.

Prose style demonstrates difficulties with syntax and diction. Grammar and mechanics are poor; an accumulation of distracting errors is present.

Source of Evidence: Writing exam to assure certain proficiency level

#### **Connected Documents**

[WPA vs CBA Rubric Comparison](#)

[Written Communication Rubric](#)

#### **Benchmarks:**

85% of students should meet or exceed expectations. This equates to a score on the WPA of 8 or higher.

#### **Finding (2015-2016) - Benchmarks: Met**

111 General Business students took the WPA in 2015. Of this group: 10.8% exceeded expectations, 80.2% met expectations, and 9.0% did not meet expectations. This equates to a combined total of 91% of students meeting or exceeding expectations.

### **DLO 2: Oral Communication**

Make effective oral presentations that are informative as well as persuasive, as appropriate.

#### **Connected Document**

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#### **Related Measures**

#### **M 2: Oral Presentations**

Oral Presentations in capstone courses throughout the CBA are rated using one of the two CBA Oral Communication Skills rubrics depending on whether the presentation being rated is being made as part of a larger group presentation or individually. In cases where the presentation is part of a larger group presentation an evaluative dimension rates the students' ability to transition between presenters (rubric for group presentations). The appropriate rubric is distributed to students in classes throughout the CBA.

Source of Evidence: Presentation, either individual or group

#### **Connected Documents**

[Oral Comm Presentations for Individual Presentations](#)

[Oral Comm Rubric for Group Presentations](#)

### **DLO 3: Apply Info & Draw Conclusions**

Apply relevant information and arrive at a well-reasoned conclusion.

#### **Connected Document**

[General Business Major Curriculum Map](#)

#### **Related Measures**

#### **M 3: Capstone Exam Questions**

General Description of the Measure: Final exam essay questions from MGT 405 (the college-wide capstone course) are rated by two raters, following a norming session. Depending on whether the raters are assessing critical thinking or global perspective in a given cycle, appropriate rubrics are used.

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

#### **Connected Documents**

[Critical Thinking Rubric](#)

[Global Rubric](#)

### **DLO 4: Ethical Dimensions**

Explain the various ethical dimensions of business decision making.

#### **Connected Document**

[General Business Major Curriculum Map](#)

#### **Related Measures**

#### **M 4: Ethics Final Exam Questions**

Embedded questions on a comprehensive final exam in BA 300 (Ethical Decision Making in Business) are used to assess student learning outcomes related to the Ethics goal. Questions are mapped to the SLOs.

Source of Evidence: Standardized test of subject matter knowledge

### **DLO 5: Affected Parties**

Explain the role of various affected parties in business decision making.

**Connected Document**

[General Business Major Curriculum Map](#)

**Related Measures****M 4: Ethics Final Exam Questions**

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Source of Evidence: Standardized test of subject matter knowledge

**DLO 6: Ethical Decision Rules**

Assess the ethics of decision alternatives using different ethical decision rules.

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[General Business Major Curriculum Map](#)

**Related Measures****M 4: Ethics Final Exam Questions**

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Source of Evidence: Standardized test of subject matter knowledge

**DLO 7: Apply Decision Rules**

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

**Connected Document**

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Source of Evidence: Standardized test of subject matter knowledge

**DLO 8: Global Economy Impact**

Identify and describe the impact of the global economy on business decisions.

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

**Connected Documents**

[Critical Thinking Rubric](#)

[Global Rubric](#)

**DLO 9: Explain & Apply Global Perspective**

Explain and apply a global perspective in making business decisions.

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[General Business Major Curriculum Map](#)

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

**Connected Documents**

[Critical Thinking Rubric](#)

[Global Rubric](#)

**DLO 10: Basic Concepts**

Describe basic concepts in each major functional area of business.

**Connected Document**

[General Business Major Curriculum Map](#)

**Related Measures****M 5: EBKAT Exam**

The Essential Business Knowledge Assessment Test (EBKAT) was developed on the SDSU campus to replace the BAT (Business Assessment Test) which had been used to measure essential business knowledge in previous years. Similar to the BAT, the EBKAT is an 80 item multiple choice test that measures across a number of business-related sub-disciplines. The EBKAT was developed to replace the BAT as we believe that it maps more precisely to our degree learning outcomes. The test is administered in the capstone strategy course, BA 405.

Source of Evidence: Standardized test of subject matter knowledge

**DLO 11: Apply Techniques & Theories**

Apply techniques and theories from various areas of business, to business situations.

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