

APPENDIX C

ASSESSMENT OF LEARNING OUTCOMES

College of Business
San Francisco State University
MBA Learning Goals
adopted on April 2, 2004

1. Emotional and Ethical Cognizance- Students will be able to enhance their knowledge of self, demonstrate a degree of maturity to deal with individual and group dynamics and display an awareness of ethical and diversity issues.

- Practice and learn personal and interpersonal skills
- Identify and analyze individual and group dynamics and behaviors in organizations
- Recognize and analyze ethical issues
- Recognize and analyze demographic and diversity issues

2. Communication Skills- Students will be able to demonstrate appropriate written and oral communication competencies to create and exchange meaning in various business contexts.

- Conceptualize complex business issues into coherent written documents and reports
- Conceptualize complex business issues into coherent oral presentations

3. Ability to Work in Teams- Students will demonstrate effective leadership and collaboration skills to form, support, or lead a team towards the successful completion of tasks in organizational situations.

- Practice and learn collaboration and teamwork
- Practice and demonstrate leadership skills

4. Strategic and Analytical Thinking- Students will be able to recognize and analyze the ambiguity and complexity in local and global environments, ethical and legal responsibilities, in relation to a conceptual understanding of relevant disciplines. Students will also learn how to be innovative and adaptive in designing, implementing, and evaluating systematic solutions to unforeseen, unpredictable, and unfamiliar environments.

- Recognize and analyze global issues
- Recognize and analyze political, social, ethical, legal and regulatory issues
- Recognize and analyze environmental (green) issues
- Recognize and analyze domestic and global economic conditions
- Analyze and interpret business problems in terms of broad strategic goals and plans

5. Quantitative skills- Students will be able to comprehend, analyze, evaluate, and apply accounting, financial, and statistical theories and information and use management sciences and information systems tools as they support decision-making processes throughout an organization.

- Prepare, analyze and interpret financial reports and their impacts on financial markets
- Learn and integrate business analysis and information systems skills into business situations

6. Operational skills- Students will be able to create value and quality for stakeholders through the integration of critical business functional areas and the production, marketing and distribution of goods, services, and information.

- Understand and design systems that create value for stakeholders
- Understand and design systems that ensure quality for stakeholders

- Learn to integrate issues across the functional disciplines in business
- Learn the basics of production, marketing and distribution of goods, services, and information

7. Professionalism and innovative thinking- Students will be able to grow as independent and creative thinkers and become lifetime learners.

- Conceptualize and construct thoughts on business issues independently
- Think outside the norms of common business practices
- Understand the value of and the practice of continuous learning.

MBA CURRICULUM
CORRESPONDENCE OF LEARNING GOALS TO INSTITUTIONAL MISSIONS

FACILITES SFSU MISSION	LEARNING GOALS	FACILITATES COB MISSION
Respect for and appreciation of freedom, human diversity and the cultural mosaic	1. Emotional and ethical cognizance	Core Values: Ethical and Professional Management; San Francisco Mindset
Promote excellence in intellectual accomplishment	2. Communication Skills	Core Values: Intellectual Capital, San Francisco Mindset, Culture of Connectivity
Respect for freedom, human diversity, and the cultural mosaic	3. Ability to work in teams	Core Values: Intellectual Capital; Passion for an Active Engaged Partnership, Ethical and Professional Management, Culture of Connectivity
Promote excellence in intellectual accomplishment	4. Strategic and analytical thinking	Core Values: Intellectual Capital, Ethical and Professional Management
	5. Quantitative skills	
	6. Operational Skills	
	7. Professional and Innovative Thinking	Core Values: Intellectual Capital, Ethical and Professional Management, San Francisco Mindset, Culture of Connectivity

**SFSU College of Business
Assessment Tools and Procedures**

**SFSU-COLLEGE OF BUSINESS
MBA CURRICULUM – FOUNDATION COURSES
COVERAGE OF GOALS**

Learning Goal	BUS781 Fin/Mgrl Acctg	BUS782 Comp Apps/ IS	BUS783 Econ for Mgrs	BUS784 Pol/Soc/Legal Environments	BUS785 Financial Mgmt	BUS786 Ops Analysis	BUS787 Mrktg	BUS788 Mgmt & Org Beh
1. Emotional & Ethical Cognizance	x	X	X	X	x		X	X
2. Communication Skills	x	X	X					X
3. Ability to Work in Teams		X	X	x	x	x		X
4. Strategic & Analytical Thinking	x	X	X	X		x	X	X
5. Quantitative Skills	x	X			x			
6. Operational Skills		X	X			X	x	X
7. Professionalism and Innovative Thinking	x	X	X			X	X	X

Key: “x” covered / “X” = strongly emphasized

Note: Each learning goal represents two or more sub-goals; course coverage of sub-goals can be found in Appendix B.

SFSU-COLLEGE OF BUSINESS
MBA CURRICULUM – CORE COURSES
COVERAGE OF GOALS

Learning Goal	ISYS814 Computing Apps For Management	FIN819 Financial Analysis & Mgmt	MGMT842 Org Design & Change	MKTG860 Strategic Marketing	BUS890 Strategic Mgmt
1. Emotional & Ethical Cognizance	X	x	X	X	X
2. Communication Skills	X	X	X	X	X
3. Ability to Work in Teams	X	x	X	X	X
4. Strategic & Analytical Thinking	X	x	X	X	X
5. Quantitative Skills	X	X			X
6. Operational Skills	X		x	x	X
7. Professionalism and Innovative Thinking	X	x	X	X	X

Key: “x” covered / “X” = strongly emphasized

Note: Each learning goal represents two or more sub-goals; course coverage of sub-goals can be found in Appendix B.

SFSU- COLLEGE OF BUSINESS

MS-BA CURRICULUM

CORRESPONDENCE OF LEARNING GOALS TO INSTITUTIONAL MISSIONS

Facilitates SFSU Mission	Learning Goal	Facilitates COB Mission
<p>Appreciation for Scholarship</p> <p>Intellectual Accomplishment</p>	<p>(1) Students will be able to apply knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization</p>	<p>Core Value: Intellectual Capital Core Value: Spirit of Kaizen</p>
	<p>(2) Students will be able to adapt and innovate to solve complex problems in their specialty field while maintaining ethical and professional standards.</p>	<p>Core Value: Intellectual Capital Core Value: Ethical & Professional Management Core Value: San Francisco Mindset</p>
	<p>(3) Students will be able to critically analyze, question and communicate orally and in writing, knowledge claims and professional reports in the specialized discipline.</p>	<p>Core Value: Intellectual Capital Core Value: Culture of Connectivity Core Value: Ethical & Professional Management</p>
	<p>(4) Students will be able to demonstrate in depth knowledge of theories, models, and tools relevant to the specialty field and where applicable become prepared for professional qualification exams, licenses, and certificates.</p>	<p>Core Value: Intellectual Capital</p>
	<p>(5) Students will be able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems</p>	<p>Core Value: Intellectual Capital Core Value: San Francisco Mindset Core Value: Ethical & Professional Management</p>
	<p>(6) Students will be able to engage in independent research and self directed learning in the specialty field</p>	<p>Core Value: Spirit of Kaizen</p>

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM
COVERAGE OF LEARNING GOALS**

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(1) able to apply knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization	Study accounting from a conceptual level & practice applying the concepts to a wide variety of decision & reporting situations	<ul style="list-style-type: none"> • Assigned readings and case studies • Team projects • Written Reports • Oral Presentations 	<ul style="list-style-type: none"> • Review/analysis of academic articles on theories/methods currently employed in practice • Review/analysis of practitioner articles on how to employ academic theories and methods • Review of academic working papers on emerging issues in financial analysis 	<ul style="list-style-type: none"> • Gain in depth knowledge of advanced areas of IS field – conceptual understanding of field • Use knowledge to solve problems, conduct projects 	<ul style="list-style-type: none"> • Analyze, discuss, report and critique academic articles & books • Analyze, discuss, report and critique practitioner articles and professional books • Emphasis on latest models, theories, best practices 	Student and advisor work together to develop curriculum to meet these goals and student's career needs and aspirations	<p>Student chooses one of three: consumer behavior, or advertising or marketing research.</p> <p>Student and advisor develop curriculum to meet these goals and student's career needs and aspirations</p>

TABLE (continued)

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM
COVERAGE OF LEARNING GOALS**

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(2) able to adapt and innovate to solve complex problems in their specialty field while maintaining ethical and professional standards.	<ul style="list-style-type: none"> • Exposure to ethical issues in a variety of classes. • Strategies for dealing with ethical dilemmas will be explored 	<ul style="list-style-type: none"> • Assigned readings and case studies • Team projects • Written Reports • Oral Presentations 	<ul style="list-style-type: none"> • Problem sets and term projects designed to test knowledge of financial theories and methods • Analysis of financial data sets similar to those employed by professionals • Ethics of financial disclosure • Agency theory and associated ethical issues • Efficient market theory and associated ethical issues 	Individual and team projects that involve the analysis of unstructured situations requiring adaptation and innovation to solve	<ul style="list-style-type: none"> • Analyze, discuss and propose recommendations on cases – emphasis on understanding demand, complexity and intensity of global dynamics • Analyze, discuss, and compare ethical views in different cultures with end-in-view of enhancing cross cultural empathy 	Student and Advisor work together to develop curriculum to meet these goals and student’s career needs and aspirations	<p>Student chooses one of three: consumer behavior, or advertising or marketing research.</p> <p>Student and advisor develop curriculum to meet these goals and student’s career needs and aspirations</p>

TABLE (continued)

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM**

COVERAGE OF LEARNING GOALS

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(3) able to critically analyze, question and communicate orally and in writing, knowledge claims and professional reports in the specialized discipline.	Preparation and presentation of a wide variety of reports for various user groups including management, shareholders, consumer groups and governmental regulatory bodies	<ul style="list-style-type: none"> • Assigned readings and case studies • Team projects • Written Reports • Oral Presentations 	<ul style="list-style-type: none"> • Oral & written presentations • Review of IPO and stock prospectuses, bond indentures, government publications 	<ul style="list-style-type: none"> • Coursework • Oral & written presentations 	<ul style="list-style-type: none"> • Class discussions and presentations on academic and practitioner articles, current events • Break down, isolate, interpret and synthesize information in a comprehensible, unbiased way and present them both written and orally to prospective IB managers of all levels 	Student and advisor work together to develop curriculum to meet these goals and student's career needs and aspirations	<p>Student chooses one of three: consumer behavior, or advertising or marketing research.</p> <p>Student and advisor develop curriculum to meet these goals and student's career needs and aspirations</p>

TABLE (Continued)

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM**

COVERAGE OF LEARNING GOALS

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(4) able to demonstrate in depth knowledge of theories, models, and tools relevant to the specialty field and where applicable become prepared for professional qualification exams, licenses, and certificates.	<ul style="list-style-type: none"> • Preparation of written reports and made presentations in a variety of classes. • Exposure to the demands of professional certification in accounting. 	<ul style="list-style-type: none"> • Assigned readings and case studies • Team projects • Written Reports • Oral Presentations 	<ul style="list-style-type: none"> • Problem sets and term projects • Analysis of financial data sets similar to those employed by professionals • (FIN825— exposure to questions from CFA exam) 	<ul style="list-style-type: none"> • Individual and team applied projects • Preparation for professional exams in specific software, network, and hardware systems 	<p>Cases, academic and practitioner articles</p> <p>Discussions regarding challenges in applying Western models, theories to Eastern cultures</p> <p>Current issues</p>	<p>Student and Advisor work together to develop curriculum to meet these goals and student's career needs and aspirations</p>	<p>Student chooses one of three: consumer behavior, or advertising or marketing research.</p> <p>Student and advisor develop curriculum to meet these goals and student's career needs and aspirations</p>

TABLE (continued)

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM**

COVERAGE OF LEARNING GOALS

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(5) able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems	Preparation of solutions to cases in a variety of classes which use their specialized knowledge of accounting in a broader management decision context	<ul style="list-style-type: none"> • Assigned readings and case studies • Team projects • Written Reports • Oral Presentations 	<ul style="list-style-type: none"> • Problem sets and term projects designed to test knowledge of financial theories and methods • Analysis of financial data sets similar to those employed by professionals 	Coursework and assignments		Student and advisor work together to develop curriculum to meet these goals and student's career needs and aspirations	<p>Student chooses one of three: consumer behavior, or advertising or marketing research.</p> <p>Student and advisor develop curriculum to meet these goals and student's career needs and aspirations</p>

TABLE (continued)

**SFSU- COLLEGE OF BUSINESS
MS-BA CURRICULUM**

COVERAGE OF LEARNING GOALS

Learning Goal	Accounting	Decision Sciences	Finance	Information Systems	International Business	Management	Marketing
(6) able to engage in independent research and self directed learning in the specialty field	Preparation of master's project or thesis	Preparation of master's project or thesis	Preparation of master's project or thesis	Preparation of research project		Preparation of master's project or thesis	Preparation of master's project or thesis

SFSU- COLLEGE OF BUSINESS

**UNDERGRADUATE CORE CURRICULUM
CORRESPONDENCE OF LEARNING GOALS TO INSTITUTIONAL MISSIONS**

LEARNING GOALS	FACILITES COB MISSION	FACILITES SFSU MISSION
1. Students demonstrate effective written and oral communication skills	Promote excellence in intellectual accomplishment	Core Values: Intellectual Capital and Culture of Connectivity
2. Students demonstrate analytical, quantitative, critical thinking skills		Core Values: Intellectual Capital and Passion for an Active, Engaged Learning Partnership
3. Students develop personal and team skills that facilitate achievement of personal and organizational goals	Promote respect and appreciation of freedom, human diversity and the cultural mosaic of San Francisco and the Bay Area	Core Values: San Francisco Mindset, Ethical and Professional Management, Culture of Connectivity
4. Students have basic competencies in business-related disciplines	Promote excellence in intellectual accomplishment	Core Value: Intellectual Capital
5. Students understand the ethical, legal, political, social, and cultural environmental issues related to the operation of business	Promote respect and appreciation of freedom, human diversity and the cultural mosaic of San Francisco and the Bay Area	Core Value: Ethical and Professional Management

**SFSU- COLLEGE OF BUSINESS
UNDERGRADUATE CORE CURRICULUM
COVERAGE OF LEARNING GOALS
AY 2003-2004**

OVERVIEW OF UNDERGRADUATE CORE CURRICULUM

Learning Goal	ACCT100	ACCT101	BA212	IBUS330	FIN350	BUS360	ISYS363	MGMT405	MGMT407	BA412	MKRT431	BUS682	BUS690
(1) Students demonstrate effective written & oral communication skills	W		W	w & o		w & o		x	w & o	w		w & o	w & o
(2) Students demonstrate analytical, quantitative and critical thinking skills	X	x	X	X	X	X	X	x	X	X		X	X
(3) Students develop personal & team skills that facilitate achievement of personal & organizational goals					p	p	p& t	p		p & t	p	p & t	p & t
(4) Students have basic competencies in business-related disciplines	X	X	X	X	X	X	X	X	X	X	X	X	X
(5) Students understand the ethical, legal, political, social & cultural environmental issues related to the operation of business	x	x	X	X	X			x	X	x		X	X

Key: X = main focus / x = included but not focus / w = written skills / o = oral skills / p = personal skills / t = team skills

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS
 AY 2003-2004**

CORE COURSE MATRIX – LEARNING GOAL # 1

Learning Goal #1: <i>Students demonstrate effective written & oral communication skills</i>	ACCT 100	ACCT 101	BA212
(a) aspect of oral/written communication skills taught in class	Students learn to present and communicate accounting information using generally accepted formats	Not applicable	<ul style="list-style-type: none"> ▪ Articulation of conclusions in statistical inference, their meanings and limitations
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Powerpoint presentations in class ▪ Written assignments 		<ul style="list-style-type: none"> ▪ Written: homework ▪ Exams
(c) expected level of performance	Move from novice to proficient		<ul style="list-style-type: none"> ▪ Students able to clearly describe in plain English the sources and consequences of statistical error in various business applications
(d) performance against expectations assessed through. . .	Written assignments		<ul style="list-style-type: none"> ▪ Exams ▪ Homework

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS AY 2003-2004
 CORE COURSE MATRIX – LEARNING GOAL # 1**

Learning Goal # 1: <i>Students demonstrate effective written & oral communication skills</i>	IBUS 330	FIN350	BUS360
(a) aspect of oral/written communication skills taught in class		Not applicable	<ul style="list-style-type: none"> ▪ Understand how to use effective communication skills ▪ Ability to listen actively and empathetically ▪ Effectively use business writing principles / graphic tools
(b) activity used to teach/reinforce skills	<p><u>Writing:</u></p> <ul style="list-style-type: none"> ▪ Multiple small (1pg) assignments; feedback as well as grade ▪ Web based support w/advice, samples, annotated bibliographies; email interaction w/professor ▪ In class discussion of assignments ▪ Review of drafts of larger assignments <p><u>Oral:</u></p> <ul style="list-style-type: none"> ▪ Class discussion ▪ Class presentations of text chapter or short case; students meet w/professor before presenting to get practice and feedback on content, style ▪ Responding to classmate questions ▪ Presenter provides ‘critical reflections’ on process, learning which are then supplemented by professor 		<p><u>Writing</u> (60% of course) Several assignments that vary in content, length and format In-class discussion of writing</p> <p><u>Oral</u> (40%) In class presentations (including use of Powerpoint)</p>
(c) expected level of performance	<p><u>Writing:</u> Prepared to write on level suitable for upper division undergraduate courses</p> <p><u>Oral:</u></p> <ul style="list-style-type: none"> • Prepared to present on level suitable for upper division undergraduate courses • Higher comfort level when making presentations and with receiving constructive criticism 		Sound junior manager – quickly present organizing idea; organized effectively; formatted correctly; and appropriate documentation
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> • Written/Oral assignments; • In-person meetings with professor 		<ul style="list-style-type: none"> ▪ Written assignments ▪ Oral presentation

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS
 AY 2003-2004
 CORE COURSE MATRIX – LEARNING GOAL # 1**

Learning Goal # 1: <i>Students demonstrate effective written & oral communication skills</i>	ISYS363	MGMT405	MGMT407
(a) aspect of oral/written communication skills taught in class	Not applicable	<ul style="list-style-type: none"> ▪ Exposure to current thinking and practice regarding effective communication processes [sender-filter-receiver, obstacles, barriers etc.]. 	<ul style="list-style-type: none"> ▪ Clear communication of complex ideas ▪ Clear communication of conclusions or point of view based on analysis ▪ Ability to ‘think on your feet’ answering questions
(b) activity used to teach/reinforce skills		<ul style="list-style-type: none"> ▪ Assigned reading of chapter in textbook ▪ Discussion of text and its examples ▪ Role Modeling through video vignettes 	Detailed examination of examples (including role-modeling/walk-through)
(c) expected level of performance		<ul style="list-style-type: none"> ▪ Recognition of key components in communication process and typical barriers to effective communication ▪ Application of key concepts to text/video cases 	Intermediate level
(d) performance against expectations assessed through. . .		<ul style="list-style-type: none"> ▪ Exam questions 	<ul style="list-style-type: none"> ▪ Essay exams ▪ Oral Presentations at board

**SFSU- COLLEGE OF BUSINESS
UNDERGRADUATE CORE CURRICULUM
AY 2003-2004**

CORE COURSE MATRIX – LEARNING GOAL # 1

Learning Goal # 1: <i>Students demonstrate effective written & oral communication skills</i>	BA412	MRKT431	BUS 682	BUS 690
(a) aspect of oral/written communication skills taught in class	Primary focus on <u>writing</u> : articulation of basic issues and ideas relating to production-operations management	Not applicable in course	<u>Oral</u> : clearly and effectively communicate correct use of key concepts to fellow students and managers <u>Written</u> : write coherent English sentences using correct grammar, spelling, and so forth	<u>Written</u> : ability to state and support a position using evidence derived from qualitative and quantitative analysis <u>Oral</u> : ability to quickly to state position and its implications for firm (the ‘so what?’ factor)
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Exams ▪ Case Studies 		<ul style="list-style-type: none"> ▪ Written answers to weekly case questions - random solicitation of student to present answers ▪ One individual oral presentation ▪ One group oral presentation 	<u>Written</u> : <ul style="list-style-type: none"> ▪ individual assignments ▪ team assignments <u>Oral</u> : <ul style="list-style-type: none"> ▪ Class discussions ▪ Team oral presentations
(c) expected level of performance	<ul style="list-style-type: none"> ▪ Able to clearly describe in plain English the basic issues and ideas relating to the discipline (logistics) 		Middle management	Executive level
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Exams ▪ Case Studies 		<ul style="list-style-type: none"> ▪ Two in-class essay exams graded w/o knowledge of authorship ▪ Oral presentations ▪ Cold calling of prepared questions 	<ul style="list-style-type: none"> ▪ Assignments ▪ Presentation ▪ Exams

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS
 AY 2003-2004**

CORE COURSE MATRIX – LEARNING GOAL # 2

Learning Goal # 2: <i>Students demonstrate analytical, quantitative, and critical thinking skills</i>	ACCT 100	ACCT 101	BA212
(a) aspect of analytical/quantitative/critical thinking skills taught in class	Instill appreciation of how financial statements are used in business decisions Analyze and interpret financial statements and make decisions	Applications of basic concepts of management accounting techniques and procedures	<ul style="list-style-type: none"> ▪ Ways to use statistical analysis with relation to common business problems. ▪ Role and use of probability, estimation, regression, correlation, hypothesis-testing in business decision-making.
(b) activity used to teach/reinforce skills	In class analysis of contemporary financial statements of real companies Written assignments	<ul style="list-style-type: none"> ▪ In class examples ▪ Exams 	<ul style="list-style-type: none"> ▪ In-class examples ▪ Homework ▪ Exams
(c) expected level of performance	Move from proficient to expert in critically evaluating financial statements	Proficient	<ul style="list-style-type: none"> ▪ Demonstrated competency in quantitative methods of statistics (e.g., recognize correct formula to use and do the math correctly) ▪ Demonstrated ability to analyze statistics related to simple business problems and provide appropriate conclusions
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Written assignments ▪ Exams 	Exams	<ul style="list-style-type: none"> ▪ Exams ▪ Homework

SFSU- COLLEGE OF BUSINESS
UNDERGRADUATE CORE CURRICULUM
COVERAGE OF LEARNING GOALS
AY 2003-2004

CORE COURSE MATRIX – LEARNING GOAL # 2

Learning Goal # 2: <i>Students demonstrate analytical, quantitative, and critical thinking skills</i>	IBUS 330	FIN 350	
(a) aspect of analytical/quantitative/critical thinking skills taught in class	<ul style="list-style-type: none"> ▪ Ability to understand and present another’s point of view, perspective, or analytical approach ▪ Ability to use evidence to persuade reader/audience regarding the validity of point of view, objections, criticisms ▪ Ability to recognize when & how integrating perspectives may improve problem-solving 	<ul style="list-style-type: none"> ▪ Recognize common financial tools used in business decision making ▪ Able to assess accuracy of data and information ▪ Use financial data to make accurate financial and investment decisions 	<ul style="list-style-type: none"> ▪ Improve critical thinking, decision-making, and problem-solving, data analysis ▪ Use a rhetorical strategy to make business decisions ▪ Use organizational data to develop and evaluate business plans
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Brief essay in which student must convincingly disagree w/major thrust of text chapter ▪ Apply two differing perspectives from text to real international business problem 	<ul style="list-style-type: none"> ▪ In-class application/demonstration/discussion of financial models, computer simulations, etc to derive typical financial measures such as present value, etc. ▪ Case studies 	<ul style="list-style-type: none"> ▪ In-class discussion ▪ Written assignments ▪ Oral presentations
(c) expected level of performance	<ul style="list-style-type: none"> ▪ Can recognize and explain trade-offs between different perspectives when applied to real problems 	<ul style="list-style-type: none"> ▪ Demonstrated ability to recognize key concepts ▪ needed by entry-level managers ▪ Beginner level of application of concepts 	Sound junior management
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Assignments ▪ Feedback meetings with professor 	<ul style="list-style-type: none"> ▪ Homework ▪ Case studies ▪ Exams 	<ul style="list-style-type: none"> ▪ Written assignments ▪ Oral presentations

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS
 AY 2003-2004**

CORE COURSE MATRIX – LEARNING GOAL # 2

Learning Goal # 2: <i>Students demonstrate analytical, quantitative, and critical thinking skills</i>	ISYS363	MGMT405	
(a) aspect of analytical/quantitative/critical thinking skills taught in class	Systems thinking	Exposure to the basic frameworks and processes used in management decision-making: <ul style="list-style-type: none"> ▪ Understanding key factors and how these factors relate to different outcomes ▪ Understanding range of techniques, their appropriateness relative to a given situation and their strength/limitations regarding outcomes 	Ability to solve mathematical m
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Semester Project: Students design and implement a database that serves as a repository for the data storage needs of a commercial organization 	<ul style="list-style-type: none"> ▪ In-class video case analysis ▪ Discussion of case questions ▪ Discussion of management/organizational issues and problems asked by instructor or posed by other students 	<ul style="list-style-type: none"> ▪ In-class exa ▪ Review ses ▪ Voluntary s ▪ Detailed ex
(c) expected level of performance	<ul style="list-style-type: none"> ▪ Adherence to basic principles regarding good database design, appropriate database structure and design methodology. 	<ul style="list-style-type: none"> ▪ Ability to recognize frameworks, key factors, techniques in the context of real business problems 	Intermediate-lev models
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Semester Project ▪ Exams 	<ul style="list-style-type: none"> ▪ Short answer questions on exam 	Exams

**SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
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CORE COURSE MATRIX – LEARNING GOAL # 2

Learning Goal # 2: <i>Students demonstrate analytical, quantitative, and critical thinking skills</i>	BA412	MKTG431	BUS682	
(a) aspect of analytical/quantitative/critical thinking skills taught in class	<ul style="list-style-type: none"> ▪ Understanding of mathematical and statistical techniques used to solve operations and general business problems ▪ Understanding of qualitative analysis done in cases 		<ul style="list-style-type: none"> ▪ Communicate his/her ideas on a given topic in coherent English sentences that reveal the rigor of his/her analysis and the power of his/her insight to formulate viable managerial solutions <ul style="list-style-type: none"> ○ Role and use of qualitative analytical and thinking skills in managerial problem-solving ▪ Integrate information and political, social, cultural perspectives 	The a th st co o o The a re ac
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Homework ▪ Case Studies ▪ Exams 		<ul style="list-style-type: none"> Case analysis In class discussions Individual oral & written projects 	<ul style="list-style-type: none"> ▪ C ▪ C ▪ S ▪ I
(c) expected level of performance	<ul style="list-style-type: none"> ▪ Demonstrated competency in application of quantitative methods at intermediate level ▪ Demonstrated capability to analyze a business problem in operations and provide appropriate conclusions, explained in plain English 		Middle manager	Exec
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Homework ▪ Exams 		<ul style="list-style-type: none"> ▪ Written assignments ▪ Oral presentations 	Positi

SFSU- COLLEGE OF BUSINESS
 UNDERGRADUATE CORE CURRICULUM
 COVERAGE OF LEARNING GOALS
 AY 2003-2004

CORE COURSE MATRIX – LEARNING GOAL # 3

Learning Goal # 3: Students develop <i>personal and team skills</i> that facilitate achievement of personal and organizational goals.	ACCT 100	ACCT101	BA212
(a) aspect of personal and team skills taught in class	Not applicable	Not applicable	Not applicable but group study encouraged within course
(b) activity used to teach/reinforce skills			
(c) expected level of performance			
(d) performance against expectations assessed through. . .			

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CORE COURSE MATRIX – LEARNING GOAL # 3

Learning Goal # 3: Students develop <i>personal and team skills</i> that facilitate achievement of personal and organizational goals.	IBUS 330	FIN350	
(a) aspect of personal and team skills taught in class		<u>Personal:</u> <ul style="list-style-type: none"> ▪ self-discipline ▪ working with deadlines 	<u>Personal:</u> Active and em Ability to com persuasively <u>Team:</u> Small group co
(b) activity used to teach/reinforce skills		<u>Personal:</u> <ul style="list-style-type: none"> ▪ Homework assignments ▪ Stock market projects 	<u>Personal:</u> Written & ora <u>Team</u> In- classOral
(c) expected level of performance		Sophomore – Junior level study skills	Junior level stud
(d) performance against expectations assessed through. . .		<ul style="list-style-type: none"> ▪ Attendance ▪ Homework ▪ Project ▪ Exams 	Attendance Written assignm Oral assignment

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CORE COURSE MATRIX – LEARNING GOAL # 3

Learning Goal # 3: Students develop <i>personal and team skills</i> that facilitate achievement of personal and organizational goals.	ISYS363	MGMT405	
(a) aspect of personal and team skills taught in class		<u>Personal:</u> <ul style="list-style-type: none"> ▪ Developing good relationships w/one’s manager ▪ Understanding fit between personal work values and company culture ▪ Clarifying aspirations related to world of work <u>Team:</u> Not primary focus but exposure to team strengths/weaknesses in one text chapter	Not applicable
(b) activity used to teach/reinforce skills	Students required to work in instructor-assigned small groups to complete semester long project.	<ul style="list-style-type: none"> ▪ Personal skill topics introduced by instructor ▪ Video case analysis ▪ Self-assessment instruments ▪ Analysis of issues/problems asked by instructor and/or posed by students from their own work experiences ▪ Series of in-class ‘talk shows’ 	
(c) expected level of performance		Recognition of key components in the relationship of the individual person and the world of work Awareness of the modern trends and challenges faced during a business career	
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Project grade ▪ Peer evaluation indicating level of group performance for each member. 	Since focus is on personal awareness and subjective reflection, no objective assessment is made.	

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CORE COURSE MATRIX – LEARNING GOAL # 3

Learning Goal # 3: Students develop <i>personal and team skills</i> that facilitate achievement of personal and organizational goals.	BA412	MKTG431	BUS682	
(a) aspect of personal and team skills taught in class	Learning to work together to define appropriate techniques to problem solve correctly		<u>Personal:</u> Ability to listen, hear, understand the issues and human dimensions of a successful discussion, including respect for the ideas of others <u>Team:</u> Opportunity for students to work with each other and produce a solution that will solve specific organizational and personal goals	Per per Te pro rath for of eva bus
(b) activity used to teach/reinforce skills	Establishment of teams for preparation and report of case studies	<u>Personal:</u> <ul style="list-style-type: none"> ▪ variety of content options (online, offline) allows individual students to develop a strategy and achieve goals consistent with their situation ▪ time-limited online quizzes help students pace themselves to remain current with class 	<ul style="list-style-type: none"> ▪ Class discussion ▪ Team projects 	<ul style="list-style-type: none"> ▪ ▪
(c) expected level of performance	Team correctly identifies key issues in case problem, performs correct computations to solve problem and accurately reports solution		Middle manager	Ex

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CORE COURSE MATRIX – LEARNING GOAL # 3

Learning Goal # 3: Students develop <i>personal and team skills</i> that facilitate achievement of personal and organizational goals.	BA412	MKTG431	BUS682	
(d) performance against expectations assessed through. . .	Accuracy of case write-up	Exam	Class participation Individual written assignments Oral presentations	Per inf Te col tea

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CORE COURSE MATRIX – LEARNING GOAL # 4

Learning Goal # 4: Students have basic competencies in business related disciplines	ACCT100	ACCT101	BA212
(a) aspect of discipline competency (ies) taught in class	Comprehensive coverage of all basic dimensions of analyzing and interpreting financial statements underlying assumptions principles of accounting theory balance sheet: content, horizontal and vertical analysis income statement: content and analysis inventories cash receivables stocks/bonds	Comprehensive coverage of basic concepts of management accounting techniques and procedures (a) profit planning (b) cost analysis (c) activity based costing & management (d) short-term/long-term decisions	<ul style="list-style-type: none"> ▪ Understanding of statistically based financial reporting ▪ Probability distributions applied to risk/return; portfolio risk; etc. ▪ Statistical methods underlying economic reporting ▪ Applications of hypothesis testing in statistical process control and acceptance sampling ▪ Use of spreadsheets or specialized software for statistical analysis
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Lecture w/Powerpoint slides ▪ Blackboard teaching tools ▪ Assignments 	<ul style="list-style-type: none"> ▪ Lectures ▪ Assignments 	<ul style="list-style-type: none"> ▪ In-class examples ▪ Homework ▪ Exams
(c) expected level of performance	Move from novice to proficient	Proficient	Demonstrated competency in analyzing simple business problems relating to statistics
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Assignments ▪ Exams 	<ul style="list-style-type: none"> ▪ Assignments ▪ Exams 	<ul style="list-style-type: none"> ▪ Homework ▪ Exams

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CORE COURSE MATRIX – LEARNING GOAL # 4

Learning Goal # 4: Students have <i>basic competencies in business related disciplines</i>	IBUS330	FIN350	
(a) aspect of discipline competency (ies) taught in class	<ul style="list-style-type: none"> ▪ Basic working knowledge of terms and perspectives, connections to real world ▪ Ability to interpret, paraphrase, and extrapolate international business knowledge ▪ Ability to use quantitative and qualitative tools to identify internal business problems & opportunities ▪ Ability to use information technologies to support the structure & process of international organization ▪ To demonstrate appropriate written & oral competencies that support and enhance managerial effectiveness 	<ul style="list-style-type: none"> ▪ Interpretation of financial reports ▪ Understanding the time value of money ▪ Analyzing risk-return tradeoff ▪ Synthesize process of capital formation and capital budgeting ▪ Explain: <ul style="list-style-type: none"> □ theory of the firm □ capital structure □ dividend policy ▪ Familiarity with international financial operations 	<ul style="list-style-type: none"> ▪ Integrate a strategic de ▪ Integrate w ▪ Use business tools
(b) activity used to teach/reinforce skills		<ul style="list-style-type: none"> ▪ In-class examples ▪ Integration of current topics such as those raised in WSJ and other financial media 	<ul style="list-style-type: none"> ▪ Lectures / c ▪ Written Ass ▪ Oral presen
(c) expected level of performance		Basic, introductory level, familiarity with key concepts	Sound junior ma
(d) performance against expectations assessed through. . .		<ul style="list-style-type: none"> ▪ Homework ▪ Exams 	<ul style="list-style-type: none"> ▪ Assignment ▪ Presentation

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CORE COURSE MATRIX – LEARNING GOAL # 4

Learning Goal # 4: Students have <i>basic competencies in business related disciplines</i>	ISYS363	MGMT405	MGM
(a) aspect of discipline competency (ies) taught in class	Exposure to the use of information technologies in all functional areas of a business	<ul style="list-style-type: none"> ▪ Exposure to current issues and typical organizational problems ▪ Exposure to the problem-solving skills used by managers in management and examination of their strengths/weaknesses 	<ul style="list-style-type: none"> ▪ Application principles ▪ Ability to d economic s ▪ Ability to u ▪ Ability to c written & o ▪ Ability to u identify cau
(b) activity used to teach/reinforce skills		<ul style="list-style-type: none"> ▪ In-class video case analysis ▪ Discussion of case questions and management/organizational issues and problems asked by instructor or posed by other students 	<ul style="list-style-type: none"> ▪ In-class e in causal ▪ Use current cases to der analysis
(c) expected level of performance		Recognition of key issues in organizational management; key approaches to problem-solving	Intermediate lev modeling and co
(d) performance against expectations assessed through. . .	Exams	Exams	<ul style="list-style-type: none"> ▪ In class pro ▪ Exams

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 CORE COURSE MATRIX – LEARNING GOAL # 4**

Learning Goal # 4: Students have basic competencies in business related disciplines	BA412	MKTG431	BUS682	
(a) aspect of discipline competency (ies) taught in class	<ul style="list-style-type: none"> ▪ Operations management and its role in the creation & distribution of goods as services ▪ Decision theory applied to financial analysis of operations ▪ LP Application to investment ▪ Marginal value/shadow price ▪ Economies of scale ▪ Mathematical & statistical techniques to solve operations & general business problems ▪ Use of supply chain techniques/MRP/ERP to manage material, financial and information flows 	<p>Introduce marketing concepts as foundation for further studies:</p> <ul style="list-style-type: none"> ▪ Understanding consumer decision making and analyzing customer needs ▪ Identify profitable market segments ▪ Forecast demand ▪ Developing, manufacturing, positioning & branding a product offering ▪ Pricing theory & strategy ▪ Communications: persuasion, advertising, personal selling, public relations, sales promotion ▪ Distribution: logistics, channel mgmt, packaging, warehousing ▪ Strategic mgmt: goal setting, measuring performance, developing tactical and strategic business plans 	<ul style="list-style-type: none"> ▪ Recognize when a problem facing the business organization/manager has its origins in or implications for the social, political, legal environment in which must they operate successfully ▪ Find solutions that will benefit both the business organization and the environment w/in which it must exist 	<ul style="list-style-type: none"> • Ab or an • A a
(b) activity used to teach/reinforce skills	<ul style="list-style-type: none"> ▪ Homework ▪ Exams 		Case analysis	<ul style="list-style-type: none"> ▪ V a C
(c) expected level of performance	<ul style="list-style-type: none"> ▪ Demonstrated competency to correctly identify and apply appropriate quantitative methods to solve business problems ▪ Demonstrated understanding at intermediate level of techniques and issues involved in operations management 		Middle manager	Exec
(d) performance against expectations assessed through. . .	<ul style="list-style-type: none"> ▪ Homework ▪ Exams 	Exams	<ul style="list-style-type: none"> ▪ Case write-ups ▪ Oral presentations 	<ul style="list-style-type: none"> ▪ V C

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CORE COURSE MATRIX – LEARNING GOAL # 5**

Learning Goal # 5: Students <i>understand the ethical, legal, political, social, and cultural environmental issues</i> related to the operation of business	ACCT100	ACCT101	BA21
(a) aspect of ethical, legal, political, social, and cultural environmental issues taught in class	Exposure to importance of ethics in the accounting environment.	Exposure to importance of ethics	<ul style="list-style-type: none"> ▪ Ethical is ▪ presentati ▪ Systematic ▪ political po ▪ Legal, socia ▪ inferential s
(b) activity used to teach/reinforce skills	Lectures & in-class discussion of major fraud cases Lectures on importance of maintaining professional integrity and a healthy business ethic environment	Lecture	<ul style="list-style-type: none"> ▪ Homework ▪ Exams
(c) expected level of performance	Awareness of the priority to serve the community interest instead of self-interest	Awareness	Ability to recog <ul style="list-style-type: none"> ○ misapp ○ statisti ○ biases ○ implica
(d) performance against expectations assessed through. . .	N/A 'exposure'	N/A 'exposure	<ul style="list-style-type: none"> ▪ Homework ▪ Exams

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 CORE COURSE MATRIX – LEARNING GOAL # 5**

Learning Goal # 5: Students understand the ethical, legal, political, social, and cultural environmental issues related to the operation of business	IBUS330	FIN350	BUS3
(a) aspect of ethical, legal, political, social, and cultural environmental issues taught in class	Use of different approaches to the analysis of current issues in international business which are presently dominated by ethical (moral) versus economic aspects of globalization such as: <ul style="list-style-type: none"> o Homogenization of host country culture o Environmental impact of foreign entry o Legal/ethical aspects of outsourcing versus domestic production o Social aspects of doing business in another country o Influence of politics on local business environments 	Understand the connections between financial system, financial institutions, corporate functions and business ethics	Not applicable a sometimes used and/or written a
(b) activity used to teach/reinforce skills	Group projects	<ul style="list-style-type: none"> ▪ Examples ▪ In-class discussion of current business and financial market events 	
(c) expected level of performance	Demonstrated ability to <ul style="list-style-type: none"> o Use critical & creative thinking skills to solve problems o Identify opportunities o Make reliable decisions in routine and in unfamiliar or unpredictable global environments using generally accepted concepts of international business 	Basic to intermediate level of understanding	
(d) performance against expectations assessed through. . .	Group projects	Exams	

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CORE COURSE MATRIX – LEARNING GOAL # 5

Learning Goal # 5: Students <i>understand the ethical, legal, political, social, and cultural environmental issues</i> related to the operation of business	ISYS363	MGMT405	
(a) aspect of ethical, legal, political, social, and cultural environmental issues taught in class	Exposure to relationship between information technologies and ethics, legal regulations, political and governmental and environmental issues	<ul style="list-style-type: none"> ▪ Exposure to the key components of the external environments of business ▪ Exposure to typical issues regarding relationship of an organization to its environment, including ethics 	<ul style="list-style-type: none"> ▪ Role of man ▪ Understand guide mark ▪ Recognition consequenc ▪ Recognition pros/cons o
(b) activity used to teach/reinforce skills		<ul style="list-style-type: none"> ▪ Video case analysis ▪ In class discussion of case questions, questions posed by instructor and/or other students 	In class discussi
(c) expected level of performance		<ul style="list-style-type: none"> ▪ Ability to recognize key components of external environments ▪ Ability to recognize key relationship issues and their causes, implications 	Intermediate lev
(d) performance against expectations assessed through. . .	Exams	Short answer essays on exams	Exam

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CORE COURSE MATRIX – LEARNING GOAL # 5

Learning Goal # 5: Students understand the ethical, legal, political, social, and cultural environmental issues related to the operation of business	BA412	MKTG431	BUS682	
(a) aspect of ethical, legal, political, social, and cultural environmental issues taught in class	Not primary focus of course; however weave in discussion of issues, particularly supply chain and international operations	<ul style="list-style-type: none"> ▪ Exposure to environmental scanning ▪ Relating role of these external environment issues to business planning and decision-making 	<ul style="list-style-type: none"> ▪ Demonstrate understanding of the reciprocal influence business and society have ▪ Ability to bridge the technical and strategic perspectives with special emphasis on the personal and managerial perspective ▪ Common issues in business ethics ▪ Recognition behaviors that build/foster trust 	<ul style="list-style-type: none"> ▪ I ar st st ▪ I re b fi
(b) activity used to teach/reinforce skills		<ul style="list-style-type: none"> ▪ Lectures 	<ul style="list-style-type: none"> ▪ Team assignment ▪ Essay exams 	<ul style="list-style-type: none"> ▪ C ▪ C
(c) expected level of performance		Awareness of key issues	<ul style="list-style-type: none"> ▪ Middle manager 	Exec
(d) performance against expectations assessed through. . .		Exams	<ul style="list-style-type: none"> ▪ Two in-class essay exams graded w/o knowledge of authorship ▪ Oral presentations ▪ Cold calling of prepared questions 	<ul style="list-style-type: none"> ▪ W ▪ Or

BS-HOSPITALITY MANGEMENT LEARNING GOALS

LEARNING GOAL	HM100	HM101	HM102	HM120	HM200	HM352	HM353	REC340	HM560	HM561	HM590
(1) Students demonstrate effective written & oral communication skills	w	w	w	w&o	w	w & o	w& o	w & o	w & o	w & o	w & o
(2) Students demonstrate analytical, quantitative and critical thinking skills				X	X	X	X	X	X	X	X
(3) Students develop personal & team skills that facilitate achievement of personal & organizational goals						t	t	t	t	t	t
(4) Students have basic competencies in business-related disciplines	x	x	X	X	X	X	X	X	X	X	X
(5) Students understand the ethical, legal, political, social & cultural environmental issues related to the operation of business	x	x	X	X		X	X	X	X	x	X
(6) Students will apply their knowledge to practical hospitality industry experiences	x	x	x	X	X	X	X	X	X	X	

Key: X = main focus / x = included but not focus / w = written skills / o = oral skills / p = personal skills / t = team skills