

APPENDIX D

MEMORANDUM

To: Barbara Holzman
University Assessment Coordinator

From: Nancy K. Hayes, Dean
College of Business

Date: October 26, 2006

Re: Annual Report on Assessment of Learning Activities in the College of Business

I am pleased to submit the annual report on assessment of learning activities in the College of Business. Our assessment strategy has been revised to reflect agreement from Academic Affairs to restructure our WASC assessment efforts to concentrate on degree programs rather than the undergraduate concentrations and graduate emphases. This revision will align our WASC assessment efforts with those required by our accrediting agency, the Association for the Advancement of Collegiate Schools of Business (AACSB). I am confident that alignment of WASC and AACSB requirements and reporting schedules will enhance the relevance of assessment for faculty, and ultimately increase their participation in measurement efforts.

The report describes current assessment activities and discusses future activities planned for the College. Learning goals, where in the curriculum the goals are addressed, and assessment measures have been identified for the undergraduate and graduate programs. A rolling plan is proposed in which subsets of undergraduate and graduate learning goals are assessed each year over a three year period. Measurement and continuous improvement strategies are proposed for each year of assessment.

Please let me know if additional information would be helpful. I look forward to your response to the COB assessment report.

College of Business
Assessment of Learning Goals: Current and Future Directions
October 27, 2006

The College of Business (COB) assessment report submitted for 2005-2006 will focus on current and future directions of the assurance of learning program established for the graduate and undergraduate programs. The (COB) offers a Bachelor of Science degree in Business Administration, a Master of Business Administration (MBA) degree, a Master of Science in Business Administration degree, and an Executive Master of Business Administration degree. It also jointly offers with the College of Health and Human Services a Bachelor of Science in Hospitality Management. This assessment report will only discuss the BS in Business Administration and the MBA programs because a critical review of learning goals is underway for the BS degree in Hospitality Management, the MS degree in Business Administration, and the Executive MBA. Revision of learning goals for these programs will be followed by assessment and continuous improvement of the curriculum.

COB Assessment Strategy

The COB offers a single undergraduate degree in Business Administration, and students choose one or more concentrations from among [Accounting](#), [Business Management](#), [Corporate Finance](#), [Decision Sciences](#), [Electronic Commerce Systems](#), [Entrepreneurial/Small Business Management](#), [Financial Services](#), [Information Systems](#), [International Business](#), [Management](#), and [Marketing](#). A unique feature of the undergraduate degree program is that forty-two of the sixty-three units required for graduation are core courses in which all students regardless of their concentration must enroll. At the graduate level, students receive an MBA with an emphasis in Accounting, Decision Sciences, Electronic Commerce, Finance, Information Systems, International Business, Management, or Marketing. The MBA is also structured as a core program in which all students must enroll regardless of their concentration in the same forty-three units out of a total of fifty-five units required for graduation

In the past, the College was expected to assess all concentrations in the undergraduate program and all emphases in the MBA program to address WASC requirements. The College's accrediting body, the Association for the Advancement of Collegiate Schools of Business (AACSB), requires assessment of learning for each degree program, but does not require assessment at the concentration or emphasis level. The lack of consistency between the two accrediting agencies has been a source of exasperation for faculty who were expected to participate in two separate assessment programs. In August 2006 the College received agreement from Academic Affairs to restructure its WASC assessment efforts to concentrate on degree programs rather than the concentrations and emphases. Alignment of WASC and AACSB requirements and reporting schedules will enhance the relevance of assessment for faculty, and ultimately increase their participation in measurement efforts.

The inventories describing assessment activities for the B.S. and MBA programs are attached to this document. In its revised assessment program, the COB has completed three phases in a five-stage assessment strategy. Faculty have determined learning goals for the B.S.

degree and the MBA, they have identified where in the curriculum the learning goals will be achieved, and measurement instruments have been selected. The remaining two phases, data collection and continuous improvement, will begin in Spring 2007. The COB has adopted a rolling plan for phases four and five in which a subset of learning goals will be assessed each year, followed by curriculum revision, over the next three years. This schedule complements the AACSB accreditation visit that is planned for Fall 2009. The assessment plan outlined below will facilitate efforts by the College to successfully complete its self-study required for WASC and the accreditation report required by AACSB.

Assessment Schedule

In the first year, 2006-2007, two learning goals, oral and written communication and analytical, quantitative, and critical thinking skills will be assessed. The two learning goals have been established for the graduate and undergraduate programs, and they will be assessed using direct and indirect measures. The Business Assessment Test (BAT) is a direct measure that will be administered to senior business administration majors to assess their knowledge of general business competencies in oral and written communication and analytical, quantitative, and critical thinking skills. The same test will be administered at five other Business Colleges in the California State University and the data will be analyzed in a cross-sectional analysis of learning outcomes. Rubrics are a form of course embedded measures that will provide another direct measure of learning. Rubrics for oral and written communication and analytical, quantitative, and critical thinking skills are under construction by faculty. The rubrics will be used in the capstone courses BUS 690 Seminar in Business Policy and Strategic Management, and BUS 890 Seminar in Strategic Management, and the other courses listed on the inventory forms, to measure the two learning goals.

An indirect measure of the two graduate and undergraduate learning goals developed by Educational Benchmarking Inc. (EBI) will be administered to students and alumni. The EBI assesses students' perception of the business program's educational value and the support they receive(d). Items that measure the extent students believe they gained competencies in written communication and analytical, quantitative, and critical thinking skills will be used as indicators for the two learning goals. Another indirect measure is the SFSU exit survey which also assesses students' perceptions of basic business competencies associated with the two learning goals.

Future Assessment Plans

Year two of the rolling plan will begin in 2007-2008. During this time, data collection in year one will be used to initiate continuous improvement of the undergraduate and graduate curricula. Revisions to the oral and written communication and analytical, quantitative, and critical thinking skills components of the curriculum will be guided by the results of the data analysis of year one data. Curriculum revisions are expected to occur in Spring 2008.

Other activities that will occur in year two are the assessment of two undergraduate learning goals related to personal and team skills and basic competencies in business related disciplines. Graduate learning goals that complement the two undergraduate goals have been identified as emotional and ethical cognizance, ability to work in teams, and operational skills

and they will also be assessed in year two. The BAT, embedded course assessment in BUS 690, BUS 890, and the other courses listed in the inventories, the EBI, and the SFSU exit survey will be used to assess the learning goals.

The final year of the rolling plan in 2008-2009 will begin with continuous improvement of the curriculum based upon analysis of year two data. Expected in Spring 2009, revisions to the curriculum that would improve students' competencies in personal and team skills and basic business competencies will be given careful consideration.

Complementary learning goals in the graduate and undergraduate programs will be assessed in year three. The undergraduate learning goals of understanding the ethical, legal, political, social and cultural environmental issues related to the operation of business will be assessed along with the graduate learning goals of strategic and analytical thinking, and professionalism and innovative thinking. The BAT, embedded course assessment in BUS 690, BUS 890, and the other courses listed in the inventories, the EBI, and the SFSU exit survey will be used to assess the learning goals. At the end of year three, analysis of the assessment data will be used to recommend improvements in areas of the curriculum that strengthen competencies associated with year three learning goals.

The assessment timeline established for the graduate and undergraduate programs will assure compliance with the AACSB reporting requirements and the WASC self-study requirements. The report required for the AACSB is due in mid-2009, several months prior to the accreditation visit. The COB is expected to begin its WASC self-study in 2007-2008 with a completion date of mid 2008-2009. AACSB accreditation is highly valued by COB faculty and linking the process to University assessment will enhance the relevance of assurance of learning activities in the College.