

ASSURANCE OF LEARNING COMMITTEE REPORT AY 2009-2010

ASSESSMENT PROCESS AND IMPROVEMENTS

During the 2009-2010 AY the Assurance of Learning Committee continued its best practices developed during the previous five-year period. The following steps were taken to insure the institutionalization of these practices and to further facilitate their implementation:

- (1) Educating the COB faculty about the purpose of assessment and its importance for achieving the COB educational goals. The Assurance of Learning Committee hosted educational sessions with interested faculty during the faculty development days at the beginning of each semester. This initiative led to sustained faculty involvement in the assessment process despite the budget cuts and furlough program.
- (2) The Assurance of Learning Committee developed a detailed assessment schedule to ensure the assessment of each learning objective in at least two semesters, as per the latest AACSB requirements (see Appendix A). To increase faculty awareness and support, the schedule was circulated well in advance of each semester, so that faculty performing assessment for the first time had the chance to receive proper assistance in designing their assignments. In addition, several reminders were sent during each semester. As a result, all scheduled assessments were submitted in a timely manner.
- (3) Continuing the efforts to achieve closer integration between the activity of the Assurance of Learning Committee and the Undergraduate and Graduate curriculum committees, two of the Assurance of Learning Committee members volunteered to represent their respective departments by serving on the Undergraduate and Graduate curriculum committees. The active involvement with the two curriculum committees enhanced the ongoing efforts on part of the Assurance of Learning Committee to coordinate all assessment activities with the COB curriculum development needs.
- (4) The Assurance of Learning Committee revised two of the previously developed assessment rubrics – those for assessing oral communication skills and written communication skills. The new rubrics are shorter and suitable for assessing students' communication skills in broader range of assignments than the previously adopted rubrics. As a result, during the 2009-2010 several faculty volunteered to assess oral and/or written communication skills in their classes, compensating for the suspension of BUS360 where undergraduate students' communications skills used to be assessed. All assessment rubrics are accessible on the COB web-site at <http://cob.sfsu.edu/cob/aacsb/assessment/index.cfm>
- (5) After years of experimenting with rubrics and methods of teamwork assessment, major progress was made by adopting CATME, an online teamwork assessment system developed by an NSF-sponsored research team. Implementing CATME not only improved faculty ability to assess students' contributions to team projects, but also increased students' motivation and commitment to their teams. After receiving positive feedback from both faculty and students, the Assurance of Learning Committee approved the system for ongoing implementation in the COB.

- (6) The Assurance of Learning Committee encouraged departments to develop their own assessment plans for the electives and concentration courses. Two of the departments – Decision Science and Management – submitted assessments of the skills critical for their concentrations from multiple classes and instructors. The other departments are still to implement such plans.

ASSESSMENT RESULTS

BS in Business Administration. The results of the direct assessment of the BSBA learning objectives using assessment rubrics for course-embedded analysis are shown in Table 1. The table shows the aggregate percentage of students scoring “acceptable” or higher on each learning objective, the number of students assessed is in brackets. Detailed information on each learning objective assessed in Fall 2009 and Spring 2010 is provided in Appendix B.

The Assurance of Learning Committee recommended and the Undergraduate Curriculum Committee approved in Fall 2008 a target of 85% acceptable or better performance on each learning objective measured by an assessment rubric. This ambitious target reflects the shared goal of the COB faculty to improve the quality of the BSBA program.

Table 1 – BS in Business Administration Learning Objectives

Learning objectives	Fall 2009	Spring 2010
Functional knowledge	79% (831 students)	82% (752 students) BAT (~230 students) – TBD
Written communication	NA	91% (193 students)
Oral communication	90% (185 students)	88% (244 students)
Qualitative analysis	88% (201 students)	90% (212 students)
Quantitative analysis	78% (216 students)	86% (591 students)
Teamwork skills	91% (534 students)	87% (426 students)
Ethical & social awareness	NA	84% (70 students)
Global awareness	87% (80 students)	NA

In total, 4272 students were assessed during AY2009-2010 (of them 2047 in Fall 2009 and 2225 in Spring 2010), ensuring that a representative sample of undergraduate students were assessed on one or more learning objectives. The results show improvement over the previous assessment periods in student performance on written communication, oral communication, qualitative analysis, quantitative analysis, teamwork, and global awareness. All of these skills meet the 85% target. Student performance on quantitative analysis and ethical and social awareness still needs improvement. In particular, detailed analysis of student performance on quantitative analysis show

that students still have problems interpreting their results and drawing proper conclusions. The performance on ethics and social awareness skills needs improvement in application of appropriate theoretical framework and recommendations (see Appendix B for details).

Functional knowledge was assessed both at the entry level (in introductory classes) and at the senior level (in BUS690 and BUS682). The entry level knowledge is below the 85% level, as could be expected. The retention of content learned throughout the business programs was tested using the CalState standardized learning assessment test (BAT) in Spring. The results from the BAT test will be available in Fall 2010 (processing unit is located in another CSU campus).

Master of Business Administration. The results of the direct assessment of the MBA learning objectives using assessment rubrics for course-embedded analysis are shown in Table 3. The table shows the aggregate percentage of students scoring “acceptable” or higher on each learning objective, the number of students assessed is in brackets. Consistent with the efforts to improve the quality of the MBA program, in May 2009 the Assurance of Learning Committee recommended and the Graduate Curriculum Committee approved a new target of 90% acceptable or better performance on each learning objective.

Table 3 – Master of Business Administration Learning Objectives

Learning objectives	Fall 2009	Spring 2010
Content knowledge	91% (45 students)	85% (55 students)
Global awareness	95% (43 students)	NA
Ethical awareness	95% (26 students)	97% (35 students)
Quantitative analysis	92% (119 students)	95% (112 students)
Qualitative analysis	92% (23 students)	95% (36 students)
Teamwork skills	95% (23 students)	95% (82 students)
Written communication	93% (48 students)	93% (197 students)
Oral communication	97% (69 students)	94% (18 students)

In total, 885 students were assessed in AY2009-2010 (350 in Fall 2009 and 535 in Spring 2010), ensuring that a representative sample of MBA students were assessed on at least one learning objective. As Table 3 shows, all learning goals meet the new target level, except for content knowledge in Spring 2010. The significant increase in tuition combined with budget cuts may have affected student motivation and efforts. Stronger efforts on part of instructors to improve student motivation can help address this problem.

In Spring 2010 the Graduate Curriculum Committee brought up for discussion concerns with MBA students’ writing skills, especially in terms of grammar and business vocabulary. To assess the scope of this problem, the Assurance of Learning Committee encouraged several faculty to assess written

communication skills in their classes. The overall level of 93% acceptable or higher performance among 245 students meets the 90% target. Apparently, student awareness of the ongoing assessments together with the strong emphasis on part of multiple instructors on the importance of professional business writing have increased student efforts to proof-read and edit written assignments. Also, the anecdotal examples of poor writing skills may be based on a few students who do not represent the overall level of writing skills of all MBA graduates. The Graduate Curriculum Committee is in the process of developing a systematic process of identifying such students and providing additional training for them.

Executive MBA. During the 2009-2010 academic year the EMBA program remained very small, as no new students were admitted. In May 2009 the Assurance of Learning Committee recommended and the Graduate Curriculum Committee approved a new target of 95% acceptable or better performance on each learning objective for the EMBA learning objectives. The master projects assessed for written communication skills in Fall 2009 show 96% acceptable or better performance, with all traits except for organization of the papers, meeting the 95% target. The projects from Spring 2010 cohort will be assessed as well to compare the results and determine if measures for improvement need to be taken.

Five-Year Assessment Schedule for the B.S. of Business Administration Program

Learning Objectives	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
1) Functional and enterprise knowledge	IBUS330	BAT MKTG431	IBUS330	BAT MKTG431	IBUS330	BAT MKTG431	IBUS330	BAT MKTG431	IBUS330	BAT MKTG431
2) Ethical, global and social awareness										
global awareness	IBUS690		IBUS690		IBUS690		IBUS690		IBUS690	
ethical and social awareness		BUS682		BUS682		BUS682		BUS682		BUS682
3) Problem solving and critical thinking										
qualitative skills	BUS690		BUS690		BUS690		BUS690		BUS690	
quantitative skills	ACCT307 FIN350	DS412 ISYS363	ACCT307 FIN350	DS412 ISYS363	ACCT307 FIN350	DS412 ISYS363	ACCT307 FIN350	DS412 ISYS363	ACCT307 FIN350	DS412 ISYS363
4) People skills – CATME	BUS690 IBUS690	DS412	BUS690 IBUS690	DS412	BUS690 IBUS690	DS412	BUS690 IBUS690	DS412	BUS690 IBUS690	DS412
5) Communication skills										
oral communication	BUS690		BUS690		BUS690		BUS690		BUS690	
written communication		BUS682		BUS682		BUS682		BUS682		BUS682

Five-Year Assessment Schedule for the Master of Business Administration Program

Learning Objectives	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
1) Functional and enterprise knowledge	IBUS815	MGMT842	ACCT831	MKTG860	DS856	FIN819	BUS890	ISYS814	BUS784	IBUS815
2) Ethical, global and social awareness										
global awareness	IBUS815		IBUS815		IBUS815		IBUS815		IBUS815	
ethical and social awareness	BUS784		BUS784		BUS784		BUS784		BUS784	
3) Problem solving and critical thinking										
qualitative skills	BUS890	FIN819	BUS890	MGMT842	BUS890	MGMT842	BUS890	MGMT842	BUS890	MGMT842
quantitative skills	DS856 ACCT831	FIN819 ISYS814	DS856 ACCT831	FIN819 ISYS814	DS856 ACCT831	FIN819 ISYS814	DS856 ACCT831	FIN819 ISYS814	DS856 ACCT831	FIN819 ISYS814
4) People skills – CATME	BUS890	MGMT842	BUS890	MGMT842	BUS890	MGMT842	BUS890	MGMT842	BUS890	MGMT842
5) Communication skills										
oral communication	BUS890	MKTG860	BUS890	MKTG860	BUS890	MKTG860	BUS890	MKTG860	BUS890	MKTG860
written communication	BUS890	MKTG860	FIN819	ISYS814	DS856	MKTG860	DS856	FIN819	BUS890	ISYS814

Method of Assessing Learning Goals for Undergraduate Program in Fall 2009

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Discipline Knowledge	IBUS 330	N=831	Assessed in intro-level classes	79%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
2a. Written Communication Skills	NA				
2b: Oral Communication Skills	BUS 690	N = 185	Project Presentations	Traits: Content: 96% Organization: 96% Supporting Materials: 99% Delivery Skills: 90% Average of All Traits: 90%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
3a: Qualitative Analysis	BUS 690	N = 201		Traits: Identification: 91% Data: 94% Analysis: 86% Integration: 84% Alternatives: 87% Recommendations: 86% Average of all traits: 88%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
3b: Quantitative Analysis	ACCT 307 DS 411 DS 412 FIN 350	N = 216	Assessed at introduction-level classes	Traits: Identification : 82% Execution : 81% Conclusion : 72% Average of All Traits: 78%	Students need to work on identification, execution and also conclusion.
4. Team Skills	BUS 690 IBUS 690 DS 411 DS 412 MNGT 655	N = 534	www.catme.org online team peer evaluation questionnaire	Traits: Contributing: 90% Interacting: 91% Keeping on Track: 90% Quality: 90% Knowledge: 91% Average of All Traits: 91%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
5a. Ethical Awareness	NA				
5b. Global Awareness	IBUS 690	N = 80	Short Case Analysis	Traits: Identification: 92% Analysis: 78% Application: 90% Average of All Traits: 87%	Students need to work on analyzing the impact of global factors in certain business situations.

Method of Assessing Learning Goals for Undergraduate Program in Spring 2010

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Discipline Knowledge	MKTG 431	N=752	Assessed in intro-level classes	82%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.

2a. Written Communication Skills	MGMT 605 & BUS 682	N=193	Written report	Traits: Content: 91% Organization: 86% Supporting materials: 94% Delivery skills: 93% Average of all traits: 91%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
2b: Oral Communication Skills	BUS 690 & BUS 682	N = 244	Project Presentations	Traits: Content: 91% Organization: 90% Supporting materials: 89% Delivery skills: 82% Average of all traits: 88%	Students need to work on the delivery skills.
3a: Qualitative Analysis	BUS 690	N = 212		Traits: Identification: 91% Data: 91% Analysis: 92% Integration: 92% Alternatives: 87% Recommendations: 87% Average of all traits: 90%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
3b: Quantitative Analysis	ACCT 307 DS 411 DS 412 FIN 350 FIN 536	N = 591	Assessed at introduction-level classes	Traits: Identification : 90% Execution : 86% Conclusion : 81% Average of all traits: 86%	Students need to work on making conclusions based on the analysis.
4. Team Skills	BUS 690 DS 408 DS 412 MNGT 655	N = 426	www.catme.org online team peer evaluation questionnaire	Traits: Contributing: 86% Interacting: 87% Keeping on Track: 85% Quality: 88% Knowledge: 87% Average of all traits: 87%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target
5a. Ethical Awareness	BUS 682	N = 70		Traits: Identification: 93% Stakeholder: 93% Analysis: 84% Frameworks: 71% Action: 77% Average of all traits: 84%	Students need to work on analysis, using ethics frameworks and making decisions on actions.
5b. Global Awareness	NA				

Note: For all goals, the target level is 85% or higher acceptable performance on each trait.

Method of Assessing Learning Goals for MBA Program in Fall 2009

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Content Knowledge	IBUS 815	N=45	Exam	91%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.

2a. Global Awareness	IBUS 815	N=43	Short case scenarios in the exam	<u>Traits:</u> Identification: 95% Analysis: 95% Application: 95% Average of All Traits: 95%	Goals are being met at an acceptable level. We will continue monitoring to ensure the program is on target.
2b. Ethics Awareness	BUS 784	N=26	Written assignment	<u>Traits:</u> Dilemma: 96% Stakeholders: 96% Alternatives: 100% Frameworks: 85% Action: 100% Average of All Traits: 95%	Need to work on using the theoretical framework to analyze ethics issues.
3a. Quantitative Skills	ACCT831 DS856	N=119	Quantitative task	<u>Traits:</u> Identification: 96% Execution: 93% Conclusions: 87% Average of All Traits: 92%	Need to work on drawing conclusions.
3b. Qualitative Analysis	BUS 890	N = 23	Case analysis exam	<u>Traits:</u> Problem: 100% Facts&Data: 100% Analysis: 91% Integration: 70% Alternatives: 96% Recommendations: 96% Average of All Traits: 92%	Need to work on integration.
4. Teamwork Skills	BUS 890	N = 23	Team project	<u>Traits:</u> Contributing: 87% Interacting: 96% Keeping on Track: 96% Quality: 96% Knowledge: 100% Average of All Traits: 95%	Need to work on contribution part of the team work.
5a: Written Communications	BUS 890	N = 48	MBA thesis	<u>Traits:</u> Content: 100% Organization: 92% Language: 92% Grammar: 88% Average of All Traits: 93%	Need to work on grammar.
5b. Oral Communications	BUS 890	N=69	Oral Presentation	<u>Traits:</u> Content: 100% Organization: 100% Supporting Materials: 100% Delivery Skills: 87% Average of All Traits: 97%	Need to work on delivery skills.

Method of Assessing Learning Goals for MBA Program in Spring 2010

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
1. Content Knowledge	MGMT 842	N=55	Exam	85%	Students need to improve on content knowledge.
2a. Global Awareness	NA				

2b. Ethics Awareness	BUS 784	N=35	Written assignment	<u>Traits:</u> Dilemma: 97% Stakeholders: 97% Alternatives: 100% Frameworks:91% Action: 100% Average of all traits: 97%	Goals are met. We will continue to monitor students' progress.
3a. Quantitative Skills	FIN 819 BUS 786 ISYS814	N=112	Quantitative task	<u>Traits:</u> Identification: 93% Execution: 96% Conclusions: 96% Average of all traits: 95%	Goals are met. We will continue to monitor students' progress.
3b. Qualitative Analysis	DS 856	N = 36		<u>Traits:</u> Problem: 100% Analysis: 94% Recommendations: 92% Average of all traits: 95%	Goals are met. We will continue to monitor students' progress.
4. Teamwork Skills	BUS 786 & MGMT 842	N = 82	Team project	<u>Traits:</u> Contributing: 95% Interacting: 95% Keeping on Track: 95% Quality: 95% Knowledge: 95% Average of all traits: 95%	Goals are met. We will continue to monitor students' progress.
5a: Written Communications	BUS 890 DS 856 FIN 819 MKTG 860	N = 197	Written assignment	<u>Traits:</u> Content: 90% Organization: 90% Language: 97% Grammar: 94% Average of all traits: 93%	Goals are met. We will continue to monitor students' progress.
5b. Oral Communications	MKTG 860	N=18	Oral Presentation	<u>Traits:</u> Content: 100% Organization: 100% Supporting Materials: 100% Delivery Skills: 78% Average of all traits: 94%	Need to work on delivery skills.

Note: For all goals target level is 90% or higher acceptable performance on each trait.

Method of Assessing Learning Goals for EMBA Program in Fall 2009

Learning Goals	Course(s) Assessed	Sample	Methodology	% acceptable or excellent	Response/Action Items
Goal 2a: Written Communication	BUS 890	N = 18	EMBA thesis	<u>Traits:</u> Content: 100% Organization: 83% Language: 100% Grammar: 100% Average of All Traits: 96%	Students need to work on the organization of their written work.

Note: Target level of performance is 95% or higher on all traits.