Program Learning Goals Annual Assessment Report

Department __________________ CoB ___________________ College __________________ CoB ___________________

Degree Program(s) ___________ BSBA __________________________________________________________

Resources about writing measurable program learning objectives/goal/outcomes can be found on:
http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

I. Students have basic competencies in business related disciplines.
(1) Students will demonstrate the discipline-based knowledge in accounting, economics, finance, information systems, international business, management, marketing, operations, and statistics.
(2) Students will demonstrate the ability to integrate the knowledge of different functional areas into effective business solutions.

II. Students demonstrate effective communication skills.
(1) Students will create well-written documents on a business topic;
(2) Students will deliver an effective oral presentation on a business topic.

III. Students demonstrate the ability to analyze business situations.
(1) Students will solve business problems using appropriate quantitative and analytical techniques and technologies;
(2) Students will demonstrate the ability to identify and analyze alternatives in a business context;
(3) Students will demonstrate the ability to articulate and defend a course of action;

IV. Students develop team skills that facilitate achievement of organizational goals.
(1) Students will work effectively in culturally and ethnically diverse teams demonstrated by the ability to contribute to the team’s performance, interact positively with teammates, keep the team on
track, maintain high standards for team performance, and by having the necessary knowledge, skills, and abilities to help the team succeed.

V. Students understand the ethical issues related to the operation of business including sustainability.

(1) Students will identify key concepts in business ethics;
(2) Students will recognize the ethical dilemmas in specific business cases;
(3) Students will analyze how ethical issues can affect the interests of different stakeholders;
(4) Students will propose a business solution to the ethical dilemmas;
(5) Students will be aware of sustainability issues in business.

VI. Students understand the issues related to the operation of global business

(1) Students will recognize the relevant global issues including legal, political, social and cultural factors in specific management situations;
(2) Students will analyze the impact of the global issues such as legal, political, social and cultural factors in specific management situations;
(3) Students will demonstrate the ability to propose business solutions based on the analysis of global issues including legal, political, social and cultural factors.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

We are in process of reviewing these learning goals for the first time. This AY the Dean's office formed a task-force to review the BSBA program learning goals and to revise them as needed. The task force is currently collecting data to evaluate the alignment of the BSBA program learning goals to the needs of our students, recruiters, and other stakeholders. Data will be collected from current students, alumni, recruiters, and faculty.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

The Assurance of Learning committee was advised by AACSB (our accreditation body) that PLSg have to be reviewed (not necessarily revised) periodically. We have not revised the BSBA learning goals before, except for minor updated, so we initiated a review process that may lead to a revision.

4. What are your new program learning goals?

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.