Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Assessment of Program Learning Goal(s) Annual Assessment Report

Department ______________________CoB_____________________ College _________________CoB ________________________

Degree Program______MBA____________________________________________

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
<td></td>
</tr>
</tbody>
</table>

The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.

**MBA Program Learning Goals and Objectives**

San Francisco State MBA graduates will gain the necessary knowledge, skills and perspective needed to deliver superior performance within their organizations and the communities they serve. They will be prepared to engage in lifelong learning.

In particular, they will demonstrate:

1) **Functional and enterprise knowledge** – Each student will demonstrate competence in each of the major business disciplines as well as an understanding of:
   a. The enterprise as a whole.
   b. The interrelationships of the disciplines within a strategic business framework.
   c. Emerging knowledge in business disciplines, technologies, and markets.

2) **Ethical, global and social awareness** – Each student will be aware of ethical, global and social issues surrounding key business decisions, act responsibly and:
   a. Identify, articulate and disseminate the core organizational values.
   b. Evaluate the ethical, global and social issues of each business option for every stakeholder group.
   c. Make business decisions consistent with stakeholder needs and organizational values.
3) **Problem solving and critical thinking skills** – Each student will demonstrate effective use of the following skills in business situations:
   a. Master qualitative and quantitative techniques to gather and analyze relevant data and derive appropriate conclusions.
   b. Exhibit critical thinking and analytical ability in solving in solving problems within and across organizations.
   c. Apply current and emerging business knowledge and technology to make strategic decisions in complex and changing environments.

4) **People skills** – Each student will be able to demonstrate effective intra and interpersonal skills especially in dealing with diversity of thought and opinion, and:
   a. Exhibit leadership when appropriate.
   b. Demonstrate the ability to work effectively in teams.
   c. Understand the perspective of others and treat them in a culturally appropriate and respectful manner.

5) **Communication skills** – Each student will demonstrate effective oral and written communication skills. In particular, each student will be able to:
   a. Create and deliver effective business presentations to diverse audiences.
   b. Organize and write professional documents appropriate for the audience.

2. Which program learning goal did you choose to assess this semester?

PLGs # 1, 3 & 4 were assessed in both semesters, #5a&5b only in Fall’17.

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

Our assessment is course-embedded, based on in-class assignments, exams, presentations, term papers, teamwork deliverables, etc. Student proficiency on all goals except for #4 (people skills) is assessed by the course instructor. For teamwork, the instructors collect inputs from the students on their own and their teammates contributions to a team project using CATME, an online teamwork assessment system. The scores generated by the system are used to determine students’ performance on five teamwork skills.

4. What did you find? Is the program learning goal being met?

<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Fall’17</th>
<th>Spring’18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functional knowledge</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>sample size</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td>2. Ethics, global &amp; social awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sample size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Problem solving/ critical thinking</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>sample size</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4. People skills – teamwork &amp; leadership</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>sample size</td>
<td>67</td>
<td>25</td>
</tr>
<tr>
<td>5a. Oral communication skills</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>sample size</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>5b. Written communication skills</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>sample size</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
5. What assessment activities do you plan to undertake next academic year?
   - Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
   - Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
   - In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
   - Will you move on to assess a different program learning goal (assessment findings report)?

All PLGs that we measured meet the target level of 90% acceptable or higher performance. We will continue monitoring student proficiency on all PLGs.

Next year we plan to assess goal #2.

Next year we will prepare a 5-year assessment report for our upcoming AACSB accreditation. Will be happy to share this report with you.