

## **BSBA Program Goals**

### **I. Business Knowledge**

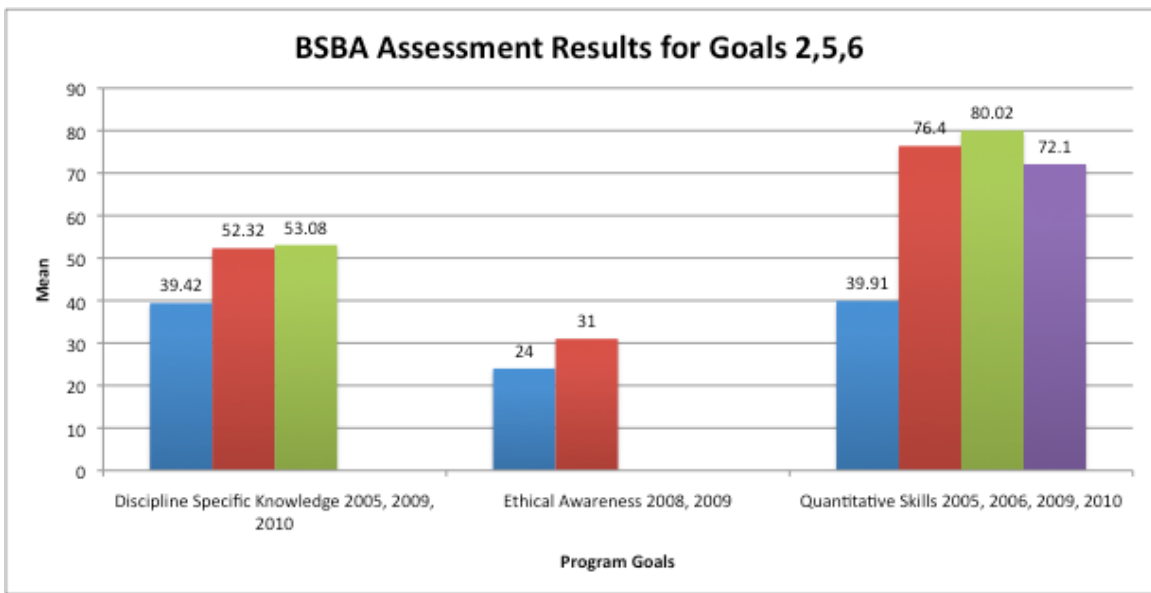
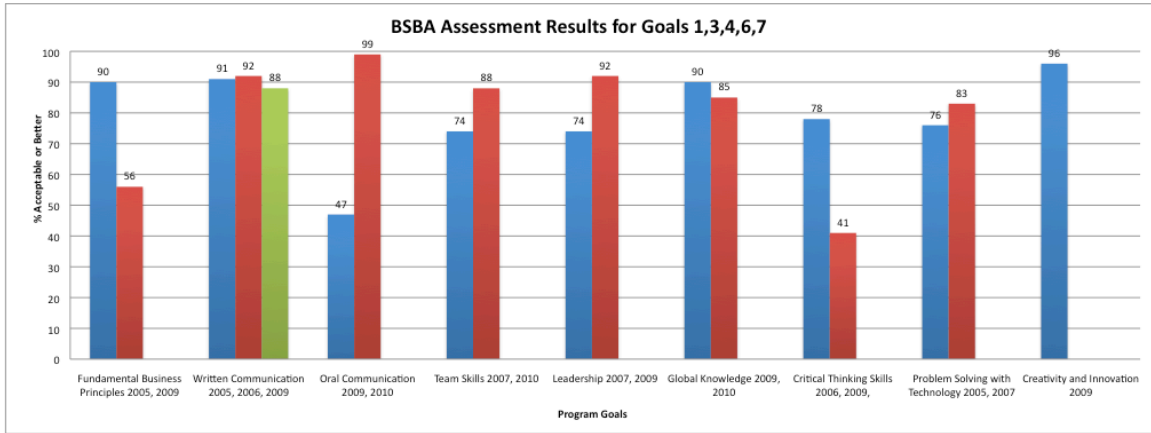
1. To understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations
2. To obtain specialized knowledge of a single business discipline or functional area

### **IIa. Business Skills – Communication, Leadership and Ethics**

3. To express ideas clearly, logically, and persuasively in oral and written communication
4. To comprehend the challenges and opportunities of working effectively with other people in a diverse environment
5. To demonstrate awareness of how ethical issues and responsibilities affect decisions and actions

### **IIb. Business Skills – Critical Thinking and Analysis**

6. To comprehend and critically evaluate information presented in written and numeric form
7. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology



## BS in Business Administration (BSBA) Assurance of Learning

A five-year assessment cycle for the BSBA was completed in Summer 2010. Assessments of learning objectives were embedded in core courses as determined by the plan developed during the previous AACSB review cycle (2000-2005). The development of this plan involved extensive discussions in department curriculum committees and the College Curriculum and Assessment committees, facilitated by then accreditation coordinator, Dr. Marlene Turner. This plan was revised and improved by the current Directors of Accreditation and Assessment, in consultation with relevant curriculum and assessment committees. The following tables summarize the results of our assessment cycle. Each table briefly lists each learning objective, courses used for embedded assessment, and follow-up actions related to the assessment results.

<b>Learning Goal 1</b>	To understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations
Student Learning Objective 1	To understand models or frameworks that enable a holistic integration and management of complex multi- disciplinary considerations critical to the firm's objective to make money.
Student Learning Outcome	Students will be effective in using the following skills to analyze a business case: <ul style="list-style-type: none"> <li>a. Analysis of a business case using prescribed business models</li> <li>b. Logical reasoning</li> <li>c. Written communication</li> </ul>
Business 189	Strategic Management
Follow-up actions	Second measurement conducted in Spring and Summer 2009 to confirm positive results in Fall 2005. The Undergraduate Curriculum Enhancement Project (UCEP) is working with departments teaching our students fundamental communication skills to strengthen business oriented analysis and writing experiences in the classes, and achieve greater consistency among the three departments teaching the business communications course (100W). Re-design of some of these courses is ongoing in Summer 2010 and Fall 2010. An orientation program which includes an introduction to case analysis is being piloted with transfer students in Fall 2010.

<b>Learning Goal 2</b>	To obtain specialized knowledge of a single business discipline or functional area
Student Learning Objective 2	Understand the fundamental principles and develop requisite skills in the discipline
Student Learning Outcome	Students will display knowledge of core business disciplines by scoring at an above average level (based on all scores of SJSU students for a given measurement cycle) on the California State University Business Assessment Test (BAT), a test of business discipline knowledge that has been shown to be comparable to the ETS Major Field Test
Business 189	Strategic Management
Follow-up Actions	Results of the test were reported to faculty and resulted in course revisions in the Accounting and Finance, and Management Information Systems departments. Starting in Spring 2009, a core group of CSU Assessment leads have been working to revise the items in the BAT test, based on feedback from faculty in schools using the BAT for assessment. Results of these revisions are expected to be in place for the BAT assessments starting in Fall 2010.

<b>Learning Goal 3</b>	To express ideas clearly, logically, and persuasively in oral and written communications
Student Learning Objective 3a	Demonstrate proficiency in oral English using a variety of methods and formats (conventional hardcopy assignments such as position papers, executive summaries, memos, letters, meeting notes and summaries, proposals and internet-based tools, such as internet and chat tools)
Student Learning Outcomes	Students will demonstrate effectiveness in presenting a company business case that they developed with a team. Effective oral communication will be demonstrated via: <ul style="list-style-type: none"> <li>a. Effective audience contact</li> <li>b. Effective use of MS PowerPoint capabilities</li> <li>c. Effective time management for the presentation</li> </ul>
Business 189, Business 134B	Strategic Management, Integrated Marketing Communications
Follow-up Actions	UCEP is putting in place a system for encouraging greater dialog between the business school and the departments teaching our students fundamental business oral communication skills. Through these partnerships the College has been able to provide input into revisions of courses to address weaknesses surfaced in our assessments. These course changes are planned for implementation in Fall 2010. In Spring and Summer 2010, faculty teaching Business 189 and Business 134B agreed on a rubric to use for oral communication scoring. This rubric was communicated to students before their presentations and the second round of oral communication assessments.

<b>Learning Goal 3</b>	To express ideas clearly, logically, and persuasively in oral and written communications
Student Learning Objective 3b	Demonstrate proficiency in written English using a variety of methods and formats (conventional hardcopy assignments such as position papers, executive summaries, memos, letters, meeting notes and summaries, proposals and internet-based tools, such as internet and chat tools)
Student Learning Outcomes	Students will demonstrate effectiveness in communicating their conclusions based on business analysis, as assessed with a rubric covering: <ul style="list-style-type: none"> <li>a. Logical reasoning</li> <li>b. Adherence to established practices of written English communications</li> </ul>
Business 189	Strategic Management
Follow-up Actions	UCEP is putting in place a system for encouraging greater dialog among the business school and the departments teaching our students fundamental business written communication skills. Through these partnerships the College has been able to provide input into revisions of courses to address weaknesses surfaced in our assessments. These course changes are planned for implementation in Fall 2010.

<b>Learning Goal 4</b>	To comprehend the challenges and opportunities of working effectively with other people in a diverse environment
Student Learning Objective 4a	Identify the factors that contribute to effective team performance
Student Learning Outcomes	Students will demonstrate knowledge of factors leading to effective team performance via scores on a quiz on the subject.
Business 160, 161	Fundamentals of Organization and Management for non-Management Majors, Applied Organizational Behavior for Management Majors
Follow-up Actions	Since 95% of the students scored at exceptional and acceptable levels in the quiz administered in Spring 2007, a follow up measurement was done in Summer 2010 to confirm these positive results. In Fall 2010, UCEP is piloting an orientation program that will introduce key team skills to undergraduate students before they start in the program. A more challenging assessment will be developed for this learning goal should it remain a core learning goal for the program after the UCEP completes its re-working of the BSBA curriculum.

<b>Learning Goal 4</b>	To comprehend the challenges and opportunities of working effectively with other people in a diverse environment
Student Learning Objective 4b	Understand the leadership and behavioral skills necessary to mobilize individuals and groups toward action
Student Learning Outcomes	Students will demonstrate knowledge of important leadership skills via scores on a final exam items (multiple choice) on the subject.
Business 160, 161	Fundamentals of Organization and Management for non-Management concentration students, Applied Organizational Behavior for Management concentration students
Follow-up Actions	Since 95% of the students scored at exceptional and acceptable levels in the exam administered in Spring 2007, a follow up measurement was done in Summer 2010 to confirm these positive results. A more challenging assessment will be developed for this learning goal should it remain a core learning goal for the program after the UCEP completes its re-working of the BSBA curriculum.

<b>Learning Goal 4</b>	To comprehend the challenges and opportunities of working effectively with other people in a diverse environment
Student Learning Objective 4c	Demonstrate knowledge of global business operating environments (Added to align with Mission approved in Nov 2008, pending approval by Undergraduate Curriculum Committee)
Student Learning Outcomes	Students will demonstrate knowledge of important global business concepts via scores on a final exam items (multiple choice) on the subject
Business 187	Global Dimensions of Business
Follow-up Actions	Since 74% of the students scored at exceptional and acceptable levels in the exam administered in Fall 2009, a follow up measurement was done in Spring 2010 to confirm these positive results. A more challenging assessment will be developed for this learning goal should it remain a core learning goal for the program after the UCEP completes its re-working of the BSBA curriculum.

<b>Learning Goal 5</b>	To demonstrate awareness of how ethical issues and responsibilities affect decisions and actions
Student Learning Objective 5	Identify major ethical theories and recognize their application to business settings and demonstrate an ability to recommend changes in corporate policies and organizational structure, public policy, and stakeholder action to remedy problems of unethical or irresponsible business behavior in complex case situations
Student Learning Outcomes	Students will effectively analyze a business case for ethical issues and provide ethical solutions to the dilemma presented in the case by: <ul style="list-style-type: none"> <li>a. Recognizing ethical problems</li> <li>b. Developing constructive, morally defensible solutions and provide reasons in support of each</li> </ul>
Philosophy 186	Professional and Business Ethics
Follow-up Actions	Through the work of the UCEP, the College's Master Teacher on Business Ethics (who also designed the assessment) has agreed to act as a liaison between the College and the Philosophy department. Her role will be to work with the Philosophy department to improve our students' abilities in this area via mutually designed course enhancements. The Master Teacher has also agreed to teach a case during the undergraduate orientation session being piloted by UCEP, in order to provide our students with early exposure to case analysis and ethical issues. The results from this pilot are intended to inform the recommendations of UCEP regarding undergraduate curriculum enhancements.

<b>Learning Goal 6</b>	To comprehend and critically evaluate information presented in written and numeric form
Student Learning Objective 6a	Demonstrate proficiency in critical analytical thinking, including analysis, interpretation, evaluation, inference, and explanation of data
Student Learning Outcomes	Each student will be able to analyze a case and demonstrate effective skills in interpretation, evaluation, and communication of his/her analysis
Business 189	Strategic Management
Follow-up Actions	In Fall 2010, UCEP is piloting an orientation session that provides entering students with early exposure to case analysis skills. Findings from this pilot will be used to inform UCEP recommendations regarding critical thinking material in the undergraduate program. As part of closing-the-loop on the design of measurements for this goal, the College participated in the CSU system wide administration of the Collegiate Learning Assessment (CLA), a nationally recognized measure of Critical Thinking. Discussions on moving to the CLA for critical thinking assessment will be conducted in Fall 2010 in relevant committees in preparation for the next round of assessments for this objective.

<b>Learning Goal 6</b>	To comprehend and critically evaluate information presented in written and numeric form
Student Learning Objective 6b	Understand the use of mathematical methods to solve quantitative problems and arrive at conclusions based on numerical data including the comprehension of the principles of financial analysis, capital budgeting, and cost of capital
Student Learning Outcomes	Students will demonstrate the understanding of key financial concepts via scores on multiple choice and problem solving exam questions that require them to: <ul style="list-style-type: none"> <li>a. Conduct time value of money calculations</li> <li>b. Make decisions based on those calculations</li> </ul>
Business 170	Fundamentals of Finance
Follow-up Actions	In Spring 2009, Business 170 faculty met and agreed on measures to improve students' ability to make decisions based on time value of money (TVM) calculations. Faculty agreed to increase class time spent on five core topics – TVM, financial analysis, financial valuation, real asset valuation, and risk and return. Changes were also made to increase number of Bus 170 sections involved in assessment to meet sample size requirements and to improve the measure through wording changes in and reduction in number of questions. Results of these changes were assessed in Spring 2010.

<b>Learning Goal 7</b>	To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology
Student Learning Objective 7a	Analyze a business problem, determine the critical information required to solve the problem, and use the appropriate technology to design a solution
Student Learning Outcomes	Students solved a business problem using Microsoft Access and demonstrated their understanding via scores on multiple choice questions that require them to: <ul style="list-style-type: none"> <li>a. Successfully navigate a given database in MS Access</li> <li>b. Design and interpret queries relevant to the given business problem</li> </ul>
Business 188, 110A	Business Systems and Policy for non-MIS concentration students, Fundamentals of Management Information Systems for MIS concentration students.
Follow-up Actions	Business 188 faculty members have worked together to refine the problems and questions used to measure this learning objective. They have adjusted their coverage of MS Access and databases to enhance student learning of these concepts, although from the start students have scored well in this objective. To streamline the processes for assessing this objective, several Bus 188 faculty members are piloting online assessment tools provided by book publishers for MS Access based assessments.

<b>Learning Goal 7</b>	To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology
Student Learning Objective 7b	Demonstrate the ability to generate possible solutions to an ambiguous business situation in preparation for the development of creative and innovative solutions to address the situation (pilot objective designed to align with the College's core value of innovation/creativity that is part of our Mission approved in Fall 2008. Learning objective is pending approval by the Undergraduate Curriculum Committee).
Student Learning Outcomes	Students generate ideas for the application of technology in a small business. Student ideas were assessed on two parameters: <ul style="list-style-type: none"> <li>a. Novelty or the rarity of a given idea</li> <li>b. Productivity or the number of unique ideas a student produces</li> </ul>
Business 188, 110A	Business Systems and Policy for non-MIS concentration students, Fundamentals of Management Information Systems for MIS concentration students.
Follow-up Actions	Faculty member is piloting activities designed to promote creativity in one class (Business 110A) in Spring 2010 and is conducting a second round of assessments to determine effectiveness of these activities at the end of the semester. Findings from these activities and assessments will be used to recommend creativity/innovation assessment and closing-the-loop approaches to relevant committees.