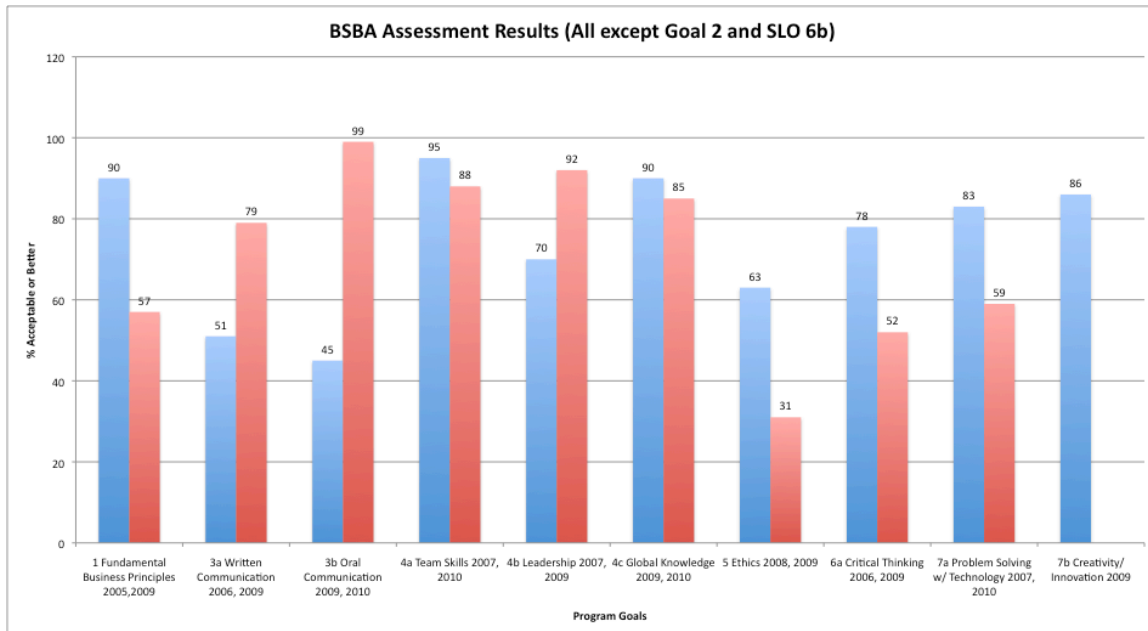
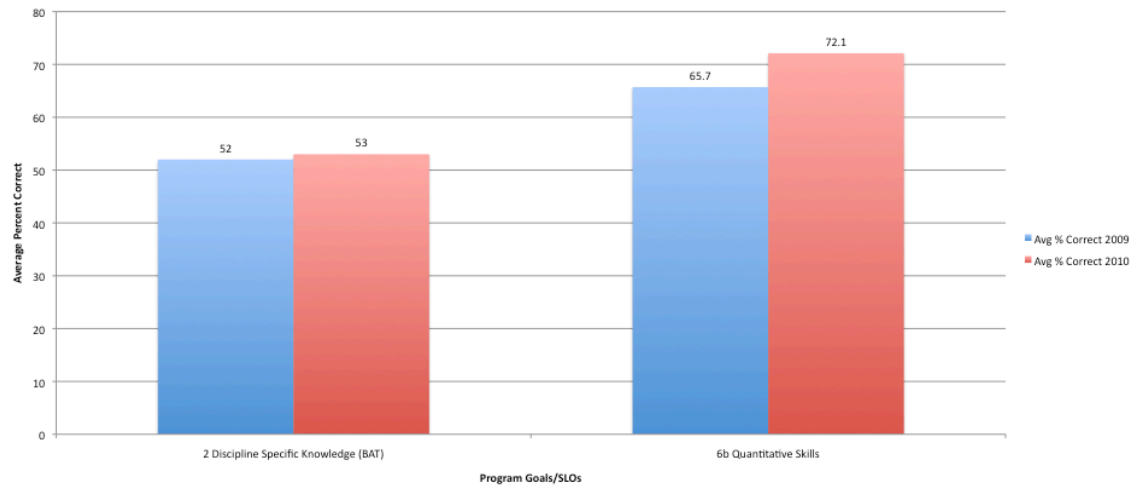


BSBA Assessment Results

BSBA Program Goals
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
3. To express ideas clearly, logically, and persuasively in oral and written communications
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
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



BSBA Assessment Results Goal 2 and SLO 6b



BS in Business Administration (BSBA) Assurance of Learning

Learning Goal 1	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"> a. Analysis of a business case using prescribed business models b. Logical reasoning c. Written communication
Business 189	Strategic Management
Follow-up actions	Second measurement conducted in 2009 to confirm Fall 2005 findings showed a decrease in student performance. 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 both CoB and communications courses. Re-design of some of these courses is ongoing and pilot course enhancements are being developed for 2011. An orientation program which includes an introduction to case analysis was piloted with transfer students in Fall 2010.
Learning Goal 2	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 CSU Business Assessment Test (BAT), a test of business discipline knowledge that is 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 core courses taught by the departments of Accounting & Finance (greater emphasis on Time Value of Money), and Management Information Systems (use and reinforcement of more traditional systems analysis and design terminology). Starting in Spring 2009, a core group of CSU Assessment leads have been working to revise BAT test items, based on feedback from faculty in schools using the BAT for assessment. Results of these revisions are expected to be in place for BAT assessments starting in Fall 2010.
Learning Goal 3	To express ideas clearly, logically, and persuasively in oral and written communications
Student	Demonstrate proficiency in written English using a variety of methods

Learning Objective 3a	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"> a. Logical reasoning b. Adherence to established practices of written English communications
Business 189	Strategic Management
Follow-up Actions	Results suggest improvement in student skills in this area. UCEP is putting in place a liaison program for encouraging greater dialog among the business school and the departments teaching our students business written communication skills (100W). Through these partnerships the College has been able to generate dialog to address weaknesses surfaced in our assessments. Course enhancements are planned for pilot implementation in Fall 2011. The UCEP liaison program hosted a meeting in Fall 2010 to encourage collaborative learning experiences involving CoB and 100W faculty.
Learning Goal 3	To express ideas clearly, logically, and persuasively in oral and written communications
Student Learning Objective 3b	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"> a. Effective audience contact b. Effective use of MS PowerPoint capabilities c. Effective time management for the presentation
Business 189, Business 134B	Strategic Management, Integrated Marketing Communications
Follow-up Actions	UCEP is putting in place a liaison program 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 generate dialog regarding course enhancements to address issues surfaced in our assessments. These course changes are planned for pilot implementation in 2011. 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. Results from this second round show improvements (2010) in student scores.

Learning Goal 4	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 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 quiz administered in Spring 2007, a follow up measurement was done in Summer 2010 to confirm these positive results and test students' recall of key concepts when they get to the capstone class. The second measurement yielded lower scores. UCEP is developing an orientation program, piloted in Fall 2010, which introduces 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 as UCEP progresses on its work on enhancing the BSBA curriculum.
Learning Goal 4	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 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 Fall 2009, which confirmed these positive results. A more challenging assessment will be developed for this learning goal should it remain a core learning goal for the program as UCEP proceeds on its work on enhancing the BSBA curriculum.

Learning Goal 4	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 November 2008 -- in consultation with the Undergraduate Curriculum and Assessment Committees).
Student Learning Outcomes	Students will demonstrate knowledge of important global business concepts via scores on final exam items (multiple choice) on the subject
Business 187	Global Dimensions of Business
Follow-up Actions	Since 90% 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. Results were slightly lower but still positive (85% scored at acceptable or better). A more challenging assessment will be developed for this learning goal should it remain a core learning goal for the program as UCEP progresses with its work to enhance the BSBA curriculum.
Learning Goal 5	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"> a. Recognizing ethical problems b. Developing constructive, morally defensible solutions and provide reasons in support of each
Philosophy 186	Professional and Business Ethics
Follow-up Actions	Assessments results show that this is a key area for improvement. The College's Master Teacher on Business Ethics, Anne Lawrence, has agreed to be the UCEP liaison between the College and the Philosophy department, which teaches our Ethics course. Dr. Lawrence taught an ethics case during the undergraduate orientation session piloted by UCEP in Fall 2010 and is testing new approaches to teaching the Business Ethics course in Spring 2011. The results from these pilots will inform the recommendations of UCEP regarding undergraduate curriculum enhancements related to ethics and case analysis.
Learning Goal 6	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 piloted an orientation session that provided entering students with early exposure to case analysis skills. Findings from this successful pilot are being 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. UCEP and the College Curriculum and Assessment Committees will discuss feasibility of moving to the CLA for critical thinking assessment in Spring 2011
Learning Goal 6	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"> a. Conduct time value of money calculations b. Make decisions based on those calculations
Business 170	Fundamentals of Finance
Follow-up Actions	In Spring 2009, faculty teaching the College's core course in Finance (Bus 170) agreed on measures to improve students' ability to make decisions based on time value of money (TVM) analyses. 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 the 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 show encouraging improvements in students' understanding of these concepts (mean of 72.1 in 2010 vs. 65.7 in 2009)
Learning Goal 7	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"> a. Successfully navigate a given database in MS Access b. Design and interpret queries relevant to the given business

	problem
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 members have worked together to refine the items used to measure this learning objective. They have adjusted their coverage of MS Access and databases. To streamline the processes for assessing this objective, several faculty members are comparing online assessment tools. Results suggest a decline in student skills. Faculty will discuss whether this is an artifact of the testing platform and/or if more course adjustments are needed in Spring 2011.
Learning Goal 7	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 (this is a pilot objective designed to align with the College's core value of innovation/creativity that is part of our Mission approved in Fall 2008).
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"> a. Novelty or the rarity of a given idea b. Productivity or the number of unique ideas a student produces
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 piloted activities designed to promote creativity in one class (Business 110A) in Spring 2010 and conducted a second round of assessments to determine effectiveness of these activities at the end of the semester (currently being analyzed). Findings from these activities and assessments will be used to recommend creativity/innovation assessment and closing-the-loop approaches as the College designs appropriate measures for this SLO.