

**SJSU Annual Program Assessment Report
Academic Year 2013-2014**

Electronic Copy of Report Due June 1, 2014

Send to Undergraduate Studies (academicassessment@sjsu.edu)
with cc: to your College Associate Dean and College Assessment Facilitator

**Department/Program: Bachelor of Science in Business Administration Program
(BSBA)**

College: Lucas College and Graduate School of Business

Website: <http://www.sjsu.edu/cob/>; University Learning Goals:

Program Accreditation: AACSB International

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Date of Report: May 30, 2014

PART A

1. List of Program Learning Outcomes (PLOs)

a. Overview and Context:

The Lucas College and Graduate School of Business (LCoB) is accredited by AACSB International. February 2011 was our last accreditation visit and we have been reaccredited for another five years. Our next visit is scheduled for Spring 2016. AACSB commended the LCoB on the following strength and effective practice related to assessment: "The college has created an effective infrastructure to support assurance of learning. As a result, the current status of the assurance of learning program is well developed and efforts continue to refine goals and assessment measures. Assurance of learning is well engrained in the culture. The documentation is extensive and impressive." (AACSB Accreditation letter, April 18, 2011)

Curriculum management structural enhancements are currently in place to support the assessment process at the undergraduate level:

- **Core Course Community (CCC).** The BSBA degree program has 13 core courses that all students are required to take. The purpose of the CCC is as follows: 1) Foster a programmatic focus across departments and concentrations; 2) Create a long-term structure to coordinate, enhance, and improve BSBA curriculum; and 3) Take on assessment role for BSBA program. The BSBA program learning goals (PLOs) are assessed in the various core courses. Each core course has a coordinator who is responsible

for working with faculty that teach the core course and ensure that assessment is performed. The coordinator collects and analyzes the assessment data. The CCC and Learning Goal Task Forces review the assessment data and make “closing the loop” recommendations. The course coordinator works with faculty to ensure implementation of recommendations in the core course affected.

- **BSBA Program Learning Goal (PLO) Task Forces.** Each program learning goal (PLO) has a task force. The purpose of the task force is to work with faculty and CCC to coordinate the content of the core courses pertaining to the learning goal (PLO) from a programmatic perspective. We have the following task forces: Communication – Oral and Written; Ethics; Teams; Critical Thinking & Quantitative Skills; Global (Part of Goal 1); Business Productivity Skills, and Innovation.
- **Concentration Review and Enhancement Facilitators.** The LCoB offers 11 concentrations in the BSBA program. Each concentration has a facilitator. The purpose of the facilitator is to: 1) Enhance the quality of the concentration; 2) Ensure that the concentration facilitates student learning; and 3) Prepare for AACSB review.

For accreditation, the CoB is required to assess each program learning goal (PLO) at least twice during each 5-year accreditation cycle. Our last cycle was 2006-2011 and our next cycle is 2011-2016. For assessment planning purposes, we use the 5-year cycle as our framework. We present assessment information from the 2006-2011 cycle (Appendix A) as a point of reference. Our current and future assessments are based on the 2011-2016 cycle.

The BSBA program learning goals (PLOs) have been streamlined from seven to six in response to AACSB’s recommendation from our last visit. The revised goals (PLOs) were developed based on input and feedback from faculty, particularly the members of the Undergraduate Curriculum Enhancement Project (UCEP), Core Course Community (CCC), Undergraduate Curriculum Committee (UGCC), and Accreditation Steering Committee. Revisions and feedback were obtained during fall 2011 and faculty approved the revised goals (PLOs) in spring 2012. In spring 2012, the CCC developed the assessment plan for the revised learning goals.

b. List of PLOs:

See Appendix B for list of PLOs

2. Map of PLOs to University Learning Goals (ULGs)

The BSBA program learning goals (PLOs) have been mapped into the University Learning Goals (ULGs). See Appendix B for mapping.

3. Alignment – Matrix of PLOs to Courses:

See Appendix C for Curriculum Alignment Matrix. See also Core Course Input/Output Matrix (http://www.cob.sjsu.edu/turner_m/matrix/).

4. Planning -- Assessment Schedule:

See Appendix D for the CCC Assessment Plan and Assessment Schedule.

5. Student Experience:

PLOs are communicated to students on the College website

(<http://www.sjsu.edu/cobaccreditation/Goals/index.html>).

PART B

6. Graduation Rates for Total, Non URM and URM students (per program/degree)

See Appendix E

7. Headcounts of Program Majors and New Students (per program and degree)

See Appendix E

8. SFR and Average Section Size (per program)

See Appendix E

9. Percentage of Tenured/tenure-track Instructional Faculty (per department)

See Appendix E

PART C

10. Closing the Loop/Recommended Actions:

- **Goal (PLO) #2 – Written Communication: CIP Grant “College of Business Writing Across the Curriculum (WAC) Micro-Insertion Program; Writing Instruction Manual & Micro-Insertions for CoB Faculty; Faculty Workshops.** In recent surveys, employers rank strong written communication skills as one of the most valued skills in business contexts. These surveys also reveal that employers find writing skills underdeveloped in today’s college graduates. With the goal of strengthening the writing skills of CoB students, a team comprised of faculty from the CoB, English, Linguistics and Language Development (LLD) and Communication Studies Departments were awarded a CIP Grant in December 2011 proposing a Writing Across the Curriculum (WAC) program modeled after the CoB’s existing Ethics micro-insertion program. The Grant resulted in the following deliverables: 1) An external review of writing in the CoB; 2) A shared assessment rubric for all 100W classes serving BSBA students; 3) Assessments of 100W and Bus 189 Writing; 4) A library of WAC micro-insertions and instructions resources which includes the centerpiece of the project the Writing Instruction Manual & Micro-Insertions for CoB Faculty; 5) A longitudinal, integrated plan for WAC micro-insertions in core CoB courses taken by all business students; 6) Pilot of a writing tutor program within the CoB.

- **Goal (PLO) #3 – Ethical Awareness: Goal revised to align with Giving Voice to Values Framework; Development of Ethics Speaker Series.** In the past decade, there has been increased attention on ethics and ethics education. After the Enron and Worldcom scandals, the academic community was faulted for not teaching and instilling ethical values in the classroom. Ethics is one of the four core values of the College of Business Vision and Mission Statement. We revised our Ethics goal in fall 2011 to better align with the Giving Voice to Values Framework. In October 2011, Dr. Mary Gentile, Director of Giving Voice to Values at Babson College, held a workshop for the Philosophy Dept. and CoB faculty. In spring 2013, we launched the Ethics Speaker Series (<http://www.sjsu.edu/cob/conniffspeakerseries/index.html>). In Spring 2014 Dr. Koestenbaum, Founder and Chairman, Koestenbaum Institute, was the speaker for the event.
- **Goal (PLO) #5 – Critical Thinking Skills: Development of Math Buddy Tutorial website** (<http://www.cob.sjsu.edu/mathbuddy/index.html>). Based on prior assessment data collected, feedback from faculty forums, and interviews with employers and alumni, we determined that the quantitative skills and problem solving with technology skills of our students needed to be strengthened. The Quantitative Skills Task Force developed the Math Buddy Resource website in AY2011-2012 and launched in fall 2012. The website includes tutorials for the following: Math Fundamentals; Bus90 Math Resources; Bus190 Math Resources; and Excel Fundamentals. In fall 2012 and spring 2013, we developed an Office Skills pilot in the Bus 10 Discovering Business course. In spring 2014, the Learning Goal task force worked on ways to enhance math skills in Bus 189, the capstone course. Also, worked with Bus140, Bus 188, and other core course coordinators to consider ways to enhance critical thinking and quantitative skills.

11. Assessment Data:

See Appendix F for Assessment Data Summary Table.

12. Analysis:

- **Goal (PLO) #1 – Business Knowledge.** The CSU Business Achievement Test (BAT) data by subject area was analyzed by the CCC in the 2013-2014 academic year. (The BAT is a standardized test administered to participating CSU campuses. CSU Long Beach administers, scores, and analyzes the test results). The CCC held a discussion of their findings on the BAT material and concern was expressed about the relevance of some questions. Further, it was determined by some that various questions are not covered in core courses. In the 2014-2015 academic year the CCC will consider assessment alternatives and ways to improve student learning.
- **Goal (PLO) #2 – Written Communication.** Implement writing micro-insertions in the core courses. Use common rubric developed in CIP grant to assess writing assignments in courses, including in BUS189 in 2014-2015.
- **Goal (PLO) #3 – Ethical Awareness.** Implement ethics micro-insertions in the core courses. The Ethics Speaker Series continues.

- **Goal (PLO) #4 – Leadership, Teams, and Diversity.** Teams Task Force to work with faculty and CCC to coordinate the content of the core courses pertaining to leadership, teams, and diversity from a programmatic perspective. The Task Force conducted a survey on team simulations relevant to the capstone course, and results were shared with the CCC in spring 2014.
- **Goal (PLO) #5 – Critical Thinking Skills.** Quantitative Skills Task Force to maintain and enhance Math Buddy Resource website. The Bus 91L – Computer Tools for Business course was upgraded in fall 2013. In spring 2014 the new website is <http://ww1.sjsu.com/cob/mathbuddy>). The Task Force has worked with the CCC to develop course-specific extensions to the site, such as Bus140 and Bus189.
- **Goal (PLO) #6 – Innovation.** Innovation Task Force to work with faculty and CCC to coordinate the content of the core courses pertaining to innovation from a programmatic perspective.

The LCoB has the following ongoing initiatives to support curriculum enhancement and student learning:

- **Undergraduate Curriculum Enhancement Grant Program.** This program is designed to encourage the development and testing of promising curriculum enhancement ideas generated by faculty. The goal is to encourage innovation and experimentation by trying out these ideas in classroom settings, assessing their effectiveness, building guidelines for implementation in a variety of classroom settings, and disseminating the findings among the College faculty to encourage wider implementation of effective ideas. Examples of curriculum enhancements include content modules, 1 unit courses, experimental courses, application of new technology or pedagogy in the classroom, projects, field trips, lecture aids, collaborations, etc. that address a specific need (such as closing the loop) or College mission/core value identified by the proposer. The number of grants awarded: 4 in spring 2011, 2 in spring 2012, 3 in spring 2013. Awards for spring 2014 pending.
- **Bus 189 – Strategic Management Simulation.** The Bus189 – Strategic Management course coordinator is working with the Bus189 faculty to implement a business simulation project in the capstone course.
- **Bus 10 – Discovering Business.** In fall 2012 and spring 2013, hybrid classes were developed. In fall 2013, large sections (250 students) were piloted.

13. Proposed Changes and Goals:

The following PLOs will be assessed in the 2014-2015 academic year:

PLO #1a: Business Knowledge (Basic and Global)

PLO #1b: Business Knowledge (Discipline Specific)

PLO #2b: Communication (Written)

APPENDIX A

ASSESSMENT SUMMARY FOR BSBA PROGRAM

2006-2011 ACCREDITATION CYCLE

PROGRAM: BSBA (Bachelor of Science in Business Administration)

| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--|--|---|---|--|
| <p>1. Fundamental business principles</p> <p>To understand the fundamental principles of essential business functions and the relationship of business to individuals, government, society, and other organizations</p> | <p>Fall 2005. BUS 189-Strategic Management: Case analysis, essay questions</p> | <p>Exceptional: 45-50 Acceptable: 25-44 Marginal: 20-24 Unacceptable:0-19</p> | <p>N=93 Acceptable and above : 90% Exceptional: 14/93=15% Acceptable: 70/93=75% Marginal: 7/93=8% Unacceptable: 2/93=2%</p> | <p>Spring 2006. Summary report and analysis prepared by Joel West and submitted to CoB Assessment Committee.</p> |
| | <p>Summer 2009 and Fall 2009 BUS189-Strategic Management: Case analysis; Essay questions</p> | <p>Exceptional: 9-10 Acceptable: 6-8 Unacceptable: 0-5</p> | <p>N=182 Acceptable and above: 57% Exceptional: 9/182=5% Acceptable: 94/182=52% Unacceptable: 79/182=43%</p> | <p>Spring 2010 Summary reports prepared by Mary Lynn Wilson and submitted to CoB Assessment committee.</p> |
| <p>2. Discipline Specific Knowledge</p> <p>To obtain specialized knowledge of a single business discipline or functional area</p> | <p>Spring 2005. BUS 189 Strategic Management: CSU-Business Achievement Test</p> | | <p>N=442 Max score: 80 High Score: 61 Low Score: 14 Mean: 39.42 Median: 39.44 St Dev: 7.49</p> | <p>Fall 2005 Results generated by CSU-LB. Review and analysis done by faculty and submitted to CoB Assessment Committee.</p> |
| | <p>Spring 2009. BUS 189 Strategic Management: CSU Business Achievement Test</p> | | <p>N=328 students Max score: 80 High Score: 76.25 Low Score: 16.35 Mean: 52.3232 St Dev 13.24799</p> | <p>Fall 2009 Results generated by CSU-LB. Review and analysis done by faculty and submitted to CoB Assessment Committee.</p> |
| | <p>Spring 2010 BUS 189 Strategic Management CSU Business Achievement Test Version 1B</p> | | <p>N=341 students Max score: 80 High Score: 64 Low Score: 7 Mean: 53.0844 St Dev: 12.09499</p> | <p>Fall 2010 Results generated by CSU-LB. Review and analysis done by faculty and submitted to CoB Assessment Committee.</p> |

PROGRAM: BSBA (Bachelor of Science in Business Administration)

| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--|---|---|--|--|
| 3. Communication skills <i>To express ideas clearly, logically, and persuasively in oral and written communication</i> | | | | |
| 3a. Written communication | Fall 2005 BUS100W-Business Communication Pre- and Post tests administered through exercises, assignments, assessment tests and case analysis | Exceptional: 90-100% Acceptable: 73-89% Unacceptable: 0-72% | Pre-test: N=544 Exceptional: 4/544=0.7% Acceptable: 213/544=39% Unacceptable: 327/544=60% Post-test: N=408 Exceptional: 50/408=12% Acceptable: 321/408=79% Unacceptable: 80/408=20% | Spring 2006 Report, data summary and analysis done by Rolanda Pollard. Report reviewed by faculty, Business Communication course coordinator, chair and appropriate committee. |
| | Spring 2006 BUS100W-Business Communication Pre- and Post tests administered through exercises, assignments, assessment tests and case analysis BUS189-Strategic Management Essay question in the final exam | BUS100W grading scale: Exceptional: 7-8 Acceptable: 4-6 Unacceptable: 0-3 BUS189 grading scale: Exceptional: 7-8 Acceptable: 4-6 Unacceptable: 0-3 | BUS100W Pre-test: N=271 Exceptional: 10/271=4% Acceptable: 80/271=30% Unacceptable: 159/271=59% Post-test: N=227 Exceptional: 71/227=31% Acceptable: 138/227=61% Unacceptable: 19/227=8% BUS189 N=180 Acceptable and above: 51% Exceptional: 2/178=1% Acceptable: 89/178=50% Unacceptable: 87/178=49% | Fall 2006 Report, data summary and analysis done by Rolanda Pollard. Report reviewed by faculty, Business Communication course coordinator, chair and appropriate committee |
| | Summer and Fall 2009 BUS189-Strategic Management Case analysis, essay questions | Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2 | N=182 Acceptable and above : 79% Exceptional: 5/182=3% Acceptable: 139/182=76% Unacceptable: 38/182=21% | Spring 2010 Summary reports prepared by Mary Lynn Wilson and submitted to CoB Assessment committee. |

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| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--|---|---|---|--|
| 3b. Oral communication | Summer, Fall 2009 BUS189-Strategic Management. Oral class presentations | Exceptional: 85-100% Acceptable: 65-84% Unacceptable: 0-64% | N=209 Acceptable and above:45% Exceptional: 2/209=1% Acceptable: 92/209=44% Unacceptable:115/209=55% | Spring 2010 Summary reports prepared by Mary Lynn Wilson and submitted to CoB Assessment committee. |
| | Spring 2010. BUS134B- Integrated Marketing Communications and BUS 183-Global Entrepreneurship: Video of final project presentations | Exceptional: 85-100% Acceptable: 65-84% Unacceptable: 0-64% | N=208 Acceptable and above: 99% Exceptional: 132/208=63% Acceptable: 74/208=36% Unacceptable: 2/208=1% | Fall 2010 Summary report prepared by Mary Anne Sunseri |
| | <i>Note: Additional measure</i> Fall 2010: BUS189-Strategic Management: Video of final project presentations | Exceptional: 15-18 Acceptable: 11-14 Unacceptable: 0-10 | N=108 Exceptional: 93/108=86% Acceptable: 15/108=14% Unacceptable: 0/108=0% | Fall 2010 Summary report prepared by Mary Anne Sunseri |
| 4. Working in Diverse Environments <i>To comprehend the challenges and opportunities of working effectively with other people in a diverse environment</i> | | | | |
| 4a. Team Skills | Spring 2007. BUS160-Fundamentals of Management and Organizational Behavior: Exam questions, experiential skills assessment, quiz, in-class team exercise and final exam. <i>Note: for the quiz and final exam, two objectives were measured for team skills:</i> 2. Demonstrate an ability to diagnose team dynamics and to recommend solutions to team problems 3. Identify the factors that contribute to team effectiveness | Quiz: Exceptional: 6 Acceptable: 4-5 Unacceptable: 0-3 In-class teamwork: Exceptional:5- 6 Acceptable: 3-4 Unacceptable: 0-2 | Quiz: N=463 Obj 2 : Exceptional/Acceptable: 411.5/463=89% Obj 3 : Exceptional/Acceptable: 438/463=95% In-class teamwork: N=463 Exceptional: 292/463=63% Acceptable: 108/463=23% Unacceptable: 63/463=14% | Fall 2007 Summary, report and analysis prepared by Marlene Turner, reviewed by program faculty and then by college curriculum and assessment committee. |

| PROGRAM: BSBA (Bachelor of Science in Business Administration) | | | | |
|--|---|--|---|--|
| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
| | | Final exam: Exceptional: 6 Acceptable: 4-5 Unacceptable: 0-3 | Final exam: N=481 Obj 2 : Exceptional/Acceptable: 358/481=74% Obj 3 : Exceptional/Acceptable: 322/481=67% | |
| 4a. Team Skills | Summer 2010 BUS189 Strategic Management: Quiz (same as Spring 2007) | Exceptional: 4 Acceptable: 3 Unacceptable: 0-2 | N= 301 Acceptable and above: 88% Exceptional: 167/301=55% Acceptable: 100/301=33% Unacceptable: 34/301=11% | |
| 4b. Leadership Knowledge | Spring 2007. BUS160- Fundamentals of Management and Organizational Behavior: Exam questions, experiential skills assessment, quiz, in-class team exercise and final exam. | Quiz: Exceptional: 6 Acceptable: 4-5 Unacceptable: 0-3 Final exam: Exceptional: 6 Acceptable: 4-5 Unacceptable: 0-3 | Quiz: N=463 Exceptional/Acceptable: 396/463=86% Final Exam: N=481 Exceptional/Acceptable: 336/481=70% | Fall 2007 Summary, report and analysis prepared by Marlene Turner, reviewed by program faculty and then by college curriculum and assessment committee. |
| | Fall 2009. BUS160- Fundamentals of Management and Organizational Behavior. Exam questions | Exceptional: 5 Acceptable: 3-4 Unacceptable: 0-2 | N=250 Acceptable and above: 92% Exceptional: 115/250=46% Acceptable: 115/250=46% Unacceptable: 20/250=8% | Spring 2010 Summary, report and analysis prepared by Marlene Turner, reviewed by program faculty and then by college curriculum and assessment committee. |
| 4c. Global Knowledge | Fall 2009. BUS187 – Global Dimensions of Business: Questions in pre-final exam | Exceptional: 81-100 Acceptable: 61-80 Unacceptable: 0-60 | N=239 Acceptable and above: 90% Exceptional: 124/239=52% Acceptable: 90/239=38% Unacceptable: 25/239=10% | Spring 2010 Summary report prepared by Carol Reade and Mark McKenna and submitted to CoB Assessment Committee |

| PROGRAM: BSBA (Bachelor of Science in Business Administration) | | | | |
|--|--|--|---|--|
| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
| | Spring 2010. BUS187-Global Dimensions of Business: Exam questions | Exceptional: 81-100 Acceptable: 61-80 Unacceptable: 0-60 | N=151 Acceptable and above: 85% Exceptional: 78/151=52% Acceptable: 50/151=33% Unacceptable:23/151=15% | Summer 2010 Summary report prepared by Carol Reade and Mark McKenna and submitted to CoB Assessment Committee |
| 5. Ethical Awareness <i>To demonstrate awareness of how ethical issues and responsibilities affect decisions and actions</i> | Spring 2008. BUS/PHIL186-Professional and Business Ethics: Final exam case analysis | | N=101 Mean: 24 Max score: 30 High Score: 30 Low score: 4 Results: 64/101 = 63% students scored at exceptional or acceptable level | Graded by graduate students. |
| | Fall 2009. BUS/PHIL186- Professional and Business Ethics: pre- and post- test administered. Final exam case analysis | Acceptable / Exceptional: 80%-100% | Pre-test N=272 Results: 6/272=2.21% scored at exceptional or acceptable level. Post-test N=214 Results: 66/214=31% scored at exceptional or acceptable level. | Spring 2010 Summary report and analysis prepared by Rita Manning. |
| 6. Critical Evaluation of Data <i>To comprehend and critically evaluate information presented in written and numeric form</i> | | | | |
| 6a. Critical Thinking Skills | Fall 2006. BUS189 – Strategic Management: Case analysis | Exceptional: 3-4 Acceptable: 2 Unacceptable: 0-1 | N=225 Acceptable and above: 78% Exceptional: 96/225=43% Acceptable: 79/225=35% Unacceptable: 50/225=22% | Spring 2007 Summary, report and analysis prepared by Marlene Turner, reviewed by program faculty and then by college curriculum and assessment committee. |

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| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--------------------------------|--|---|---|--|
| | Spring 2009 BUS189 – Strategic Management: Collegiate Learning Assessment (CLA) | | N = 148 Mean total CLA score = 1141 Deviation Score = 0.1 Percentile rank among comparable institutions = 56 | |
| | Summer and Fall 2009. BUS189 – Strategic Management: Exam questions, essays and case study | Exceptional: 9-10 Acceptable: 6-8 Unacceptable: 0-5 | N=182 Acceptable and above:52% Exceptional: 9/182=5% Acceptable: 85/182=47% Unacceptable: 88/182=48% | Spring 2010 Summary reports prepared by Mary Lynn Wilson and submitted to CoB Assessment committee. |
| 6b. Quantitative Skills | Spring 2005: BUS170-Fundamentals of Finance: BAT | | N=442 Mean: 39.91% | Summary and analysis prepared by Professors Suresh Ahuja and Debbie Abbott |
| | Fall 2005: BUS170 – Fundamentals of Finance: Exam questions and quizzes | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | N=338 Exceptional:46/338=14% Acceptable: 152/338=45% Unacceptable: 140/338=41% | |
| | Spring 2006: BUS170 – Fundamentals of Finance: Exam questions and quizzes | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | N=280 Exceptional:48/280=17% Acceptable: 139/280=50% Unacceptable: 93/280=33% | |
| 6b. Quantitative Skills | Fall 2006. BUS170 – Fundamentals of Finance: Exam questions and quiz | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | N=326 Exceptional:68/326=21% Acceptable: 93/326=29% Unacceptable: 165/323=51% Mean: 76.4% | Summary and analysis prepared by Professors Suresh Ahuja and Debbie Abbott |

| PROGRAM: BSBA (Bachelor of Science in Business Administration) | | | | |
|---|---|---|--|---|
| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
| | Spring 2009. BUS170 – Fundamentals of Finance: Test questions in a quiz or exam | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | Spring 2009: N=136 Exceptional: 61/136=45% Acceptable: 53/136=39% Unacceptable: 22/136=16% Mean: 80.02% | Summary and analysis prepared by Professors Suresh Ahuja and Debbie Abbott |
| | Fall 2009. BUS170 – Fundamentals of Finance: Test questions in a quiz or exam | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | N=222 Mean: 65.7% | Summary and analysis prepared by Professors Suresh Ahuja and Debbie Abbott |
| | Spring 2010. BUS170 – Fundamentals of Finance Test questions in a quiz or exam | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-70% | N=405 Mean: 72.1% | Summary and analysis prepared by Professors Suresh Ahuja and Debbie Abbott |
| 7. Technology and Innovation | | | | |
| <i>To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology</i> | | | | |
| 7a. Problem Solving with Technology | Fall 2005. BUS188 – Business Systems and Policy: Access skills assessment | Excellent: 90-100% Acceptable: 70-89% Unacceptable: 0-69% | N=455 Exceptional: 224/455=49.2% Acceptable: 120/455=26.4% Unacceptable: 111/455=24.4% | Manually graded by the Course Assistant and then compiled by the Course Coordinator for preparing the evaluation assessment. The results were then discussed with the course faculty. |
| | Fall 2007. BUS188 – Business Systems and Policy: Quantitative Skills Test and | | Results: 891 (out of 1088 = 82%) of students scored at exceptional or acceptable level | The multiple choice questions were completed on scantrons and run by the Course Assistant and then |

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| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--------------------------------------|---|---|--|--|
| | Access skills assessment | Excellent: 90-100% Acceptable: 70-89% Unacceptable: 0-69% | N=502 Acceptable and above: 83% Excellent: 118/502=23% Acceptable: 299/502=60% Unacceptable: 84/502=17% | compiled by the Course Coordinator. The results were then discussed with the course faculty. |
| | Spring 2010. BUS188 – Business Systems and Policy: Multiple choice quiz | Excellent: 90-100% Acceptable: 70-89% Unacceptable: 0-69% | N=348 Acceptable and above: 59% Excellent: 62/348=18% Acceptable: 143/348=41% Unacceptable: 143/348=41% | Results corrected by the graduate assistant and then compiled by the Course Coordinator. The results were then discussed with the course faculty |
| 7b. Creativity and Innovation | Fall 2009. BUS110A - Fundamentals of Management Information Systems: Student productivity in generating ideas and novelty | Productivity: Exceptional: 17-33 Acceptable: 6-16 Unacceptable: 3.5-5 Novelty: Exceptional: 760-1505 Acceptable: 109-686 Unacceptable: 45-76 | N=57 Productivity: Mean-11.08 Median – 10.25 STDev-5.77 Acceptable and above: 86% Exceptional: 18% Acceptable: 68% Unacceptable: 14% Novelty: Mean: 390 Median: 261 STDev: 310 Exceptional: 14% Acceptable: 82% Unacceptable: 4% | Summary report and analysis prepared by Professor Leslie Albert, discussed with course faculty and submitted to the CoB Assessment Committee. |

APPENDIX B

BSBA PROGRAM LEARNING GOALS (PLOs)

MAPPING OF BSBA LEARNING GOALS (PLOs) TO UNIVERSITY LEARNING GOALS

2011-2016 ACCREDITATION CYCLE

BSBA Program Learning Goals (REVISED SPRING 2012)

| BSBA Program Learning Goals (PLOs) | Goal Description |
|---|--|
| 1. Business Knowledge | Students will: Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments. |
| 2. Communication | Students will: Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately. |
| 3. Ethical Awareness | Students will: Recognize, analyze, and articulate solutions to ethical issues that arise in business. |
| 4. Leadership, Teams and Diversity | Students will: Comprehend the challenges and opportunities of leading and working in diverse teams and environments. |
| 5. Critical Thinking | Students will: Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology. |
| 6. Innovation | Students will: Recognize, analyze, and articulate strategies for promoting creativity and innovation. |

BSBA Program Learning Goals Mapping to University Learning Goals

| University Learning Goals | BSBA Program Learning Goals (see table above for goal description) | | | | | |
|--|--|-----------------|---------------------|-----------------------------------|---------------------|--------------|
| San Jose State University graduates will have developed: | 1.Business Knowledge | 2.Communication | 3.Ethical Awareness | 4.Leadership, Teams and Diversity | 5.Critical Thinking | 6.Innovation |
| Specialized Knowledge: | | | | | | |
| o Depth of knowledge required for a degree, as identified by its program learning outcomes. | X | | | | | |
| Broad Integrative Knowledge: | | | | | | |
| o Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating). | | | | | X | X |
| o An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding). | X | | | | X | |
| o Students graduating with a baccalaureate degree | | | | | | |

| | | | | | | |
|--|---|---|--|---|---|---|
| will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration. | | | | | X | |
| Intellectual Skills: | | | | | | |
| o Fluency in the use of specific theories, tools, technology and graphical representation. | X | | | | X | |
| o Skills and abilities necessary for life- long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities. | | X | | X | X | |
| Applied Knowledge: | | | | | | |
| o The ability to integrate theory, practice, and problem- solving to address practical issues. | X | | | | X | |
| o The ability to apply their knowledge and skills to | | | | | X | X |

| | | | | | | |
|---|--|--|---|---|--|--|
| new settings or in addressing complex problems. | | | | | | |
| o The ability to work productively as individuals and in groups | | | | X | | |
| Social and Global Responsibilities: | | | | | | |
| o The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities. | | | X | | | |
| o Diverse and global perspectives through engagement with the multidimensional SJSU community. | | | | X | | |

APPENDIX C

CURRICULUM ALIGNMENT MATRIX

BSBA Business Pool and Lower Division Core Alignment

| Goal | 10 | 20 | 21 | 80 | 90 | 91L |
|--|----|-----|-----|-------------|-----|-----|
| 1. Business Knowledge – Basic Business and Discipline-Specific | | | | | | |
| • Basic Business | I | I,R | I,R | | | |
| • Discipline-Specific | I | I,R | R | | I | |
| | | | | | | |
| 2. Communication: Oral and Written | I | I | I | I (written) | I | I,R |
| | | | | | | |
| 3. Ethical Awareness | | I | I | I | I | |
| | | | | | | |
| 4. Leadership, Teams, and Diversity | | | | | | |
| | | | | | | |
| 5. Critical Thinking | I | I | I | I | I,R | |
| | | | | | | |
| 6. Innovation | | | | | | I |
| | | | | | | |

I = Introduced

R = Reinforced/Comprehended/Practiced

D = Demonstrated/Mastery

BSBA Upper Division Core Alignment

| Goal | 100W | 130 | 140 | 160 | 170 | 187 | 188 | 189 | 190 | Phil186 |
|--|-----------------------|----------------|-----|-------------|----------------|-----|-----|---------------------|-----|---------|
| 1. Business Knowledge – Basic Business and Discipline-Specific | | | | | | | | | | |
| • Basic Business | | I,R | I,R | I,R | I,R | I,R | R | D | | |
| • Discipline-Specific | | I,R | I,R | I,R | R,D(?) | | I,R | D | I,R | |
| | | | | | | | | | | |
| 2. Communication: Oral and Written | I,R(oral, written) | I (written) | I | R (oral) | I (written) | I | | D(oral, written) | | |
| | | | | | | | | | | |
| 3. Ethical Awareness | I | I | I | I | I | I | I | R | | I,R,D |
| | | | | | | | | | | |
| 4. Leadership, Teams, and Diversity | | | I | I,R,D | I | I | | D | | |
| | | | | | | | | | | |
| 5. Critical Thinking | | I,R | R,D | I | D | I | D | D | D | |
| | | | | | | | | | | |
| 6. Innovation | | | I | I | | | D | R | | |
| | | | | | | | | | | |

I = Introduced

R = Reinforced/Comprehended/Practiced

D = Demonstrated/Mastery

APPENDIX D

CCC ASSESSMENT PLAN

ASSESSMENT SCHEDULE

2011-2016 ACCREDITATION CYCLE

Core Course Community: Assessment Plan for Accreditation

Goal 1: Business Knowledge: Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Learning Objectives:

Basic Business:

- To understand models or frameworks that enable integration and management of multi-disciplinary considerations critical to the firm's objective to increase performance
- Demonstrate knowledge of business operating environments

Discipline-specific:

- Understand the fundamental principles and develop requisite skills in the respective discipline

Learning Outcomes:

Basic Business:

- Students will demonstrate knowledge of important basic business concepts

Discipline-specific:

- Students will display knowledge of discipline-specific concepts

Assessments:

Basic Business:

- Bus189 – Business Case
- Bus187 – Final exam items on global knowledge

Discipline-specific:

- Bus189 – BAT exam

Goal 2: Communication: Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Learning Objectives:

- 2a: 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)
- 2b: 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)

Learning Outcomes:

- 2a: 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 Adherence to established practices of written English communications • 2b: 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 |
| <p>Assessments:</p> <ul style="list-style-type: none"> • 2a: Bus189 – Business analysis using rubric • 2b: Bus189 – Business case • 2b: Bus134B – Business case • 100w and Bus160 – pre-assessment |

| |
|--|
| <p>Goal 3: Ethical Awareness: Recognize, analyze, and articulate solutions to ethical issues that arise in business.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify major ethical theories/concepts 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 <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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 problem b. Developing constructive, morally defensible solutions and provide reasons in support of each |
| <p>Assessments:</p> <ul style="list-style-type: none"> • Bus186 (Phil186) – Business case |

| |
|---|
| <p>Goal 4: Leadership, Teams and Diversity: Comprehend the challenges and opportunities of leading and working in diverse teams and environments.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • 4a: Identify the factors that contribute to effective performance of diverse teams • 4b: Understand the leadership and behavioral skills necessary to mobilize individuals and groups toward action <p>Learning Outcomes:</p> |
|---|

- 4a: Students will demonstrate knowledge of factors leading to effective team performance via scores on a quiz on the subject.
- 4b: Students will demonstrate knowledge of important leadership skills via scores on final exam items (multiple choice) on the subject.

Assessments:

- 4a: Bus160, Bus161A – Quiz, peer evaluations
- 4b: Bus160, Bus161A – Final exam
- Bus189-peer evaluations, videos

Goal 5: Critical Thinking: Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Learning Objectives:

- 5a: Demonstrate proficiency in critical analytical thinking, including analysis, interpretation, evaluation, inference, and explanation of information
- 5b: Understand the use of mathematical methods to solve quantitative problems and arrive at decisions based on qualitative and quantitative information
- 5c: Analyze a business problem, determine the critical information required to solve the problem, and use the appropriate technology to design a solution

Learning Outcomes:

- 5a: Each student will be able to analyze a case and demonstrate effective skills in interpretation, evaluation, and communication of his/her analysis
- 5b: Students will demonstrate the understanding of key quantitative analysis concepts
- 5c: Students solved a business problem using appropriate technology and demonstrate their understanding

Assessments:

- 5a: Bus189 – Business case
- 5b: Bus170 – Exam questions
- 5c: Bus188, Bus110A, Bus140, Bus190 – Business problem, multiple choice questions

Goal 6: Innovation: Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Learning Objectives:

- Identify major concepts of creativity and innovation and recognize their application to business settings.
- Demonstrate an ability to recommend strategies for enhancing creativity and

innovation in business settings.

Learning Outcomes:

- Students will effectively analyze a business case and provide creative and/or innovative solutions in the case by
 - a. Recognizing opportunities for creativity and innovation
 - b. Developing solution for promoting creativity and innovation and provide reasons in support of each

Assessments:

- Bus188, Bus110A

| BSBA Program Learning Goals (PLOs) | Spr 2011 | Fall 2011 | Spr 2012 | Sum 2012 | Fall 2012 | Spr 2013 | Sum 2013 | Fall 2013 | Spr 2014 | Sum 2014 | Fall 2014 | Spr 2015 | Sum 2015 | Fall 2015 |
|--|-----------|-----------|-----------|----------|----------------|----------------------------------|----------|-------------|----------------------------------|----------|---------------|-----------|----------|-----------|
| Goal 1a: Business Knowledge - Basic, Global | 189 - BAT | 189 - BAT | 189 - BAT | | | | | 187-Asbjorn | | | 187-Alaka | 189 - BAT | | |
| Goal 1b: Business Knowledge - Discipline Specific | 189 - BAT | 189 - BAT | 189 - BAT | | | | | | | | | 189 - BAT | | |
| Goal 2a: Communication: Oral | | | | | | 189 – Group pres | | | 189- Group pres | | | | | |
| Goal 2b: Communication: Written | | | | | 189 - Bus case | | | | | | 189- Bus case | | | |
| Goal 3: Ethical Awareness | | | | | | 186 - Case Q in final exam, Anne | | | 186 - Case Q in final exam, Anne | | | | | |
| Goal 4: Leadership, Teams and Diversity | | | | | | 160, 161A - Cami | | | 160, 161A - Cami | | | | | |
| Goal 5: Critical Thinking | | | | | | 170 - Debbie/ Stoyu | | | 170 - Debbie/ Stoyu | | | | | |
| Goal 6: Innovation | | | | | | 188 - Jeff/ Jeanne | | | 188 - Rich | | | | | |

APPENDIX E
PART B DATA

#6 Graduation Rates for Total, Non URM and URM students (per program and degree)

| Academic Programs | | First-time Freshmen: 6 Year Graduation Rates | | New UG Transfers: 3 Year Graduation Rates | | Grads : 3 Year Graduation Rates | |
|--------------------------------|--------------|--|--------------|---|--------------|---------------------------------|-------------|
| | | Fall 2007 Cohort | | Fall 2010 Cohort | | Fall 2010 Cohort | |
| | | Entering | % Grad | Entering | % Grad | Entering | % Grad |
| Accounting/Finance | Total | 162 | 58.6% | 167 | 76.6% | 0 | 0.0% |
| | URM | 54 | 46.3% | 11 | 81.8% | 0 | 0.0% |
| | Non-URM | 97 | 63.9% | 113 | 75.2% | 0 | 0.0% |
| | Other | 11 | 72.7% | 43 | 79.1% | 0 | 0.0% |
| Management Information Syst. | Total | 24 | 54.2% | 23 | 69.6% | 0 | 0.0% |
| | URM | 7 | 28.6% | 0 | 0.0% | 0 | 0.0% |
| | Non-URM | 16 | 62.5% | 18 | 66.7% | 0 | 0.0% |
| | Other | 1 | 100.0% | 5 | 80.0% | 0 | 0.0% |
| Organization/Management | Total | 251 | 54.6% | 89 | 77.5% | 0 | 0.0% |
| | URM | 74 | 44.6% | 13 | 76.9% | 0 | 0.0% |
| | Non-URM | 148 | 59.5% | 51 | 80.4% | 0 | 0.0% |
| | Other | 29 | 55.2% | 25 | 72.0% | 0 | 0.0% |
| Marketing | Total | 144 | 56.9% | 38 | 65.8% | 0 | 0.0% |
| | URM | 35 | 45.7% | 7 | 28.6% | 0 | 0.0% |
| | Non-URM | 97 | 60.8% | 21 | 81.0% | 0 | 0.0% |
| | Other | 12 | 58.3% | 10 | 60.0% | 0 | 0.0% |
| MBA - Bus Admin/General | Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Non-URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Other | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| MS - Accountancy | Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Non-URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Other | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| MS - Transportation Management | Total | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Non-URM | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | Other | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

(data not provided for MS taxation)

#7 Headcounts of program majors and new students (per program and degree)

| | | Fall 2013 | | | | | | | | | |
|----------------------------------|--------------|--------------|------------|-----------|-----------|----------------|----------|-----------|------------|----------|-----------|
| | | New Students | | | | Cont. Students | | | Total | | |
| | Degree | 1st Fr. | UG Transf | New Creds | 1st Grads | UGs | Creds | Grads | UGs | Creds | Grads |
| Bus Admin/Accounting | Total | 59 | 212 | 0 | 0 | 676 | 0 | 0 | 947 | 0 | 0 |
| | BS | 59 | 212 | 0 | 0 | 676 | 0 | 0 | 947 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Accounting Info Syst | Total | 13 | 53 | 0 | 0 | 127 | 0 | 0 | 193 | 0 | 0 |
| | BS | 13 | 53 | 0 | 0 | 127 | 0 | 0 | 193 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Corp Financial Mgmt | Total | 14 | 25 | 0 | 0 | 177 | 0 | 0 | 216 | 0 | 0 |
| | BS | 14 | 25 | 0 | 0 | 177 | 0 | 0 | 216 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Entrepreneurship | Total | 31 | 36 | 0 | 0 | 115 | 0 | 0 | 182 | 0 | 0 |
| | BS | 31 | 36 | 0 | 0 | 115 | 0 | 0 | 182 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Finance | Total | 31 | 88 | 0 | 0 | 372 | 0 | 0 | 491 | 0 | 0 |
| | BS | 31 | 88 | 0 | 0 | 372 | 0 | 0 | 491 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/General | Total | 72 | 90 | 0 | 44 | 112 | 0 | 11 | 274 | 0 | 55 |
| | BS | 72 | 90 | 0 | 0 | 112 | 0 | 0 | 274 | 0 | 0 |
| | MBA | 0 | 0 | 0 | 44 | 0 | 0 | 11 | 0 | 0 | 55 |
| Bus Admin/Human Resource Mgmt | Total | 20 | 42 | 0 | 0 | 196 | 0 | 0 | 258 | 0 | 0 |
| | BS | 20 | 42 | 0 | 0 | 196 | 0 | 0 | 258 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/International Business | Total | 46 | 46 | 0 | 0 | 178 | 0 | 0 | 270 | 0 | 0 |
| | BS | 46 | 46 | 0 | 0 | 178 | 0 | 0 | 270 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Management | Total | 79 | 137 | 0 | 0 | 579 | 0 | 0 | 795 | 0 | 0 |
| | BS | 79 | 137 | 0 | 0 | 579 | 0 | 0 | 795 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Management Info Syst | Total | 20 | 83 | 0 | 0 | 348 | 0 | 0 | 451 | 0 | 0 |
| | BS | 20 | 83 | 0 | 0 | 348 | 0 | 0 | 451 | 0 | 0 |
| | | | | | | | | | | | |
| Bus Admin/Marketing | Total | 115 | 108 | 0 | 0 | 492 | 0 | 0 | 715 | 0 | 0 |
| | BS | 115 | 108 | 0 | 0 | 492 | 0 | 0 | 715 | 0 | 0 |
| | | | | | | | | | | | |

(MBA prog data in BusGeneral. MS program data not provided)

#8 SFR and average section size (per program)

| Course Prefix | Course Level | Fall 2013 | |
|-------------------------------|-------------------|--------------------------------|-------------------------------|
| | | Student to Faculty Ratio (SFR) | Average Headcount per Section |
| BUS - Business Graduate Progs | Total | 20.0 | 17.8 |
| | Graduate Division | 20.0 | 17.8 |
| | | | |
| BUS1 - Accounting/Finance | Total | 37.7 | 43.9 |
| | Lower Division | 47.4 | 47.3 |
| | Upper Division | 36.0 | 43.2 |
| BUS2 - Marketing | Total | 33.4 | 45.5 |
| | Lower Division | 32.9 | 40.0 |
| | Upper Division | 33.5 | 46.2 |
| BUS3 - Organization/Mgmt | Total | 38.8 | 49.7 |
| | Lower Division | 66.0 | 81.3 |
| | Upper Division | 35.3 | 45.4 |
| BUS4 - Mgmt Info Systems | Total | 33.1 | 47.8 |
| | Lower Division | 41.8 | 63.3 |
| | Upper Division | 31.5 | 42.3 |

#9 Percentage of tenured/tenure-track instructional faculty (per department)

| | Fall 2013 | | | |
|------------------------|----------------|---------|---------------|--------------|
| | % Tenured/Prob | Tenured | Temp Lecturer | Probationary |
| Business - All College | 58.9% | 11.269 | 10.285 | 3.46 |

| | Fall 2013 | | | |
|----------------------------|----------------|---------|---------------|--------------|
| | % Tenured/Prob | Tenured | Temp Lecturer | Probationary |
| Business Graduate Programs | 58.3% | 1.363 | 1.666 | 0.967 |

APPENDIX F

ASSESSMENT DATA SUMMARY TABLE

2011-2016 ACCREDITATION CYCLE

PROGRAM: BSBA (Bachelor of Science in Business Administration)

| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|---|--|---|--|--|
| <p>1. Business Knowledge</p> <p>Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.</p> | <p>Spring 2011 BUS189-Strategic Management (Capstone) CSU Business Achievement Test (BAT) BAT-Standardized test administered to participating CSU campuses; CSU Long Beach administers, scores, and analyzes the test results</p> | | <p>N=330</p> <p>Max Score: 80 High Score: 66 Low Score: 16 Mean: 42.10 Median: 41.93 StDev: 9.2</p> | <p>Summer 2011. Results generated by CSU LB Results and analyses discussed at first and last CCC meeting in the 2013-2014 academic year.</p> |
| | <p>Fall 2011 BUS189-Strategic Management (Capstone) CSU Business Achievement Test (BAT) BAT-Standardized test administered to participating CSU campuses; CSU Long Beach administers, scores, and analyzes the test results</p> | | <p>N=87</p> <p>Max Score: 80 High Score: 59 Low Score: 22 Mean: 41.21 Median: 40.80 StDev: 9.26</p> | <p>Spring 2013. Results generated by CSU LB Results and analyses discussed at first and last CCC meeting in the 2013-2014 academic year.</p> |
| | <p>Spring 2012 Pre-test (Beginning of semester) BUS189-Strategic Management (Capstone) CSU Business Achievement Test (BAT) BAT-Standardized test administered to participating CSU campuses; CSU Long Beach administers, scores, and analyzes the test results</p> | | <p>N=320</p> <p>Max Score: 80 High Score: 64 Low Score: 16 Mean: 39.68 Median: 39.21 StDev: 8.68</p> | <p>Spring 2013. Results generated by CSU LB Results and analyses discussed at first and last CCC meeting in the 2013-2014 academic year.</p> |
| | <p>Spring 2012 Post-test (End of semester) BUS189-Strategic Management (Capstone) CSU Business Achievement Test (BAT) BAT-Standardized test administered to participating CSU campuses; CSU Long Beach administers, scores, and analyzes the test results</p> | | <p>N=301</p> <p>Max Score: 80 High Score: 62 Low Score: 13 Mean: 38.48 Median: 38.12 StDev: 9.30</p> | <p>Spring 2013. Results generated by CSU LB Results and analyses discussed at first and last CCC meeting in the 2013-2014 academic year.</p> |
| | <p>Fall 2013 BUS187-Global Dimensions of Business</p> | <p>Exceeds expectations: 80-100%</p> | <p>N= 149 students</p> | <p>Spring 2014 Summary report and analysis</p> |

| PROGRAM: BSBA (Bachelor of Science in Business Administration) | | | | |
|--|--|--|---|---|
| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
| | Final exam questions | Acceptable: 40-79% Unacceptable: 0-39% | Acceptable and above: 92.6% Exceptional: 73.8% Acceptable: 18.8% Unacceptable: 7.4% | prepared by Dr. Alaka Rao, School of Global Innovation & Leadership. Results and analyses discussed at last CCC meeting in Spring 2014 and with Global Task Force and IB Concentration faculty. |
| 2. Communication | | | | |
| Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately. | | | | |
| 2a. Written Communication | Fall 2012 Bus189-Strategic Management (Capstone) Case analysis, essay questions in mid-term and final exams, short writing assignments | Exceptional: 15-20 Acceptable: 9-14 Unacceptable: 0-8 | N=195 Acceptable and above: 82% Exceptional: 20/195=10% Acceptable: 141/195=72% Unacceptable: 34/195=18% | Spring 2013 Summary report and analysis prepared by Dr. Jennifer Morrison, Communication Studies. Results and analyses discussed at first CCC meeting in Fall 2013 and with Communication Task Force. |
| 2b. Oral Communication | Spring 2013 Bus189-Strategic Management (Capstone) Video of final project presentations | Exceptional: 20-30 Acceptable: 10-19 Unacceptable: 0-9 | N=124 Acceptable and above: 96% Exceptional: 33/124=27% Acceptable: 86/124=69% Unacceptable: 5/124=4% | Spring 2013 Summary report and analysis prepared by Darcy Osheim, Emily Schwing, Jessica Johnson from Communication Studies. Results and analyses discussed at first CCC meeting in Fall 2013 and with Communication Task Force. |
| | Spring 2014 Bus189-Strategic Management (Capstone) Video of final project presentations | | | Summer 2014 The data is being summarized and analyzed by Emily Schwing from Communication Studies. Results and analyses to be discussed at first CCC meeting in Fall 2014, scheduled 9/12/14 and with Communication Task Force. |

| PROGRAM: BSBA (Bachelor of Science in Business Administration) | | | | |
|--|---|---|--|--|
| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
| 3. Ethical Awareness Recognize, analyze, and articulate solutions to ethical issues that arise in business. | Spring 2013 Bus/Phil186-Professional and Business Ethics Final exam case analysis | Exceptional: 16.5-18 Acceptable: 9.5-16 Unacceptable: 0-9 | N=278 Acceptable and above: 95% Exceptional: 117/278=42% Acceptable: 146/278=53% Unacceptable: 15/278=5% | Spring 2013 Summary report and analysis prepared by Dr. Anne Lawrence, Organization and Management; Dr. Rita Manning and Andrew Lavin, Philosophy. Results and analyses discussed at first CCC meeting in Fall 2013 and with Ethics Task Force. |
| | Spring 2014 Bus/Phil186-Professional and Business Ethics Final exam case analysis | | | Summer 2014 The data is being summarized and analyzed by Dr. Anne Lawrence, School of Management. Results and analyses to be discussed at first CCC meeting in Fall 2014, scheduled 9/12/14 and with Ethics Task Force. |
| 4. Leadership, Teams and Diversity Comprehend the challenges and opportunities of leading and working in diverse teams and environments. | Spring 2013 Bus160- Fundamentals of Management and Organizational Behavior Bus161-Applied Organizational Behavior Exam questions | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-69% | N=282 Acceptable and above: 82% Exceptional: 118/282=42% Acceptable: 114/282=40% Unacceptable: 50/282=18% | Fall 2013 Summary report and analysis prepared by Dr. Camille Johnson, Organization & Management. Results and analyses discussed at first CCC meeting in Fall 2013 and with Teams Task Force. |
| | Spring 2014 Bus160- Fundamentals of Management and Organizational Behavior Bus161-Applied Organizational Behavior Exam questions | Exceptional: 90-100% Acceptable: 70-89% Unacceptable: 0-69% | | Summer 2014 The data is being summarized and analyzed by Dr. Camille Johnson, School of Management. Results and analyses to be discussed at first CCC meeting in Fall 2014, scheduled 9/12/14 and with Ethics Task Force. |

PROGRAM: BSBA (Bachelor of Science in Business Administration)

| Student Learning Outcomes | Which Courses Measured, When and What Tool Used? | Targets for Satisfactory Performance | Observations of Student Performance | When and By Whom Were the Results Analyzed? |
|--|--|---|---|---|
| 5. Critical Thinking Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology. | Spring 2013 Bus170-Fundamentals of Finance Exam questions | | N=254 Avg % Right= 61.6% Avg % Wrong= 38.4% | Summer 2013 Summary report and analysis prepared by Professor Debbie Abbott, Accounting and Finance. Results and analyses discussed at first CCC meeting in Fall 2013 and Critical Thinking/Quantitative Skills Task Force. |
| | Spring 2014 Bus170-Fundamentals of Finance Exam questions | | | Summer 2014 The data is being summarized and analyzed by Professor Debbie Abbott, Accounting and Finance. Results and analyses to be discussed at first CCC meeting in Fall 2014, scheduled 9/12/14 and with Critical Thinking/Quantitative Skills Task Force. |
| 6. Innovation Recognize, analyze, and articulate strategies for promoting creativity and innovation. | Spring 2013 Bus188- Business Systems and Policy Business case analysis | | | Summer 2013 The data is being summarized and analyzed by Professors Jeanne Sawyer and Jeff Gaines, Management Information Systems. |
| | Spring 2014 Bus188- Business Systems and Policy Business case analysis | | | |