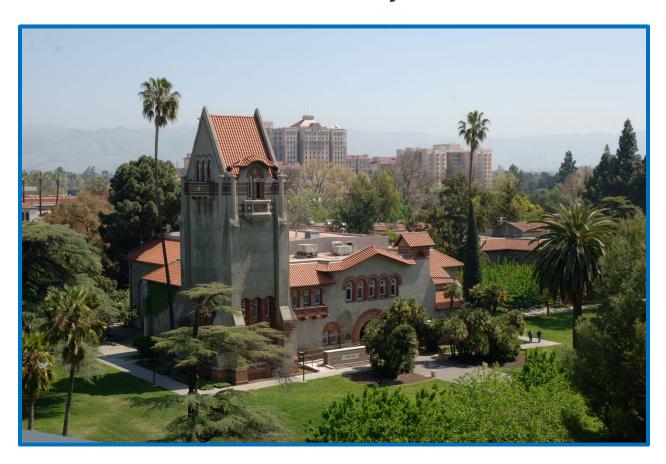# SJSU | LUCAS COLLEGE AND GRADUATE SCHOOL OF BUSINESS

BSBA Assurance of Learning Summary

AACSB Fifth Year

Continuous Improvement Review

AY2015-2020

During the current accreditation cycle, the LCoB continued to assess its six undergraduate Program Learning Goals (PLG): business knowledge; oral and written communication; ethical awareness; leadership and teamwork; critical thinking; and innovation. For nine of the thirteen Program Learning Objectives (PLOs) measured, students met or exceeded expectations in a first assessment round (see Table A at the end of this document). Of the remaining four PLOs, in three instances curricular changes before second-round assessment led to improved performance. For one PLO where performance still fell short after a second assessment, faculty have examined both the tools and pedagogical challenges to address in subsequent semesters. Regardless of student performance, the faculty have continued to make curricular changes so as to move more students from an "acceptable" level of performance into the "exceptional" range. In fact, minor or major curricular enhancements were performed for all PLOs. In several instances the assessment tools were revised to produce more reliable evidence.

Business Knowledge: To assess General Business Knowledge (PLO 1a), graduating seniors took the Business Assessment Test (BAT), a comprehensive exam covering ten dimensions of core business knowledge. Students did well; in an initial round, our students outperformed those at peer institutions in nearly all disciplines, with the exception of statistics, ethics, and management. The first two simply corroborated what other assessment tools had shown, and therefore reemphasized the need to address quantitative and ethical skills. Since management curricula differ by university, the final area of weakness has led to faculty discussions on textbooks, core frameworks, and consistency across sections. In the second round, students performed similarly well, meeting targeted performance levels. Students have performed at high levels in the assessment of Global Business Knowledge (PLO 1b) but faculty still aimed for improvement. As a result, instructors of this core course adopted a culminating multinational project which asks students to research, recommend, and advise a domestic firm considering new market entry. While effects are hard to isolate, subsequent assessment rounds brought a shift from a majority of acceptable to a majority of exceptional scores.

Written and Oral Communications: Students, after failing in the first measurement, they met the target in the second measurement in the assessment of Written Communication skills (PLO 2a). Many students take writing and GE courses at community colleges, others struggle with English as a second language, and nearly all do little writing in their undergraduate coursework. In conjunction with SJSU's Writing Across the Curriculum team, LCoB faculty held workshops to learn how to incorporate more writing in all concentrations with low- and high-stakes pedagogical tools. The faculty also focused on the presentation and discussion of the grading rubric in their classes. Students met the performance target in both measurements for Oral Communication (PLO 2b). On the whole, students met expectations for class presentation skills, however lapses in preparation or presence do exist. To move more students from acceptable to exceptional oral delivery, faculty both hope to increase spoken assignments and engagement. Moreover, the LCoB opened in March 2020, just before the shelter-in-place, an oral communications lab with video recording equipment for additional practice and feedback. In Fall 2020 selected courses in the BSBA will pilot the use of the Quantified Communications AI platform to evaluate and enhance skills.

Ethical Awareness: Students met the performance target in both measurement rounds. Since a department outside the LCoB offers the required ethics course for business students, course content and pedagogical practices has been difficult to influence. The ethics task force developed an assessment tool using a short case and survey. As a curricular enhancement before the second assessment round, the task force took Giving Voice to Values (GVV) cases and tailored these as micro-insertions for faculty of various disciplines to use. In 2019, marketing, management, and accounting faculty incorporated

GVV cases as either in-class discussions or online course components. Moving forward, we plan to inventory current ethics pedagogy across the college and continue with an even more coordinated approach to teaching applied ethics.

Leadership and Teamwork: Students demonstrated strong Teamwork skills (PLO 4a) and emerging Leadership qualities (PLO 4b). To measure students' abilities, faculty administered the Comprehensive Assessment of Team Member Effectiveness (CATME) surveys to individuals working in groups; in both the first and second rounds students exceeded target performance. These surveys, in conjunction with questions about leadership strategies, both showed on that average more than 85% of our students performed at an acceptable or exceptional level.

Critical Thinking: To evaluate Critical Thinking skills, the assessment team tried a variety of approaches, first administering the Watson-Glaser test, a diagnostic exam often given in industry. Students did not perform well. Moreover, though, faculty had concerns with the questions' framework and skills measured. In fact, the inter-rater reliability across LCoB faculty members was high but was very weak with the results of the Watson-Glaser test. To better gauge students' ability to incorporate information they have learned to solve problems, a faculty team developed a critical thinking case regarding market specialization and platform adoption. After several pilot rounds, faculty adopted the case and accompanying materials for the BSBA capstone course, asking students to analyze and synthesize sources to make a strategic recommendation. The first assessment round showed that students did not meet the performance target, and therefore faculty decided to emphasize in class the identification of assumptions and incorporation of sources to synthetize ideas. The second assessment round did not improve much, but it is quite possible that the results were impacted by the COVID crisis and switch to remote learning, which coincided with the administration of the assessment. Moving into a new cycle, a critical thinking task force will look at ways to improve or change pedagogies in both upper and lower division courses to develop better reasoning skills.

Quantitative Reasoning: Given the demand for strong analytical skills across all industries, students' Quantitative Skills (Goal 5b) are of increasing importance. The first assessment measures indicated many students lacked the math foundation to succeed. As a result, a group of BUS170 Fundamentals of Finance faculty developed a LinkedIn Learning remedial course as a prerequisite for the finance requirement. Through numerous revisions, pilot sections, and eventually course wide-adoption, we saw quantitative performance improve substantially in later assessments. This math fundamentals module is now a common, required feature, of BUS170. In the next round we look to incorporate data analytics more in the undergraduate curriculum.

Innovation: PLO 5c, Solving Business Problems with Technology, falls under the critical thinking umbrella but also overlaps some with the Innovation aims of PLG 6. Technological solutions often require innovation, and so asking students to identify and evaluate a technology's effectiveness has much in common with defining, analyzing, and articulating innovative strategies. For the final innovation goal, students were asked to examine creativity and innovation strategies using both Christensen's framework and CRM technologies. After a first round assessment that fell just shy of target performance, faculty increased class discussions and applications. While students did meet the benchmark in the second round, additional discussions are needed to determine how, in addition to assessing students' ability to describe innovative practices, we might assess innovation itself.

Table A - BSBA AoL Summary Table - Target and Result data refers to the % of expected or actual students who scored in the acceptable and exceptional category

BSBA PLO	Target	1st Measurement		2nd Measurement		Assessment Tool	Enhancements
		Semester	Result	Semester	Result		
1.a – General Business Knowledge	95%	SP19	98.6%	FA19	99%	Business Assessment Test	Curricular changes in the areas of slight underperformance (ethics and quantitative methods) implemented as part of other PLO 3 and 5b.
1.b – Global Business Knowledge	70%	FA17	94%	FA19	94%	MCQ on Final Exam	Group project requiring that students take an existing domestic firm and develop a multinational enterprise.
2.a – Written Communication	90%	SP19	74%	SP20	86%	Case Study	Presentation of Written Communication evaluation rubric. Faculty emphasis on writing basics and document audience. Faculty Workshops: Writing across the curriculum.
2.b – Oral Communication	70%	SP18	95%	SP19	95%	Capstone Course Presentation	Presentation of Oral Communication evaluation rubric. Development of Oral Communication Lab in SP20. Pilot adoption of Quantified Communications software in FA20.
3 – Ethical Awareness	70%	FA18	87%	SP20	86%	Case Study and Survey	Curricular insertion of ethics-related short cases in core courses across concentrations.
4.a - Leadership	70%	SP18	89%	SP19	84%	MCQ on Exam	Supplemental videos on leadership strategies paired with class discussion and optional essays.
4.b – Teamwork*	70%	FA17	96%	SP19	99%	CATME	Supplemental videos on teamwork strategies paired with class discussion and optional essays.
5.a – Critical Thinking*	70%	SP19	63%	SP20	55%	Case Study	Presentation of Critical Thinking grading rubric. Initial faculty emphasis on identification of assumptions and incorporation of sources to synthesize ideas.
5.b – Mathematical Methods	70%	FA18	61%	FA19	74%	MCQ on Final Exam	Mandatory math modules across core course sections via LinkedIn Learning and quiz.
5.c – Solving Business Problems with Technology	75%	FA18	77%	FA19	97%	CRM Tech Survey	Development of assignment promoting discussion of project management and task management.
6.a – Recognize Innovation	75%	FA18	80%	FA19	94%	In-class Survey	Introduction of class discussion of the importance of applying strategies to increase creativity in the business contest. Introduction of group discussions about ideas creation.
6.b – Analyze Innovation	75%	FA18	80%	FA19	93%	In-class Survey	Faculty led reviews of the definitions of innovation and included the Christensen innovation types.
6.c – Articulate Innovation	75%	FA18	73%	FA19	90%	In-class Survey	Introduction of class assignment aiming at describing and discussing the use of innovative technologies and their degree of innovativeness.