

Student Outcome Assessment Plan Undergraduate Program for BS Business Degree

Craig School of Business California State University

Summer, 2011
Revised February, 2013

I. Mission Statement

A. Craig School of Business Mission Statement

The Craig School of Business at California State University, Fresno provides high quality business education to a diverse student body, offers well-rounded active learning experiences and contributes to economic development in central California

B. Consistency Between School and University

The Craig School of Business' mission is consistent with the California State University, Fresno's mission. We especially identify the following consistencies.

Economic enhancement of community. Both mission statements recognize the importance of a strong higher education facility to promote the economic well-being and development of the region.

Productive careers. Both mission statements emphasize productivity in careers and as members of the community.

Engaging in research. Both mission statements reflect the recognized value of research to advancing knowledge. Both statements emphasize disseminating the results of research to enhance the community.

Community service. Both mission statements recognize dedication to community service.

Partnerships with professional community. Both statements recognize the value of the learning institution partnering with the business community.

II. Craig School of Business Undergraduate Goals and Student Learning Outcomes

Graduates of the CSB will have:

Goal 1: An integrated knowledge of the functional areas of business. Students/graduates will

- Learning Outcome: Incorporate an integrated knowledge of the functional areas of business to analyze a business scenario – **Business Integration**
- Learning Outcome: Process information and express complex ideas to address business problems - **Critical Thinking**
- Learning Outcome: Reason quantitatively – **Quantitative Reasoning**
- Learning Outcome: Use technology to gather and manipulate information-**Technology Use**

Goal 2: Effective oral and written communication abilities. Students/graduates will

- Learning Outcome: Write effective, concise reports-**Written Communication**
- Learning Outcome: Make effective oral presentations that are enhanced by presentation software-**Oral Communication**

Goal 3: An understanding of business and cultural values. Students/graduates will

- Learning Outcome: Apply often conflicting ethical theories to manage their behavior in business situations - **Ethical Awareness**
- Learning Outcome: Use awareness of global business environments and cultural diversity to address business problems -**Global Awareness**

Goal 4: Applied experiences in business – experiential, no learning outcomes

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

	Business Integrati on	Critical Thinkin g	Comm: Oral	Comm: Written	Ethics	Global	Quant Reasoning	Techn ology
Dog Days Orientation					1			
BA105W				2				
DS123							2	
FIN120		1				1		
IS130								2
MGT110			2			1		
MGT124							2	
MKTG100S					1	1		
MGT187	3	3			2			
MKTG188	3	3			2			
IS187	3	3			2			
Reqd Option Course		2						

3 = Strong, 2 = Moderate, 1 = Possible

The School promotes assessment of student learning outcomes in all courses, although all courses are not required to report assessments.

IV. Assessment Methods

A. Direct Methods:

Learning Outcomes with direct measure and benchmark

Business Integration: Capstone Project Rubric (CPR). Projects are evaluated and scored using a rubric (attached). Students should score at the 2 level (acceptable) to indicate competency.

Critical Thinking: Capstone Project Rubric (CPR). Projects are evaluated and scored using a rubric (attached). Students' scores should average 2 or above (acceptable) to indicate competency.

Communication: Oral: Oral Presentation Rubric (OPR). Presentations are evaluated and scored using a rubric (attached). Students' scores should average 2 or above (acceptable) to indicate competency.

Communication: Written: Writing Rubric (WR). Assessed written work is evaluated and scored using a rubric (attached). Students' scores should average 2 or above (acceptable) to indicate competency.

Ethics: Ethics Test (ET). Ethical awareness is evaluated using a faculty assimilated test. Students' scores should average 70% or above to indicate competency.

Global: Global Test (GT). Global awareness is evaluated using a faculty assimilated test. Students' scores should average 70% or above to indicate competency.

Quant Reasoning: Quantitative Rubric (QR). Quantitative reasoning is evaluated and scored using a rubric (attached). Students' scores should average 2.5 or above to indicate competency.

Technology: Technology Rubric (TR). Technology skill is evaluated and scored using a rubric (attached). Students' scores should average 2 or above (acceptable) to indicate competency.

B. Indirect Methods:

Indirect methods include surveys of various stakeholders.

- AS: Alumni Surveys
- GSS: Graduating Student Survey
- IS: Internship Surveys
- IBS: International Business Programs Survey
- SLS: Service Learning Survey

Explanation of items omitted from Appendix:

- The exams for ethical and global awareness are created from a testbank, and are not included in the appendix.
- The surveys are not included in the appendix.

V. Student Learning Outcomes X Assessment Methods Matrix

<i>Direct</i>	Business Integrati on	Critical Thinking	Oral Comm.	Written Comm.	Ethical	Global	Quant Reason	Technol ogy
WR				x				
QR							x	
CPR	x	x						
OPR			x					
TR								x
ET					x			
GT						x		
<i>Indirect</i>								
GSS		x	x	x	x	x	x	x
AS		x	x	x				x
IS		x	x	x				x
IBS		x	x	x	x	x		x
SLS			x		x			

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Years X Assessment Method Matrix

Generally, with the exception of the alumni survey, the assessment methods are used to measure student learning every year, usually every semester. It is felt that with a degree granting program that is so large, it is necessary at this time to assure learning in each of the outcomes often.

<i>Direct</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
WR	X	X	X	X	X
QR	X	X	X	X	X
CPR	X	X	X	X	X
OPR	X	X	X	X	X
TR	X	X	X	X	X
ET	X	X	X	X	X
GT	X	X	X	X	X
<i>Indirect</i>					
GSS	X	X	X	X	X
AS		X		X	
IS	X	X	X	X	X
IBS	X	X	X	X	X
SLS	X	X	X	X	X

Revised SOAP template has 3 numbered sections for the same information (VI, VII, and VIII), but the Craig School of Business only has 1 timeline, so this SOAP omits VII and VIII.

IX. Closing the Loop

The assessment process requires collecting data on learning, compiling that data, reporting that data, contemplation of the data, then decisions how to react to the data. The last step is "closing the loop." But after the decision how to respond to the data is made, there must be implementation of the changes decided on. After implementation, there must be new assessment of the changes. So the process is one of continuous improvement. The CSB administration has embraced the continuous improvement model for student outcome assessment.

1. **Compiling data**-Direct measures (rubrics and objective exams) are conducted in the assigned classes. Blackboard is used to enable faculty to input their direct assessment results into an Excel file and to submit it to the School. The assessments for each learning outcome are compiled by the Assessment coordinators and the Associate Dean.
2. **Reporting data**-The results are communicated to the Dean for the Dean's Annual Report to the Provost.
The results are put into graphs and communicated to the faculty during the faculty meetings at the beginning of the fall semester. Often the results are communicated at the beginning of the spring semester or at the end of a semester. Deans report the results to other stakeholders such as business community members and students.
3. **Contemplation of the data**-At the faculty meetings, faculty discuss the results and suggest ways to improve student learning and the process for obtaining assurance of learning. The assessment coordinators take faculty and administrative advice for how to use the results for program improvement.
4. **Decisions how to react to the data**-The assessment coordinators and deans begin the semester long work of assisting faculty in course, curricula, instruction, and program adjustment, and in devising measurements that will capture evidence of student learning. The advice is reported in faculty meetings and faculty individually become involved in working with the assessment coordinators and the deans.
5. The changes in courses, curricula, instruction, programs, and methods of measuring learning are implemented the following semester or year. Changes are then assessed the following semester or year. The process has now begun another cycle.

Appendix

Assessment Methods

Explanation of items omitted from Appendix:

- The exams for ethical and global awareness are created from a testbank, and are not included in the appendix.
- The surveys are not included in the appendix.

CSB PROJECT RUBRIC – SCORING GUIDE (Revision November, 2012)

	Unsatisfactory (1) Does not meet expectations	Acceptable (2) Meets or marginally exceeds expectations	Exemplary (3) Clearly exceeds expectations
Integration of Business Knowledge (See fuller explanation on next page)	Problem is addressed within an isolated or nearly isolated business domain; full business system within which the problem exists is inadequately, incorrectly or not addressed; work is not done to the standard expected of a student about to graduate with a BS in Business.	The business system within which the problem/opportunity exists is addressed adequately but not deeply; some sub-systems may be left out of the analysis; minor flaws may exist in the analysis. Quality of work is appropriate for a student about to graduate with a BS in Business.	The business system within which the problem/opportunity exists is fully addressed in a comprehensive manner with depth; the interrelatedness of business sub-systems is clearly recognized, addressed and analyzed within the scope of the problem/opportunity; work is done to a business professional rather than a student professional standard.
Critical Thinking (See fuller explanation on next page)	Weak, superficial or incorrect analysis of the problem or opportunity; statements/recommendations are not supported or are not objectively arrived at; merit/value of conclusions not drawn logically or not supported	Adequate level of analysis of problem/opportunity although some aspects are missing or incomplete; statements and recommendations/ conclusions are supported by analysis; merit/ value of conclusions is supported but may not be highly defensible; Appropriate product for student about to graduate with BS in business.	Extensive and systematic analysis of problem/opportunity; statements and recommendations/ conclusions are supported by analysis and are defensible; merit/ value of conclusions is clearly supported and highly defensible. Goes well beyond the basics. Would consider this a professional product in the business world.
Items below are optional – use if applicable			
Use of Technology (See fuller explanation on next page)	Use of Technology other than word processing and/or presentation software: Students failed to see how technology could aid in the data collection and analysis of the problem or used technology in a superficial or incorrect manner	Use of Technology other than word processing and/or presentation software: Students used technology in appropriate and predictable ways; usage is standard - little creativity is shown. Technology use aided in data collection, data analysis and outcome.	Use of Technology other than word processing and/or presentation software: Creative usage of technology in addition to the standard expected modes of usage. Use of technology had a clear/major impact on data collection, the analysis and outcome of the decision/ problem/ opportunity
Quantitative Analysis	Unclear/incorrect selection/use of quantitative analysis and data; - data displays are incomplete, poorly labeled, and/or hard to follow and do not support interpretation or understanding of the problem; quantitative presentation is incomplete or only partially correct; argument may be poorly focused, weak or poorly conceived; major concepts or assumptions may be ignored or inadequately explored.	Quantitative analysis and data identification are accurate and demonstrate competent understanding of the problem/opportunity; logical interpretations of problem elements are correct, but are not robust; results and assumptions while correct are not examined or supported deeply.	Accurately identifies quantitative information pertinent to the solution of the problem/opportunity; accurately applies quantitative analysis; data displays are accurate and completely represent the relationships among problem elements; presents a reasoned account of the answer that examines assumptions and develops thorough interpretations and implications of the results;
- - - Continued on next page - - -			

	Unsatisfactory (1) Does not meet expectations	Acceptable (2) Meets or marginally exceeds expectations	Exemplary (3) Clearly exceeds expectations
Oral Presentation	No clear organization; loses focus; misses key concepts pertinent to presentation; slides/media difficult to read or distracting due to design or spelling, punctuation or grammatical errors; unclear voice, mumbles, or pace too fast/slow; inappropriate clothing; reading rather than presenting; distracting mannerisms; weak conclusions;	Focus lost occasionally; a few key concepts missing or weakly developed; majority of media/slides easy to read and understand with few grammatical or spelling errors; primarily clear voice with moderate pace; clothing neat; speaker lacks confidence at times or losses audience attention; minimal distracting mannerisms; conclusion is present but lacks completeness, good organization or flow;	Clear organization; stays focused throughout. All key concepts presented; slides/media support presentation and are easy to read and understand without distractions in design, spelling or grammar; voice easy to understand and good pace; speaker enunciates; business clothing; lack of distracting mannerisms; maintains audience attention; speaker confident; clearly organized conclusion that wraps up presentation;
Written Report	Lacks organization or clarity; content does not support subject; ideas not expressed clearly; writing lacks conciseness; paragraphs lack introduction/ conclusion and/or transitions; word choice/ usage is distracting or inappropriate; consistent spelling, grammar and/or punctuation errors; unprofessional presentation; where appropriate, citations are inadequate or incorrect.	Organization of work is good, although it does not consistently support the writer's objective; main points are presented, although they are not always logically presented, clear or supported; most paragraphs introduced, concluded and transitioned to others; word choice is appropriate and spelling, grammar and punctuation errors are infrequent; primarily professional appearance; where appropriate research citations are cited with few errors	Organization of work supports the writer's objective/goal; main points are presented in a logical order and promote clarity; arguments well developed; clear flow of material; paragraphs coordinate effectively with good transitions; word choice effective and appropriate to audience; writing is nearly error free; work is professional and appropriately addresses audience; where relevant, sources are cited correctly.

Fuller explanation of first three categories

Integration of Business Knowledge

Business as an overriding discipline has coherence beyond that of single disciplinary perspectives. Cultivating integration of business knowledge is essential to prepare informed and engaged business leaders capable of analyzing, evaluating, and synthesizing information from multiple sources in order to render reasoned decisions. The integration of business knowledge promotes organizational communication at all levels in order to avoid disciplinary silo effects. It is essential that students make connections across the various disciplines in the curriculum. Integration of business knowledge transcends silos and views business as a system where it is essential for the parts to work together towards an overall goal rather than individualistic or departmental goals

Critical Thinking

Critical thinking implies the development of "discerning judgment based on standards." In Webster's New World Dictionary, the relevant entry reads "characterized by careful analysis and judgment" and is followed by "critical — in its strictest sense —implies an attempt at objective judgment so as to determine both merits and faults." Applied to thinking, then, consider critical thinking as thinking that explicitly aims at well-founded judgment and hence utilizes appropriate evaluative standards in the attempt to determine the true worth, merit, or value of something. To assess critical thinking, check it for clarity, accuracy, precision, relevance, depth, breadth, significance, logic, and fairness. (adapted from www.criticalthinking.org on 1/5/12)

Use of Technology (other than presentation or word processing software)

If appropriate, evaluate how well/appropriately students use technology within the context of the project, rather than within the context of the presentation of the project through presentation software or a written report using word processing software. Evaluate how well/appropriately students have used technology to help them gather information and/or analyze a business problem or opportunity. Examples include use of technology to (1) access information from databases, (2) analyze data using statistical software or spreadsheets, (3) use graphics software to present/compare information, (4) display the spatial distribution of information using GIS/mapping software, (5) study the results of variable inputs and outputs with simulation, what-if, or goal seeking analysis, (6) promote marketing goals via social networking, or (7) develop systems.

CSB Oral Presentation Rubric

Revised October, 2012

	1 Unacceptable	2 Acceptable	3 Exemplary
Organization	No clear organization to the presentation or loses focus 3 or more times.	Somewhat organized, but loses focus 1 or 2 times.	Clear organization, reinforced by media. Stays focused throughout.
Content	Course concepts are not integrated into presentation or are not appropriately integrated	Incorporates several course concepts into presentation, but does not incorporate key concepts which are relevant to presentation.	Incorporates relevant course concepts into presentation where appropriate.
Slides/media	More than 25% of the slides/media are difficult to read and understand. More than 3 spelling and grammar errors exist	More than 75% of the slides/media are easy to read and understand. Others contain too much information or have illegible font. No more than 2 spelling or grammatical errors are present.	Slides/media support the presentation, are easy to read and understand. Slides contain no spelling or grammatical errors.
Conclusion	Conclusion omitted. Speech just ends, it doesn't feel complete. Presentation does not end in a smooth manner.	Conclusion is present, but lacks completeness or good organization. Transitional flow from body of presentation to conclusion is not smooth.	Clearly organized conclusion that wraps up the topic well, ties speech together and has a note of finality. Smooth transitional flow from body of presentation into summarization.
Voice/Pace	Voice is not clear, and/or speaker mumbles, and/or pace is too fast or too slow.	Speaker uses clear voice, enunciates, speaks at moderate pace for at least 75% of speech.	Voice is clear, easy to hear and understand. Speaker enunciates. Pace is neither too fast nor too slow.
Professionalism	Clothing is not appropriate and/or appearance is unkempt, and/or speaker reads entire presentation and/or mannerisms are extremely distracting to rater more than 25% of the time of the presentation and/or mannerisms are so distracting that the rater finds it difficult to concentrate on presentation.	Clothing is business-like or neat. Speaker lacks some confidence and/or relies on note cards less than 25% of the time. A minimal number of distracting mannerisms during presentation. Focus by audience is interrupted by speaker's mannerisms less than 25% of the time	Clothing is business-like, speaker is poised and well prepared. Lack of distracting mannerisms by speaker during presentation. Audience is able to focus entirely on information offered in presentation without distraction by the speakers.

CSB Writing Rubric

Revised September, 2012

	1 Unsatisfactory	2 Acceptable/meets expectations	3 Exemplary
Organization	<ul style="list-style-type: none"> -Organization: work lacks logical coordination and/or clarity. -Main points are not made. 	<ul style="list-style-type: none"> -Organization of work is good, although it does not consistently support the writer's objective. -Main points are presented, although they are not always logically presented or they lack clarity. 	<ul style="list-style-type: none"> -Organization of work supports the writer's objective/goal. -Main points are presented in a logical order and promote clarity.
Content	<ul style="list-style-type: none"> -Relevance: Material does not provide support for points or is not relevant to subject. -Material is not clearly presented. 	<ul style="list-style-type: none"> -Relevance: Material is relevant to the points and/or arguments, although it may not thoroughly support and develop them. -Material is well presented, consistent with format of writing. 	<ul style="list-style-type: none"> -Relevance: Material provides extensive support for and develops the points and/or arguments. -Material is thoroughly presented, consistent with format of writing.
Sentence & Paragraph	<ul style="list-style-type: none"> -Sentences lack conciseness, flow, and/or do not express ideas. -Paragraphs lack topic sentences, introduce more than one topic, and lack conclusions. -Paragraphs are disconnected. 	<ul style="list-style-type: none"> -Most sentences are concise, flow, and express ideas. -Most paragraphs begin with a topic sentence that introduces a single topic. -Most paragraphs use appropriate transitions. 	<ul style="list-style-type: none"> -Sentences are concise, flow well, and clearly express ideas. -Paragraphs have clear topic sentences and develop a single topic. -Paragraphs coordinate effectively using transitions as needed.
Word Choice & Tone	<ul style="list-style-type: none"> -Word choice and/or usage is ineffective or inappropriate. -Writing contains clichés and triteness. -Tone is not professional. 	<ul style="list-style-type: none"> -Word choice and usage are appropriate. -Writing lacks clichés and is not trite. -Tone is professional. 	<ul style="list-style-type: none"> Word choice and usage -are effective and appropriate to audience and subject matter. -enhance the clarity of the writing.
Grammar, Punctuation & Spelling	<ul style="list-style-type: none"> -Writing consistently demonstrates incorrect grammar, punctuation, and spelling. 	<ul style="list-style-type: none"> -Writing uses proper grammar, punctuation, and spelling with infrequent errors. 	<ul style="list-style-type: none"> -Writing is nearly error free and demonstrates mastery of grammar, punctuation, idiom, and word usage.
Professionalism, Format & Conventions	<ul style="list-style-type: none"> -Appearance lacks neatness and professionalism. -Research citations are inadequate or incorrect. 	<ul style="list-style-type: none"> -Appears neat and professional but content may lack professionalism. -There may be minor errors in conventions of professional documents. -Where relevant, research sources are cited with few errors. 	<ul style="list-style-type: none"> -Work is professional in appearance and appropriately formatted for purpose and audience. -Conventions of professional business documents are followed. -Where relevant, research sources are correctly cited.

CSB Quantitative Rubric

Quantitative Rubric	Algebraic	Graphic	Numeric	Verbal
<p>4 Exemplary</p>	<ul style="list-style-type: none"> - Accurately derives, uses, and/or manipulates algebraic representations of pertinent data and/or problem elements. - Interprets logical relationships between problem elements and aptly characterizes the underlying logic with mathematical symbols. 	<ul style="list-style-type: none"> - Graphic displays are accurate and completely represent the data and/or algebraic relationships between problem elements, are accompanied by equations from analysis, and have clear labels. - Analysis draws appropriate inferences from graphic displays. 	<ul style="list-style-type: none"> - Accurately identifies quantitative information pertinent to the solution of a problem. - Uses quantitative information in a solution that supports appropriate translations between different modes of thinking (algebraic, graphic, and/or verbal) about the problem. 	<ul style="list-style-type: none"> - Presents a reasoned account of the answer that examines assumptions and develops thorough interpretations and implications of the results. - Explains the underlying logic of the solution and translates appropriately between different modes of thinking (algebraic, graphic, and/or numeric) about the problem.
<p>3 Competent</p>	<ul style="list-style-type: none"> - Algebraic representations are accurate and demonstrate competent translation of the problem into mathematical symbols. - Logical interpretations of problem elements are correct, but are in some ways incomplete to support full integration of different modes of thinking (graphic, numeric, and/or verbal). 	<ul style="list-style-type: none"> - Graphic displays are accurate and completely represent the data and/or algebraic relationships between problem elements. - Graphic displays may not be accompanied with complete and appropriate analytic inference. 	<ul style="list-style-type: none"> - Correctly identifies quantitative information to solve the problem. - Numeric information asked for in the problem is given, but the solution does not go beyond the question posed. - Robust interpretation of the numeric information is not presented. 	<ul style="list-style-type: none"> - The answer is correct and demonstrates competence working with the task's mathematical concepts and processes, but may not examine assumptions or develop adequate interpretations and implications of the results. - The argument may not completely capture the underlying logic of the solution and appropriate translations between different modes of thinking (algebraic, graphic, and/or numeric) about the problem.
<p>2 Developing</p>	<ul style="list-style-type: none"> - It may be unclear what algebraic relationships are used that best and/or correctly characterize pertinent data and/or problem elements. 	<ul style="list-style-type: none"> - Graphic displays are incomplete, poorly labeled, and/or hard to follow. - Graphic displays are not presented in ways that support further interpretation of the elements of the problem. 	<ul style="list-style-type: none"> - Quantitative information is partially correct but incomplete. - Quantitative information is presented in ways that do not lead to other modes of thinking (algebraic, graphic, and/or verbal) about the problem. 	<ul style="list-style-type: none"> - The answer may be partially correct, but the argument may be poorly focused or weak or poorly conceived. - Major concepts or assumptions related to the content may be ignored or inadequately explored. - The underlying logic of the solution and appropriate translations between different modes of thinking (algebraic, graphic, and/or numeric) about the problem may be inadequately explored or incorrectly reported.

<p>1 Beginning</p>	<p>- Presentation fails to correctly identify mathematical variables and processes pertinent to the solution of the problem.</p>	<p>- Graphic displays do not accurately represent data and/or algebraic relationships between problem elements.</p>	<p>- Quantitative information given is incorrect.</p>	<p>- Content is poorly focused and lacks organization.</p> <p>- Fails to demonstrate thoroughness and competence.</p> <p>- The reader is left with little information about or understanding of the solution and its interpretation.</p>
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CRAIG SCHOOL OF BUSINESS

INFORMATION TECHNOLOGY RUBRIC

	<i>Unsatisfactory (1)</i> <i>Does not meet expectations</i>	Acceptable (2) Meets or marginally exceeds expectations	Exemplary (3) Clearly exceeds expectations
PROJECT IDENTIFICATION: (If applicable) Appropriately determines the nature and scope of the project to be addressed			
PROJECT TRANSLATION: Selects appropriate technology and effectively translates the project into a suitable model			
INFORMATION EVALUATION: Critically evaluates information and sources			
INFORMATION INCORPORATION: Effectively incorporates selected information			
TECHNOLOGY APPLICATION: Executes the application of technology effectively			
PROJECT INTERPRETATION: Critically and competently evaluates and interprets the results obtained			